Project CoachLearn
Enhancing Coaches’ Learning, Mobility & Employment within the context of a European Sport Coaching Framework

Sergio Lara-Bercial – Project Coordinator
Project CoachLearn
Setting the Scene
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• The project is funded through an Erasmus+ bid (2014 call) under the Strategic Partnerships Action within Key Action 2 – Cooperation and Innovation for Good Practices.

• It started in October 2014 and will be completed in August 2017.
Setting the Scene

50-100 Million Participants
5-9 Million Coaches

  - Inclusion of sport qualifications in NQF and refer to EQF
- Work Plan for Sport 2014-2017
  - Continues to be a priority
CoachLearn seeks to enhance sport coaches' learning, mobility and employment through the development of a European Sport Coaching Framework.

The Framework will act as a recognised reference point across the Union for the development of coach education programmes and coaching systems.
The Core Team

- LBU: Sergio Lara-Bercial & Julian North
- HH: Kirsi Hämäläinen
- NOC*NSF: Jan Minkhorst
- ICCE: Karen Livingstone & Ladislav Petrovic
- Trainerakademie: Klaus Oltmanns
CoachLearn Deliverables

- European Sport Coaching Framework
- A series of related Reports/Position Statements:
  - Sport Coaching Workforce Mini-Audit in the EU
  - Education Frameworks and Tools in the EU
  - Recognised Prior Learning in Coaching
- Implementation and Development Tools:
  - User Guides
  - Self-Assessment Tools
  - Website, Webinars, etc
CoachLearn Impact

- Synergy Coaching Organisations
- Programme Development
- Better/More Employable Coaches
- Better/Satisfied Athletes
- Sport as Economic Driver
- EU as Leader in Coaching
Sport Coaching Workforce in the EU: Sampling Data from 5 European Countries

J North
Leeds Beckett University, UK
Klaus Oltsmann
Trainerakademie Cologne, Germany
Project aims

• **Collect** sport coaching workforce data in 5 countries

• Understand how data can be used to improve coaching and coaching systems

• Suggests some tools for wider European use
5 countries

Finland

The UK

Germany

Hungary

The Netherlands
Proposed method

• Design research instrument
• Collect data
• Analyse data
• Research report
• Examine possibility of tools
Early results
It has been difficult to collect and analyse the data!
The context and motivations for the collection, and the applications, of sport coaching data vary considerably between the 5 countries.

The methodology used in the UK, and underpinning various UK centred bids to the EU, requires scrutiny and challenge.
Context for data collection

- EBDM/PM
- Value attached to sport
- Infrastructure & resource

Motivations for data collection

- Value of coaching
- No strong motivations
- Understand characteristics
- Strategic management
- Inform coach ed.
- Evaluate
- Manage coach ed.

Approaches to data collection

- Nat. pop survey
- Spec. pop survey
- No or little research
- Eval.
- Nat reg/licence scheme
- Panel research
- Pop Spec. r/l scheme
- Inform coach ed.
- Nat. pop survey
- Spec. pop survey
- Eval.
Early conclusions and next steps

• Recognise and embrace the complexity of working across nations when...
  – managing comparative data
  – developing generic tools

• Continue to work up the analysis and think about tool development
Qualification Frameworks & Tools in the EU: Where is Sport Coaching
Locating the ESCF...

Report #1

Focus of Report #1

- Current qualification frameworks and employment and mobility tools
- Assessing impact
- Current picture in sport coaching
- Highlighting key challenges and opportunities
Frameworks & Mobility Tools

- NARIC (1984)
- ECTS (1988)
- Europass (1998)
- PQD (2005)
- FQEHEA – Bologna (2005)
- ECVET (2009)
- EQAVET (2009)
- EQF (2008)
- ESG (2005)
- ESCO (2012)

DON'T PANIC
What is the game plan?

- Competitiveness
- Employability
- Mobility
- Lifelong Learning
- Systemic Approach
- National Frameworks
- Proportionality
- Quality Assurance
- Transparency
- Comparability
- Mutual Trust
- Recognition of Prior Learning
- Formal, Non-formal, Informal
- Flexible Learning Pathways
- Permeability
- Learning Outcomes
- Workload/Credits
- Competence
- Assessment
Key Issues

- Synergy & Simplification
- Cultural Match
- Communication & Support
- Common Terminology
So where is Sport Coaching?

Relevance of Coaching

Alignment & Momentum

Domains

Coaching Roles

Coaching Statuses

Coach Developers

Coaching as a Profession

Systemic Approach

Quality Assurance

Multi-modal Education

Curriculum Design

Defining Competence

Practicum

Assessment

Recognition of Prior Learning

Formal, Non-formal, Informal

Flexible Learning Pathways

HEI + NF/IF + VET
Implications for CoachLearn & ESCF

Alignment with European Frameworks

Constant Review & Adjustment

Communication & Application Tools

Consultation & Consensus

Alignment with and facilitate evolution of ISCF

Face Key Issues - Political & Content Decisions
RECOGNITION OF PRIOR LEARNING AND CURRENT COMPETENCIES IN COACH EDUCATION

Jan Minkhorst – NOC*NSF
Kirsi Hämäläinen – Haaga-Helia/FOC
RECOGNITION ON PRIOR LEARNING (RPL)

“...is the practice of acknowledging the knowledge and skills that people have acquired formally, non-formally and informally, through work and life experience, training programs, community activities as well as through unaccredited periods of formal learning.”
The aims of CoachLearn project in RPL

- Offer an overview of situation and best practice examples
- Offer a set of recommendations for developing RPL
Example of RPL system (Netherlands)

- Formal education (universities and higher education): Formalized National guidelines for RPL (including coach education)
- Informal education (federations):
  - non formalized national guidelines for coach education and
  - individual agreements between educational institutes and federations
Example of competence assessment (Finland)

Competence-based qualifications for adults: makes it possible to recognize an individual’s vocational competencies regardless of whether they were acquired through work experience, studies or other activities.
We would like to invite you to tell us about RPL systems in your country.

Bas van der Heijden and Philipp van Benthem will collect data during this congress.
Session Summary & Next Steps

Sergio Lara-Bercial
Leeds Beckett University
Key Messages

- Sport Coaching is on the European Agenda
- Workforce Data is Valuable yet Need to be Cautious
- Frameworks are Positive as Thinking Tools not Regulatory
- RPL is a Key Issue and Coaching can Lead the Way
Next Steps

• 2015 –
  - Finalisation of key reports:
    - Report #1: EU Education Frameworks & Tools
    - Report #2: The European Coaching Workforce
    - Report #3: RPL in Sport Coaching Education and Employment
  - Development of Best Practice Database

• 2016 –
  - Production of ESCF v1.1
  - Consultation
  - Resource Development

• 2017 –
  - Production of ESCF v1.2.
  - Resource Development
Thank You!
Question & Answer?