



***Innovative Education & Training
for a Specialist Children & Youth Coaching Workforce***

Intellectual Output 2

Examples of Specialist Education for Coaches of Children

Case Study 1 – Real Madrid Foundation

Case Study 2 – Hungarian Basketball Federation & University of Physical Education, Budapest

Case Study 3 – Field Hockey British Columbia

Case Study 4 – The Netherland Academy for Sport Executives



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Case Study 1 – Real Madrid Foundation

Organisation Information	
Name of organisation and website link	Real Madrid Foundation http://www.realmadrid.com/en/about-real-madrid/foundation
Type of organisation (i.e. sport federation, government department, lead coaching organisation, etc.)	Not-for-profit arm of Real Madrid FC
Country	Spain
The Challenge	
What challenge was your organisation trying to solve when you designed this programme/system?	<p>The Real Madrid Foundation (RMF) is the tool through which Real Madrid is present in society and develops its social and cultural awareness programmes.</p> <p>RMF offers multiple sport-based activities in many countries. The main goal of the activities is to use sport to develop healthy life-styles, promote social integration and to help transfer the positive lessons and values of sport to children’s lives outside sport. To achieve this aim, it was deemed necessary to develop a comprehensive training programme for all coaches working for the foundation.</p>
The Solution	
Key features of the programme/system (describe in as much detail as possible this specific area)	<p>RMF created a comprehensive training programme for all coaches. The programme includes:</p> <ul style="list-style-type: none"> - Technical and tactical foundations of the sport - Values-based education through sport - How to foster inclusion and integration through sport - Developing healthy lifestyles <p>All coaches working for the RMF must complete the training programmes</p> <p>In addition, refresher courses and continuous professional development activities are run every year.</p>

<p>Please describe the development process from inception (how did the idea come about?) to the finished programme (how was it designed and developed?).</p>	<p>The programme was developed by a team of experts including university academics, practitioners and personnel from RMF.</p>
<p>Critical Success Factors (what main elements led to success?)</p>	<p>The programme is guided by the needs of the participants in the various RMF foundation programmes</p> <p>All coaches must complete the programme</p> <p>The high quality of the ancillary learning materials</p> <p>Yearly review of coaches’ needs.</p>
<p>The Lesson</p>	
<p>Please describe the main lessons you have learnt while developing this programme/system.</p> <p>This could be:</p> <ul style="list-style-type: none"> • Things to consider • Things to avoid • User feedback 	<p>You cannot expect coaches to do well and fulfil the participants needs without appropriate levels of education.</p>
<p>Links to useful materials:</p> <ul style="list-style-type: none"> • Website • Twitter • Books/Articles • Resources 	<p>N/A</p>

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Case Study 2 – Hungarian Basketball Federation and University of Physical Education, Budapest

Organisation Information	
Name of organisation and website link	University of Physical Education, Budapest Department of Sport Games http://english.tf.hu/
Type of organisation (i.e. sport federation, government department, lead coaching organisation, etc.)	Adult vocational training (National Qualifications Register) Held at the University of Physical Education Finishing with a secondary education certificate
Country	Hungary
The Challenge	
What challenge was your organisation trying to solve when you designed this programme/system?	<p>By switching the funding of Hungarian sports in 2010 including the 5 most popular team sports, the need for coaches has rapidly grown. A lot of young kids started to play basketball and clubs found themselves short on qualified coaches. With a perspective in coaching, more and more young ex-players started coaching kids, but they were without any coaching certificate. The Hungarian Basketball Federation requires a certificate for the annual coaching license; it is not possible to coach a team at any level that competes in the National League without a license issued by the Federation.)</p> <p>Due to the shorter training time, adult training courses based on secondary school leaving examination have become very popular. The curriculum had to be renewed to meet the requirements of the new situation, namely, to train youth coaches. The other aspect was that recently, this lower level certificate allows coaches to coach elite, first division teams too, therefore, the curriculum had to be developed that future coaches will be able to work at the highest level as well. With the different basketball experiences of the students and the relatively short programme, the challenge was demanding.</p>
The Solution	
Key features of the programme/system (describe in as much detail as possible this specific area)	<p>General overview of the training</p> <p>The length of the programme is 3 semesters, 960-1440 hours altogether, 60 % practical, 40 % theoretical classes. The institutions may vary the number of classes within the framework. The special sport coach training consists of 128 contact hours in camps, 250 hours practice and game</p>

observation, and an estimated 90 non-contact hours for the home assignments.

Apart from special basketball classes, students learn pedagogy, theory of training, gymnastics, psychology, health, first aid, communication, management, workplace security and practice management. These classes are held on the same day every week; students can choose either Thursday or Saturday.

The basketball course

The special training, the basketball course consists of 16 days of teaching, usually 4 times in 4-day camps. Beside contact classes, students have other assignments that they have to accomplish individually during the semesters, these are:

- practice and game observation: 32 practices and 10 games in every semester according to the actual age group (this means 96 practices and 30 games altogether)
- planning: annual practice plan, 1 macrocycle within the annual plan and 10 successive practice plans within the macrocycle for every age group (except senior)
- presentation of an article in a foreign language (preferably in English) in front of the whole group
- preparation of three 3-minute video materials cut from several high-level games; one for a chosen technical element, one for a chosen tactical element and one for team strategy or player scouting.
- all the materials gathered during the training (home assignments, notes and records) must be collected in a portfolio and handed in before the final exam.

The whole training is divided by age groups as follows:

- U10
- U12
- U14
- U16
- U18
- senior

The intensive training days (camps) contain theoretical and practical sessions; the teaching material is built up by age groups. Each age group is discussed by technical and tactical elements, conditioning, coordination, and methodological-pedagogical aspects. Beside special basketball topics, students learn about age- and gender-specific characteristics, pedagogical and physiological aspects and methods; they get

	<p>insight to new ways of training, learn new drills and meet different point of views. Students work a lot during the sessions, they design, try and run new drills, implement theoretical knowledge to practice, and refine teaching methods.</p> <p>The first 4-day camp deals with the first two age groups, which are ages under 10 and 12 (beginners or mini-basketball). We put a lot of emphasis on dealing with beginners, as this is the age where kids first meet organized sport outside of school, it very much depends on the coach if they stay or quit.</p> <p>Teaching the fundamentals is also very important, how well it is adopted can be a determinant factor in someone’s future sport career.</p>
<p>Please describe the development process from inception (how did the idea come about?) to the finished programme (how was it designed and developed?).</p>	<p>In Hungary, coaches work with a certain age group and as players get older they get a new coach. Therefore, the most effective sequence of teaching is by age groups, since coaches have to know what and how to teach to their teams.</p> <p>The basic idea was that students receive a practical education that they can use in their daily work as coaches. Previous trainings did not differentiate between players’ ages; the course used to be built around technical-tactical elements regardless of how to teach them gradually. Working with young coaches in our basketball Academy, we had the impression that they are not able to select the right material and method from what they have learnt. Therefore, we tried to find a new way of teaching and searched written sources for ideas. Finally, bumping into a book published by FIBA (International Basketball Federation) give us inspiration to divide the material within age groups. We have written a teaching method according to the competing age groups and came up with other aspects, not only technics and tactics.</p>
<p>Critical Success Factors (what main elements led to success?)</p>	<p>The main factor of success was involving students into the learning process by activate them during the camps. As the theoretical framework was used to promote critical thinking, students were constantly encouraged to invent new things and to change old methods. In this way, students gained a much better understanding on how the learning process takes place, what is the adequate sequence of teaching, how to correct mistakes, and how to make practices enjoyable. Instead of copying existing coaching methods, they became able to think, invent, and adjust their knowledge to a specific group. Students gradually started to become more self-confident and found joy in being creative. As students became more active, for certain tasks, teachers were able to take a</p>

	<p>facilitator role instead of being the leader. A lot of good ideas emerged that could be thought further and even teachers benefited from it!</p>
The Lesson	
<p>Please describe the main lessons you have learnt while developing this programme/system.</p> <p>This could be:</p> <ul style="list-style-type: none"> • Things to consider • Things to avoid • User feedback 	<p>Firstly, we came to the conclusion that the coaching training programme has to be simple and usable. Students need a practical guide instead of the former rather theoretical curriculum.</p> <p>Secondly, the teaching material should be revised every year and has to follow new trends and methods in basketball. We also have to be aware of new technological aids in sport, which is a fast developing area in sport science.</p> <p>Thirdly, students have to be involved in the training by being not only passive listeners but also active participants.</p>
<p>Links to useful materials:</p> <ul style="list-style-type: none"> • Website • Twitter • Books/Articles • Resources 	<p>http://www.fiba.com/en/Module/c9dad82f-01af-45e0-bb85-ee4cf50235b4/92dd4812-7b87-459f-bf7b-3cbde3f65fb8</p>

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Case Study 3 – Field Hockey British Columbia

Organisation Information	
Name of organisation and website link	Field Hockey BC (fieldhockeybc.com)
Type of organisation (i.e. sport federation, government department, lead coaching organisation, etc.)	Provincial Sports Organisation
Country	Canada
Contact Person Details	Name: Susan Ahrens Phone: 604 737 3145 Skype: sumalewahrens Email: susan@fieldhockeybc.com Twitter: drsusanahrens
The Challenge	
What challenge was your organisation trying to solve when you designed this programme/system?	<p>The primary challenge was that coach education was not seen as something of value – everyone sees themselves as a coach and as able to do this. Originating from this, we were trying to:</p> <ol style="list-style-type: none"> 1. Raise the standard of coaching experienced by our young players in order to give players a better sports experience 2. Create system alignment (of pathways within BC field hockey community) 3. Promote Coach Education as a necessary (pre) requisite for all coaches and as something of value to coaches because it makes sport better for athletes 4. System alignment of BC with National organisation and Canada’s NCCP
The Solution	
Key features of the programme/system (describe in as much detail as possible this specific area)	<ol style="list-style-type: none"> 1. We aligned coach education to LTAD stages of development in order to make age and stage relevant essential education easily understood within developmental and learning context. 2. We created integrated courses which wrap the pedagogy / science and theory of coaching around the technical and tactical sports knowledge.

	<p>3. We modularised courses to enable a flexible delivery model which could then be delivered locally within our community.</p>
<p>Please describe the development process from inception (how did the idea come about?) to the finished programme (how was it designed and developed?).</p>	<p>The design of our coaching program was influenced by 2 main factors:</p> <ol style="list-style-type: none"> 1. It needed to fit within the parameters of Coaching Association of Canada’s National Coach Certification Program so local coaches could be recognised within the national coach database. 2. Environmental analysis showed that coaches working in our community largely did not value broader coach education and were only interested in attending sport specific (technical and tactical) courses. <p>The development process began and was structured around these factors.</p>
<p>Critical Success Factors (what main elements led to success?)</p>	<ol style="list-style-type: none"> 1. Having a good ‘product’ <ul style="list-style-type: none"> – Designed with national standards as a pillar - Experts and credibility within the development and leadership team 2. Advocacy within and now, by the community 3. Alignment of the system and pathways 4. Standards - mandating coach education and levels of certification for coaches working in regional and provincial programs. <p>Moving forward – coach education will be mandated at all levels and not only in the PSO, but in clubs too.</p>
<p>The Lesson</p>	
<p>Please describe the main lessons you have learnt while developing this programme/system.</p>	<p>Having the athlete (child) at the centre of structuring learning experiences for adult coaches is not easy – but it is essential.</p>

<p>This could be:</p> <ul style="list-style-type: none">• Things to consider• Things to avoid• User feedback	
<p>Links to useful materials:</p> <ul style="list-style-type: none">• Website• Twitter• Books/Articles• Resources	

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Case Study 4 – The Netherland Academy for Sport Executives

Organisation Information	
Name of organisation and website link	Academy for Sport Executives (ASK) www.academievoorsportkader.nl
Type of organisation (i.e. sport federation, government department, lead coaching organisation, etc.)	ASK is a section within the National Olympic Committee* National Sport Confederation (NOC*NSF)
Country	The Netherlands
Contact Person Details	Name: Jan Minkhorst Phone: 31(0)614914645 Skype: Email: jan.minkhorst@nocnsf.nl Twitter:
The Challenge	
What challenge was your organisation trying to solve when you designed this programme/system?	<p>As a result of professionalization in sports in the Netherlands NOC* NSF noticed an increasing need for well-educated coaches, referees and sports managers. Therefore in 2006 the Academy for Sports Executives (ASK) was established in cooperation with sports confederations. It was mainly aimed at enhancing the quality of sport delivery through the development of education for the key actors within the sports context.</p> <p>ASK is based on the idea that athletes’ development and future sports participation depends on positive learning experiences, in a positive and safe sports climate and positive relationships with peers and coaches. ASK focuses on three actors in this context: the coach, the referee and the sport manager.</p> <p>For this case study, we focus on the <i>coach</i> in relation with the young athlete. It is noteworthy that the academy is not only focussed on elite sports, it also provides education for coaches who are working with athletes at grassroots level, or with athletes with disabilities or behavioural problems.</p>
The Solution	
Key features of the programme/system (describe in as much detail as possible this specific area)	General structure of the Dutch system In The Netherlands children play sports primarily outside the school context in sports clubs. These clubs are organized by type of sports, for example a soccer club, basketball club or tennis club and mostly run by volunteers. Popular sports in The

Netherlands are among others: soccer, hockey, volleyball, swimming and gymnastics. Sports clubs primarily aim to enable sports participation for every child. At this moment, two thirds of all Dutch children are member of a sports club.

Although most children play sports in a sports club (organized sports), there are also children that play sports at playfields without club or coach, this context of physical activity for children is *not* included for the purpose of this case study. We focus on the context of organized sports clubs.

Most sports clubs are members of national sports federations, which, in turn, are members of Netherlands Olympic Committee* Netherlands Sport Confederation (NOC*NSF). In The Netherlands, no specific performance development clubs exist. Grassroots and high level performance co-exist within the same sports club. Sports federations are responsible for talent development and recognition. Youngsters can be selected in local, regional, national or international teams

Coach education is organised in a sports specific manner, and led by the sports federations. About 12 of the 75 sport federations have a registration/licensing system to monitor the education level of coaches (e.g. soccer, equestrian, tennis), and some sports federations demand specific qualifications (i.e., level 3) for the higher levels of competition. Trainers/coaches level 1 or 2 are mostly ‘assigned’ to the younger teams and it is often a player-turned-coach situation (a player from an older agegroup team coaching a younger team). It is also possible to educate sports coaches in vocational education, this diploma however must be licensed by the sports federation.

This picture may vary across sports, but in the main, children in local and community clubs are coached by volunteers. A lot of these will also be parents-turned-coaches with low level or no qualifications.

The academy offers educational courses for these volunteers. In this case study, we will focus on the courses that are offered by the academy and intended for sports coaches who work with children aged 5-12.

Courses

Name: ‘Four coach insights’

Time: 3 hours

	<p>Content: reflection of coaches on their own role as coach regarding: 1) structure in coaching, 2) stimulating behaviour, 3) individual attention, and 4) autonomy of the athlete.</p> <p>Certificate: this course is accepted as refresher course by sports federations.</p>
	<p>Name: ‘Trainer-athlete interaction’</p> <p>Time: 6 hours</p> <p>Content: Coaches learn about children’s motives for behaviour, as well as about their own motives and attitudes. A model is used to understand the dynamical relationship between coach and child and how different behaviour interact.</p> <p>Certificate: This course is accepted as refresher course by sports federations.</p>
	<p>Name: ‘Coaching of children aged 6-12’</p> <p>Time: 9 hours</p> <p>Content: Enhancing coaches’ knowledge of child characteristics and learning how sports can benefit children’s self-esteem, peer relations and positive self-image. All based on having fun and positive experiences in sports.</p> <p>Certificate: This course is accepted as refresher course by sports federations.</p>
	<p>Name: ‘Coaching of adolescents’</p> <p>Time: 9 hours</p> <p>Content: Enhancing coaches’ knowledge of adolescents characteristics and learning how sports can benefit self-esteem, peer relations and positive self-image. All based on having fun and positive experiences in sports.</p> <p>Certificate: This course is accepted as refresher course by sports federations.</p>
	<p>Name: ‘Coaching children with autism’</p> <p>Time: 3 hours</p> <p>Content: Coaches learn to recognize and understand children’s behaviour and to adapt their communication to children with autism. They also learn to structure the sports training or game for the child.</p>

	<p>Certificate: This course is accepted as refresher course by sports federations.</p> <p>Name: ‘Coaching children with behavioural disorders’ Time: 6 hours Content: Coaches learn to recognize and understand children’s behaviour and reflect on their own behaviour as instrument for coaching. They to adapt their communication to children with behavioural problems. They also learn to manage difficult child behaviour.</p> <p>Certificate: This course is accepted as refresher course by sports federations.</p> <p>Name: ‘Coaching children with mental/visual or auditory disorders’ (different courses with the same structure) Time: 3 hours Content: Enhancing knowledge of working with children with specific disorders and learning to adapt training or games.</p> <p>Certificate: This course is accepted as refresher course by sports federations.</p> <p>Name: ‘Coaching for healthy lifestyle’ Time: 6 hours Content: Enhancing knowledge of a healthy lifestyle related to sports participation as well as knowledge about development of health behaviour. Learning how to advise and stimulate young athletes regarding a healthy lifestyle and adapting training and coaches to children who struggle with (risk of) overweight.</p> <p>Certificate: This course is accepted as refresher course by sports federations.</p>
<p>Please describe the development process from inception (how did the idea come about?) to the finished programme (how was it designed and developed?).</p>	<p>Educating sport coaches Courses for sports coaches in the Dutch context can be divided into two types. First the courses that educate coaches how to enhance the child’s sports skills, these are the more sport-technical-specific oriented courses. Secondly courses that educate coaches in the more pedagogical issues, such as, coaching related to general child development, coaching climate, ethics of coaching and coaching life style.</p>

	<p>The first type of courses has proven to be valuable for a lot of coaches in the past decades, and most of these sport specific courses are well developed by sport federations. However coaches were still struggling with difficult behaviour, diversity among children and managing different needs of children. NOC*NSF noticed a lack of attention on these aspects in the traditional sport-technical oriented coach education.</p> <p>The academy therefore embraced a broader educational focus by coaches than just skill development, several courses were developed intended to educate coaches on child development, behavioural aspects and other subjects.</p> <p>Development of these courses was done in collaboration with specialists on the subjects, together with sports federations. It is intended to be an additional educational offer for sport coaches which is accepted and valued by sports federations. Practical implementation was done by NOC*NSF/ASK.</p> <p>ASK is easily contacted via the internet for individual sports coaches, as well as other interested parties. NOC*NSF provides a central system for information, signing-up, planning and the financial aspect.</p>
<p>Critical Success Factors (what main elements led to success?)</p>	<p>For development and implementation, the ASK worked together with sports federations and moreover fulfilled an educational need that was not available within these federations. Making the connection between federations and the coaches practical needs was a success factor of this academy.</p> <p>The courses were developed from practical point of view and together with educators who have been working in sport as practitioners. Courses comprise of knowledge exchange and practical training sessions. This approach makes it easy for coaches to apply the learning to their own practice.</p> <p>Another point is that courses are offered in different places across The Netherlands. Therefore, participants can enrol in the course offered in their own region, thus facilitating participation.</p> <p>Fostering an environment where coaches can learn from each other was central to the way in which the courses were developed. Most courses are offered independent of the types of sports, which have led to surprising interaction between coaches, that normally work in different sports contexts with different cultures and rules.</p>

The Lesson	
<p>Please describe the main lessons you have learnt while developing this programme/system.</p> <p>This could be:</p> <ul style="list-style-type: none"> • Things to consider • Things to avoid • User feedback 	<p>Courses have to be manageable for participants. Coaches are all volunteers who have normal jobs besides their coaching. Courses must fit into coaches’ normal life.</p> <p>One main aspect of educating coaches in the Netherlands is the financial aspect. Coaches are volunteers and sports clubs have to manage their own financial needs, without structural income from the government. Generally education of coaches is not a prior aspects of sports clubs; most money is spend on accommodation, materials and tax. Therefore coach education has to be affordable.</p>
<p>Links to useful materials:</p> <ul style="list-style-type: none"> • Website • Twitter • Books/Articles • Resources 	<p>http://www.academievoorsportkader.nl/home</p> <p>http://www.nocnsf.nl/en</p>