



COACHNET

**The further development of a coordinated
network for Sport Coaching in Europe
(Duffy, P., North, J., Curado, J. & Petrovic, L.)**

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Project partners

The CoachNet project consisted of a platform of partners from across the European Union. These partners provided a wide representation of countries and organisational types, to reflect the landscape within which coaches operate. Specific attention was paid to the recruitment of organisations that represented the interests of coaches at national; sport specific; cross sport and international levels. The project partners are listed below.

Partner logo	Partner description
 <p>The logo for Leeds Metropolitan University, featuring a stylized rose in purple and blue to the left of the text 'LEEDS METROPOLITAN UNIVERSITY' in purple.</p>	<p>The Sport Coaching Team, as part of the Carnegie Faculty Leeds Metropolitan University (UK), has the following priorities:</p> <ul style="list-style-type: none"> • Provide a full range of high quality and flexible professional preparation programmes, with an emphasis on front-line coaching; high performing coaches; coach developers and coaching system builders • Deliver applied and ground-breaking research that is informed by the needs of participants; coaches; coach developers; governing bodies and other relevant agencies • Establish a high quality sport coaching infrastructure to support performance, participation, student learning and targeted high performance objectives • Deliver innovative services and solutions for sport coaching through research and enterprise • Establish the university as an international focal point and centre of excellence for the development of sport coaching
 <p>The logo for Deutsche Sporthochschule Köln, featuring a blue circular emblem with a classical building facade to the left of the text 'Deutsche Sporthochschule Köln' and 'German Sport University Cologne' below it.</p>	<p>Research in sport science; education of students, professionals, and researchers in the area of sport and sport sciences; international co-operations and student exchanges. The University has a strong track record in supporting the development of coaching through its academic and research programmes, as well as the coordination of ENSSEE and the AEHESIS project. These activities have included active support for the work of the European Coaching Council and close cooperation</p>

	with Leeds Metropolitan University.
	<p>Professional Coaches of Finland is a trade organisation (trade union) for professional Coaches.</p> <p>As individual services SAVAL offers to its members guidance and information on e.g. coaches education, employment contracts and labour laws. SAVAL will also consult its members about problems concerning employment contracts and general employment concerns or gives legal advice to the member when and if required. SAVAL co-operates with the Finnish Coaching Association, a joint association for coaches operating at any level from different sports.</p>
	<p>The Hungarian Coaching Association (HCA) is a national professional representative organisation for coaches. The main goal of HCA is to provide professional, technical, legal and infrastructural services for members and to represent its membership. HCA advises the government regarding all areas related to coaching, coach education and CPD of coaches. HCA is a national organisation with local unit in each county; it runs a regular national conference series for coaches and a bi-annual Congress. HCA works closely with all national sport organisations, federations and institutions. HCA has been an active member of the ICCE and participates regularly in international programmes, projects and events.</p>
	<p>Scope of Treinadores (Portugal): representation and defence of the interests of coaches among public and private bodies, both national and international, in the promotion and dissemination, coordination and overall participation in coaching education.</p> <ul style="list-style-type: none"> • Committed to the promotion of an effective policy for gender equality. • Represents nationally and internationally, with the recognition of the National Olympic Committee, all the existing 21 Portuguese Coaches Associations. Member of ICCE and ENSSEE/ECC.

	<ul style="list-style-type: none"> • Promotes bilateral cooperation between Portugal and CPLP/Community of Portuguese Language Countries in the field of coaching education. • Observatory to monitor the quality of coaching education.
	<p>INSEP (France) participates in the national development policy for sport and physical activity, especially in the field of high performance sport. It helps protect the health of the sport (er) s and preservation of sports ethics. It includes among others:</p> <ul style="list-style-type: none"> - Training and preparation of athletes, in conjunction with sports federations and in accordance with the dual project - The initial and continuing training of actors in the development of sport, including coaches - The contribution to scientific research, medical and technology in the field of sport and physical activity.
	<p>CNED (Spain) aims:</p> <ul style="list-style-type: none"> • to provide the coaching community with a common platform from where to communicate and transmit the inherent values of sport • to establish a direct connection between sports institutions and coaches to develop the necessary mechanisms for the implementation of standards of ethics and training in sport • to promote systems that support continuous learning and professional growth of coaches • to develop multidisciplinary training programs based on knowledge exchange and cross learning • to promote the necessary projects for research and analysis of the trends and evolutions that may impact on the development of sports participants • To stimulate development, recognition and control of coaching as a profession.



	<p>Identifying, promoting and evaluating its competencies, in terms of quality, in order to fulfil sports, social and professional expectations.</p>
	<p>NL Coach (Netherlands) is a knowledge and network organisation that is founded and controlled by head coaches. They want to share their knowledge and experiences with other trainers-coaches in the Netherlands from all branches in the sport, and on every level. The aim of NLCoach is to increase the expertise of the trainer-coaches. The focus is on themes such as the basic principles of coaching, team building, mental coaching, talent development and physics. One or more of these themes are always the centre in one of our core activities – congresses, courses, www.nlcoach.nl, magazine NLCOACH and NLbusiness.</p>
	<p>The Coaches Academy Cologne of the German Olympic Sports Confederation (Trainerakademie) is a central and stand-alone training and education centre for high performing coaches in Germany. It was established in 1974 at the express request of the German Olympic Sports Confederation and its federations. The key activities of the coaches Academy Cologne are:</p> <ul style="list-style-type: none"> • education and training-programs for high performing coaches (Diploma-Coaches-Study) • further training for graduates coaches (Diploma coaches), national coaches, coach educators and coordinators of the national sport federations • The Coaches Academy works in the field of coaching and coach education in close partnership with the German Olympic Sports Confederation, the Regional Sports Confederations, the National Sports Federations, the Olympic Training Centres, the National Anti-Doping-Agency Germany and the Institute for Applied Training Science.



The National Olympic Committee* Netherlands Sports Federation (NOC*NSF) is the umbrella organisation of organised sports in the Netherlands. NOC*NSF has 88 members, 72 of which are national sports federations. These members convene twice a year for the General Assembly, which is the highest decision-making authority of NOC*NSF. In total, the members represent some 30,000 clubs with a total membership of 5.5 million persons involved in sports. This equals almost a third of the national population. NOC*NSF is funded partly by the government, partly by national lottery and partly from own funding (for example through sponsorship). The organisation is responsible for sending sportsmen and women to represent the Netherlands at the Olympic and Paralympic games; NOC*NSF is the strategic partner for government in relation to sport and implements central government sports policy. NOC*NSF has about 160 employees. Every four years the organised sports formulate a strategic plan. This 'Sports Agenda' accounts for the whole of the organised sports sector in the Netherlands.



Institute of Sport (Poland) is an independent scientific institution. Supervision for the Institute of Sport is through the Minister of Sport and Tourism. The main object of the Institute is to: conduct research for sport, ensuring the participation of science in the preparation of athletes to compete in the Olympics, carry out diagnostic tests and services for the Polish sports associations and other bodies, carry out doping tests in accordance with relevant regulations. The Coaching Academy is a part of Institute and is a key project appointed by Polish Ministry of Sport dedicated to coaches of Olympic disciplines. The primary task of the Academy is organising various forms of education and training for sports personnel. The main objective is to raise the level of education and skill development and translate knowledge into practice.

	<p>The RFET (Spain) Department of Education and Research has two main roles:</p> <ul style="list-style-type: none"> • The education role, which covers the different certification courses as well as the refresher courses. • The research division, which conducts and co-ordinates research projects with Sport Universities as well as tennis specific research groups. • <p>The RFET Coaches Education Programme as conducted by this Department is fully recognised by the International Tennis Federation (ITF) as one of the leading tennis programmes in the world.</p>
	<p>EACA (UK administered) organises an annual conference for its members and provides an on-line information service. It is the official body acting on behalf of athletics coaches within European athletics. It is represented on IAAF Commission.</p>

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The CoachNet project management team, and Leeds Metropolitan University as leading partner, would like to acknowledge various individuals and organisations for their input throughout the course of the project. Partner meetings in Leeds (January 2012), Cologne (April 2012), Helsinki (June 2012), Warsaw (November 2012) have ensured engagement of key organisations across Europe in formalising a European network for sport coaching. This culminated in a final partner meeting and 'Voice of the Coach' conference in Leeds (March 2013) providing further dissemination to the wider European coaching community.

We wish to thank the following members of the CoachNet project for their efforts:

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The project report has been compiled by the named authors (Duffy, North, Curado & Petrovic), drawn from the excellent work of the project partners and strongly supported by the colleagues named above.

Finally, we would like to thank Bart Ooijen and colleagues from the European Commission Sport Unit for the opportunity to undertake the CoachNet project, and for their support throughout.

1. Executive Summary

Leeds Metropolitan University (LMU), in partnership with the European Coaching Council (ECC), was successful in a bid to the European Commission under the Preparatory Action in the Field of Sport (EAC/18/2011). The project was designed to develop an innovative approach that would contribute to the strengthening of the organisation of sport in Europe as part of the 'good governance, strand of the EU Preparatory Action in the Field of Sport.

The primary objective was to examine ways in which the organisation of coaching could be enhanced in Europe, with a particular focus on the greater involvement of coaches in decision-making.

In exploring ways to maximise the 'voice of the coach', the partnership between LMU and ECC was central to the project. ECC is the continental division of the International Council for Coaching Excellence (ICCE). Through its network, ECC was in a position to identify current organisational arrangements for coaching across Europe. LMU is a well established research and practice oriented university in the UK and played a lead role in coordinating the project and guiding the research methodology through its Sport Coaching and Physical Education (SCOPE) Research and Enterprise Centre.

Varying arrangements for the development and management of coaching were observed through a study of European countries. Within this varied landscape, the representation of coaches was sporadic, ranging from no representative mechanism to a number of good practice examples that made provision for the tiered engagement of coaches depending on their role; sport and coaching status category. These examples included confederated models across sports; blended models across coaching status categories and single and multi-sport models for the engagement and representation of coaches.

The study concluded that there is a need for a more considered approach to the involvement of coaches in decision-making, with a number of recommendations developed for consideration by member states and the European divisions of the International Federations. These recommendations proposed that the structure of ECC as the European arm of ICCE be reviewed, with the intention to more strongly engage organisations that have been established to represent the voice of coaches and leading to a re-structuring of the organisation. In this context, ICCE and ECC should play an even stronger advocacy, representative and action role in establishing coaching as a blended profession, which includes volunteer, part-time paid and full-time paid coaches.

More coherent structures for the engagement of coaches in each sport and country are also recommended. This should occur as part of a wider commitment that the principle of listening to and hearing the voice of the coach should become more strongly embedded within the way in which sporting and related organisations operate. The EU is well placed to lead on this type of approach, ensuring the coaches are more fully engaged in social dialogue and in the process to further enhance the role of sport and coaching in Europe. Further research is also recommended on the nature, needs and demographics of the coaching workforce.

All of these approaches need to be tempered with the realisation that coaches are individual decision-makers, operating in a wide variety of contexts and many of whom do not show a propensity for involvement in formal 'representative' structures. The need for alternative methods to connect with and engage coaches was, therefore, identified. These include a more segmented approach to engaging with coaches, depending on their coaching role and status, as well as the utilisation of more informal modes of web-based communication to connect directly with coaches in their daily lives. In all existing and future scenarios, the key role of federations at the national and international level in seeking, activating and allocating financial and other resources to connect with and support their coaches was highlighted.

The findings have been notified to ICCE for formal consideration, leading to changes in the ways in which the voice of the coach is more clearly represented within the work of the organisation. ICCE should continue to work closely with the EU Sport Unit to ensure that the recommendations of this report are implemented and evaluated on an on-going basis.

2. Introduction

This project was developed through the support of the European Commission Sport Unit, coordinated by Leeds Metropolitan University with the involvement of 13 partners from the sport coaching sector in 9 EU Member States.

The title of the project was:

The further development of a coordinated network for Sport Coaching in Europe (CoachNet)

In the context of the White Paper on Sport (2007)¹ and the Communication on Developing the European Dimension of Sport (2011)², the EU Commission has identified the need for preparatory actions that include 'promoting innovative approaches to strengthening the organisation of sport in Europe'. Within this context, sport coaching has an important role to play, with hundreds of thousands of sport coaches employed throughout Europe and many millions of coaches operating at the volunteer level (Breuer 2009³; North, 2009⁴; Digel & Thiel 2010⁵; German Olympic Sports Confederation 2011⁶; Ooijen, 2011⁷).

These coaches play an important role in activating and maintaining involvement in sport across the lifecycle and have an important front-line role in supporting key EU priorities identified in the Lisbon Treaty relating to fairness, openness, cooperation and the physical and moral integrity of sport, as well as in support of the preparatory actions relating to health enhancing physical activity; anti-doping, dual careers, education and training. Within member states and national/international federations the operation, development and regulation of sport coaching and coach education varies considerably, albeit with many examples of good practice. A key feature of this national and European landscape is the varied and uncoordinated involvement of coaches themselves in the decision making processes and structures relating to coaching.

¹ EU Commission (2007). White Paper on Sport. Brussels, COM (2007) 391 final.

² European Commission (2011) **Developing the European Dimension in Sport**. Brussels, COM(2011) 12 final

³ Breuer, C. (Ed.), (2009). *Sport development report 2007/ 2008: Analysis of the sports clubs`situation in Germany*. Köln: Strauß.

⁴ North, J. (2009). *The UK coaching workforce*. Leeds: sports coach UK

⁵ Digel, H., & Thiel, A. (2010). *Vocational field of coaches in elite sports – first results of a current scientific study*. Press release of the German Federal Institute of Sport Science.

⁶ German Olympic Sports Confederation. (2011). Education and qualification – the system of qualification of the German sports organizations. Retrieved, 27, June 2011, http://www.dosb.de/fileadmin/fm-dosb/arbeitsfelder/Ausbildung/downloads/Broschueren/Flyer_Qualifizierungssystem_der_Sportorganisationen_englisch.pdf

⁷ Ooijen, B. (2011). Coaches in the EU: a perspective from the European Commission. European Coaching Council meeting on coaches associations, Madrid, March.

Since the mid 1990s, in support priorities of the European Union in the recognition of qualifications and the free movement of labour, there has been considerable work done on the development of reference points for the education, training and qualification of sport coaches at the European level. This work, carried out by the European Coaching Council (ECC, 2005)⁸ since 2003 under the aegis of the European Network of Sport Science, Education and Employment (ENSSEE), has resulted in the development of the European Framework for the Recognition of Coaching Competence and Qualifications (EFRCCQ) which has taken full account of the need to position the education and training of coaches relative to the European Qualifications Framework (EQF). This work has been recognised through the intensification of contact between the European Commission and the European Coaching Council 'to increase the transparency of diplomas issued by the sport sector itself and to include sport in the European and national discussions on how to recognise and validate non-formal and informal education in sport' (Krejza, 2011)⁹. However, while this work has involved engagement with all EU countries at different stages, the formal involvement of coaches' associations at the national and European level has, to date, been relatively low.

In addition, the EU Commission has identified the need for enhanced social dialogue in a context where there are the great differences between the various subsectors, such as sport based on voluntary activity, professional sport and commercial sport, as well as the difficulty of identifying credible and representative social partners for the whole sport sector at European level' (Krejza, 2011). Although ECC has operated as a sub-committee of ENSSEE, as well as the European arm of ICCE, it became apparent in recent years that there is a need to consolidate the objectives and activities of the Council, with a view to maximising the involvement of stakeholders across the coaching landscape in Europe, recognising the informal nature of the cooperation proposed by the EU. ECC provides a working example of an emergent and functioning network that has the capacity to support the development of good practice in Sport Coaching throughout Europe.

Sport Coaching has a particularly complex structure, with many differences and divisions across national and sport specific lines. Recent research (North, 2009; Kruger et al, 2013¹⁰) and policy publications (Duffy et al, 2011;¹¹ SASCOC, 2011¹²) have highlighted the 'blended' nature of sport coaching, where full-time paid, part-time paid and volunteer coaches operate to varying degrees across sports and countries. There is a need for an innovative approach to draw the different strands together within a more coherent framework and which engages coaches at the volunteer and paid levels. This approach will help maximise the role of coaches within social dialogue as well as consolidating the role of Sport Coaching in support of the objectives of the Lisbon Treaty; the White Paper on Sport and the Communication on Sport. ECC is committed to developing a structure that demonstrates 'democracy, transparency, accountability in decision-making and inclusiveness in the representation of interested stakeholders' (EU Communication on Sport).

⁸ European Coaching Council (2005). The European Framework for the recognition of coaching competence and qualifications. Koln: European Network of Sport Science, Education and Employment

⁹ Krejza, M. (2011) Implementation of the White Paper on Sport –Progress Report. EU Sport Forum, Budapest

¹⁰ Kruger E, Liebenburg, J. (in press) and colleagues at the University of Pretoria have produced a pilot report for the South African Sport Confederation and Olympic Committee (SASCOC) on data management and the composition of the coaching workforce in South Africa. The report is in draft format, awaiting final publication by SASCOC.

¹¹ Duffy, P., Hartley, H., Bales, J., Crespo, M., Dick, F., Vardhan, D., Curado, J., Nordmann, L (2011). Sport coaching as a profession: challenges and future directions... International Journal of Coaching Science. 5(2), 93-124

¹² South African Sport Confederation and Olympic Committee (2011). South African Coaching Framework. Johannesburg: Author

Within this context, there is a particular need to identify and engage coaches and coaches' associations operating at the national and European levels. The 'voice of the coach' is an essential component of social dialogue in sport throughout Europe and there is a need to secure a greater input from coaches themselves as the coaching landscape evolves within the EU. Coaches, by the very nature of their work, are strongly engaged in front line activities to support the development of children, players, athletes and adult participants at all stages of their development. This front-line engagement, alongside the high percentage of the coaching workforce operating as volunteers makes it difficult for coaches to organise as a coherent voice within sports and member states. The project addressed the need to create a more coherent network of coaches associations that will operate as an effective voice for coaches within the context of a coordinated and inclusive network that is focused on the development of coaching across Europe.

The development of such a network took into account the desire within most sports and countries to ensure that coaches are part of an integrated part of the sport development infrastructure. In this regard, the project included lead national organisations; international federations, employers and higher education institutions with a strong interest and track record in Sport Coaching.

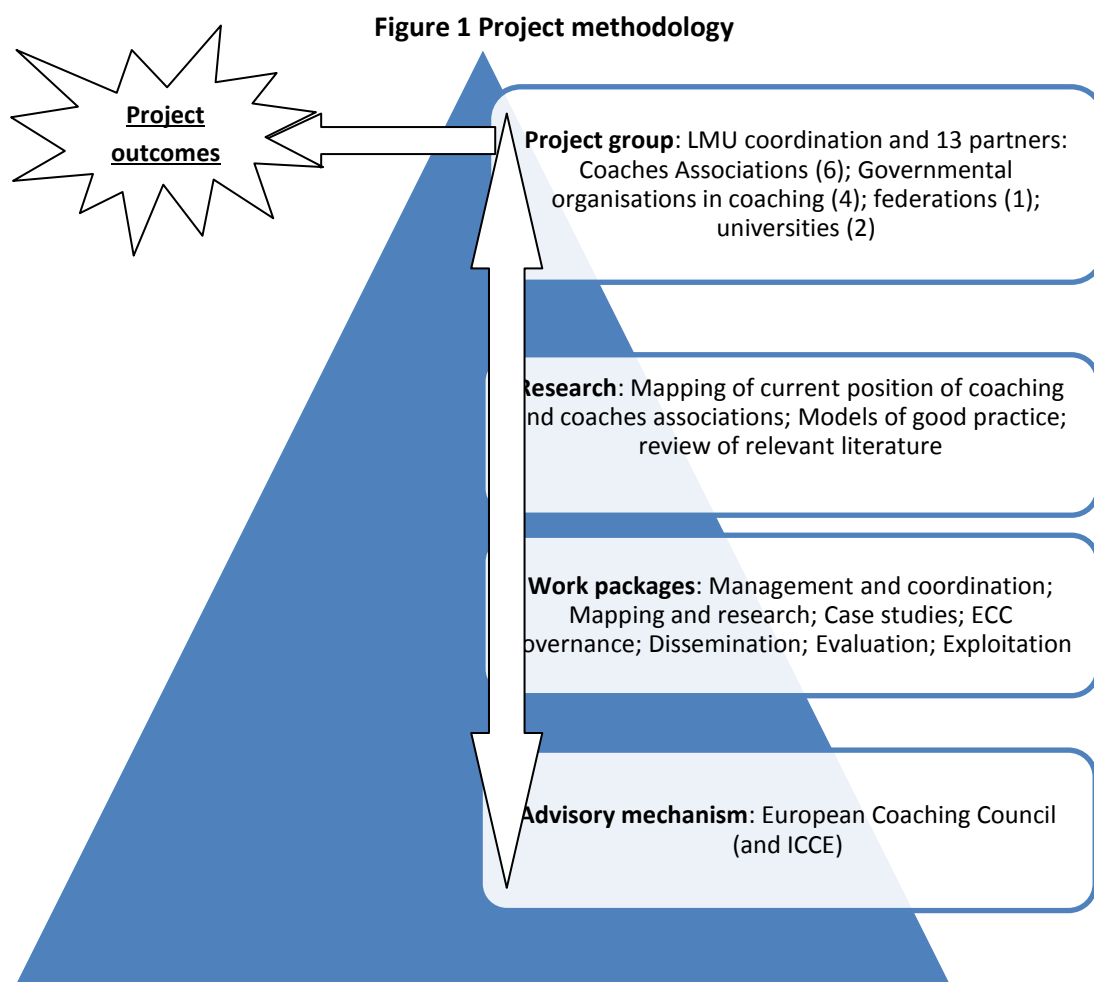
The specific objectives of the project were:

1. Develop a comprehensive map of coaches associations and representational structures within the partner states and at the European level
2. Identify best practice in the organisation and representation of coaches at the national and European levels, taking into account the interests of coaches and recognising the nature of national and European structures for the governance of sport
3. Identify the specific issues associated with the organisation and representation of volunteer; part-time paid and full time paid coaches
4. Develop an interactive coach facing communication platform to provide up-to-date information on the latest developments in coaching; links to coaches associations; national organisations; international federations and higher education
5. Develop proposals for the establishment of an integrated coordinating network for sport coaching to include coaches associations; national lead organisations; international, federations; employers and the higher education sector. These proposals to address the future functions, structure and legal status of the European Coaching Council and its relationship with the International Council for Coaching Excellence.

3. Methodology

The methodology employed by the project was research based and action oriented. The implementation of the methodology was coordinated by Leeds Metropolitan University and underpinned by a collaborative network of 13 partners within the European Union. Based on the objectives of the project, a series of work packages were developed, each under the coordination of the one of the partners. The methodology employed by the project is summarised in Figure 1. Further details on methodology are provided, where relevant, in the sections of the document describing the work of the project and the associated work packages. A report describing the management of the project is provided in Appendix 4.

A key feature of the project was the collaboration of a number of partners draw from key sub-sectors in coaching in Europe that included: coaches' associations; governmental organisations responsible for the development of coaching and/or the education of coaches; national federations affiliated to the relevant international federation; universities with a documented track record in sport coaching.



Central to the methodology was the conduct of a comprehensive mapping process to document the range of organisations operating in coaching and coach education. This process established the existence of sport specific and cross sport coaches associations operating at the national level within countries of the project partners. This mapping process was augmented by an

identification of coaches associations operating at the European level. The nature, scope and governance structures of these organisations were also identified, as well as the successes and barriers that they have faced in conducting their work.

Particular attention was paid to the nature of the relationship between the coaches' associations and their respective national federation; national lead organisation and international federation. In addition, literature was reviewed relating to the nature of coaches' development and the literature associated with individuals' tendency to work together, engage with and affiliate with organisations.

Good practice models were identified among the project partners, using a case study approach, with a view to promoting the development of sport specific and cross sport coaches associations and/or representational structures that are fully integrated with the relevant structures. The measures and scenarios to facilitate such associations playing a more meaningful role in sport, country and European social dialogue were also explored, with a view to enhancing the contribution of Sport Coaching to the democratic processes within the sport movement.

An advisory mechanism was set up to include key personnel from the European Coaching Council (ECC). This advisory mechanism provided an additional check that the methodology and outcomes of the project were aligned with the emergent coaching landscape in Europe. ECC scheduled the meetings of its Executive Board to coincide with the project, thus providing an ongoing 'sounding board' as the project unfolded. Given the affiliation of ECC to the International Council for Coaching Excellence (ICCE), the project also had access to world leading advice on the current position and possible future role of the voice of the coach in various organisational contexts.

As part of their engagement in the project, both ECC and ICCE committed to taking the outcomes into account as they embarked on the process of refining their respective European and global roles in the development of coaching and coach education. This approach was also designed to further enhance coordination between the interests of coaches associations; national lead organisations; international federations; the higher education sector and employers through the ECC and ICCE networks. The advisory mechanism also undertook to identify the steps that are necessary to further consolidate the work of ECC to include an integrated network of organisations in Sport Coaching throughout Europe. Particular attention was given to the potential future role of coaches associations in this context.

The main results from the project will be presented in the following sections, concentrating on research and good practice models. Key outcomes, implications and recommendations will then be presented in the final sections of the report.

4. Mapping the European Representation of Sport Coaching

4.1 Introduction

Work package 2 researched and mapped available data on the representation of sport coaching in Europe. The brief and methodology of the mapping study are outlined in this section. Results on the European representation of sport coaching with particular reference to single and multi-sport coaching association and national coaching lead agencies are also provided. Analysis and implications are also outlined and these have informed the overall outcomes and recommendations for the entire project which will be summarised in Section 7 of the report.

4.2 The brief

Work package 2 details were extracted and slightly modified from the original CoachNet proposal (July 2011).

The purpose of this work package was to research current engagement levels within ECC across Europe. Secondly, the objective was to map the position of coaches' associations in partner States and at the European level.

The work was designed to inform the current position of coaches within national and European social dialogue and identify the degree to which coaches are connected with the formal structures that have traditionally interacted with ECC (such as lead coaching organisations; federations, government departments, universities).

The specific objectives of the work package were:

- **Research and mapping methods** - develop tools to research and map current engagement within ECC and the position of coaches associations in partner states and at European level
- **Research and mapping implementation** - administer research and mapping tools within ECC; partner states and at the European level
- **Research and mapping analysis and report** - analysis of the findings of research and mapping within the ECC and for coaches' associations in partner States and at the European level.

4.3 Work package team

The work package was designed and managed by Julian North, Ladislav Petrovic, and Patrick Duffy at Leeds Metropolitan University, UK.

The research and mapping work was supported by CoachNet partner colleagues: Frédéric Sadys (INSEP), Henk-Jan Geelen (NL Coach), Jan Minkhorst (NOC-NSF), Juan Maria Gavaldá (CNED), Ladislav Petrovic (HCA), Lutz Nordmann (Trainerakademie), Miguel Crespo (RFET), Pekka Potinkara (SAVAL) and Piotr Marek (Akademia Trenerka).

The work package team reported to a number of CoachNet project meetings in Cologne, Helsinki, Leeds and Warsaw in 2012 and 2013. At these meetings work package tasks including a review of the method and data collection were also allocated to the project support team.

As result of discussion in CoachNet project meetings, and as the work emerged, the aims of the research and mapping exercise were refined to specifically focus on:

- **Data on the institutional representation of coaches ('the voice of the coach') across European member states**
- **Data on other forms of institution-coach interactions across European member states.**

Though members of the work package 2 project team had considerable knowledge and experience undertaking mapping exercises of coaches and coaching organisation in a UK context, and were able to draw on the experiences of those who had mapped European higher education structures in sport and science (the AEHESIS project), there was no precedent for this kind of mapping work in a sport coaching context across Europe. Indeed, the paucity of hard data on the position of coaches and coaching in Europe was an important insight gained as a result of the research.

A number of methodological approaches were proposed, attempted and adjusted (or discontinued) to take account of the actual position within the partner countries and the solutions that emerged. Where relevant, comments are offered about the methodology which, it is hoped, will provide valuable insights for future research in this area.

4.4 Important coaching stakeholders for data collection

The aim of the work package was, in first instance, to understand the institutional representation of coaches across Europe. It was also considered important to map organisations that were identified as providing services to coaches.

A range of coaching stakeholders was identified as important to the development of the project and the associated data collection. These stakeholders were identified through the initial brief, discussion amongst the CoachNet project group and the records of ECC as follows:

- Government/government ministries
- Government departments (non ministerial)
- Other organisations operating at the national level e.g. National Olympic Committees
- Quasi/non-state national sporting lead organisations e.g. in the Netherlands NOC-NSF
- Quasi/non-state national coaching lead organisations e.g. in Germany –Trainerakademie
- National coaching associations/unions (multi-sport)
- National coaching associations/unions (single-sport)

Particular emphasis was placed on understanding the role of coaching associations.

Readers knowledgeable about sport coaching will note that two of the main organisations with which coaches typically network - (1) sports associations/federations/governing bodies (henceforth referred to as sports federations) and (2) further and higher education - were omitted from the study at this stage.

The importance of these organisations to coaches' networks is acknowledged. Though the role of sports federations and further and higher education will be discussed further in the conclusions

of this section they were not deemed to be central to the mapping exercise which was primarily concerned with national coaching lead organisations and coaching associations at this stage.

4.5 Countries included in the study

Since the work was sponsored by the European Union an attempt was made to collect information from all European member states.

A number of other countries were also included in the initial sampling frame because of their population size, economic contribution, sporting contribution and/or connection to coaching structures.

The list of included countries is provided in Table 1.

Table 1: Countries included in the research and mapping exercise

Member States		Other States	
Austria	Latvia	Albania	Ukraine
Belgium	Lithuania	Belarus	
Bulgaria	Luxemburg	Bosnia & Herzegovina	
Cyprus	Malta	Croatia	
Czech Republic	Netherlands	Iceland	
Denmark	Poland	Liechtenstein	
Estonia	Portugal	Macedonia	
Finland	Romania	Moldova	
France	Slovakia	Montenegro	
Germany	Slovenia	Norway	
Greece	Spain	Russia	
Hungary	Sweden	Serbia	
Ireland	UK	Switzerland	
Italy		Turkey	

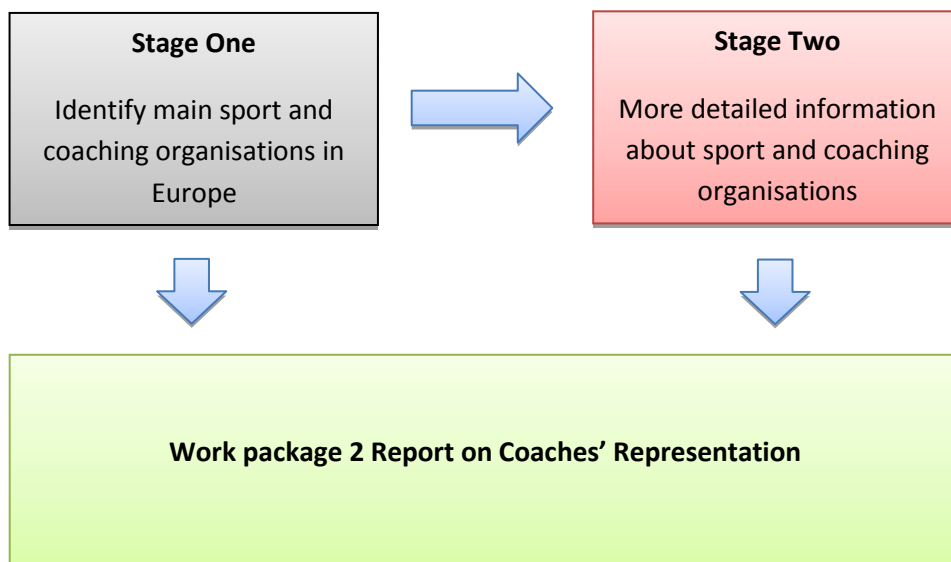
4.6 Methodology

There were two main stages to the data collection as outlined in Figure 2.

Stage One: The identification and consolidation of the main sport and coaching organisations in Europe, relevant to the CoachNet project aims into a single contact database – organisation name, organisation role, main contact, email address etc.

Stage Two: The administration of a short questionnaire asking these organisations and their contacts for more detailed information notably on their role, services to coaches, and their country's coaching populations (e.g. demographics).

Figure 2 Diagrammatic representation of the two stage methodology



4.7 Areas of data collection

The following areas of data collection were identified:

Stage one

Organisation name

Organisation address, main contact and contact details

Organisation type e.g. government, national lead agency, coaching association

Stage two

Functions/services provided to coaches

Mechanism for representing coaches at national level

Problems and potential improvements to these mechanisms

Data collection on coaches
Coaching population figures and demographics
Membership numbers.

4.8 Collecting the data

Stage one

In stage one each member of the project support team was allocated a member state/other European country to which they would administer the stage one survey instrument.

The countries were allocated on the basis of it being the project group member's country of origin/residence and/or they had established good contacts in the country. The issue of language played an important part in the method. It was decided that a better response would be achieved through the project support team supporting coaching organisation to translate/make sense of the English stage one documentation.

All 42 European countries were allocated, including EU and non-EU states. The inclusion of non-EU states was in response to the conventional structures of International Federations which are typically organised on a continental basis. While the study did not specifically address the position in International Federations, it was felt that the data collected should have the capability to inform such Federations of the position on coaches' representation across Europe.

The project support team were then provided with the stage one survey instrument which they administered and returned to Leeds Metropolitan University for cleaning and consolidation.

The country returns are shown in Table 1 and the response rate was 63% for member states, 33% for non-member states, 52% overall (Table 2). Despite the best efforts of the project support team, it took a considerable amount of time and effort to elicit some country responses and this pushed back timelines which impacted on stage two. Indeed, the absence of engagement from some countries was noteworthy, suggesting that the infrastructure for managing coaching remains at a relatively immature stage in a number of cases.

Given there was far from comprehensive coverage from stage one a number of additional methods were utilised, for example, Leeds Metropolitan University staff pursuing directly country contacts, and/or identifying sport and coaching organisations using the European Union Volunteering in Sport study, and/or identifying individual coaching organisations across Europe using Google Chrome (which has translates pages from one language to another automatically).

Using these methods it was possible to identify data for all European member states, 33% of non-member states, and 76% overall (Table 3).

The extent to which data could more easily be obtained from member and non-member states was often reflective of the existence or non-existence of a substantial sport coaching lead infrastructure within the country. For example, a coaching lead organisation was identified for Ireland, Coaching Ireland, and a stage one response was received from them. No equivalent organisation was identified for the Czech Republic or Luxemburg and thus it was difficult to obtain data from these countries. The absence of a coordinated infrastructure would appear to

be a potential barrier to the full mobilisation as a contributor to the sporting, social and economic lives of the countries in question of the European Union. The representation of coaches is also likely to be compromised in such a disjointed organisational landscape, an issue that will be returned to later.

Table 2: Template responses and other data collection by member and non-member European state and stage

Member state	Stage One Template Returned	Stage One Data Collected Directly	Stage One Data Obtained by other means e.g. Google Chrome	Stage Two	Total
Austria	1				1
Belgium			1		1
Bulgaria	1				1
Cyprus	1				1
Czech Republic			1		1
Denmark		1			1
Estonia	1				1
Finland	1			1	2
France	1			1	2
Germany	1				1
Greece		1			1
Hungary	1			1	2
Ireland	1				1
Italy	1				1
Latvia	1				1
Lithuania			1		1
Luxemburg			1		1
Malta		1			1
Netherlands	1				1
Poland	1			1	2
Portugal	1			1	2
Romania	1				1
Slovakia			1		1
Slovenia			1		1
Spain	1			1	2
Sweden		1			1
UK	1			1	2
Other European States					
Albania					0
Belarus					0
Bosnia & Herzegovina	1				1
Croatia					0
Iceland					0
Liechtenstein					0
Macedonia					0
Moldova					0
Montenegro	1				1

Norway	1			1
Russia				0
Serbia	1			1
Switzerland	1			1
Turkey				0
Ukraine				0

Table 3: Template returns, other data collection, and response rates by member and non-member European states in stage one

	Stage One Template Returned	Stage One Data collected Directly	Stage One Data Obtained by other means e.g. Google Chrome	Stage One Total
Member state (27)				
Number	17	4	6	27
Response Rate (%)	63	15	22	100
Other European States (15)				
Number	5	0	0	5
Response Rate (%)	33	0	0	33
Overall (42)				
Number	22	4	6	32
Response Rate (%)	52	10	14	76

4.9 Stage two

At the outset of the project it was intended in stage two to approach all organisations identified in stage one across all countries and to administer a more detailed online questionnaire.

However, the issues experienced in stage one, including difficulties eliciting response from some countries, and problems over language, led to a more realistic and measured approach.

Instead, seven countries - Finland, France, Hungary, Poland, Portugal, Spain and the UK were approached to provide more detailed information about their national coaching situations. These were all CoachNet partners. All seven countries provided the information.

However, as will become clear in the results section, even in the countries where there was an active and engaged coaching lead organisation some of the more detailed information, for example, on the coaching population in the country, was missing. This was presumably because these countries/contacts did not have this information and/or the appropriate research has not yet been conducted.

4.10 Challenges in data collection

The patchy nature of the organisational landscape in coaching at the national and European was noted in the previous section as a challenge in the collation of comprehensive data to inform the position on the representation of coaches across Europe. Taking this context into account, a number of supplementary research measures were undertaken, with varying degrees of success such as:

1. A UK research assistant was employed to undertake an initial audit of European sport and coaching organisations using web-searches and follow-up phone conversations. This yielded very few results in the first instance. A web-search approach was utilised later in the study in an attempt to cover data gaps and was rather more successful primarily because of the automatic translation facilities of Google Chrome.
2. An online portal was established so that the project support group could enter the country data simply and easily. Unfortunately, the online portal became corrupted / collapsed so a decision was made to revert to a Word document / paper based system. Very little data had been entered into the online portal at this stage and this was all recovered. As a result of the collapse this provoked a further reflection on methods which actually led to content and process improvements.
3. It was difficult to elicit a response, especially a timely response from many European countries. The project was reliant on the project support group to administer the project because they provided familiarity and a shared language with the target sample. Whilst making an excellent contribution to the project, the project support group had other 'day-to-day' duties to perform which meant that progress was sometimes slow. This impacted on both stage one and two of the project.

While these limitations constrained the collection of a full set of data for all European countries, the project team is confident that the data gathered will extend current knowledge in a number of key areas on the organisation and representation of coaches.

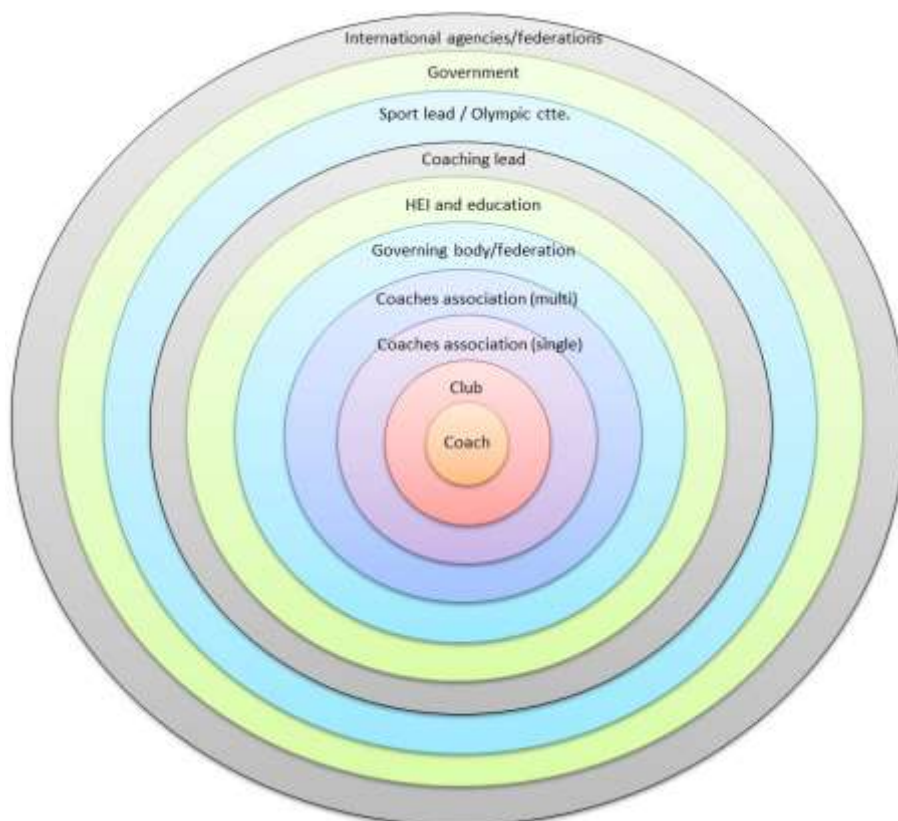
4.11 Reporting the results - a proposed theoretical frame

Empirical studies and especially comparative empirical studies can provide a degree of complexity which encourages the use of theoretical and conceptual tools which help to make sense of the data. These tools have been discussed and refined by the project group based on the data collected in the project.

Since the focus of the study was exploring coaches' networks from the point of view of representation and service provision, including networks which extend to the national and European level involving a range of stakeholders at different 'levels,' it was decided to draw on

the 'spheres of influence' approach common in critical realist social scientific accounts and ecological and development psychology (e.g. Bronfenbrenner, 1994; North, 2013). A strength of this approach is that the spheres of influence can be applied to different countries and sporting contexts, reflecting the differences between contexts on the one hand and the similarities on the other as outlined in Figure3.

Figure 3: 'Spheres of influence in coaches' networks'



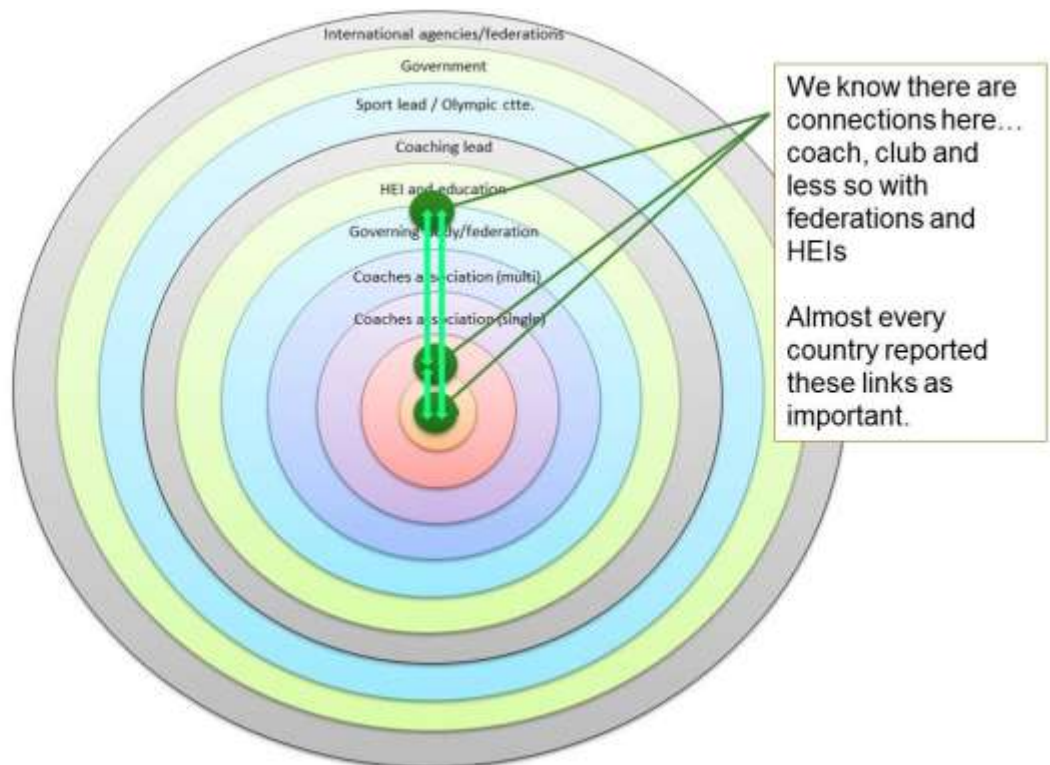
The idea is simple. The networks most immediate to the coach such as clubs (including participants, performers and other important stakeholders) are closest to the centre of the diagram. Networks which are more removed from the coach, for example, at the national agency and international level are furthest from the centre.

There is a substantial research literature on coaches' network relations in their immediate coaching settings, for example, in clubs (Cushion, 2001) and in a performance context (d'Arripe-Longueville, Fournier, & Dubois, 1998) and this type of research provides the main body of activity for coaching scholars.

Though there is no specific research work on coaches' network relations across a range of organisations and institutions (and this would be very useful and much needed) there is some

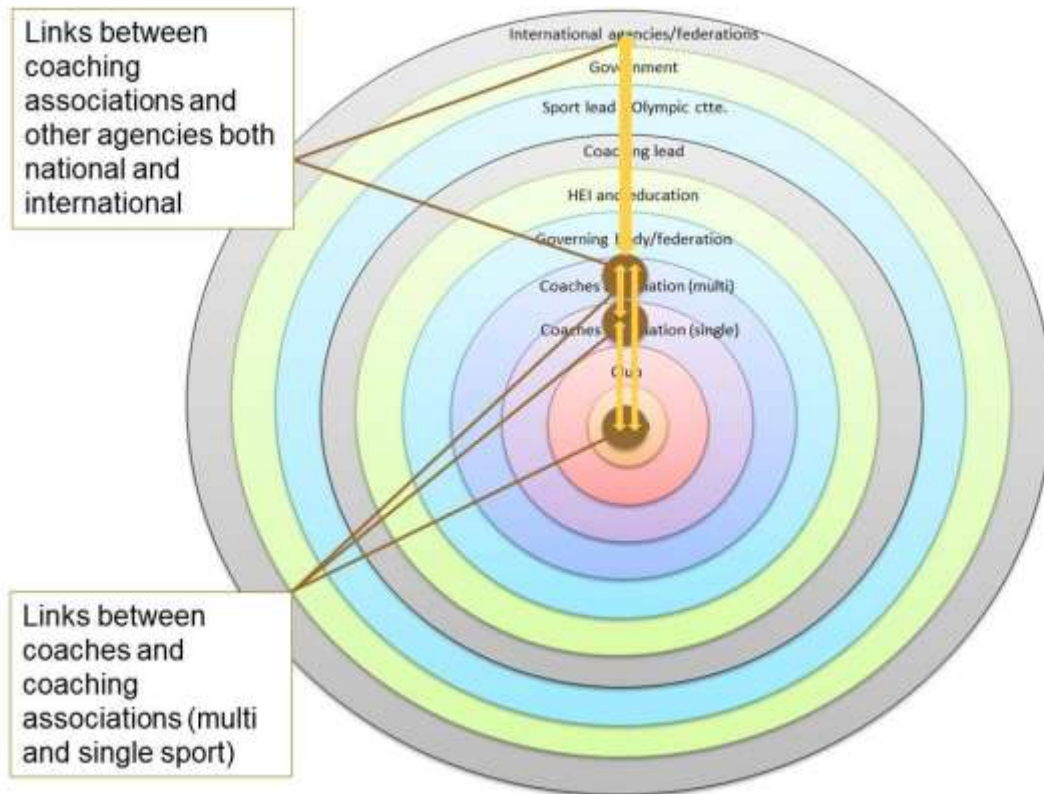
evidence that coaches also engage with sports federations and further and higher education on a reasonably regular basis. For example, research by North (2009), suggested that just over a half (53%) of individuals who ‘coach’ in the UK had a sport federation accredited coaching qualification. The same research suggested that about a third (33%) of coaches were affiliated to organisations linked to federations e.g. clubs, academies, institutes of sport, representative squads etc. A further half (48%) coached in the context of local authority provision, schools, further and higher education as outlined in Figure 4.

Figure 4: Coaches’ networking with federations, further and higher education



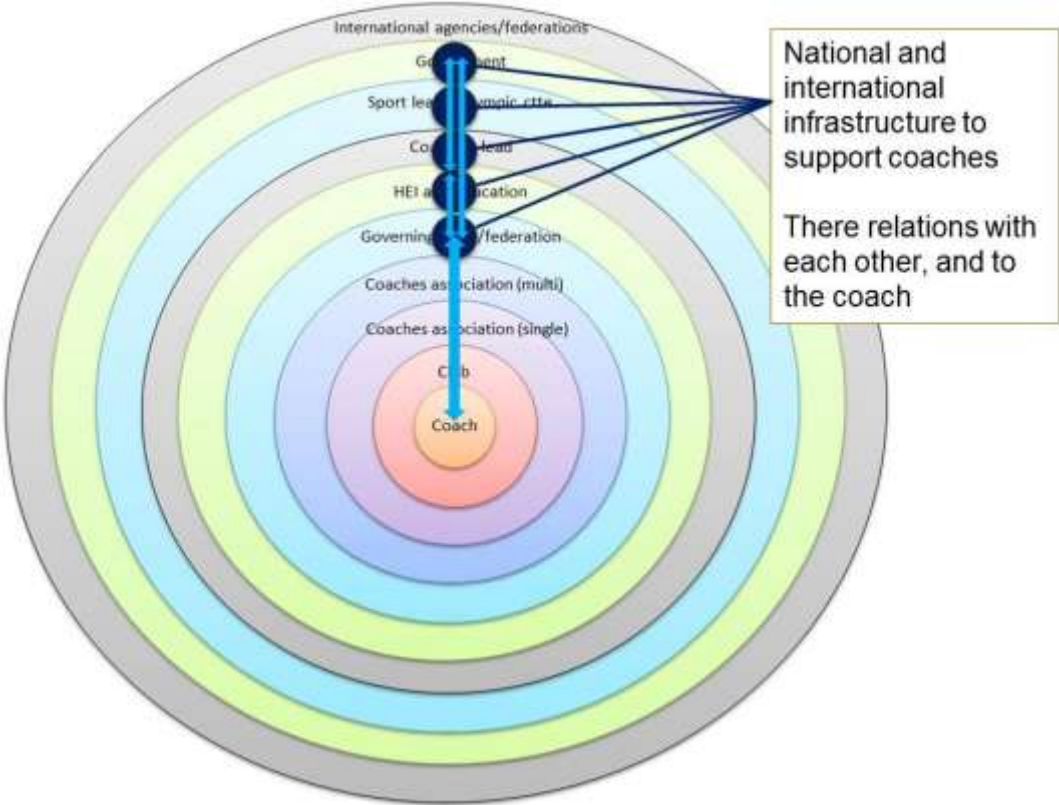
In addition to mapping the position of coaching, the main purpose of the current study was to explore coaches’ networking with coaching associations both single and multi-sport to provide a platform to understand representational activity and service provision (Figure 5).

Figure 5: Coaches' networking with coaching associations



The secondary purpose of the current study was to explore coaches' networking with national and international agencies to provide a platform to understand representational activity and service provision (Figure 6).

Figure 6: Coaches' networking with national and international agencies



The results will be presented from the centre of the circle outwards.

4.12 The results - single-sport coaching associations

The following section presents results on single-sport coaching associations across Europe.

There is no suggestion that this is a comprehensive survey and it should be seen as a product of the resources and tools available to the project team for the duration of the work. However, it begins to build an initial sketch of activity which leads to some interesting conclusions.

The results are presented as follows. There is a survey of the coverage of single-sport coaching associations across European member and non-member states. There is commentary on membership numbers in these organisations. Finally, there is commentary on the types of engagements coaches have with single sport coaching associations across Europe.

4.13 Coverage of single-sport coaching associations

Most European countries have one or more single-sport coaching association (Tables 4 and 5).

Given that there are over 3000 identified sports¹³, c140 recognised sports by Sport England in the UK¹⁴, and 36 Olympics sports, there is significant opportunity for sporting coverage by single-sport coaching associations.

The research identified 69 single sport coaching associations for 25 sports: Badminton, Basketball, Cricket, Cycling, Football, Futsal, Golf, Handball, Judo/Jiu-Jitsu, Korfbal, Roller Hockey, Orienteering, Rugby, Sailing, Screens, Shooting, Skating, Skiing, Snowsports, Swimming, Table Tennis, Tennis, Track and field, and Volleyball, VVON.

The most common were Football (identified in at least 21 countries), Basketball (identified in at least 16 countries), Swimming (7), Handball (6) and Track and Field (4). Thus there appears to be a concentration of activity in team and professional sports - notably Basketball and Football.

In the research the most coaching associations identified for any one country was 13 in the Netherlands. The average was just under 2.5 per country (where data was obtained).

This suggests that on average there is a low level of single sport coverage by coaching associations across Europe.

¹³ <http://www.sportencyclopedia.com/index.php>

¹⁴ http://www.sportengland.org/about_us/recognised_sports.aspx

Table 4: Coverage of single-sport coaching associations in member states

Country	N	Sports	Country	N	Sports
Austria	0	None	Latvia	1	Football
Belgium	1	Basketball	Lithuania	1	Basketball
Bulgaria	1	Tennis	Luxemburg	1	Football
Cyprus	3	Basketball, Football, Volleyball	Malta	1	Football
Czech Republic	1	Football	Netherlands	14	Badminton, Football, Judo/Jiu-Jitsu, Korfbal, Screens, Shooting Skating, Skiing, Swimming, Table tennis, Tennis, Volleyball VVON
Denmark	2	Basketball, Football	Poland	3	Football, Sailing, Skiing
Estonia	1	Basketball	Portugal	1	Football
Finland	0		Romania	0	
France	6	Basketball, Football, Handball, Track and Field	Slovakia	2	Basketball, Football
Germany	4	Basketball, Football, Handball, Swimming	Slovenia	3	Basketball, Football, Handball
Greece	1	Basketball	Spain	6	Basketball, Football, Futsal, Handball, Roller Hockey, Swimming
Hungary	3	Basketball, Football, Swimming	Sweden	1	Football
Ireland	2	Football, Swimming	UK	6	Basketball, Cricket, Cycling, Football, Swimming, Tennis
Italy	4	Basketball, Football, Swimming, Volleyball			

Table 5: Coverage of Single-Sport Coaching Associations in Non-Members States

Country	N	Sports
Albania	Na	
Belarus	Na	
Bosnia & H.	1	Basketball
Croatia	Na	
Iceland	Na	
Liechtenstein	Na	
Macedonia	Na	
Moldova	Na	
Montenegro	1	Snowsport
Norway	5	Football, Golf, Orienteering, Skiing, Track and Field
Russia	Na	
Serbia	8	Basketball, Football, Handball, Rugby, Swimming, Track and Field, Volleyball
Switzerland	0	
Turkey	Na	
Ukraine	Na	

4.14 Membership of single-sport coaching associations

One of the main purposes of the research and mapping exercise was to identify single-sport coaching associations in European countries.

The research did not extend - at this stage - to collecting more detailed information, for example, on membership numbers of single sport associations. However, it was possible to make some general observations from the data collection stages and some more specific observations based on UK data.

It appears that single-sport coaching associations often have very low levels of membership relative to the overall number of individuals coaching in the sport in the country in question. Most association websites presented the impression of relatively small operations.

It is speculated that those who are members tend to be from a relatively small cohort of coaches - those who are enthusiastic about their sport and its development, about their own development, and access to networking and other learning opportunities (though this needs to be tested).

In a UK context at least three single sport coaching associations in Basketball, Gymnastics and Tennis had recently stopped operating.

Those that are currently operating appear to have very low levels of membership coverage. For example, the relatively well resourced English Football Association Licenced Coaches' Club has 16,200 members but this is only 5-10% of the overall coaching population (though Cricket was an interesting exception).

It is estimated that the majority of active coaches - probably over 90% - have no connection with a coaching association.

In the UK there are also signs that the more successful coaching associations are associated directly/provided by the federation as part of a registration, licencing and up-skilling scheme.

Table 6: Membership of single-sport coaching associations in the UK

Sport	Estimated number of individuals who coach in the sport (Townend & North, 2007)	Estimated number of coaches provided by federation (North, 2009)	Coaching Association	Membership	%
Basketball	56,000	16,000	Basketball Coaches Association UK	No members. Linked to English Basketball. Association currently dormant.	
Cricket	100,000	13,000	ECB Coaches' Association	11,500	12%-89%!
Cycling	12,000	2,000	Association of British Cycling Coaches	447 124 Senior Coaches and Coaches. 323 Mountain Bike Leaders.	6% coaches 3% overall.
Football	380,000	175,000	FA Licenced Coaches' Club	16,200	c5-10%
Swimming	140,000	178,000	British Swimming Coaches Association (soon to become British Association of Sports Coaches)	14,000	8%
Tennis	81,000	6,000	British Tennis Coaches Association recently closed.		
			Tennis Coach UK	Data not obtainable.	

Note: table compiled in April 2013 from existing research and direct correspondence between the lead author of the section and the single sport coaching associations.

4.15 Representation and service provision by single-sport coaching associations

To reiterate the research did not extend - at this stage - to collecting more detailed information, for example, on representational/other service provision of single sport associations across Europe. However, it was possible to make some general observations from the data collection stages and some more specific observations based on UK data.

In the UK the evidence suggests that single-sport coaching associations are less focused on representational services - only one coaching association in swimming mentioned this area of activity - and more focused on other forms of service provision. Notably these include: being part of community of practice/networking support/events and more formalised coach development and education. Learning materials, registration and licencing, and insurance were also important (Table 7).

Table 7: Service provision by single-sport coaching associations in the UK

	Cricket ECB CA	Cycling ABCC	Football FA LCC	Swimming BSCA	Tennis TCUK
Representation	Not found	Not found		Yes	Yes
Community of practice/networking support/events	Yes	Yes	Yes	Yes	Yes
Formal coach development and education - workshops, conferences, coaching clinics	Yes	Yes	Yes	Yes	Yes
Learning materials - articles, resources, DVDs	Yes	Yes	Yes	Not found	Yes
Registration and licencing (based on minimum standards)	Yes	Yes	Yes	Not found	Yes
Annual awards	Yes	Not found		Yes	Not found
Newsletters	Yes	Yes		Not found	Yes
Yearbook	Yes	Not found		Not found	Not found
Clothing	Yes	Not found		Not found	Not found
Insurance/public liability	Yes	Yes		Yes	Yes
Business, tax and legal support	Yes	No mention		Yes	Yes

Note: the above details were identified through a website crawl. The purpose of the table is to identify the kind of services that coaching associations offer. "Not found" means exactly that. It does not mean that the coaching association does not offer this service.

4.16 Conclusions on single-sport coaching associations

While the data represents an early stage picture of the position on single sport coaching associations, the challenges in data collection highlight that there should be significant health warnings associated with the conclusions presented at this stage.

However, we believe there is evidence both systematic and anecdotal to suggest the following:

- There are low numbers of single-sport coaching associations (69 in total) when compared to potential coverage for all sports across all European countries
- Team and professional sports coaching associations notably football and basketball appear most common
- In most countries there are only one or two and probably never more than 15 coaching associations
- These associations have relatively low levels of membership - perhaps never more than 10% of the active coaches in the sport (UK cricket appears to be an exception). Thus a vast majority of coaches are disconnected from coaching associations (it must be noted however there remains issues here about whom is defined as a coach in terms of role, level and engagement)
- The web presence of single sport coaching associations across Europe does not give the impression of large highly resourced professional organisations with large memberships and sophisticated and developed service provision. They appear to be small groups providing services to a small community. These organisations do not appear to be particularly well connected to national agencies
- There is evidence of declining membership in the UK - at least three sports have previously had associations in the UK but do so no longer - Basketball, Gymnastics and Tennis (though one remains in Tennis)
- There is evidence that coaching associations are being coordinated to better effect in the UK through federations who can invest e.g. Cricket and Football
- Notably, most service provision does not appear to be representational rather related to engagement in a community of practice and coach development and education opportunities.
- These results and conclusions suggest that either coaches do not demonstrate a strong desire to engage in single sport coaches' associations and/or there is an absence of infrastructure for such engagement – issues that will be returned to later

4.17 The Results - Multi-Sport Coaching Associations

The following section presents results on multi-sport coaching associations across Europe.

There is a higher level of confidence in these results than those relating to single sport associations, since they are based on higher profile and easier to identify organisation using methodologies such as the current one.

As with the previous section we present results on coverage, membership numbers, and service provision.

4.18 Coverage of multi-sport coaching associations

Multi-sport coaching associations were identified for nine countries: Estonia, Finland (2), Hungary, The Netherlands, Portugal, Serbia, Spain, Switzerland and the UK, with 10-11 organisations overall (Table 8).

Table 8: Coverage of Multi-Sport Coaching Associations in Member and Non-Members States

Member States				Non-member States			
Country	N	Country	N	Country	N	Country	N
Austria	0	Latvia	0	Albania	Na	Ukraine	Na
Belgium	0	Lithuania	0	Belarus	Na		
Bulgaria	0	Luxemburg	0	Bosnia & H.	0		
Cyprus	0	Malta	0	Croatia	Na		
Czech Republic	0	Netherlands	1	Iceland	Na		
Denmark	0	Poland	0	Liechtenstein	Na		
Estonia	1	Portugal	1	Macedonia	Na		
Finland	2	Romania	0	Moldova	Na		
France	0	Slovakia	0	Montenegro	0		
Germany	0	Slovenia	0	Norway	0		
Greece	0	Spain	1	Russia	Na		
Hungary	1	Sweden	0	Serbia	1		
Ireland	0	UK	1- 2	Switzerland	1		
Italy	0			Turkey	Na		

Note: data collected from all countries where there is number (0, 1, or 2). Na - means no data collected for the country.

The data demonstrate a number of key trends:

- 7 countries out of 21 member states with multi-sport coaching associations (33%)
- 9 countries out of 26 European states with multi-sport coaching associations (c33%)
- Across all European nations likely to be about 7 out of 27, and 9 out of 42 (26%/21%)

- Therefore, across Europe multi-sport coaching associations are a minority/country specific activity.
- The titles and purposes of multi-sport coaching associations varies (Table 9) and will be further explored in Section 5

Table 9: Names of multi-sport coaching associations

Member states	Name
Estonia	Estonian Coaches Association
Finland	Suomen Valmentajat (Finnish Coaching Association)
Finland	Suomen Ammattivalmentajat SAVAL (Professional Coaches of Finland)
Hungary	Magyar Edzők Társasága (Hungarian Coaching Association)
The Netherlands	NL Coach
Portugal	Coaching Confederation of Portugal
Spain	Consejo Nacional de Entrenadores Deportivos (CNED) (National Council Sport Coaches)
UK	British Association of Sport Coaches
Non-member states	
Serbia	Coaches Association of Serbia
Switzerland	swiss coach

4.19 Membership Numbers

The research and mapping exercise identified membership numbers for seven multi-sport coaching associations (and organisations in the case of Sports Coach UK (SCUK)) in five countries (Table 10). The total number of coaches is 31,205 at a mean average of 4,457 per organisation, and 6,241 per country.

Table 10: Membership numbers in a selection of European multi-sport coaching associations

	Finland	Hungary	Portugal	Spain	UK
	FCA SAVAL	HCA	CCP	CNED	BASC SCUK
Number of coaching associations in membership	-	-	22	-	
Number of coaches in membership (direct)	FCA 3912 SAVAL 788 <u>Total</u> 4697	1600		6000	BASC 14,000 SCUK 2,408 <u>Total</u> 16,408
Number of coaches represented			2500		

Table 11: Membership numbers in a selection of European multi-sport coaching associations compared to overall coaching numbers

	Population (World Bank, 2011)	Population 16+ (75%)	Coaches (2%)	Coaching Association Membership	% of Coaches in Multi- Sport Coaching Association Membership
Finland	5,387,000	4,040,250	127,600 (1)	4,697	4
Hungary	9,971,000	7,478,250	186,956	1,600	1
Portugal	10,637,000	7,977,750	199,444	2,500	1%
Spain	46,235,000	34,676,250	866,906	6,000	<1%
United Kingdom	62,641,000	46,980,750	1,109,019 (2)	<u>British Association of Sport Coaches</u> About to get 14,000 members <u>Sports Coach UK</u> 2408 26,000 subscribed to website	1-2%

Overall note: Very few countries in the study had national data on coaching numbers the exceptions being Finland and the UK (see notes 1 and 2). Interestingly, in both Finland and the UK the number of coaches appears to be about 2-3% of the adult population. To compensate for the lack of national data at the European level a method was established to approximate coaching numbers based on overall population figures, adult population figures, and an assumption about the percentage of coaches that were coaching (in this instance a reasonable 2.5%). Thus, the estimate of the number of active coaches in Hungary is 2.5% of 7,468,804 adults which gives 186,956 coaches. This, of course, is not accurate but will give a reasonable approximation. These figures are then used to estimate the % of coaches who are members of a multi-sport coaching association.

Important note: The purpose of this study was not to investigate the overall population size of coaches across Europe. It is suggested that this should be the feature of another pan European project (subject to political will and funding) most likely targeted at capacity building for individual countries to undertake audits themselves.

Notes: (1) 126 000 volunteer coaches - Finnish Sports Federation, The National Sports Survey 2010; 1600 full-time/ part-time coaches, Finnish Coaching Association and Professional Coaches of Finland, Coaching as a profession in Finland, 2012

(2) 1,109,018 coaches in the UK, The Coaching Workforce 2009-2016 document (North, 2009).

The research also allowed for an analysis of the percentage coverage of a selected countries coaching population by multi-sport coaching associations (Table 11).

Similar to single sport coaching associations the results suggest that coverage is relatively low - somewhere in the region of one to five per cent (1-5%) of all active coaches.

Multi-sport coaching association are often providing services for particular communities e.g. professional coaches (SAVAL) and high performance coaches.

4.20 Representation and service provision by multi-sport coaching associations

The research and mapping exercise identified the main areas of service provision for multi-sport coaching associations (Table 12).

The main areas were:

- Representation
- Systems and frameworks
- Coach development and education
- Learning resources
- Reward and recognition

A more detailed case-study examination of multi-sport coaching associations is presented in section 5.

4.21 Overall conclusions on multi-sport coaching associations

The following conclusions are offered about multi-sport coaching associations at the national level across Europe:

- There is low level of coverage from a country perspective - only seven countries in member states and nine countries overall are identified as having a multi-sport coaching association
- Multi-sport coaching associations have a low level of membership - perhaps between 1-5% of overall active coaches
- The multi-sport coaching associations appear in most instances to have established good relationships with national sport and coaching organisations
- They provide a range of services - notably representation, coach learning and development, and professional support - to specific coaching communities i.e. team and professional sports.

Table 12: Service provision by multi-sport coaching association

	Finland	Finland	Hungary	Portugal	Spain	Total
	FCA	SAVAL	HCA	CCP	CNED	
Representing coaches at national policy level	Yes	Yes	Yes	Yes	Yes	5
Coaching systems strategy development	Yes	-	Yes	Yes	Yes	4
Support to partners for coaching system development – frameworks, tools etc.	Yes	Yes	-	Yes	Yes	4
Licencing and registration of coaches	-	-	-	-	-	-
Workforce auditing, planning and management	-	-	-	-	-	-
Coach bursaries and scholarships	Yes	-	-	-	-	1
Coach employment/deployment opportunities	-	Yes	-	-	Yes	2
Coach learning and development - any coach development opportunity that is not coach education or qualifications e.g. observing a more experienced coach, mentoring, co-coaching	Yes	Yes	-	Yes	Yes	4
Coach education - formal, often classroom based, education	Yes	-	Yes	-	Yes	3
Coaching qualifications	-	Yes	-	-	-	1
Published coaching resources – articles, books, reports, DVDs, on-line materials etc.	Yes	Yes	Yes	-	Yes	4
Coaching recognition and rewards	Yes	Yes	Yes	-	Yes	4
Other (please specify)	Yes	Yes	-	-	-	2

4.22 Results - European single-sport coaching associations

A number of European wide single-sport coaching associations were identified through the research.

These included:

- Basketball: European Association of Basketball Coaches
- Football: Alliance of European Football Coaches' Associations - Confederation Model
- Track and Field: European Athletic Coach Association

No detailed analysis was undertaken on these organisations was identified at this stage, although their potential representative role have been considered and will be addressed in the implications and conclusion section of the report.

4.23 Results - National coaching lead agencies

National coaching lead agencies were identified for 16 out 22 member states where data was collected. This probably relates to 16 out of 27 member states given the knowledge of the project team of European coaching structures (Table 13).

National coaching lead agencies were identified for 18 out of 27 European countries where data was collected (again this is probably 18 out of 42 given project team knowledge).

The majority of this activity does not appear to involve representing the 'voice of the coach' directly – though there will be lobbying on behalf of the coach (Table 13).

Most activity appears to involve (top down) service provision – development opportunities, education, qualifications, learning resources.

Targeted service provision at particular coaching communities – high performance etc.

Table 13: National coaching lead agencies

Member States		
Country	Organisation	Purpose
Austria	BSPA Bundessportakademie - Sports academy	Coach education and licence
Belgium	BLOSO De Vlaamse Trainersschool - Trainer school	Coach & workforce education
Bulgaria	NSA 'Vassil Levski' - Sports academy	Coach education & CPD
Cyprus	None	
Czech Rep.	No information received or found.	
Denmark	DIF Olympic committee and sport confederation	Coach education and quals.
Estonia	Spordikoolituse ja -Teabe Sihtasutus - Sports education and information foundation	Coach education (linked to HEIs)
Finland	NOC – Unit of Elite Sport	Coach education
France	CNOSF - Training institute of sport movement	Training activities
Germany	Trainerakademie – Trainer academy	Coach education and training
Greece	None - Coordinated through PE schools and feds.	
Hungary	None - Coordinated through HEIs and feds.	
Ireland	Coaching Ireland	Coach frameworks and educ.
Italy	CONI - La Scuola dello Sport – School of sport	Coach frameworks and educ.
Latvia	None - Coordinated through HEIs and feds.	
Lithuania	No information received or found.	
Luxemburg	No information received or found.	
Malta	None (difficult to get clear information)	
Netherlands	NOC*NSF	Coach education
Poland	Akademia Trenerska – The coaches academy	Coach development, education and quals.
Portugal	Treinadores – Coaching confederation of Portugal	Coach education
Romania	CNFPFA - National Centre for Coaches Formation and Perfection	Coach education
Slovakia	No information received or found.	

Slovenia	No information received or found.	
Spain	CNED – National Council of Sport Coaches	Coach education
Sweden	None - Coordinated through HEIs and feds.	
UK	Sports Coach UK	Coach education
Non-member states (where there is information)		
Norway	NIF – Olympic and Confed. of Sports – Unit of Elite Sports (also links to HEIs)	Coach ed. framework and provision
Serbia	None (national coaches association and several single sport associations)	
Switzerland	BASPO – Coach Training Switzerland	Coach education

4.24 Headline results from mapping exercise

The following conclusions can be drawn from the mapping data on single and multi-sport coaching associations and national coaching lead agencies:

There are low/very low levels of representation of the 'voice of the coach' by the existing sport and coaching institutional arrangements in Europe.

There are greater levels of service provision mainly through local and sport specific channels notably related to coach development.

Low levels of coverage and membership of coaching associations

There are very few single sport associations probably on average just over two per country with most focused in team and professional sports.

Single-sport associations are likely to have very low levels of membership in the sport when compared to overall active coaches - probably never more than 10%.

There are even fewer multi-sport associations - the mapping identified nine across Europe.

Multi-sport associations are likely to have very low levels of membership when compared to overall active coaches - probably never more than 5%.

It is very likely that no more than 10-15% of active coaches are members of, or have involvement with, a coaching association across Europe. Thus the vast majority 85-90% have no involvement.

Coaches engage in local, sport specific, and interest specific networks

Many of the country responses to the mapping exercise suggested that coaches were most likely to engage with national federations and higher education beyond local networks.

Most of the available research on coaches' networking behaviour suggests engagement in local institutions - clubs, schools, higher education, academies etc. - notably with a sport specific and/or pathway context (e.g. community coaching, performance coaching, high performance coaching) (Cushion, 2001; d'Arripe-Longueville, et al., 1998; North, 2009).

Other UK research suggests coaches do not feel well supported by national agencies (North, 2010; Timson-Katchis & North, 2010).

In the UK there was evidence that greater levels of success were being achieved by coaching associations tied to the national federations.

Institutional provision to coaches is less concerned with representation than it is with specific (top-down) services

There was very little evidence of direct representational activity on the part of sport and sport coaching organisations.

There was some evidence that single-sport coaching associations lobbied federations on behalf of their members but it was less clear whether their influence extended to government and national

sport lead agencies. The mechanics of this representational activity were not clear though there was very little evidence of formal processes.

There was some evidence that multi-sport coaching associations lobbied government and national sport lead agencies on behalf of their members - though again the exact mechanics were not clear (more details are provided in section 5).

There was some evidence that national coaching lead agencies lobbied on behalf of coaches to government but that this was often based on what the agencies believed coaches wanted rather than the direct engagement of the voice of the coach.

Much greater emphasis was placed on top down service provision to coaches notably coach development and education opportunities, and learning resources and materials.

4.25 Explaining the mapping data - theoretical insights

This section makes a tentative attempt to explain why coaches network as they appear to, why coaching associations have relatively low levels of coverage and coach numbers, and why most service provision is top-down by drawing on research and evidence from the participation, membership and professional association literature and from the limited evidence that is available on sport and sports coaching.

It is important to note that this analysis is tentative because the connection between theoretical ideas and empirical research has yet to be tested.

Understanding participation

Reviews by Hogg and Vaughan (2008) and Brodie et al. (2009) suggests participation in social activities such as coaching and coaching associations should be seen as a complex mix between individual and social/contextual motivations, enablers and constraints and the participatory activity under consideration (in this instance coaching).

The reviews suggest that individuals may be motivated to participate in coaching and/or coaching associations:

- A personal interest in the area of activity
- A desire for affiliation/belonging/connection/support and the self-esteem and recognition that goes with this
- Enhanced social identity - groups which are attractive, desirable, and have prestige provide a positive high status definition and evaluation of who individuals are
- Ability to achieve shared goals/complex goals
- A desire to make a difference/to help people/to make improvements/to effect change
- Increase in security and reduction of uncertainty

We are also of the view that a desire for self-improvement may also feature strongly on the list of motivations.

This participation is enabled and constrained at the individual level by:

- Relevant knowledge and skills
- Practical and social confidence
- Trust and suspicion of groups/organisations
- Time and cost involved

This participation is enabled and constrained at the organisation/social/contextual level by:

- Appropriate information and pathways
- The influence of important leaders/gatekeepers/influences (both positive and negative)
- Broader demographic, cultural and political structures (and fit with individual)
- Organisation, management and bureaucracy

Understanding membership

Analysis of the motivations for, enablers and constraints on, joining membership organisations could somewhat crudely be defined as pre-Olson, Olson, and post Olson.

In 1965 Mancur Olson published his famous book *The Logic of Collective Action* (Olson, 1965).

Prior to Olson many theories suggested that if individuals have common interest - e.g. concerning participant and player development and coaching - then they will act and organise collectively to promote these interests.

“This view has, for example, been important in many theories of labour unions, in Marxian theories of class action, in concepts of “countervailing power” and in various discussions of economic institutions. It has, in addition, occupied a prominent place in political science, at least in the United States, where the study of pressure groups has been dominated by a celebrated “group theory” based on the idea that groups will act when necessary to further their common or group goals. Finally, it has played a significant role in many well-known sociological studies” (Olson, 1965, p. 1).

Contrary to this position, Olson’s book argues that individuals in any group attempting collective action will have incentives to “free ride” on the efforts of others if the group is working to provide public goods. Individuals will not “free ride” in groups which provide benefits only to active participants.

Pure public goods are goods which are non-excludable (i.e. one person cannot reasonably prevent another from consuming the good) and non-rivalrous (one person’s consumption of the good does not affect another’s, nor vice-versa). Thus activities such as representation may typically be a public good and thus non-excludable. Without selective incentives to motivate participation such as specific service provision collective action is unlikely to occur even when large groups of people with common interests exist.

Thus, to make this point clear, Olson suggests that collective action is unlikely to be incentivised by representational activities but will be through excludable service provision.

Since Olson, there has been a vast analysis and critique of his work (see, for example, a review by Udehn, 1993). Though there remains considerable sympathy for the free-rider argument many

commentators have suggested that the focus on economic rationality as a basis for decision making about group membership is too thin a picture. This response points to the many examples of collective action prevalent in society. Group members are motivated by altruism, duty and solidarity as well as rational considerations which may encourage a greater interest, for example, in representational activities.

Comparative research on professional associations

There is a body of research which has examined international comparative patterns of participation and membership in organisation.

For example, Schofer and Fourcade-Gourinchas (2001) have noted that number and type of associations according to (1) the distinction between statist versus nonstatist (sometimes called "liberal") societies, and (2) the distinction between corporate versus non-corporate societies.

Their results suggest that statism constrains individual associational activity of all types, particularly in "new" social movement associations. Corporateness positively affects membership, particularly for "old" social movements. Finally, temporal trends indicate some convergence toward Anglo-American patterns of association.

4.26 Explaining the mapping data - applying the theory to coaching

A brief historical analysis of sport coaching

Any analysis of sports coaching as an area of participation, activity, interest, organisation, and associated institutional arrangements cannot be separated from its historical development across Europe (Day, 2013).

Though there are considerable variations between country in the treatment of sport (for example, as an activity largely organised commercially, through civil society, the third sector, or the state), sport coaching remains in its mainstream a relatively new occupational area, with a largely voluntary base, and low levels of resources (Duffy et al., 2011). For example, in the UK 76% of all individuals who coach are volunteer, and only 3% full-time (North, 2009).

This has meant that sport coaching has a relatively local and informal character based around the provision of community sport but with tradition and professional and televised sport looming large in terms of its influence on practice.

Of course, there have been greater levels of organisation (analysis, planning and structure) in sport coaching in high performance and professional/spectator sports many of which are team based. This has had a considerable impact on institutional development in the area. For example, many European countries have state funded high performance academies. Sports federations and higher education are also more associated with performance development and high performance sport. Professional sports clubs may also have more developed systems. Some of these influences have filtered down to community.

Much more recently, there have been policy and administrative developments across Europe to define coaching as a broad, inclusive, indeed blended area of activity which now incorporates a workforce dealing with beginners and community sport as well as high performance and

professional sport (Duffy, et al., 2011). It also acknowledges that sport coaching will be a largely volunteer as well as having paid activity.

This new model is being implemented through some administrative and delivery agencies, for example, in the UK through Sports Coach UK (Sports Coach UK, 2008) and the English Football Association but it is far from mainstream and the impact on coaching structures and practice may take many years to come to fruition. This model will inevitably be hampered by perceptions about the relative value of sport coaching and societies willingness to invest in it.

A tentative explanation of participation and membership in coaching and coaching associations

Table 14 provides a tentative analysis of the connections between theory on participation and membership to what is known about coaching from the research literature. Where there are gaps around coaching association membership some tentative explanations are offered.

The key points can be summarised as:

- Since most coaching is local and voluntary there are limited incentives to collectively organise beyond the local level - thus limited demand for services from national or international coaching associations and national coaching lead agencies.
- Where the majority of coaches articulate with national coaching structures it is general for the purposes of coach education and qualification with a very limited duration.
- Coaches who are paid, professional and often in team sports appear much more willing to collectively organise because they have more to gain through this organisation - professional identity, collective bargaining, and specialist services.
- However, even here there appears to be a greater demand for excludable specific services related to communities of practice and coach development than professional representation.

From these points the following might be inferred:

The majority of coaches are unlikely to collectively organise unless there is a significant change to the structure of coaching concerning its paid and/or professional status.

Most collectively organised service provision is likely to remain intermittent or for particular sections of the coaching community - e.g. paid coaches.

However, there is anecdotal evidence that collective organisation may emerge in voluntary areas of coaching activity where this a strong push from the federation around professional practice and service provision (for example, in the UK coaching associations lead by the England and Wales Cricket Board and the Football Associations).

Table 14 - Linking theory on participation and membership to coaching

<p>Motivation to participate (extracted from previous sections)</p>	<p>Motivation to coach (from available research literature)</p>	<p>Motivation to extend participation, joining and membership behaviours beyond immediate social environment to coaching association (speculative)</p>
<p>A personal interest in the area of activity</p>	<p>To continue participation in sport (Tamura, Davey, & Haslam, 1993)</p>	<p>Membership associations offer an opportunity for coaches to deepen their interest and commitment.</p>
<p>A desire for affiliation/belonging/connection/support and the self-esteem and recognition that goes with this</p>	<p>To stay involved after sport retirement (Timson-Katchis & North, 2009) The interpersonal element of coaching (Stevens & Weiss, 1991; Weiss, Barber, Sisley, & Ebbeck, 1991) A sense of pride and achievement (Tamura, et al., 1993)</p>	<p>Linking more closely to other coaches through communities of practice, sports federations and coaching associations appear to be a desirable option for coaches. Currently, informal communities of practice based around clubs and/or acquaintances and federation coach development provision appear to be the chosen options (Timson-Katchis & North, 2010). Less evidence is available on coaching associations.</p>
<p>Enhanced social identity - groups which are attractive, desirable, and have prestige provide a positive high status definition and evaluation of who individuals are</p>	<p>For paid coaching - it's a good career in terms of pay and benefits (Timson-Katchis & North, 2009)</p>	<p>There are differences in the status afforded to sport coaches in Europe by country and pathway. Professional team managers are recognised and well rewarded. At the player development level coaches' wages struggle to compete with equivalent occupations such as teaching (Timson-Katchis & North, 2010). At the community level there is a mixture of local responses to coaches not all of which are positive. The desire to maintain the social status associated with paid professional coaching may be a significant impetus to collective organisation around particular interests.</p>
<p>Ability to achieve shared goals/complex goals</p>	<p>No research evidence (that we can find)</p>	<p>This needs further exploration in a coaching context, however, this may be an implicit motivation for the formation of coaching associations.</p>

<p>Motivation to participate (extracted from previous sections)</p>	<p>Motivation to coach (from available research literature)</p>	<p>Motivation to extend participation, joining and membership behaviours beyond immediate social environment to coaching association (speculative)</p>
<p>A desire to make a difference/to help people/to make improvements/to effect change</p>	<p>To give something back to sport (English Sports Council, 1997; Timson-Katchis & North, 2009) To help others (improve) (Timson-Katchis & North, 2009) Coaches enjoyed working with athletes and gained satisfaction in seeing young sport performers in particular, developing their skills and having fun (Stevens & Weiss, 1991; Weiss, et al., 1991)</p>	<p>It is unclear the extent to which coaches in the majority wish to take the next step beyond their local environment to offer something back to coaching. It is clear that in many sports a coach development workforce is emerging and that pockets of association activity is also occurring. The question becomes - why is this associational activity not more extensive?</p>
<p>Increase in security and reduction of uncertainty</p>	<p>No research evidence (that we can find)</p>	<p>We interpret this to mean that coaches organise collectively around common areas of concern or threat. These concerns/threats are more obvious in professional sport/paid coaching - and this is more often than not linked to team sports. Paid coaches will be more likely to want to protect incomes and income levels, and to access collective resources which enable their development to make their positions secure or access new positions.</p>
<p>A desire for self-improvement</p>	<p>The opportunity for personal development were important; developing their own coaching skills (Stevens & Weiss, 1991; Weiss, et al., 1991)</p>	<p>A significant proportion of coach development opportunities emerge from previous experience, the practice context, and through specialist providers such as federations and national lead organisations. Coaching associations certainly have a role but this appears - as noted - to be related more to professional and team sport perhaps because they believe the coach development resources available elsewhere are not specialist enough.</p>

Motivation to become a member	Motivation to coach (from available research literature)	Motivation to extend participation, joining and membership behaviours beyond immediate social environment to coaching association (speculative)
To seek representation	Not relevant	The results from the current study suggest only limited representational activity amongst coaching associations and national coaching lead agencies. We take this to be a product of a number of factors. The relatively undeveloped nature of the occupational area with very few groups (notably paid and professional coaches) identifying value in collective organisation and representation. The free rider problem identified by Olson, as well as a general loss of confidence in political processes generally (Brodie, et al., 2009).
To access exclusive services	Not relevant	The results suggest this to be the main area of provision from coaching associations and national lead agencies and demand from sports coaches. Notably there is a focus of interest around communities of practice and coach development and education interventions.

4.27 Recommendations

Based on the research and analysis presented in this chapter the following recommendations are suggested. These relate to (1) the collective organisation of, and service provision to coaches and (2) the need for further research work.

Recommendations related to the collective organisation of, and service provision to coaches

There are clearly significant barriers to the mainstream collective organisation of coaches across Europe given its local and voluntary structure.

The research points once again to the central role played by sport federations as the connection between coaches through coach education and qualifications and influencing activities on clubs and national and international structures.

The success of the sports federation as a conduit appears particular pronounced when these organisations sanction greater levels of investment in coaching associations and coach development work.

The ECC should seek to engage with international and national sport federations as a means of collectively organising coaching over the longer terms and seeking to positively influence coaching practice.

Recommendations related to further research work

There is a need for research which explores in more detail coaches' needs, representational interests, problems, coaches' networking behaviour, coaches' as joiners/members ... and how this varies between country, sport, domain, professional status etc.

There is a need for research which explores the coaching population and characteristics in member and non-member states - probably through a capacity building exercise.

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5. Case studies of coaches' representation

The mapping research outlined in the previous section identified the existence of a significant and diverse range of organizations for coaches in the European Union. These organisations operate at the national level – single (69) and multi-sports (9) -, and also for single sports at the European level (3). Likewise, there is the existence of a large number and variety of agencies, governmental and non-governmental, which have responsibilities and intervene in coaching and coach education, directly and indirectly. Given this diverse landscape and the relatively immature stage in the development of coaches' representative organisations, the need for clear examples and case studies of the possible way forward for coaches' associations thus became evident. Thus, building on the lessons from the mapping research, Work Package 3 of the project examined a number of case studies and models of good practice.

In selecting the case studies it was also noted that coaches' motivations for engaging in representational activity may vary according the nature of their coaching role and status. Figure 7 summarises the broad typology of coaches' associations within the study and their relationship to the emergent 'blended' coaching profession as outlined in the International Sport Coaching Framework (ICCE, ASOIF & LMU, 2013).

Figure 7 Typology of coaching associations (current); coaching roles and status categories



Despite the existence of over 80 coaches associations at national level and 3 at the European level, it is of concern that there has not been any systematic representation of the coaches' voice in the decision-making of many sport organisations and indeed in the process of building the training programmes across Europe and in the European Social Dialogue.

The absence of concerted involvement of coaches in representation may also have constrained the position and development of the blended profession. Professional representation and

responsibility are central to the journey towards a ‘profession’ (Duffy et al, 2011). The lack of organisation, fragmentation and isolation of coaches is more serious and, indeed surprising given that many coaches appear to have significant common interests, developmental needs and a need to connect with other coaches, as identified in the previous section.

There is a wide range of issues on which coaches (full or part-time paid or volunteers) would appear to need a clearer and stronger voice. The indicative list presented in Figure 8, which is not intended to be exhaustive, clearly demonstrates the size and depth of the issues that impact on the work and daily lives of coaches. The nature and depth of these issues is likely to vary according to individual circumstances; coaching role; coaching status category; sport and country. Having said this, much of the research literature suggests that there are issues that may be common to all coaches (Lyle et al, 2011). The list generated in Figure 8 was derived from the experiences of the Project Partners; the ECC as the advisory mechanism to the project as general feedback received during the project.

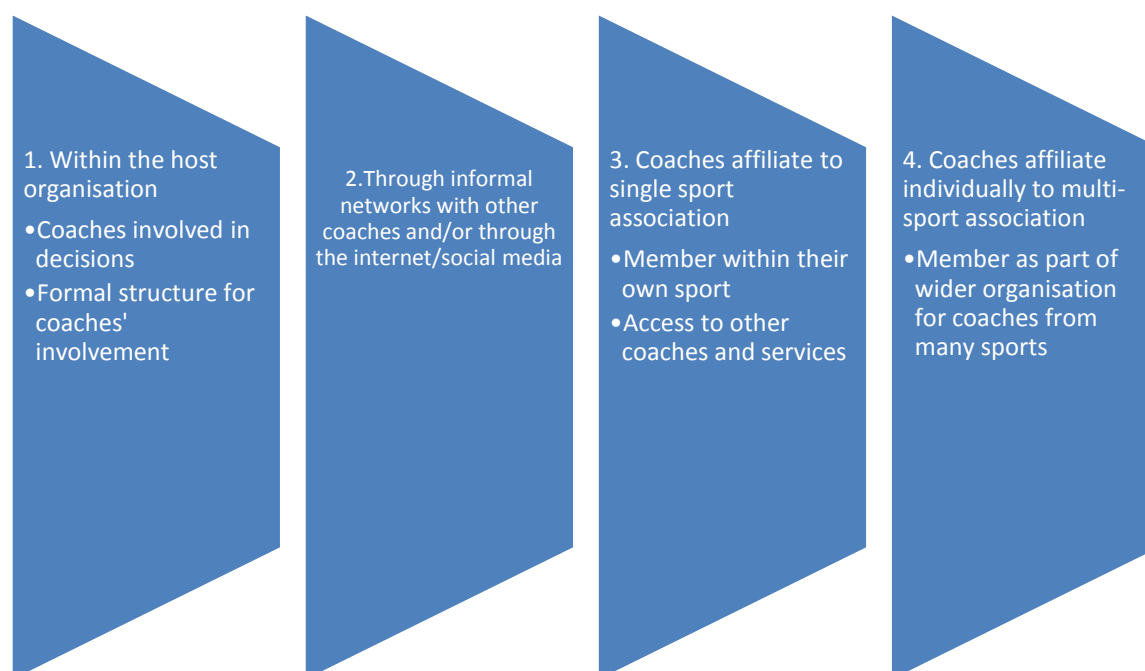
Figure 8 Indicative issues faced by coaches

Indicative issues facing coaches (with variation according to role; status category; sport; country; working context)		
Employment Precarious contracts Absence of standard conditions and contracts Working hours Professional responsibilities Code of conduct Background checks	Education Qualifications Professional development Dual careers Latest developments in the sport and coaching	Welfare and recognition Health and medical care Relationship management Retirement and pensions Licensing Role of agents

Many of these issues are unlikely to be addressed without the presence of a concerted and targeted approach to engagement of and with coaches. Of course, coaches themselves have both the professional responsibility to develop their skills and the right to organise on a collective basis. However, as seen in Section 4, this appears to occur sporadically in many cases and the extent to which coaches engage in representative organisations remains relatively low. The orientation of formal organisations to coaches and coaches’ associations also remains varied, providing an uncertain and tenuous basis for the expression of the coaches’ voice.

In some cases, coaches associations are not recognised by the relevant federation; in other cases coaches are included as part of the decision making process within the organisation. A recent example of this progressive integrated approach has been through the creation of Coaching Commissions (E.g. SASCOC, 2011) or the inclusion of coaches in key structures such as the Entourage Commission by the International Olympic Committee. It is also the case that coaches interact informally with other coaches, albeit often without a formal 'voice' (Duffy et al, 2011). In considering this context, the project identified some of the key mechanisms for coaches' involvement and recognition relative to their host organisation as outlined in Figure 9.

Figure 9 – Possible mechanisms for coaches' engagement and representation



The representation of coaches within their own organizations, as well as their engagement with coaches through informal contact is beyond the scope of the current study. These elements of coaches' involvement merit further investigation at a later stage, particularly in the broader organizational context for the engagement of coaches can be more clearly articulated.

This overall mapping and its relationship to governance structures in coaching and sport in the European Union is one of the key objectives of the CoachNet project. Therefore, for the purposes of the CoachNet project, the focus has been primarily of mechanisms 3 and 4 from Figure 9. A number of case studies of organizations in these categories will now be examined.

5.1 Case studies of coaches' associations and representation at the national and European level

In order to provide robust case studies to inform the findings of the project and future practice, a specific work package was designed as a central part of the project. The purposes of this work package were to:

- a) Identify models of best practice in the development of coaches associations; the engagement of coaches in the democratic and social dialogue processes of their sport and country; and the engagement of coaches with the formal structures for the education and development of coaches within their country, sport and at the European level;
- b) Develop operational guidelines and templates for the optimal development of coaches associations and/or their involvement in the democratic and social dialogue process at a country, sport and European level.

In order to obtain a first set of information to begin to answer the purposes of the work package, a questionnaire was developed to characterize coaches’ organizations, which was answered by partner organizations in the project - Spain, Finland, Hungary, Poland and Portugal. Four case studies were carried out and the details are summarised in Table 1. Full details of these case studies have been collated and will be disseminated through ECC, working closely with each organisation. Direct access to the main work of these organisations is also available through their respective web-sites. The key objectives, principles and activities of these organisations have been taken into account in the formulation of the findings, implications and recommendations of the overall report.

Table 1

Case studies of coaches’ associations

Name of the organisation and country and web address	Type of organisation	Main services for coaches	Member numbers among coaches and sport
CPAT – www.treinadores.pt	Lobbying organization through the unified platform of all the existing individual sports coaches associations	Congresses, Seminars, representation in the process of development of the National Coaching Education Program, Website	22 members – coaches’ associations representing 7500 individual coaches (2012)
NL Coach – www.nlcoach.nl	Knowledge and network organization from, for and through sport coaches – individual membership	Magazine NLCOACH, Website, Congresses, Courses, NLbusiness	4000 individual members (2012)
SAVAL – www.saval.fi	Service and lobbying organization for	Guidance and information on employment	760 (2012)

	<p>professional coaches and sports directors working in coaching. Individual membership open to coaches, directors, people serving in senior training and coaching occupations and students in the field of coaching . Structured links to volunteer based coaches' associations</p>	<p>contracts and labour laws (Finland and abroad). SAVAL will also consult its members in problems concerning employment contracts and general employment concerns or gives legal advice to the member when and if required. Earnings-related unemployment benefit fund membership</p>	
<p>EACA – www.europeanaca.eu</p>	<p>Traditionally membership has been individual, but currently the EACA Council is promoting the idea of establishing a National Athletics Coaches Association in all EA member countries and then connecting these associations in an European Alliance of Coaches Associations</p>	<p>Coaching educations programs, seminars, conferences, website</p>	<p>No data</p>

5.2 Implications and recommendations

Before any recommendations it must be emphasised that all coaches' organizations that answered the questionnaire or engaged in the case studies are still relatively young – the oldest one has not yet reached twenty years old.

This context now suggests that the time is right for increased engagement from coaches, because the organizations to which they relate (national and international federations and others) have achieved, in general, high levels of maturity.

That being said, the assessment of contributions advanced by the responses to the questionnaire allows us to list the following set of implications and recommendations:

With respect to their origin and establishment it appears that there are two main routes – on the one hand, from the gathering of coaches' associations from various sports and secondly, from a multi-sports basis (coaches initiatives without separation of sports). Future organizations should take into account and respond to the specifics of each situation/country.

However, analysing the scope already achieved by organizations involved in the investigation seems to recommend an establishment from a multi-sports basis. Likewise, it may enhance a more appropriate development of the coaches' ability to influence, because the gathering of a large number of expert and influential coaches will be quicker.

The organizations surveyed appear to be primarily oriented to the problems related to coach education and coaching skills development. However, the concerns should extend to the domain of the issues which are usually under the title of Social Dialogue.

From this point of view, the good practice example of Finland / SAVAL - integration of the coaches' organization in a broader lobbying movement - is worthy of attention;

- The best practices analyzed also recommend the need to ensure the **sustainability** of organizations. This is a fundamental requirement to ensure its **independence**;

- Sustainability depends on adequate funding. For the organizations surveyed this comes from several sources: governmental funds (except NLCoach/Holland and SAVAL/Finland), fees paid by affiliates, sponsors, revenues from training activities (courses, seminars, conferences...), advertising in publications, national and European projects.

That being said, a diversified funding should be the goal to be achieved. However, exceptions relating to those not receiving government funds should merit consideration;

- As regards to the organization structure and operation there's always an office with a minimum of two people working full time. Likewise, volunteers are utilized when needed;

- All organizations represent all types of coaches (professional, part-time and volunteers). Finland's example with SAVAL to represent only professional coaches seems to be a solution to not lose sight of, particularly if links are maintained with coaches' associations that engage volunteer coaches

However, it is also recommended that this pathway of organization should not contribute to "weaken" (by division) the activity of coaches, particularly in countries with smaller population of coaches;

- Coaching representation can assume a collective form (coaches' associations), an individual form, or both combined;

- Regarding the activities, there is a wide range that includes the representation (all organizations surveyed develop this role), legal support and insurance (three organizations), conducting training programs and professional development.

These findings suggest a need for all organizations to deepen aspects pertaining to legal support and insurance, indeed absolutely necessary in the broader context of participation in social dialogue.

Moreover, an analysis of ongoing developments in the field of coaching education seems to recommend that coaches' organizations – the current and the future – should participate actively in the areas of ongoing training and in the coach developers education;

- Concerning the participation in the licensing process of the coaches it is just SAVAL / Finland that develops this role. It is recommended that this should be an area of intervention to achieve by all organizations representing national coaches;

- In some way or another, with different solutions, the organizations representing coaches surveyed are related to a Code of Ethics.

Notwithstanding the various existing solutions, it is recommended that all organizations adopt as reference the Code of Conduct under development by the ICCE

It is also important that all organizations may be affiliated with ECC and ICCE as the respective European and worldwide organizations, as is already the case with Spain, Portugal and Hungary.

6. Coaches' involvement within the activities of the European Coaching Council (ECC) and the International Council for Coaching Excellence (ICCE)

As outlined in Section 2 of this report, ECC (and its predecessor, the Coaching Committee of the European Network of Sport Science, Education and Employment –ENSSEE) has played a key role in the creation of a coaching network in Europe. This work led to the development of the European Framework for the Recognition of Coaching Competence and Qualifications (EFRCCQ) which has become an important point of reference in the EU and internationally (ECC, 1995).

While this work was developed through the creation of collaborative relationships between EU countries and their respective lead agencies in coaching and coach development, there were some limitations to this approach in the involvement of coaches. A key mechanism employed by ECC was to engage with nominated lead organisations from each member State. This approach was necessary in order to ensure that the national responsibilities for the education and qualification of coaches was respected. However, during the course of the work of ENSSEE from 2003 to 2009, it became clear that the engagement of coaches in the process was constrained by the extent to which each country had processes in place to listen to and take account of the coaches' voice. Furthermore, the development of the International Sport Coaching Framework (ICCE, ASOIF & LMU, 2013)¹⁵ revealed that this scenario also prevails on a global basis. In the case of international federations, the formal involvement of coaches at the European level was also noted to be low and lacking any clear system in most cases for engagement with coaches around issues of concern to them.

The mapping research outlined in Section 4 of this report confirmed the existence of government departments and/or lead organisations for coaching across each EU member State. However, during the course of research, there were a number of difficulties in obtaining clear and accurate data from these agencies, particularly in relation to the position and involvement of coaches' associations in their work. Across this research, there was no sense that the involvement and representation of coaches through official channels and structures has become the norm. Nor are coaches an integrated feature of the planning, delivery and evaluation of programmes in sport and coaching across the EU.

This context led ECC to commence dialogue with the Sport Unit of the EU Commission on possible mechanisms to more strongly engage coaches. While the Commission itself was not in a position to take direct action itself, the emergence of the Communication on Sport and the Preparatory Actions provided a basis upon which ECC might work with other partners to address this important issue.

The CoachNet Project application emerged from this dialogue and is now seen as an important watershed on the way coaches' representation is seen within ECC. The initiation of the CoachNet process led ECC (and its parent body ICCE) to conduct a full review of governance structures to

¹⁵ International Council for Coaching Excellence; Association of Summer Olympic International Federations; Leeds Metropolitan University (2013). The International Sport Coaching Framework Version 1.2 Champaign, Illinois: Human Kinetics.

more effectively involve coaches. This process has led to the revision of the mission, membership and structure of ICCE and ECC as follows:

- a. ICCE has re-established itself as a UK based company with the mission of leading the development of coaching as a blended profession across the globe. This approach recognises the diverse and multi-faceted nature of coaching and the need to address coaches' educational, employment/deployment and welfare needs across volunteer; part-time paid and full time paid roles, working with national partners; international federations; employers/deployers; educational institutions
- b. The membership categories of ICCE have been fully revised to include coaches' associations and to maximise the engagement of such associations with the wide platform of partners involved in the development of coaching and outlined in a above. The engagement of individual coaches within the segmented coaching landscape is also being explored
- c. ECC has amended its structure and method of operation to align with the directions set out by ICCE. Therefore, there is now a formal mechanism for coaches' associations to be centrally involved in the activities of ECC. The revised regulations of ECC make provision for the inclusion of greater coaches' representation on the Executive Board of the Council, including the appointment of a coaches' representative as either the Chair of ECC or as Vice Chair and/or Vice President (Europe) for ICCE.
- d. On the basis of the early findings from the CoachNet report, ICCE and ECC formed a view that there was a need to find ways of connecting more directly with coaches. This thinking led to the initiation of the innovative Global Coaches House which ran for the duration of the London 2012 Olympics and Paralympics. The House became a focal point for hundreds coaches during the games; was formally opened by the Chair of the IOC Entourage Commission and included a number of discussions with coaches on issues such as the role of women coaches; the International Sport Coaching Framework; CoachNet and future mechanisms to more strongly represent coaches
- e. On the basis of this high level of coaches involvement, the extension of the Global Coaches House concept to events/venues at continental and global level is now deemed a high priority by ICCE. In Europe, it is already planned to stage a Global Coaches House in Glasgow in 2014 and at the World Youth Games in Finland in 2016. Coaches; coaches' associations and the outcomes of the CoachNet report will be central to these events, which will have a strong networking; consultative; educational and developmental focus
- f. All of these developments have been reflected in the communications strategy of ECC and ICCE. The web-sites of both organisations have been re constructed to reflect the greater involvement of coaches and coaches associations. This work is on-going and it is expected that there will be further efforts beyond the life of the project to communicate with and involve coaches and their respective associations. A recent and long term partnership between ICCE/ECC and a leading international publications company (Human Kinetics) will also accelerate these efforts to connect with coaches and will include:
 - Enhancement of web-based communications with coaches, taking account the findings of this report and recognising the segmented nature of the coaching workforce according to coaching category (participation and performance coaches); role (assistant coach; coach; senior coach and

master coach, as well as pre-coaches and parents); coaching status (volunteer; part-time paid and full time paid coaches)

- Development of a wide range of coach focused research projects and publications that will assist in coach education and front line practice
- Adaptation of the International Sport Coaching Framework to the needs of coaches in Europe to create a European Sport Coaching Framework, with strong involvement from coaches and coaching associations
- Publication of The International Sport Coaching Journal on a global basis, which will provide an authoritative and accessible medium for research; coaches' perspectives; coach education and front-line application issues that take account of the varied contexts within which coaches operate. Coaches' associations will be asked to contribute to this publication. A description and summary of the CoachNet project will be submitted by the end of 2013 for consideration for publication on a European and global basis in 2014

7. Findings and implications

This section will summarise the main findings of the project, set against the objectives of the project. Where appropriate, key implications are outlined which, together with the findings will provide the basis for recommendations for future action in Section 8 of the report. Findings and implications will focus on key aspects of the report, rather than repeat the details which have been elaborated in the full report.

The main findings and implications for each of the project objectives were as follows:

Objective 1: Develop a comprehensive map of coaches associations and representational structures within the partner states and at the European level

Findings: A map of over 80 coaches associations across EU member states and non-EU European countries was developed. The map revealed a relatively low engagement of coaches in representational activity, much of which occurred through single sport associations. Multi-sport associations were found to exist, but on a limited basis. Only three coaches' associations were found to operate at the European level. The relationship between these organisations and the formal structures at federation, national and international level was less than clear in many cases and appeared tenuous in others.

The motivations for involvement in organisations such as coaches' associations were explored through literature and findings in other areas. It appears that involvement in such activities is likely to be related to the needs, circumstances and motivation of the coaches. A limitation in this regard was found to be the small scale of many coaches' associations (particularly single sport) with the result that their capability to reach and provide meaningful services to coaches was often constrained by resources.

Implications: These outcomes highlight the need for the strengthening of federation, educational and national (state and/or Olympic/Paralympic Committee) infrastructures that interact with coaches – both through representation and the provision of services and networking that are deemed to be accessible and of value by the coaches. This may require greater collaboration between single sport associations and/or the greater engagement of national organisations and international federations in supporting coaches and maximising their representation at appropriate levels.

In addition, the nature and needs of the coaching workforce in each sport, country and across Europe should better understood, supported by on-going research. Such an approach will need to recognise the different circumstances of coaches operating in volunteer; part-time paid and full time paid roles as part of the blended nature of coaching delivery across different sports and countries. As part of the project, a number of concepts were explored to provide a basis on which each sport and country might conceptualise and research the involvement of their coaches. These concepts were developed as part of an intensive workshop on issues and future directions held in Warsaw during the course of the project (see Appendix).

b. Identify best practice in the organisation and representation of coaches at the national and European levels, taking into account the interests of coaches and recognising the nature of national and European structures for the governance of sport

Findings: Case studies were examined across the partner countries and a number of potential models identified to enhance coaches' involvement and representation. While recognising the importance of single sport associations as a starting point for coaches' involvement, each of the case studies highlighted the need for connectivity between sport specific and wider contexts. This connectivity was deemed important for the purposes of critical mass, economies of scale, formal recognition of coaches' organisations and the development of a sense of coherence and collegiality among the emerging blended profession of coaching.

The Portuguese Confederated model; the Finnish Blended model and the Netherlands individual membership model were all deemed to hold key features that could provide the basis for the more concerted engagement of coaches at national and European levels.

It is also clear that there is a need to research and develop new forms of connectivity and engagement with coaches, bearing in mind the segmented nature of the coaching workforce according to coaching category (participation and performance coaches); role (assistant coach; coach; senior coach and master coach, as well as pre-coaches and parents); coaching status (volunteer; part-time paid and full time paid coaches).

Implications: These findings suggest the need for each country and sport to consider the model(s) of coaches' engagement and representation to best fit national and local circumstances. These structures should take account of:

- single sport needs
- confederation and connectivity between coaches across different sports
- targeted services and communication that connect directly with individual coaches
- sustainable and economically viable systems to support and engage coaches
- maximising the role of federations in connecting with the coaches in their sport

There is also a need to ensure that coaches and their representative organisations are integrated and/or connected with the formal organisations to whom they are affiliated (be it club; school; national federation; international federation; other employers/deployers).

Objective 3: Identify the specific issues associated with the organisation and representation of volunteer; part-time paid and full time paid coaches

Findings: The project developed a typology of coaches' needs on key issues that included education; employment and welfare. The blended nature of coaching across different coaching status categories was also affirmed, as well as the different roles that have recently been outlined in the International Sport Coaching Framework.

Implications: The support and representation of coaches should reflect the varied and segmented nature of coaching as a sporting, social and economic activity. Given the segmented nature of the coaching workforce, as well as the importance of sport specific, local and national contexts, there is a need for robust research and data collection on the coaching workforce at sport specific, national and international levels. Such data can provide a better understanding of the needs of coaches depending on the contexts within which they operate. There will also be a firmer basis on which to identify similarities, difference and synergies across the coaching landscape in each sport, country and across Europe.

Objective 4: Develop an interactive coach facing communication platform to provide up-to-date information on the latest developments in coaching; links to coaches associations; national organisations; international federations and higher education

Findings: The ECC web-site has been re-vamped and will further evolve as part of the ICCE web-site re-design. This will include a global communication platform and a European portal that will form part of the ICCE-Human Kinetics partnership, where access to on-line and in print information and educational resources will be significantly enhanced.

Implications: The direction that has emerged from the project means that the strengthening of communication platforms with coaches and coaches' organisations will continue. Crucially, these developments will need to involve coaches themselves and should be carefully researched and developed through the emergent structures of ICCE and ECC. These structures should be engaging and inclusive not only of coaches and coaches' associations, but of federations, National organisations, educational institutions and others. Such structures should seek to activate new and innovative means of engaging with coaches. ICCE, LMU and Human Kinetics would appear to have an important role in researching, developing and implementing new ways to connect with coaches, on a face-to-face basis, through the Internet and by producing coach focused publications and resources that can be adapted to individual, sport specific and national contexts.

Objective 5: Develop proposals for the establishment of an integrated coordinating network for sport coaching to include coaches associations; national lead organisations; international, federations; employers and the higher education sector. These proposals to address the future functions, structure and legal status of the European Coaching Council and its relationship with the International Council for Coaching Excellence.

Findings: Both ICCE and ECC have changed their objectives and operating structures to more fully and formally involve coaches' associations as part of an overall coordinating network for the development of coaching as a blended profession. These changes were formally in September 2013 as part of the re-establishment of ICCE as a European based company, of which ECC is the designated continental branch.

Implications: This revised organisational structure will provide the basis for coaches' associations to be involved at the national, continental and global levels in shaping the future direction of the blended profession of coaching. For this to happen, each sport and country will need to carefully consider and promote the optimal model(s) for their circumstances. The ICCE and ECC structures suggest the need for a greater degree of confederation of coaches associations at national and

sport specific levels (which includes within and/or affiliated to national and international federations). In all cases, efficient organisations, sustainable business models and attractive services are essential if coaches are to engage consistently.

8. Recommendations

Based on the project findings and their implications a number of recommendations are proposed as follows:

- a. **Hearing and representing the voice of the coach:** The principle of coaches' representation and involvement should be enshrined in the activities of all sporting organisations. This representation should relate to the general business of the organisation and to the interests of coaches themselves. All sports and nations with an involvement in sport coaching should actively promote coaches' representation at local, regional and national levels. International organisations and federations should also promote such representation at the international level, by involving coaches in relevant committees and the creation of specific mechanisms where coaches can meet and express their views.

To commence a process to further enhance the voice of the coach, ECC is planning the first European meeting of coaches' associations in February 2014 based on the database created within the CoachNet project. The meeting will also involve governmental partners; federations; educational institutions and other relevant agencies. The goal of the meeting is to identify issues related to the representation of coaches and the way forward from here.

- b. **Consolidating a stronger coach centred mechanism to lead on the development of coaching as a blended profession:** ICCE and its European branch ECC should continue to deepen the structure to lead on the promotion of sport coaching as a blended professional area. This structure should continue to embed coaches and coaches' associations as an integral element of the organisation. Each nation and international federation should be encouraged to have a single confederated mechanism to ensure that coaches are represented in a credible way at national and/or international levels as appropriate. The Confederated model (CPAT) of Portugal; the blended model of Finland (CPAT) and the individual multi-sport model (NL Coach) of the Netherlands provide excellent case studies, reference points and resources which may be of interest to organisations wishing to promote consolidated and viable coaches' associations. There is also a need to ensure that new mechanisms to connect with coaches are developed, taking account of the segmented nature of the coaching workforce.
- c. **Advocating and taking action:** ICCE and ECC should establish a concerted programme of advocacy and action on the voice of the coach. This should include engagement with IOC; ASOIF; IPC; WADA and other international organisations. ICCE should also develop specialist support and services to assist sports and nations in the development of effective and inclusive coaching and coach education systems, where the voice of coaches is strongly represented.
- d. **Establishing of a coherent landscape for coaches' engagement and representation:** Each sport should consider the establishment of sport specific structures for the engagement and representation of coaches. Sport specific coaching associations should be formally recognised within their organisation and encouraged to become part of wider confederations of sport coaches at the national and/or international level as appropriate. Alternative and new mechanisms for connecting with and engaging with coaches need to be explored, with ICCE and

ECC working closely with agencies such as IOC, ASOIF, EU, WADA and other agencies in this regard.

- e. **Continuing to listen to and research the voice of the coach and the coaching workforce:** There is a continued need to listen to the needs and voice of the coach, as part of on-going research and development activity within the sport sector. This approach needs to be combined with a concerted programme of research and mapping of the coaching workforce and of the needs and demands in different sports, countries and in regional and local contexts. Research and development in the application of the information technologies to coaches' engagement, development, front line activities and representation should also be intensified (as outlined in f below).
- f. **Connecting more directly with coaches:** While the structures of ICCE and ECC have worked closely with national and international bodies in the development of coaching, there is a need to explore how these bodies can connect more closely with coaches across all sports. Any such connection should continue to adhere to national and sport specific structures, while maximising communication and services to coaches through a focused and collaborative approach. These mechanisms may include web-sites; social media; Coaches' House; publications and journals and other relevant media. Any such mechanisms should be subject to a full business planning process to ensure their viability and the establishment of sustained and credible two-way communication channels with coaches. In the first instance, it is recommended that ICCE engage more closely with NL Coach; CPAT; SAVAL to examine how these national models might have European and/or global applications.
- g. **Leading the way in the European Union:** Through its commitment to social dialogue, the European Union can lead the way globally by more formally recognising the voice of the coach within key decision making structures. Discussions between the European Commission Sport Unit and ICCE/ECC are suggested to review the recommendations of this report and to identify the meaningful actions that can be jointly taken in a European context to promote the recommendations of the report.
- h. **Implementing and evaluating:** A mechanism should be established within ICCE to oversee the implementation and on-going evaluation of the findings and recommendations of this report. At the European level, ECC should ensure that any such mechanism is discussed and agreed with the Sport Unit of the European Commission.

CoachNet Final Report

SIGNATURE

A handwritten signature in black ink, appearing to read 'A Slade', written over a horizontal line.

Prof Andrew Slade

Deputy Vice-Chancellor Research and Enterprise

Done at Leeds, 30/10/2013



WP 6 Evaluation

Final Report

Dr. Karen Petry

Dipl. Spowiss. Gregor Nentwig

Institute of European Sport Development and Leisure Studies

German Sport University Cologne

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1. Introduction

Evaluation is a crucial part of the CoachNet project, because a well deduced evaluation allows to:

- identify what works, how it works and why it works,
- displays things which need to be improved,
- support the monitoring of the project,
- control the schedule and development,
- improve the processes and actions,
- make the project more successful.

As a result, all partners involved in the CoachNet project, the beneficiary group, which will be future coaches, as well as (trans)-national federations, organizations and stakeholders will benefit from this process.

Since the evaluation covered the whole project period, an evaluation plan was set up, which divided the 16-months-period into four stages of evaluation. For every stage, the evaluation itself was adapted to the process of the project, meaning that evaluation tools were changed, added or dropped to best evaluate both, the process made within the months passed and the status quo. Also, evaluation indicated which areas the project group with its 13 partners from nine countries ought to concentrate on or to improve within the next evaluation term.

2. Methodology

Considering the methodology used, the project made use of quantitative as well as qualitative methods to collect data. In detail, for the first to terms an online survey was used, consisting of four categories plus the possibility to pose general comments. This method was intended to deliver data that helped to obtain an overview of the project, to see whether all partners understood their tasks and to discover problems that eventually might arise during a complex project.

From stage three on, interviews were used. Since the first two terms of evaluation had already produced a comprehensive picture of the status quo during the phase of data collection, the crucial phase of the CoachNet project, the interviews made it possible to better go into detail.

Evaluation Plan

	4	5	6	7	8	9	10	11	12	13	14	15	16
Month	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April
Action													
Meetings	Cologne		Helsinki					Warsaw				Leeds	
	Data Collection												
	Data Evaluation												

- Reports: Progress reports to LMU on every WP after every send-out of questionnaires
 Summary of preliminary results to partners (presentations at meetings)
 Progress Report September 2012 (written report)
 Final Evaluation Report June 2013 (written report)

3. Online Surveys

3.1 General Questions

For the first evaluation conducted in April/May 2012, it was necessary to find out whether all partners knew about the tasks they were assigned to. Results were excellent, showing that all partners were aware of and understood a) the aims of the CoachNet project, b) the project schedule, and c) the tasks they were assigned to. Also, almost all partners (12 of 13) said their organisation was capable of fulfilling the task within the timeframe set. Also in the first survey, workpackage leaders (WPs) had been asked separately whether they were satisfied with the progress within their workpackage (WP) and with the input of the partners within this WP. The vast majority said they were, only one of six WPs saying progress within the WP was not satisfying.

In the second survey this section was extended, with some more questions to find out about the progress and whether partners had to overcome certain problems. This data was collected from the end of July until early September, due to the holiday season. Also in stage two results concerning the assigned tasks were positive. However, while the process of data collection for WP2 had started, partners already mentioned issues they had come across during this process¹. Most of these problems the partners had experienced were of structural nature, meaning it was difficult to identify key players within a country respectively to understand the role they play within their country.

3.2 Communication

Communication was part of both online surveys conducted, with two dimensions, internal communication and external communication, the later only included in the first evaluation phase.

At the moment of data collection, external communication described the project website www.coachnet.eu. At the first collecting stage the website looked very poor and missed some categories and information as project partners stated. Hence the project leader Leeds Metropolitan University (LMU) assured to have the website re-designed and understood the points mentioned for possible improvement, the second online survey fully concentrated on internal evaluation.

In evaluation phase one, the survey concentrated on communication between LMU and the project partners, as far as internal communication is concerned. Almost all members stated they had contact with LMU 5+ times which was a good result bearing in mind the project had started only four months before that date and only one meeting had been held. The quality of communication with LMU was rated "good" or "very good" by almost all partners (two partners gave no answer to this question). On the other hand, communication with other

¹ All partners were assigned to WP2 and had to collect data. The task was to analyse the sport system of a/more specific country/countries in order to obtain a detailed map of (trans-)national stakeholders such as lead coaching organizations, federations, government departments, universities etc. to map the position of coaches associations in partner States and at the European level.

project partners show, that there was still room for improvement as four out of 14 partners answered "okay" when asked about communication with other partners but LMU.

Building on those results, it was a reasonable decision to again evaluate the internal communication, and also to ask more detailed questions. Hence, stage two also included questions evaluating the direction of communication. For example, partners were asked how often they had been contacted by LMU and how often they had contacted LMU themselves. This also applied to the communication with other project partners. Both sections showed comprehensive figures. However, the questions dealing with the inter-partner-communication show, that there is still room to improve the communication in terms of communicating more often. This was also mentioned by some partners using the "Remarks on Communication" section.

3.3 Administration

The administration of the project was topic in both surveys. Although in the first survey administration by the project leader LMU received excellent ratings, it was thought necessary to also include in stage two of the evaluation, because in the area of finances results indicated a slight dissatisfaction with proceedings so far. Of the eleven partners who answered this question only five ticked "very satisfied", four ticked "satisfied" and another two stated they were neither unsatisfied nor satisfied. However, during the third project meeting in Helsinki it became obvious, that financial administration needed to be included in the next survey again, due to more than two partners expressing they had still not received any refund for their travel subsistence spent so far, and that they were not clear about all of the financial rules applying.

The second survey in general also showed good results for the administration area, except for finances. While other topics e.g. transparency received very good ratings (four partners were "satisfied", another four were "very satisfied"), finances only was rated rather average with three partners rating "okay" and one partner rating "not satisfied". The two open text questions following the set of multiple choice questions in the second survey showed that even more than four partners were unhappy with the situation as it was at that time. Six

partners mentioned the process of money transfer was intransparent. Another four partners complained they had not yet received any reimbursement for their expenses.

However, in the same meeting LMU could explain the reasons for the problems with money transfers and reimbursements comprehensively and completely and reassured that within the next three weeks all partners would have received their reimbursements. This promise was underlined by three partners who had already received their reimbursements a couple of days before the meeting in Helsinki took place.

3.4 Mapping the European Representation of Sport Coaching

Since Workpackage 2 (WP2) is the crucial element of the CoachNet project and all partners are involved in it, it seemed logical to evaluate it properly and in depth as soon as data collection within WP2 had started.

By the time the second evaluation was done, six of eight partners had already started their work on WP2, three of eight stating they already had received feedback, too. Due to the importance of WP2 and the data collected within, those two short multiple choice questions were followed by three open text questions which should help identify possible problems and also to discover possible solutions.

The problems the partners reported could be summarised into two categories: Contacts & Responses and Definition of Target. The first section includes such problems as those partners had difficulties to find contacts in their respective countries they could interview to receive the information needed to map the activities and stakeholders in sport coaching within the respective country/countries. Most partners pinned these problems to the timely start of the data collection, which was during the summer holidays, and to the fact, that in many countries sport coaching does only experience low priority. In the area of Definition of Target the problems the partners reported arose from different sport-political systems and resulting from that, from systems and responsibilities being different from one country to another. Hence, partners had problems, or at least it took them long time to find suitable contacts to talk to.

In order to overcome issues in both areas, Contacts & Responses and Definition of Target, all partners agreed to extend the span of time planned for data collection within WP2 and to activate more or other possible contacts to talk to.

4. Interviews with Workpackage leaders

In December 2012 and January 2013, after the main work of the CoachNet project had been conducted, the five leaders of WP 1-5 and 7 were asked for their evaluation of the work completed so far. Overall it can be said that most of their feedback was positive. Regarding the desired results, the group admitted that the mapping exercise of the EU countries "is still very punchy" and that dissemination of results will be difficult in some countries. However, most of them thought that the frame was set to, in the future, inform and direct institutions and politics connected to coaching and to revise the structure of coaching on European level. This should be done by the European Coaching Council, which will, at least in parts, adapt to the outcomes of the CoachNet project.

The negative aspects mentioned were mostly connected to 'organisation'. The interviews show there were quite some problems to be solved and regulations to get used to due to the EU-nature of the project which is "massively detailed" as one interview partner put it.

One WP leader surprised in saying that, after 12 months in which the project had been running he still felt it was missing a clear direction. Although this is the only statement expressing such concerns, it should well be reconsidered for future actions/projects.

Also, one partner seemed to be uncomfortable that the project group had to reduce its ambitions during the project process, which might have resulted from different reasons (lack of time, communication problems, diversity of the field of research, time pressure, etc.).

5. Interviews with External Experts

For the external part of the evaluation, it was agreed to identify two external experts, who participated in the final Conference in Leeds. The main aim of the external part was to receive a feedback especially about the results of the Mapping process and the general outcomes of the CoachNet projects. In order to discuss these questions with the external experts, a draft version of the report of WP 2 “Mapping the European Representation of Coaching” was sent to the experts Jaqueline Braissant (FEI) and John Bales (ICCE) in April 2013. During a skype interview the following questions were discussed:

- (1) How do you assess the draft report of WP 2? Is it the “full picture”? If not, what is missing?
- (2) The approach used was divided into two stages is this approach adequate?
- (3) Do you have any recommendations for the future working agenda?

Results of the External Evaluation

Both external experts state, that the report of WP 2 is a reflection of the current situation within the target countries. The two stages of the data collection (1st to identify main spot and coaching organizations in Europe and 2nd to ask for more detailed information via a questionnaire) was an adequate approach for a first research in this area. Table 2 of the report reflects the overall situation and shows, the difficulties in collection data for stage 2. The fact, that only 7 countries (Finland, France, Hungary, Poland, Portugal, Spain and UK) are represented here, is in some ways disappointing. More desk-research and/or other methods in collecting information could have been brought up a wider picture. It is also obvious, that the results, figures etc. related to UK are informative, but there is a prevalence of the UK description compared to the other target countries.

The two external experts assess the overall result of the mapping process (phase 1) as a first approach which identifies also the gaps (“We don’t know enough about the situation and especially the coaching population”)! It shows also the reality: Coaches are not good organized! There is a necessity “to go deeper” and both experts belief that it’s quite a long and intense working phase to reach a full picture in Europe concerning the representation of

Sport Coaches. They also state, that the European Coaching Council should continue the process and integrate in the future work also the international level. They also propose to integrate the Governments (Ministries of Sport) as well as the International Federations. It's very much necessary to get more data and to do also some more desk research in relation of the existing data in the countries (as a country approach is used) and/or in the federations in order to have a clear picture about the "coaching population".

Recommendations from the external experts:

- The case study approach by countries is helpful in order to get a clear picture e.g. about the situation e.g. in UK, but for future work, there is also a closer look by a sports specific approach necessary.
- The result, that coaches in Europe are poorly organized should lead to the demand of a better representation of coaches in decision making processes at all levels. Therefore further investigations into the structure inside of federations are necessary. Each federation should establish a Coaching Commission and with the strong support of the European Commission, the situation of coaches in all Sport and all over the world should become more relevant and recognized.

Annex

LIST OF SUPPORTING DOCUMENTS

Budget Section	Name of the co-organiser/partner responsible for the action (where applicable, name of persons concerned)	Date of delivery of goods or services ¹		Subject	Invoice N° (given by the supplier)	Invoice N° (in the bookkeeping of the beneficiary)	Date of issue	Name of the supplier of either goods or services	Amount in National currency			If other than EURO exchange rate ² Currency / €	Amount in EURO - € (As in the Final Statement)	(to app)	
		Start date (dd.mm.yy)	End date (dd.mm.yy)						Currency (ISO code) <small>please select from the dropdown list or add manually</small>	Amount (including VAT)	Deducted VAT				Declared amount
A.1	Leeds Metropolitan University - Ian Smyth	01.01.12	31.03.12	Staff time on Project		117600		Leeds Metropolitan University	GBP	2,249.50		2,249.50	.835	2,694.01	
A.1	Leeds Metropolitan University - Ian Smyth	01.04.12	30.06.12	Staff time on Project		117600		Leeds Metropolitan University	GBP	2,251.51		2,251.51	.807	2,789.98	
A.1	Leeds Metropolitan University - Ian Smyth	01.07.12	30.09.12	Staff time on Project		117600		Leeds Metropolitan University	GBP	2,251.51		2,251.51	.792	2,842.82	
A.1	Leeds Metropolitan University - Ian Smyth	01.10.12	31.12.12	Staff time on Project		117600		Leeds Metropolitan University	GBP	2,251.51		2,251.51	.810	2,779.64	
A.1	Leeds Metropolitan University - Ian Smyth	01.01.13	31.03.13	Staff time on Project		117600		Leeds Metropolitan University	GBP	2,251.51		2,251.51	.863	2,608.93	
A.1	Leeds Metropolitan University - Julian North	01.01.12	31.03.12	Staff time on Project		513565		Leeds Metropolitan University	GBP	3,293.03		3,293.03	.835	3,943.75	
A.1	Leeds Metropolitan University - Julian North	01.04.12	30.06.12	Staff time on Project		513565		Leeds Metropolitan University	GBP	3,549.86		3,549.86	.807	4,398.84	
A.1	Leeds Metropolitan University - Julian North	01.07.12	30.09.12	Staff time on Project		513565		Leeds Metropolitan University	GBP	3,803.42		3,803.42	.792	4,802.30	
A.1	Leeds Metropolitan University - Julian North	01.10.12	31.12.12	Staff time on Project		513565		Leeds Metropolitan University	GBP	3,803.42		3,803.42	.810	4,695.58	
A.1	Leeds Metropolitan University - Julian North	01.01.13	30.04.13	Staff time on Project		513565		Leeds Metropolitan University	GBP	4,041.52		4,041.52	.863	4,683.11	
A.1	Leeds Metropolitan University - Karen Mockett	01.01.12	31.03.12	Staff time on Project		515187		Leeds Metropolitan University	GBP	1,000.41		1,000.41	.835	1,198.10	
A.1	Leeds Metropolitan University - Karen Mockett	01.04.12	30.06.12	Staff time on Project		515187		Leeds Metropolitan University	GBP	834.12		834.12	.807	1,033.61	
A.1	Leeds Metropolitan University - Karen Mockett	01.07.12	30.09.12	Staff time on Project		515187		Leeds Metropolitan University	GBP	859.82		859.82	.792	1,085.63	
A.1	Leeds Metropolitan University - Karen Mockett	01.10.12	31.12.12	Staff time on Project		515187		Leeds Metropolitan University	GBP	859.82		859.82	.810	1,061.51	
A.1	Leeds Metropolitan University - Karen Mockett	01.01.13	30.04.13	Staff time on Project		515187		Leeds Metropolitan University	GBP	1,277.70		1,277.70	.863	1,480.53	
A.1	National Olympic Committee: Netherlands Sports Federation - Jan Minkhorst	01.01.12	31.01.12	Staff time on Project				NOC*NSF		794.00		794.00		794.00	
A.1	National Olympic Committee: Netherlands Sports Federation - Jan Minkhorst	01.04.12	30.06.12	Staff time on Project				NOC*NSF		3,076.75		3,076.75		3,076.75	
A.1	National Olympic Committee: Netherlands Sports Federation - Jan Minkhorst	01.07.12	30.09.12	Staff time on Project				NOC*NSF		992.50		992.50		992.50	
A.1	National Olympic Committee: Netherlands Sports Federation - Jan Minkhorst	01.10.12	31.12.12	Staff time on Project				NOC*NSF		1,786.50		1,786.50		1,786.50	
A.1	SAVAL - Pekka Potinkara	01.01.12	31.03.12	Staff time on Project				SAVAL		1,456.00		1,456.00		1,456.00	
A.1	SAVAL - Pekka Potinkara	01.04.12	30.06.12	Staff time on Project				SAVAL		1,456.00		1,456.00		1,456.00	
A.1	SAVAL - Pekka Potinkara	01.07.12	30.09.12	Staff time on Project				SAVAL		1,456.00		1,456.00		1,456.00	
A.1	SAVAL - Pekka Potinkara	01.10.12	31.12.12	Staff time on Project				SAVAL		1,092.00		1,092.00		1,092.00	
A.1	C-PAT - Jose Curado	01.01.12	31.03.12	Staff time on Project				C-PAT		771.24		771.24		771.24	
A.1	C-PAT - Jose Curado	01.04.12	30.06.12	Staff time on Project				C-PAT		771.24		771.24		771.24	
A.1	C-PAT - Jose Curado	01.07.12	30.09.12	Staff time on Project				C-PAT		771.24		771.24		771.24	
A.1	C-PAT - Jose Curado	01.10.12	31.12.12	Staff time on Project				C-PAT		771.24		771.24		771.24	
A.1	C-PAT - Jose Curado	01.01.13	31.03.13	Staff time on Project				C-PAT		771.24		771.24		771.24	
A.1	German Sport University - Gregor Nentwig	01.01.12	31.03.12	Staff time on Project				IESF German Sport University		1,457.60		1,457.60		1,457.60	
A.1	German Sport University - Gregor Nentwig	01.04.12	30.06.12	Staff time on Project				IESF German Sport University		3,250.00		3,250.00		3,250.00	
A.1	German Sport University - Gregor Nentwig	01.07.12	30.09.12	Staff time on Project				IESF German Sport University		2,000.00		2,000.00		2,000.00	
A.1	German Sport University - Gregor Nentwig	01.10.12	31.12.12	Staff time on Project				IESF German Sport University		2,000.00		2,000.00		2,000.00	
A.1	German Sport University - Gregor Nentwig	01.01.13	30.04.13	Staff time on Project				IESF German Sport University		2,500.00		2,500.00		2,500.00	
A.1	German Sport University - Karen Petry	01.01.12	31.03.12	Staff time on Project				IESF German Sport University		936.00		936.00		936.00	
A.1	German Sport University - Karen Petry	01.04.12	30.06.12	Staff time on Project				IESF German Sport University		936.00		936.00		936.00	
A.1	German Sport University - Karen Petry	01.07.12	30.09.12	Staff time on Project				IESF German Sport University		936.00		936.00		936.00	
A.1	German Sport University - Karen Petry	01.10.12	31.12.12	Staff time on Project				IESF German Sport University		936.00		936.00		936.00	
A.1	German Sport University - Karen Petry	01.01.13	31.03.13	Staff time on Project				IESF German Sport University		936.00		936.00		936.00	
A.1	Hungarian Coaching Association - Ladislav Petrovic	01.01.12	31.03.12	Staff time on Project				Hungarian Coaching Association		535.60		535.60		535.60	
A.1	Hungarian Coaching Association - Ladislav Petrovic	01.04.12	30.06.12	Staff time on Project				Hungarian Coaching Association		879.90		879.90		879.90	
A.1	Hungarian Coaching Association - Ladislav Petrovic	01.07.12	30.09.12	Staff time on Project				Hungarian Coaching Association		1,125.80		1,125.80		1,125.80	
A.1	Hungarian Coaching Association - Ladislav Petrovic	01.10.12	31.12.12	Staff time on Project				Hungarian Coaching Association		995.90		995.90		995.90	
A.1	Hungarian Coaching Association - Ladislav Petrovic	01.01.13	30.04.13	Staff time on Project				Hungarian Coaching Association		779.40		779.40		779.40	
A.1	INSEP - Frederic Sady	01.01.12	31.03.12	Staff time on Project				INSEP		375.00		375.00		375.00	
A.1	INSEP - Frederic Sady	01.04.12	30.06.12	Staff time on Project				INSEP		300.00		300.00		300.00	
A.1	INSEP - Frederic Sady	01.07.12	30.09.12	Staff time on Project				INSEP		225.00		225.00		225.00	
A.1	INSEP - Frederic Sady	01.10.12	31.12.12	Staff time on Project				INSEP		450.00		450.00		450.00	
A.1	INSEP - Frederic Sady	01.01.13	30.04.13	Staff time on Project				INSEP		450.00		450.00		450.00	
A.1	INSEP - Jelani Miljanic	01.04.12	30.06.12	Staff time on Project				INSEP		141.00		141.00		141.00	
A.1	INSEP - Jelani Miljanic	01.07.12	30.09.12	Staff time on Project				INSEP		564.00		564.00		564.00	
A.1	Institute of Sport - Piotr Marek	01.01.12	31.03.12	Staff time on Project				Institute of Sport	PLN	1,923.00		1,923.00	4.10	469.02	
A.1	Institute of Sport - Piotr Marek	01.04.12	30.06.12	Staff time on Project				Institute of Sport	PLN	5,769.00		5,769.00	4.10	1,407.07	
A.1	Institute of Sport - Piotr Marek	01.07.12	30.09.12	Staff time on Project				Institute of Sport	PLN	2,692.20		2,692.20	4.10	656.63	
A.1	Institute of Sport - Piotr Marek	01.10.12	31.12.12	Staff time on Project				Institute of Sport	PLN	3,076.80		3,076.80	4.10	750.44	
A.1	Institute of Sport - Piotr Marek	01.01.13	30.04.13	Staff time on Project				Institute of Sport	PLN	3,846.00		3,846.00	4.10	938.05	
A.1	Coaches Academy Cologne - Professor Lutz Nordmann	01.01.12	31.03.12	Staff time on Project				Coaches Academy Cologne		782.60		782.60		782.60	

LIST OF SUPPORTING DOCUMENTS

Budget Section	Name of the co-organiser/partner responsible for the action (where applicable, name of persons concerned)	Date of delivery of goods or services ¹		Subject	Invoice N° (given by the supplier)	Invoice N° (in the bookkeeping of the beneficiary)	Date of issue	Name of the supplier of either goods or services	Amount in National currency				If other than EURO exchange rate ² Currency / €	Amount in EURO - € (As in the Final Statement)
		Start date (dd.mm.yy)	End date (dd.mm.yy)						Currency (ISO code) <small>please select from the dropdown list or add manually</small>	Amount (including VAT)	Deducted VAT	Declared amount		
A.1	Coaches Academy Cologne - Professor Lutz Nordmann	01.04.12	30.06.12	Staff time on Project				Coaches Academy Cologne		1,173.90		1,173.90		1,173.90
A.1	Coaches Academy Cologne - Professor Lutz Nordmann	01.07.12	30.09.12	Staff time on Project				Coaches Academy Cologne		1,173.90		1,173.90		1,173.90
A.1	Coaches Academy Cologne - Professor Lutz Nordmann	01.10.12	31.12.12	Staff time on Project				Coaches Academy Cologne		1,173.90		1,173.90		1,173.90
A.1	Coaches Academy Cologne - Professor Lutz Nordmann	01.01.13	30.04.13	Staff time on Project				Coaches Academy Cologne		1,173.90		1,173.90		1,173.90
A1	CNED - Hugo Gonzalez	01.01.12	31.03.12	Staff time on Project				CNED		1,122.00		1,122.00		1,122.00
A1	CNED - Hugo Gonzalez	01.04.12	30.06.12	Staff time on Project				CNED		1,224.00		1,224.00		1,224.00
A1	CNED - Hugo Gonzalez	01.07.12	30.09.12	Staff time on Project				CNED		1,122.00		1,122.00		1,122.00
A1	CNED - Hugo Gonzalez	01.10.12	31.12.12	Staff time on Project				CNED		1,122.00		1,122.00		1,122.00
A1	CNED - Hugo Gonzalez	01.01.13	30.04.13	Staff time on Project				CNED		1,020.00		1,020.00		1,020.00
A.1	NL Coach - Henk Jan Geelen	01.10.12	31.12.12	Staff time on Project				NL Coach		1,456.92		1,456.92		1,456.92
A.1	NL Coach - Henk Jan Geelen	01.04.12	30.06.12	Staff time on Project				NL Coach		2,158.40		2,158.40		2,158.40
A.1	NL Coach - Henk Jan Geelen	01.01.13	30.04.13	Staff time on Project				NL Coach		1,780.68		1,780.68		1,780.68
A.1	RFET - David Sanz	01.01.12	31.03.12	Staff time on Project				RFET		300.00		300.00		300.00
A.1	RFET - David Sanz	01.04.12	30.06.12	Staff time on Project				RFET		300.00		300.00		300.00
A.1	RFET - David Sanz	01.07.12	30.09.12	Staff time on Project				RFET		200.00		200.00		200.00
A.1	RFET - David Sanz	01.10.12	31.12.12	Staff time on Project				RFET		200.00		200.00		200.00
A.1	RFET - David Sanz	01.01.13	30.04.13	Staff time on Project				RFET		200.00		200.00		200.00
A.1														0.00
														0.00
														0.00
														0.00

Total Net in EURO
102,678.89 €

LIST OF SUPPORTING DOCUMENTS

Budget Section	Name of the co-organiser/partner responsible for the action (where applicable, name of persons concerned)	Date/period of delivery of goods or services¹		Subject	Invoice N° (given by the supplier)	Invoice N° (in the bookkeeping of the beneficiary)	Date of issue	Name of the supplier of either goods or services	Amount in National currency				If other than EURO exchange rate² Currency / €	Amount in EURO - € (As in the Final Statement)	PAID (tick here if appropriate)
		Start date (dd.mm.yy)	End date (dd.mm.yy)						Currency (ISO code) (Please select from the table down list or add manually)	Amount (including VAT)	Deducted VAT	Declared amount			
A.2	Coaches Acadmy Cologne - Klaus Oltmanns		25.03.13	Rail Fare - Home to Airport	BC50	1538372	25.03.13	DB Bahn		35.60		35.60		35.60	
A.2	Coaches Acadmy Cologne - Klaus Oltmanns		25.03.13	Tax - Airport to Headingley	1218044	1538372	25.03.13	Taxi	GBP	15.20		15.20	863	17.61	
A.2	Coaches Academy Cologne - Uwe Jager	26.03.13	28.03.13	Air Fare - Dusseldorf to Leeds	16917	1538372	25.01.13	Aerotravel Reise		477.08		477.06		477.06	
A.2	Coaches Academy Cologne - Uwe Jager		26.03.13	Rail Fare - Home to Airport	BC50	1538372	23.03.13	DB Bahn		5.40		5.40		5.40	
A.2	Coaches Academy Cologne - Uwe Jager		24.03.13	Tax - Airport to Headingley	1215374	1538372	24.03.13	Taxi	GBP	15.20		15.20	863	17.61	
A.2	C-PAT - Jose Curado	24.03.13	28.03.13	Air Fare - Lisbon to Manchester	7GMRMX	1538368	04.02.13	Rumbo		301.61		301.61		301.61	
A.2	C-PAT - Jose Curado	24.03.13	28.03.13	Rail Fare - Manchester to Leeds	1776296132	1538368	24.03.13	Trans Pennine Express	GBP	34.40		34.40	863	39.86	
A.2	C-PAT - Jose Curado		26.03.13	Tax - Leeds to Airport	366	1538368	28.03.13	Amber Cars		8.00		8.00	863	9.27	
A.2	C-PAT - Abel Figueiredo		26.03.13	Air Fare - Lisbon to Manchester	77178	1538368	04.02.13	Rumbo		409.15		409.15		409.15	
A.2	C-PAT - Abel Figueiredo	25.03.13	29.03.13	Rail Fare - Manchester to Leeds	1774296130	1538368	25.03.12	Trans Pennine Express	GBP	55.80		55.80	863	64.66	
A.2	C-PAT - Abel Figueiredo		26.03.13	Tax - Leeds	LS16	1538368	26.03.13	City Cars	GBP	10.00		10.00	863	11.59	
A.2	C-PAT - Mario Palma	26.03.13	29.03.13	Air Fare - Lisbon to Manchester	77179	1538368	04.02.13	Rumbo		409.16		409.16		409.16	
A.2	C-PAT - Mario Palma	25.03.13	29.03.13	Rail Fare - Manchester to Leeds	1774296130	1538368	25.03.12	Trans Pennine Express	GBP	55.80		55.80	863	64.66	
A.2	C-PAT - Mario Palma		26.03.13	Tax - Airport to Home	4417	1538368	25.03.13	Auto taxi		27.00		27.00		27.00	
A.2	SAVAL - Pekka Potinkara	26.03.13	28.03.13	Air Fare - Helsinki - Manchester	3yp6zn	1538370	04.03.13	SAS		363.77		363.77		363.77	
A.2	SAVAL - Asko Harkonen	26.03.13	28.03.13	Air Fare - Helsinki - Manchester	3yp6fw	1538370	04.03.13	SAS		270.66		270.66		270.66	
A.2	SAVAL - Kristina Danskanen	26.03.13	28.03.13	Air Fare - Helsinki - Manchester	5b5a5w	1538370	04.03.13	SAS		270.97		270.97		270.97	
A.2	SAVAL - Pekka Potinkara	26.03.13	28.03.13	Rail Fare - Manchester to Leeds	4604234882	1538370	22.03.13	Trans Pennine Express	GBP	18.33		18.33	863	21.24	
A.2	SAVAL - Asko Harkonen	26.03.13	28.03.13	Rail Fare - Manchester to Leeds	4604234882	1538370	22.03.13	Trans Pennine Express	GBP	18.33		18.33	863	21.24	
A.2	SAVAL - Kristina Danskanen	26.03.13	28.03.13	Rail Fare - Manchester to Leeds	4604234882	1538370	22.03.13	Trans Pennine Express	GBP	18.34		18.34	863	21.25	
A.2	SAVAL - Pekka Potinkara	26.03.13	28.03.13	Taxi Fare - Home to Airport	18516	1538370	26.03.13	Takakuiti		37.00		37.00		37.00	
A.2	SAVAL - Pekka Potinkara		01.04.13	Taxi Fare - Airport to Home	34678	1538370	01.04.13	Takakuiti		32.00		32.00		32.00	
A.2	SAVAL - Pekka Potinkara		26.03.13	Taxi Fare - Airport to Headingley	296	1538370	26.03.13	City Cabs	GBP	8.40		8.40	863	9.73	
A.2	Hungarian Coaching Association - Ladislav Petrovic	24.03.13	28.03.13	Air Fare - Budapest to Manchester	4TDRP5	1539095	28.03.13	KLM	HUF	94.700.00		94.700.00	294	322.11	
A.2	Hungarian Coaching Association - Ladislav Petrovic	24.03.13	28.03.13	Rail Fare - Manchester to Leeds	4604234882	1539095	24.03.13	Trans Pennine Express	GBP	27.90		27.90	863	32.33	
A.2	Hungarian Coaching Association - Ladislav Petrovic		24.03.13	Subsistence	775	1539095	24.03.13	Schipol Airport		15.30		15.30		15.30	
A.2	Hungarian Coaching Association - Ladislav Petrovic		28.03.13	Subsistence	532	1539095	28.03.13	Schipol Airport		18.30		18.30		18.30	
A.2	Hungarian Coaching Association - Ladislav Petrovic	24.03.13	28.03.13	Taxi - Station to Headingley	88	1539095	24.03.13	City Cabs	GBP	11.00		11.00	863	12.75	
A.2	Hungarian Coaching Association - Ladislav Petrovic	28.03.13	28.03.13	Taxi - Headingley to Station	593	1539095	28.03.13	Amber Cars		5.93		5.93	863	6.37	
A.2	Hungarian Coaching Association - Ladislav Petrovic	24.03.13	28.03.13	Subsistence	252	1539095	24.03.13	Schipol Airport		9.75		9.75		9.75	
A.2	Hungarian Coaching Association - Zoltan Marczinka	26.03.13	28.03.13	Air Fare - Budapest to Manchester	JYICL	1539095	26.03.13	Ryan Air	HUF	107.400.00		107.400.00	294	365.31	
A.2	Hungarian Coaching Association - Zoltan Marczinka	26.03.13	28.03.13	Taxi - Home to Airport	4869436	1539095	26.03.13	Radio Taxi	HUF	10.000.00		10.000.00	294	34.01	
A.2	Hungarian Coaching Association - Zoltan Marczinka	26.03.13	28.03.13	Rail Fare - Manchester to Leeds	90668	1539095	26.03.13	Trans Pennine Express	GBP	27.90		27.90	863	32.33	
A.2	Hungarian Coaching Association - Zoltan Marczinka	26.03.13	28.03.13	Taxi - Station to Headingley	46	1539095	24.03.13	City Cabs	GBP	7.20		7.20	863	8.34	
A.2	Hungarian Coaching Association - Zoltan Marczinka	26.03.13	28.03.13	Taxi - Headingley to Station	933	1539095	28.03.13	Amber Cars	GBP	7.00		7.00	863	8.11	
A.2	INSEP - Frederic Sadya	25.03.13	28.03.13	Air Fare - Paris - Leeds	5KMXJU	1538377	20.02.12	Bleu Voayages		655.00		655.00		655.00	
A.2	INSEP - Frederic Sadya		25.03.13	Car Parking	764	1538377	25.03.13	Charles De Gaulle Airport		45.00		45.00		45.00	
A.2	INSEP - Frederic Sadya		26.03.13	Subsistence	649	1538377	28.03.13	HMSHost		8.35		8.35		8.35	
A.2	INSEP - Frederic Sadya		28.03.13	Taxi - Airport to Headingley	172	1538377	28.03.13	Amber Cars	GBP	13.80		13.80	863	15.99	
A.2	INSEP - Frederic Sadya		26.03.13	Subsistence	51	1538377	28.03.13	Ask Italian	GBP	9.32		9.32	863	10.80	
A.2	INSEP - Frederic Sadya		25.03.13	Car Mileage (70km)		1538377	25.03.13			15.40		15.40		15.40	
A.2	INSEP - Patricia Vandewalle	25.03.13	28.03.13	Air Fare - Paris - Leeds	5KMXJU	1538377	20.02.12	Bleu Voayages		655.00		655.00		655.00	
A.2	INSEP - Patricia Vandewalle		28.03.13	Subsistence			28.03.13	HMSHost		5.25		5.25		5.25	
A.2	Institute of Sport - Piotr Marek	26.03.13	28.03.13	Air Fare - Warsaw to Manchester	DKDQK	1538373	01.03.13	Ryan Air	PLN	1.386.00		1.386.00	4.13	335.59	
A.2	Institute of Sport - Piotr Marek	26.03.13	28.03.13	Rail Fare - Manchester to Leeds	1775296131	1538373	26.03.13	Trans Pennine Express	GBP	27.90		27.90	863	32.33	
A.2	Institute of Sport - Piotr Marek		26.03.13	Taxi - Station to Headingley	Hvg	1538373	26.03.13	City Cars	GBP	8.20		8.20	863	9.50	
A.2	Institute of Sport - Piotr Marek		28.03.13	Taxi - Headingley to Station	City	1538373	28.03.13	Premier Cars	GBP	10.00		10.00	863	11.59	
A.2	Institute of Sport - Piotr Zmijewski	26.03.13	28.03.13	Air Fare - Warsaw to Manchester	DKDQK	1538373	01.03.13	Ryan Air	PLN	1.386.00		1.386.00	4.13	335.59	
A.2	Institute of Sport - Piotr Zmijewski	26.03.13	28.03.13	Rail Fare - Manchester to Leeds	1775296131	1538373	26.03.13	Trans Pennine Express	GBP	27.90		27.90	863	32.33	
A.2	Institute of Sport - Jolante Zykko	26.03.13	28.03.13	Air Fare - Warsaw to Manchester	DKDQK	1538373	01.03.13	Ryan Air	PLN	1.386.00		1.386.00	4.13	335.59	
A.2	Institute of Sport - Jolante Zykko	26.03.13	28.03.13	Rail Fare - Manchester to Leeds	1775296131	1538373	26.03.13	Trans Pennine Express	GBP	27.90		27.90	863	32.33	
A.2	NL Coach - Henk Jan Geelen	26.03.13	28.03.13	Air Fare - Amsterdam to Leeds	2XEW57	1539094	04.03.13	KLM		277.26		277.26		277.26	
A.2	NL Coach - Henk Jan Geelen	25.03.13	28.03.13	Rail Fare - Home to Schipol	1350	1539094	25.03.13			18.80		18.80		18.80	
A.2	NL Coach - Henk Jan Geelen		25.03.13	Taxi - Airport to Headingley	1217551	1539094	25.03.13	Taxi	GBP	16.30		16.30	863	18.89	
														0.00	
A.2	Hungarian Coaching Association - Ladislav Petrovic	21.04.13	25.04.13	Air Fare - Budapest to Manchester	SCJPMQ	1539095	13.02.13	Luthansa	GBP	101.200.00		101.200.00	303	333.99	
A.2	Hungarian Coaching Association - Ladislav Petrovic	21.04.13	25.04.13	Rail Fare - Manchester to Leeds	46044234882	1539095	21.04.13	Trans Pennine Express	GBP	33.90		33.90	844	40.17	
A.2	Hungarian Coaching Association - Ladislav Petrovic		22.04.13	Subsistence	7082	1539095	22.04.13	New Inn	GBP	9.98		9.98	844	11.82	
A.2	Hungarian Coaching Association - Ladislav Petrovic													0.00	
														0.00	
														0.00	
														0.00	
														0.00	

Total Net
in EURO
77.549.90 €

Annexe 2

LIST OF SUPPORTING DOCUMENTS

Budget Section	Name of the co-organiser/partner responsible for the action	Date/period of delivery of goods or services¹		Subject	Invoice N° (given by the supplier)	Invoice N° (in the bookkeeping of the beneficiary)	Date of issue	Name of the supplier of either goods or services	Amount in National currency				If other than EURO exchange rate² Currency / €	Amount in EURO - € (As in the Final Statement)	PAID (tick here if appropriate)
	(where applicable, name of persons concerned)	Start date (dd.mm.yy)	End date (dd.mm.yy)						Currency (ISO code) please select from the drop down list or add manually	Amount (including VAT)	Deducted VAT	Declared amount			
A4	German SportUniversity	17.04.12	18.04.12	Meeting Materials	08.06.12		08.06.12	German Sport University		500.00		500.00		500.00	
A4	German SportUniversity	17.04.12	18.04.12	Transportation Costs	08.06.12		08.06.12	German Sport University		260.00		260.00		260.00	
A4	SAVAL	12.04.12	14.04.12	Meeting Materials	12.07.12		12.04.12	SAVAL		95.00		95.00		95.00	
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Total Net in EURO
855.00 €

Annexe 2

LIST OF SUPPORTING DOCUMENTS

Budget Section	Name of the co-organiser/partner responsible for the action	Date/period of delivery of goods or services ¹		Subject	Invoice N° (given by the supplier)	Invoice N° (in the bookkeeping of the beneficiary)	Date of issue	Name of the supplier of either goods or services	Amount in National currency				If other than EURO exchange rate ²	Amount in EURO - € (As in the Final Statement)	PAID (tick here if appropriate)	
	(where applicable, name of persons concerned)	Start date (dd.mm.yy)	End date (dd.mm.yy)						Currency (ISO code) please select from the drop down list or add manually	Amount (including VAT)	Deducted VAT	Declared amount	Currency / €			
A6	German Sport University	17.04.12	18.04.12	IT and Audio Visual Rentals	08.06.12		08.06.12	German Sport University		500.00		500.00		500.00		
A6	German Sport University	17.04.12	18.04.12	Meeting Room Hire	08.06.12		08.06.12	German Sport University		1,120.00		1,120.00		1,120.00		
A6	Leeds Metropolitan University		05.03.13	Website Development	LMU011	1529511	06.03.13	WTMEDIA	GBP	9,780.00		9,780.00	.863	11,332.56		
A6	Leeds Metropolitan University		24.05.12	Polo Shirts		3657	1494812	24.05.12	IMP Sport & Leisure	GBP	2,030.02		2,030.02	.815	2,490.82	
A6	Leeds Metropolitan University		31.07.12	A4 Flyers		26355	1511196	31.07.12	AB Print	GBP	253.20		253.20	.805	314.53	
A6	Leeds Metropolitan University		07.-7.12	Roller Banner		2890	1510544	07.07.12	GFM Display	GBP	168.00		168.00	.805	208.70	
														0.00		
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Total Net in EURO
15,966.61 €

LIST OF SUPPORTING DOCUMENTS

Budget Section	Name of the co-organiser/partner responsible for the action	Date/period of delivery of goods or services ¹		Subject	Invoice N° (given by the supplier)	Invoice N° (in the bookkeeping of the beneficiary)	Date of issue	Name of the supplier of either goods or services	Amount in National currency			If other than EURO exchange rate ²	Amount in EURO - € (As in the Final Statement)	PAID
	(where applicable, name of persons concerned)	Start date (dd.mm.yy)	End date (dd.mm.yy)						Currency (ISO code) <small>please select from the drop down list or add manually</small>	Amount (including VAT)	Deducted VAT	Declared amount	Currency / €	(tick here if appropriate)
A7	Leeds Metropolitan University	01.01.12	01.04.13							13,863.00		13,863.00		
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Total Net in EURO
13,863.00 €

LIST OF SUPPORTING DOCUMENTS

Budget Section	Name of the co-organiser/partner responsible for the action <small>(where applicable, name of persons concerned)</small>	Date/period of delivery of goods or services ¹		Subject	Invoice N° (given by the supplier)	Invoice N° (in the bookkeeping of the beneficiary)	Date of issue	Name of the supplier of either goods or services	Amount in National currency				If other than EURO exchange rate ² Currency / €	Amount in EURO - € (As in the Final Statement)	PAID (tick here if appropriate)
		Start date <small>(dd.mm.yy)</small>	End date <small>(dd.mm.yy)</small>						Currency <small>(ISO code) please select from the drop down list or add manually</small>	Amount <small>(including VAT)</small>	Deducted VAT	Declared amount			
A3	Leeds Metropolitan University		20.03.13	Notebook Portege	305789	1531561	20.03.13	Getech	GBP	858.00		858.00	.863	994.21	
														0.00	
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Total Net in EURO
994.21 €

Appendix 3 – Management Report and Work Package Outcomes



PROJECT MANAGEMENT GROUP REPORT

Composition of the Project Management Group:

Chair: Prof. Pat Duffy – Leeds Metropolitan University

Members: Dr. Ladislav Petrovic – Hungarian Coaching Association

Ian Smyth – Leeds Metropolitan University

Karen Mockett (Livingstone) – Leeds Metropolitan University

The aim of the work of the Project Management Group (PMG) was to organise and manage the project to ensure that all project objectives are achieved on time, within budget and results meet defined quality criteria. The Applicant, Partner 1 – Leeds Metropolitan University (LMU) was responsible for overall project management, to ensure that the project is well co-ordinated, managed and that the planned activities were delivered in a timely manner and to budget, overseeing all communications with the EU to comply with funding criteria. PMG needed to identify and resolve any risks that may have occurred during the project's lifetime.

PMG maintained everyday working relationship with all LMU colleagues involved in the project, with all project partners, internal and external advisors, LMU Finances and University Research Office. Each Partner was required to provide LMU with status reports of their activities at each Partner meeting and provide three-monthly timesheets and expenditure details in line with their agreed activities under each Work Package to LMU.

The progress of the project had been measured by comparing actual with planned activities including:

- The actual status of the project activities with the work packages,
- The actual project expenditure compared to the budget on a monthly basis,
- The time sheets of the partners compared to the planned working days in work packages on a monthly basis.

Partners met 5 times during the life of the project in the UK (x2), Finland, Germany and Poland. The number and timing of the meetings facilitated the level of interaction and developmental work that was required to underpin the creation of an inclusive and dynamic network. Partners have also devoted additional time to the project, in order to maximise the opportunity that is provided by the project. PMG developed the agenda for each Partner meeting and was responsible for prompt distribution of minutes of these meetings. PMG was also responsible for the creation of web presence on both the website of the project and the website of the International Council for Coaching Excellence (ICCE).

PMG in cooperation with LMU was also being responsible for completion and submission of reports and procedures, as required by the European Commission. PMG was also responsible for the communication with the European Commission Sport Unit. The Project Management Group met on monthly bases, mainly in Leeds in order to save costs. Summaries of all PMG meetings were communicated to the relevant partners of the projects.

Most of the PMG activities were carried as part of the Work Package 1 – Management and Co-ordination lead by Leeds Metropolitan University. The project action plan outlined the detailed work of Project Management Group which was carried out between January 2012 and April 2013, as follows:

- Project management group reported to Partners at each Full partner meeting: January, April, June, November 2012 and March 2013.
- All partners provided status reports at each meeting
- Comprehensive project management reports – January to April 2013
- Meetings with representative of the European Commission Sport Unit – June and July 2012
- Full Partner meeting 1 – Leeds, 25th – 26th January 2012
- Full Partner meeting 2 – Germany, 17th – 18th April 2012
- Full Partner meeting 3 – Finland, 13th – 14th June 2012
- Full Partner meeting 4 – Poland, 6th – 7th November 2012
- Full Partner meeting 5 and closing conference – Leeds, 26th – 28th March 2013 – the final meeting will also include a conference which will provide the platform for the dissemination of the project outcomes

This work package was proceeding to plan, with the relevant management, project and coordination meetings taking place. Satellite meetings have occurred to enhance data gathering and communication within the project. In particular, open meetings were held with coaches and representatives of national organisations, federations and coaches organisations as part of the Global Coaches House initiative at the Olympic and Paralympic Games in London.

Meetings:

Full Partner Meetings

Meeting dates	Meeting venue
January 25-26, 2012	Leeds, UK
April 17-18, 2012	Köln, Germany
June 13-14, 2012	Helsinki, Finland
November 6-7, 2012	Warsaw, Poland
March 26-27, 2013	Leeds, UK

**Project Management
Group meetings**

Meeting dates	Meeting venue
January 23-24, 2012	Leeds
March 27-28, 2012	Leeds
May 7-10, 2012	Leeds
June 25-28, 2012	Leeds
July 28-29, 2012	London
September 11-12, 2012	Leeds
October 9-10, 2012	Leeds
December 4-5, 2012	Leeds
January 22-23, 2013	Leeds
February 26-27, 2013	Leeds
March 26-28, 2013	Leeds
April 23-24, 2013	Leeds

Satellite meetings

Meeting dates	Meeting venue
February 1-2, 2012	Madrid
August 1, 2012	London
August 2, 2012	London
September 5-6, 2012	London
October 1-2, 2012	Cologne
October 25-26, 2012	Groningen
March 12, 2013	Leeds

Action Plan

1. Work Packages

The project action plan is comprised of seven work packages outlining the detailed work which will be carried out between January 2012 and April 2013, as follows:

Work Package 1 – Management and Co-ordination (Lead by Leeds Metropolitan University)

- Project management summary reports - April, August and December 2012: All partners to provide status reports at each meeting
- Comprehensive project management reports – January to April 2013
- Commissioned project management report – January to April 2013
- Meetings with the Sport Unit of EU Commission - TBC
- Full Partner meeting 1 – Leeds, 25th – 26th January 2012
- Full Partner meeting 2 – Germany, 17th – 18th April 2012
- Full Partner meeting 3 – Finland, 13th – 14th June 2012
- Full Partner meeting 4 – Poland, 5th – 6th November 2012
- Full Partner meeting 5 and closing conference – Leeds, 26th - 28th March 2013 – the final meeting will also include a conference which will provide the platform for the dissemination of the project outcomes

Work Package 2 – Research and Mapping (Lead by Leeds Metropolitan University)

- Research and Mapping Methods – February/March 2012: identification of the main coaching organisations across Europe using an agreed template; higher level data collection, using details from prior stage, via an agreed questionnaire to 27 countries; detailed data collection from partners in Finland, Hungary, Netherlands, Poland, Portugal, Spain)
- Research and Mapping Implementation – April/May/June 2012: to include exploring the AEHESIS project further to follow-up on the 23 countries involved who said they would be interested in taking part in future projects
- Research and Mapping Analysis – July/August 2012: including analysis of similar occupations
- Regular meetings regarding work package 2

Work Package 3 – Best Practice Guide for coaches associations and representation at the national and European level (Lead by the Portuguese Confederation of Coaches Associations)

- Models of best practice – February to June 2012: each partner organisation delivered at the first partner meeting on coaching practice within their organisations. A number of viable models for the involvement and representation of coaches have already been identified
- Guidelines and templates – July to December 2012: formalise processes, and circulate papers such as SAVAL's report 'Coaching as a Profession', AEHESIS report and 'Sport Coaching as a 'profession': challenges and future directions' (Pat Duffy et al, 2011)

- Regular meetings regarding work package 3

Work Package 4 – Revised governance structure for the European Coaching Council (Lead by Leeds Metropolitan University)

- Development of options
- Analysis of implications – August to December 2012: advised by the research and mapping process
- Revised governance structure – October 2012 to February 2013: revised structure for the European Coaching Council
- Role of Coaches Associations

Work Package 5 – Dissemination (Lead by Leeds Metropolitan University)

- Stakeholder analysis and dissemination plan – January to March 2012
- Development of website – February 2012 to February 2013: a CoachNet logo has been designed and the website will go live in April 2012. This will display each of the partner logos and presentations of best practice from each
- Production and dissemination of project materials – September 2012 to April 2013

Work Package 6 – Evaluation (Lead by German Sport University)

- Evaluation plan presented at second full partner meeting – April 2012 in Cologne, by Karen Petry
- Evaluation questionnaire for partners - April, June and November 2012; April 2013: interim and final evaluation project reports, based on quantitative and qualitative feedback questionnaires and interviews, observations of the external advisor and the advisory panel

Work Package 7 – Exploitation Plan (Lead by EACA)

- Exploitation action plan – December 2012 to April 2013

EU Presence and Visibility

The EU stars have been incorporated into the CoachNet logo, and this has been promoted across all paperwork sent to partners. It is proposed that the EC Sport Unit has a link on the CoachNet website, and to illustrate the context in which the project sits. Logos of DG EaC and EC Sport Unit will be visible on all electronic and printed materials, and documents of the project.

The EC Sport Unit was invited and attended two full partner meetings and one satellite meeting. It was very helpful to have Bart Ooijen as a representation of the EC Sport Unit attending full partner meeting three (Finland), by which time some key themes from the project had emerged. Mr. Ooijen also attended and presented at the final meeting and conference in Leeds.

A social enterprise entitled 'Global Coaches House' has been set-up by the International Council for Coaching Excellence (ICCE) which comprised of an event taking place during the London Olympic and Paralympic Games. This provided a meeting and focal point for the coaches and coaching organisations of the world as they attend the Games. The EC Sport Unit was invited to play a role in making the Global Coaches House a success. CoachNet provided with a display stand at the event and future opportunities on maximising 'the voice of the coach'.