



IMPACTS Report on Training and Coaching Systems for disabled athletes

Literature Review

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The Project Introduction

This report is developed as part of WP3 of the project called **IMPACTS - Improving Para-Athlete Coaching and Training careers in Sport** project. As it is mentioned in EU Guidelines on Dual Careers of Athletes, athletes often face challenges to combine their sporting career with education or work. To succeed in sport requires intensive training, which can be difficult to reconcile with the challenges and restrictions within education and the job market. Talented sports people are often forced to choose between education and sport or work and sport. “Dual career arrangements should be available for athletes' sporting careers, allowing for education or work, promote the attainment of a new career after the sporting career, and protect and safeguard the position of athletes” (“RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning,”) (*EU Guidelines on Dual Careers of Athletes*, 2012). Moreover, within the European Union there are still many challenges to full inclusion of non-mainstream groups. More specifically the social and economic inclusion of disabled people, migrants and young people still lags behind. Educational opportunities are limited for non-mainstream groups, compared to mainstream groups. In the perspective of an ageing Europe, where a range of diverse people are needed, exclusion of non-mainstream groups can no longer be tolerated: all people, with or without disability, are needed to cope with the actual social and economic challenges of achieving the targets of Europe 2020. In recent years, there has been increased research on coach learning and development. On the other hand there are almost no empirical-based studies on coaches in disability sport (Cregan, Bloom, & Reid, 2007). Literature in disabled coaching area is scarce, particularly when it comes to the training and career development of disabled athletes as sport coaches. As it is mentioned in EU Guidelines on Dual Careers of Athletes by European Commission, athletes often face challenges to combine their sporting career with education or work. Same challenges also apply for athletes when they would like to continue their career as coaches (*EU Guidelines on Dual Careers of Athletes*, 2012).

IMPACTS is a European project aiming to **Inspire and Motivate Physically disabled Athletes** to enter into **Coaching and Training careers in Sports**. **IMPACTS** provides stepping stones for mainstream disabled athletes to move into coaching and training positions. The image of disabled athletes and coaches improves via empowering disabled athletes. In **IMPACTS** courses are developed to improve career opportunities in sport coaching for disabled athletes: education and training institutions and sporting organizations will be connected within the piloting phase of the project.

Method

Purpose of the Report

This report aims to reveal the overall situation of coaching systems with a particular focus on training of disabled athletes as coaches in project partner countries, Italy, Netherlands, Poland, Turkey and United Kingdom in order to support disabled athletes for becoming Coaches. Report lies within the social model of disability. As Harpur noted, social model scholarship first emerged out of United Kingdom with authors such as Abberley, Barnes, Finkelstein, Mercer, Oliver, Shakespeare and Thomas (Abberley, 1999; C. Barnes, G. Mercer, and T. Shakespeare, 1999; C. Barnes & Mercer, 2010; Finkelstein, 1980; M. Oliver, 1990, 1996; M. Oliver, and C. Barnes, 1998; Thomas, 1999). Social model of disability regards people with disabilities as full citizens and highlights barriers created by society. Besides social model, United Nations Convention on the Rights of Persons with Disabilities (CRPD) is used as a paradigm. The CRPD does not replace the social model; rather, it builds upon this model and introduces a new disability rights paradigm (Harpur, 2012). Importantly, understanding exclusion, oppression or emancipation in coaching through the human rights model can be an important and powerful step in recommending policy change (Townsend, Smith, & Cushion, 2015).

Conducted research as part of this report seeks to find out the training / teaching methods and systems in the partner countries for disabled athletes. Each partner conducted desk based research (Literature review) of best practices and also primary research in local sports clubs/associations. Primary research carried out via face of face interviews, surveys and questionnaires.

Data Collection Procedure

First of all, Hacettepe University prepared a coding scheme which was sent to partners in order to collect all the required qualitative data. A short instruction Attachment1 which can be found in this report was sent to project partners for guidance during data collection. Then each project partner involved in the research contacted institutions (for example Sport ministries and federations for disabled athletes) which are involved in policy making for disabled athletes/coaching systems/sports education in their countries. In this way partners could reach the most appropriate available resources. A letter or a short document, explaining the context of the project was sent in advance to the contacted organizations which can be found in this report attached as Attachment3. Later on partners introduced the IMPACTS project, its objectives and outputs briefly to every contacted person in those institutions. Each partner undertook research in their own countries using to research questions provided by Hacettepe University which is attached to this report as Attachment2. All research process for discovery of coaching systems in different countries is shown in Figure1

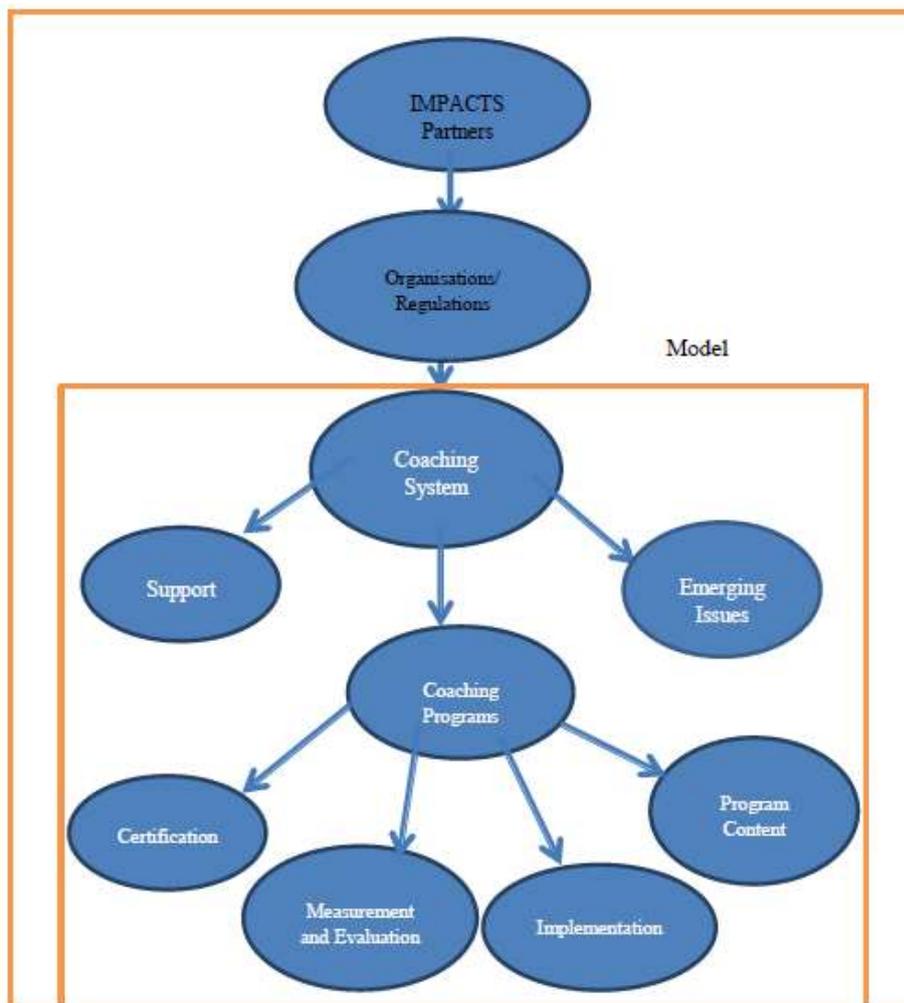


Figure1: Research Process and Model

The Research Framework –Main Results

1.Key Organizations in Coaching Education

In Italy

In Italy there are several sports institutions at national, regional and provincial level. The institutions which were contacted by Italian partner CSC are those who are at the apex of the pyramid in terms of importance and work as a guide in terms of rules and directives; Among these organizations, The Comitato Olimpico Nazionale Italiano - CONI (Italian National Olympic Committee) is the governing authority, having responsibility for the regulation and management of national sports. It is a public body in charge of the organization and the strengthening of national sports programs and encourages the maximum diffusion of the sport in Italy. The Comitato Italiano Paralimpico - CIP (Italian Paralympic Committee) is a national institution that has obtained the formal recognition as the public body for sport practiced by people with disabilities. It has the role of Confederation of all Federations and Sports Paralympic disciplines, both at central and local level, with the task of recognizing any sports organization for people with disabilities throughout the country and guaranteeing the maximum spread of the Paralympic idea and the most productive starter of sport practice for disabled people, in close collaboration with the CONI itself. The Federazione Italiana Giuoco Calcio - FIGC (Italian Football Federation) is a national institution organizing and managing the sport of football at all levels.

In the Netherlands

Project partners SPGN and EURICON contacted with NOC-NSF(National Olympic Comity-National Sport Federations) and VWS(Ministry of Well-being, Health and Sport). In the Netherlands **NOC-NSF** is the coordinating organization for all sport federations, including Olympics, Paralympics and non-olympics. It's the authority, taking care of regulation and management of the national sports and in charge of the organization and the strengthening of the national sports to encourage the maximum diffusion of the sport in the Netherlands. It has the role of Confederation of all Federations and Sports Paralympic disciplines, both at central and local level. **VWS** is responsible for especially health, well-being and sports including people with no disabilities and people with disabilities in recreational sports in the Netherlands.

In Poland

Project partner SPON contacted with various organizations including Ministry of Sport and Tourism, Polski Komitet Paraolimpijski (Polish Paralympic Committee), Polski Związek Sportu Niepełnosprawnych START (Disabled Sports Association START) as well as some of the sports federations. Among this organizations, Polish Paralympic Committee is the union of sports associations which administer, manages and is in charge of Paralympic Movement in Poland. It was founded in 1998. Some of the responsibilities are a)Promotion of rules and idea of Paralympism; b)Organization of disabled sport in Poland; c) Representing Polish sport within International Paralympic Committee; d) Preparing Polish National team for the Paralympic Games. Polski Związek Sportu Niepełnosprawnych START (Disabled Sports Association START) – organization in the structure of Polish Paralympic Committee START is the oldest Polish Paralympic movement organization – with over 50 years' experience, it has become one of the leading providers of sports for people with disabilities. START provides courses for sports instructors.

In Turkey

Project partner, Hacettepe University (HU) contacted with the Sport Education Department as well as federations. The **Republic of Turkey Ministry of Youth and Sports** is main authority when it comes to Sports in Turkey. Under the Ministry, **General Directorate of Sports** is responsible of carrying out sport policy in cooperation with one of its department called **Sport Education Department** and its provincial organizations.

Sport Education department is organizing coaching training programs in cooperation with the Federations for disabled people which are representing specific sports such as **Physical Disability Federation** of Turkey.

In United Kingdom

Project Partner MEH is reported availability of various key organizations. Disability Sports Coach range of disability specific and inclusive courses to support coaching. Courses are available for any sports coach, teacher, sports leader and volunteer. **England athletics** is governing body for athletics activity and developing in England. **British athletics academy** – as a governing body, UK Athletics is wholly responsible for developing and implementing the rules and regulations of the sport, including everything from anti-doping, health and safety, facilities and welfare, to training and education for coaches and officials and permitting and licensing. **Ucoach** is the online resource for athletics coaches in the UK. This website has been launched with the coach in mind – a one-stop shop for coaches to access information about coach development, coaching qualifications, events, news and coaching resource. **Sports coach UK**'s mission is to put coaching at the heart of physical activity and sport, enabling every child, player and athlete to follow their dreams, have fun and fulfil their potential. A UK-registered charity, employing around 50 staff based at our HQ in Leeds and at sites across England and Scotland. **Sports coach UK** is a not-for-profit organization with charitable status (No 327354). It has a wholly owned trading subsidiary, **Coachwise Limited**, which is responsible for the administration of membership and workshops developed by sports coach UK in furtherance of its charitable purpose. **University of Worcester** – Providing education and resources for sports coaches working with people with disabilities. **Greenbank Sports Academy** is a local sports academy which specialises in providing sports opportunities for disabled people and is also attached to a college specifically for people with disabilities.

2. Sports Coaching Training Programs

In Italy

In Italy, coaching programs are provided by responsible federations and national academy such as **FIGC - Federazione Italiana Giuoco Calcio, FIP - Federazione Italiana Pallacanestro, FISI - Federazione Italiana Sport Invernaly**. In terms of responsibility of organizations and their roles in sport coaching training programs availability of federations, associations, committees, sports organizations that are all part of the **CONI**, which organize the courses to become coaches. Specific training courses for people with disabilities are managed by the **CIP (Italian Paralympic Committee)**; precisely the Federations affiliated with this Committee are responsible to organize the training directed to people with disabilities and to able-bodied that intend to train people with disabilities. Whether you are able-bodied or not, once obtained the coaching certificate you are able to train both athletes with disabilities and able-bodied athletes. Each federation organizes autonomously courses to become trainers, in any case at the end of the course participants are expected to take a written and a practical test. Usually the courses last one week and are organized at national level; this often involves some difficulties for disabled athletes who intend to follow them as the designated offices can be very far from the places of residence of the athletes (exams are performed locally). The **CIP** identifies also the elite athletes for specific projects in support of their preparation. These courses are divided into four levels, according with the **SNAQ - National System of Qualification of the Sport Technicians**:

1st Level – Coach Assistant: The first level does not correspond to a professional qualification that enables a technician to take immediate action in autonomy on the field, but it serves as an access point to a coaching career. The apprentice coach activities have to be conducted under the guidance and supervision of a technical expert or a federal technical officer, according to the specific federal regulations.

2nd Level – Professional Coach: It is the first autonomous operative technical qualification. It involves assessment of the skills required to work with teams and athletes engaged in local, regional or initial specialization.

3rd Level – Head Coach: The qualification characterizes a coach able to coordinate other coaches, and train any athlete or team at nationally competitive level or even international.

The qualification typically enables to coach the maximum national series teams or athletes of the national elite.

4th Level – Technical of 4° level: The qualification identifies coaches able to work with tasks of responsibilities in complex teams in national and international contexts of high-level, competent to participate and to conduct research and training or federal talent development programs.

In Italy, in terms of policy supporting disabled people there is not any specific policy for people with disabilities who want to become coach/trainer reported. There is legislation that regulate the rights of disabled people as part of law (L. 104/92). The recipients are mainly people with disabilities but also their family members or those who live with them. The set of laws on this subject intend to guarantee disabled persons conditions of autonomy and social integration, providing them with tools to psychological, pedagogical and also technical help. Regarding sport instead there is the legislative decree (D.lgs 8 gennaio 2004, n. 15) for the reorganization of the **Italian National Olympic Committee (CONI)**: it is a law amending the previous decree of 8 July 2002, defining the changes of **CONI** and the consequent establishment of the **Paralympic Committee**.

In the Netherlands

In the Netherlands, **NOC-NSF** is responsible for all the sport federations. All the sport federations have their own coaching and training programs and everyone is able to join these programs. All sport federations and **ASK (Academie voor Sport kader)** are responsible of those programs. **ASK** is responsible for Auditing the qualification of the programs of all the sport federations, since 2010. Before that, **VWS** was responsible for auditing. From 2010 **ASK** made a handout for all sport federations, so the guidelines for all the programs to become a trainer/coach in different kind of sport should be all the same. However there are some small differences between several sport federations. In the Netherlands there are no programs especially for people with disabilities. All programs to become a trainer/coach are available for every citizen in the Netherlands. But still it seems people with disabilities don't participate in those programs. Our stakeholders think that lack of participation is because people with disabilities do not know that there are so many programs they could participate. And we think that the "practice" part within the programs could be a problem for people with disabilities. The guide line, which **ASK** made for all sport federations, is as following;

Qualification structure Sport (**BCP**) courses are based on kern tasks and professional competencies (knowledge, skills and attitude). **KP** (Qualification profile): focus on what has a student to know/control at the end of the course **PVB** (Prove van bekwaamheid; means test of ability) is a measurement instrument to see what a student is capable of in theory and in practice. All the guidelines are written in a professional competence sport profile, which has 5 levels. In the Netherlands there are 5 levels to become a trainer/coach;

1st level: "assistant" of the trainer/coach. The assistant has 2 main tasks; 1st Assisting in training and coaching at matches and 2nd taking care of arrangement. Assistant coach has no responsibilities. The trainer/coach with minimum level 3 is responsible. The assistant coach is a volunteer.

2nd level: “assistant/attender” has 3 main tasks 1. Offering training, 2. Attending matches, 3. Attending activities. 2nd level coach has the challenge to give a training that is good in organization and that the training “runs”. The assistant 2nd level is also a volunteer.

3rd level: “trainer-coach” has 5 main tasks including, 1. Organizing and giving training, 2. Coaching matches, 3. Organizing activities, 4. Ruling sports framework, 5. Taking PVB (test of ability) of students with level 1 and 2. 3rd level coach could be a volunteer, but also an employee.

4th level: “Talent coach/head trainer” has six main tasks; 1. Giving training, 2. Coaching matches, 3. Supporting sport technical policy, 4. To advance competence development sports frame work (practice guider), 5. To cooperate with the guidance of the teams, 6. Scouting athletes.

5th level: “top-coach/coach paying football/assistant bond-coach”. 7 main tasks; 1. Giving training, 2. Coaching matches, 3. Supporting multi-year policy, 4. To advance competence development sports framework (expert, learning coach, PVB measurer), 5. Managing top sport guiding teams and networks, 6. Collecting, developing, applying and sharing knowledge, 7. Guiding/escorting top athletes.

In the Netherlands there are also sport federations for people with disabilities. All regular sports like football, basketball, volleyball etc. also have a department for this sport and the disability. For instance G-soccer, wheelchair basketball, tennis, sit volleyball etc. But there is also a separate sport federation for sports which are particularly for people with a disability and there for cannot or don’t want to join the regular federation. These are sports like Boccia, goalball etc. They have specific training programs which target disabled people.

In Poland

Since 2013 (Deregulation Act, 13.06.2013) there are no official programs for training/coaching courses in Poland. Courses for sports instructors are organized, created and provided by most organizations (associations/federations/sports clubs). Any institution/firm/organization can organize and provide courses. The main purpose of the Deregulation Act is the need to meet the needs in the market.

There are only 4 requirements that have to be met by participants:

The minimum age - 18 years old,

- Good health condition, signed off by a doctor
- Level of secondary education
- No criminal offences such as corruption, sexual assault and doping.

Only in yachting the programs and certificates have to be confirmed by Ministerial Commission.

The main public body in disability sport is Polski Komitet Paraolimpijski (Polish Paralympic Committee). It is the union of sports associations which administers, manages and is in charge of the Paralympic movement in Poland. It was founded in 1998. It is reported that there is no disability coaching program in Poland. There is a project to define the levels in adapted sport which are mentioned by Piotr Marek who is one of the board members of the European Coaching Council. The Project called Coaching Academy aims to offer tutoring for Olympic and Paralympic sport coaches who wish to obtain new skills in the continuous education program.

Piotr Marek gives more details regarding the Polish context as below.

“Poland is currently working on modernizing our national qualifications system with an aim to improve effectiveness of the policy dedicated to life-long learning, which answers the needs of the contemporary knowledge-based economy. Poland’s tasks in this area include developing systematic solutions that would cover the areas of developing and awarding qualifications, without limiting and sticking to higher education only, and

improved integration of all qualifications subsystems. There's been a team of experts appointed and their task is to define qualifications that are significant for sport circles, including disabled sport, and assigning them to the Polish Qualifications Framework (PQF) and Sector Qualifications Framework (SQF). Based on the analysis of legal documents, scientific publications, field studies, sport personnel education programs and real-life experience, a proposal has been drafted to describe necessary qualifications and assign them to the levels laid down by the Polish Qualifications Framework; as a result, the sport sector has been defined 6 levels: from 2 to 7. As a result of the works conducted by the experts in the adapted sport, it was indicated that there are qualifications on three levels of the Polish Qualifications Framework that are important for the development of the personnel engaged in the adapted sport, such as:

Level 2 PQF and SQF (sample qualification name: adapted sport assistant/helper in specific sport).

Level 4 PQF and SQF (sample name: adapted sport instructor in specific sport).

Level 5 PQF and SQF (sample name: adapted sport coach in specific sport)."

Piotr Marek

In Turkey

In Turkey, two different coaching education programs are available. The first one is a four year formal coaching education program as part of a formal education within the sport faculties of universities. The second one is non-formal education which is offered under the responsibility of the Sport Education Department and Federations. In Turkey, no specific training courses for people with disabilities who want to become sport coaches has been reported by the Turkish partner, HU. Disabled people may attend coaching education programs for disability as long as they meet with the same criteria's as non-disabled people. On the other hand, most of the federations have sport specific entry requirements for participation. Main coaching education programs are carried out according to regulation number 3289 by General Directorate of Sports. Disabled people that want to become coaches, should contact with the specific sport federation and attend the courses organized by federations. Federations evaluate each applicant and decide whether the person meets requirements. Sport coaches offer their services according to certificates they hold as detailed below:

- 1. Level (Assistant Coach): Works with those who are new in sport in cooperation with a coach who holds higher level coaching certificate.*
 - 2. Level (Coach): Works with children and young adults.*
 - 3. Level (Senior Coach): Works with young adults and adults*
 - 4. Level (Head of Coach): Works with national teams and adults*
 - 5. Level (Technical Coach): Works with national teams and adults*
- Coaches who hold higher level degree certificates can serve in lower level coaching degrees.

In United Kingdom

In the UK there are specific training programs which target disabled people reported by the project partner. These programs are an Adapted Sports Course, Disability Awareness in Sport, Inclusive Coaching Guidance Documents, The UK Disability Inclusion Training, Parallel Success Coach and Athlete Talent Introduction Days, Sports coaching science with Disability Sport BSC. Adapted Sports Course, provides individuals with practical experience in adapted and Paralympic sports specifically designed for disabled people. It enables people to gain practical hands on experience of sports such as Boccia, Polybat, Table Cricket, New Age Kurling, and Goal ball. Participants gain an understanding of the basics of each game and its application within each impairment group: physically disabled, deaf, blind and learning disability. Includes, introduction to game techniques/tactics equipment and possible coaching scenarios and equip participants with knowledge and confidence to create fun and enjoyable sports sessions for people with disabilities. Disability Awareness in Sport

is theoretical disability awareness training with immediate practical application within schools and sports clubs. It covers following topics:

- Understanding of different types of disability
- How to adapt and modify a sports session for people with disabilities;
- Exploring different coaching and communication techniques needed for different impairment groups
- Examine social attitudes and barriers towards disabled people
- Disability legislation – UK Single Equality Act 2010
- Overview of Paralympic sports and other international disability sporting events

Inclusive Coaching Guidance Documents (Ambulant and wheelchair) provide detailed support for coaches working with disabled athletes and those interested in developing their knowledge. Resources are available covering guidance for ambulant athletes (sprints, jumps, throws and endurance) and wheelchair athletes (seated throws and wheelchair racing). Documents cover topics such as classification, eligible events, event specific rules and adaptations linked to Athletics.

The UK Disability Inclusion Training -Athletics course – general awareness course for support clubs and coaches who want to include disabled people in athletics. It targets anyone who is involved in an athletics club who wants to know more about including disabled people in the sport. Practical session particularly relevant to coaches and leaders, ideally designed for people who have little or no experience of working with disabled people and who aren't necessarily working with disabled people already.

Parallel Success Coach and Athlete Talent Introduction Days – are for new or beginning athletes and for clubs and coaches interested in developing their knowledge of coaching disabled athletes. It includes workshops on throws sprints and jumps and wheelchair racing which aim to increase the knowledge and understanding of clubs and coaches and provide relevant information regarding appropriate competition opportunities/pathways and classification. Sports coaching science with Disability Sport BSC – has been created to support the development of a new generation of sports coaches, dedicated to the principles of inclusive sport. With highly experienced staff, a host of inclusive sports facilities and forward-thinking teaching methods, this program covers core principles of sports coaching such as coaching pedagogy and practice, as well as bespoke areas linked with coaching disabled athletes Worcester is the home of inclusive sport, with the award winning University of Worcester Arena – the UK'S first sports facility designed to be accessible to both wheelchair and able-bodied athletes alike and an official Paralympic training venue.

3. Coaching Program Content

According to Cote and Gilbert integrative definition of coaching is the consistent application of integrated professional, interpersonal and intrapersonal knowledge to improve athletes' competence, confidence, connection and character in specific coaching contexts (Côté & Gilbert, 2009). As they mention several conceptual models of coaching have been developed in the last 30 years based on research with a wide range of coaches. These conceptual models have emerged from different theoretical perspectives including leadership, expertise, coach athlete relationships, motivation and education. It is clear that these lines of research are important for understanding the complexity of coaches' work. From the methodology point of view, the training programs should focus attention on the teaching role of the coach, specifically related to the pedagogical point of view. The coach must have a number of characteristics such as:

- know how get in touch with the athletes and communicate effectively with them;
- be able to give instructions and directions appropriately;
- be able to solve conflicts and motivate athletes to engage constantly;
- learn know how to analyze and interpret the needs of the athletes and negotiate with them in a relevant way in order to meet the program objectives;
- develop their leadership skills

- be able to solve the problems that develop through the Coaching activity;
- be a reflective practitioner,

In Italy

In Italy, courses of CONI are structured on a system based not only on the input of attendance (measured in number of hours) but also on the output of skills acquired (measured in “credits”). The definition and the actual achievement of the skills required for professional activities, acquired through the attendance of specific learning modules, give the right to gain credits. The 4 levels of coaching program require the following number of hours and credits:

Level 1: 10 credits and 240 hours

Level 2: 20 credits and 480 hours

Level 3: 20 credits and 480 hours

Level 4: 50 credits and 1200 hours

In the Netherlands

In the Netherlands there are more than 24.000 sports clubs and with 5.3 million members. There are 15 big sports departments (sportbonden/federations) and a lot of smaller sports departments (sportbonden). Every department has its own rules and levels and content. It’s a big job to find everything out per department (sportbond). Required course for being a trainer/coach varies depending on the sport field and the level of competency. You can follow a course within one year, two years or at the professional schools even for three or four years fulltime education.

In Poland

No specific courses for people/athletes with disabilities who want to become coaches are reported. There are no rules defining contents of a course program. Some organizations (PYA, TKKF, START) provide courses based on the old requirements “old requirements” (before Deregulation ACT), which mean:

- Sports instructor - 250 hr (100hr theory, 150hr practice)
- Trainer/coach – 400hr (150hr theory, 250hr practice)

Commercial institutions provide various courses, week or even weekend courses, where only 63h are needed to become a trainer/coach.

In Turkey

In Turkey, there is a 4 years bachelor degree coaching education program which is part of formal education by Universities. Non formal education takes under responsibility of General Directorate of Sports. Training Program Content has two different divisions as a) fundamental education program b) sport specific education program. Fundamental education program involves courses such as sport anatomy, general coaching knowledge, sports and nutrition and special condition training and methods ext. Details of the program can be found in the regulation published in official newspaper with number 25587 and 18/09/2004. According to the main coaching education regulation of the state, candidate coaches required to enroll 94 hours for 1st level 130 hours for 2nd level 125 hours for 3rd level 157 hours obligatory and 80 hours optional courses for 4th level 95 hours obligatory and 80 hours optional courses for 5th level. However this figures change according to federations which involves sport specific extra courses.

In United Kingdom

In UK, adapted sports course is available that takes 5.5 hours with combination of practical and theory. Disability Awareness in Sport is 3.5 hours plus refreshment break. NVQ is up to a year but dependent on personal circumstances. The UK Disability Inclusion Training

Athletics Course takes 7 hours. Moreover University of Worcester offers 3 years Bachelor degree.

4. Implementation

In Italy

In Italy, the CONI through its "School of Sport" program promotes an education aimed to meet the demand of the sporting universe, using new teaching methods and tools, with particular attention to the development of e-learning. Many Federations use the web to allow their members to attend training courses avoiding long and costly trips, such as the FIGC Italian Football Federation (<http://www.football-network.it/>) or the Italian Swimming Federation FIN (<http://online.federnuoto.it/sit/>), which, through their portals, provide online training courses for its members.

In the Netherlands

In Netherlands, nothing particular is reported related with support for disabled coaches during the implementation of their services by project partners EURICON and SPGN. Some of the courses are available online as well. Every sport federation have their own support system in terms of distance learning.

In Poland

In Poland, nothing particular is reported in relation with support for disabled coaches during the implementation of their services by project partner SPON. Many courses provided by organizations and commercial institutions are technologically supported for distance learning.

In Turkey

In Turkey, nothing in particular is reported relating with support for disabled coaches during the implementation of their services by project partner HU. Sport Education department aims to encourage improvement of disability coaching by cooperating with disability federations under a protocol however, more concrete actions have to be taken.

In United Kingdom

In UK, Sports coach UK – STEPS meaning space, task, equipment, people, speed is an available initiative to support disability coaching in UK. As part of Sports coach UK workshops) How to coach disabled people in Sport and b) Coaching disabled performers are initiated.

5. Measurement and Evaluation

In Italy

In Italy, the only evaluation criteria are the national ones applied by the CONI. To have the guarantee that the training objective has been achieved, the CONI analyzes the results of its courses in different phases; during the training (ongoing evaluation), at the end of the course (post evaluation) and also after a period of practice following the course, in order to check if the knowledge and skills required for the coaching practice are maintained and are applied in the daily practice of the coaching activities. The disable athlete is exempted from any practice test, if his disability does not allow the, to do it. The CONI through

its "School of Sport" develops coaches and certifies the results of the courses by evaluating the results of the course and giving the certification of the practical activities performed through a final exam.

In the Netherlands

In the Netherlands, success of disability coaches is not measured on a national scale. Every student who wants to become a trainer/coach has an evaluation within the program or in general. In respect of that evaluation, they receive their degree as a trainer/coach. This process depends also on the sportbond/department and the level of the training/course. The docent/lecturer/teacher is responsible for the attribution for the degree. If the student passes the theory test with a minimum of 6 out of 10 (this depends on the sportbond/department, could be also 7 out of 10) and the student passes the practice (evaluation), then he/she gets his/her degree.

Evaluation procedure for issuing certificate for disability coaching is done by volunteer (who has a degree as well, with a minimum level which is registered per sportbond/department), for instance with football. This docent/teacher is going to judge this student on what he/she did for the course/training, in theory and practice. And this docent/teacher also asks the "volunteer" (with level minimum UEFA A or B, depends on which level the course is) at the sportsclub (football) where the student has his/her internship. The student has its internship at the club where there are volunteers working (with min level degree UEFA A or B), those volunteers judge the student during the season/course. The student also has to do a theory examination for this course. This all together consists of the assessment of the student and gives the student his degree/certificate.

In Poland

Currently there is not any evaluation and measurement procedure in Poland. However it is reported that there is an ongoing work on definition of qualifications. It is reported that the goal of defining the qualifications in the field of the adapted sport is to improve the accuracy of decisions taken with regard to the qualifications awarded by the sport associations, which are to reflect the requirement in this field in specific discipline.

In Turkey

In Turkey there is not separate measurement and evaluation process is implemented for disabled people. Candidate coaches take an exam for every lesson at the end of the course of every level of coaching training program. Exams take place as oral, written, practical are ruled by the lecturers who is in charge of the course. Evaluation is done through the exam results for each course. Candidate coaches is required to get at least 60 point out of 100 points for each course. Those who fail the courses has to enroll these courses next time. Coaches who become successful in 4th level and 5th level level degree to get their certificates after submitting their dissertation which consist of at least 4000 words.

In United Kingdom

In UK, University of Worcester – assessment procedure includes scientific/Academic reports, oral presentations, essays, coaching sessions, practical performance and coaching. In relation to NVQs students build a portfolio demonstrating their theoretical knowledge and practical skills, therefore the portfolio includes tutor observations, tests, written exercises as well as learner feedback and evaluation.

6.Certification

In Italy

In Italy, making reference to the general CONI courses arranged in the four levels listed before, the entry requirements are:

First Level: be at least 18 years old and possess the secondary level school graduation.

Second Level: be qualified to the first level of the same sport for at least a year and own credits related to abilities, obtained through activities carried out after the award of a first level qualification.

Third Level: be qualified for second level of the same sport for at least two years. Possess credits related to abilities, obtained through activities carried out after obtaining the second level qualification.

Forth Level: Owning the third-level qualification in the same sport for at least two years. Possess credits related to skills, obtained through activities carried out after the award of a third level qualification.

The only institution which could set up a training program for people with disabilities who want to become Coaches is the CONI involving the CIP. At the moment there is no accreditation procedure in this field. Also in this case, the courses available for disable people are the same general ones offered by the CONI and its associated organizations and bodies.

In the Netherlands

It is reported that specific federations have their own qualifications for disability coaches. **ASK** made the rules for that, for each sport federation. Sport federations in cooperation with the **NOC-NSF** and **VWS**, for providing certificates for coaching. **NOC-NSF** is the main decision maker and organization for accreditation of organizations which offer disability and non-disability coaching certification programs.

In Poland

Since 2013, according to Deregulation Act, in order to enter ANY coaching course one has to be:

The minimum age - 18 years old,

Good health condition, signed by a doctor

Level of secondary education

No criminal record (corruption, sexual assault and doping)

Also – knowledge on trainer’s work (no formal certification or verification is needed)

Any institution that offers coaching courses is entitled to provide certificates.

In Turkey

In Turkey, coaching education consists of 5 different levels. It is reported that federations have their own certification procedures however they are working closely with the Sport Education department of General Directorate of Sports. Requirement for certificates of each level is given below:

1. Level (Assistant Coach): Has to attend 1st level of coaching course and becomes successful.

2. Level (Coach): Has to have 1st level of certificate and prove atleast one year of service/practice with a higher level of coach.

3. Level (Senior Coach): Has to have 2nd Level coach certificate and prove at least 2 year service/practice in the sport and at least attendance at 2 seminars.

4. Level (Head of Coach) : Has to have 3rd Level coach certificate and prove at least 3 year service in the sport and at least attendance at 3 seminars.

5. Level (Technical Coach): Has to have 4th Level coach certificate and prove at least 2 year service in the sport and attendance to at least 5 scientific activities in the field of sport.

Those coaches who participate in courses and become successful in any of the coaching courses get the certificate relevant to level of degree signed by director of federation, Director of Sport Education and General Director

In United Kingdom

In UK, practical and theoretical assessments are made to show what has been practically learned and coaching techniques and then also presentations or reports showing an understanding of what the courses are asking of you(theoretical) . This is the same for Degree qualifications and NVQ systems.

University courses require candidates as points gained from further education such as a levels or college courses. Courses include some information about human biology, psychology as well as practical skills in relation to specific sports. The course aimed at disabled sport give coaches the chances to learn about specific sports such as Boccia etc.

7. Support for Disabled Coaches

Although there are improvements in terms offering services for disabled athletes in partner countries, there is lack of information in terms of specific support for disabled people who would like to become sports coaches. Only in Italy existence of separate specific courses for disabled people for coaching training is reported.

8. Emerging Issues

Specific courses for disabled athletes in Italy exist which are organized by the CIP and its associated federations. Each federation sign an agreement with the CIP to recognize the courses so it's hard to have a generalization because they are different from sport to sport, from federation to federation. The main characteristics of these courses duration is 1 week organized nationally and evaluated by local exams. There is a lack of information about these courses and specific services to support disabled athletes to attend these courses can be considered as one of the important weakness. In Italy also During the interviews of partners from the Netherlands with **NOC-NSF** and **VWS**, discussions provide insights for the threads. The question is whether para-athletes want to be placed into a box and interested in a specially developed training/course/education to become a trainer/coach? Figures and knowledge of **NOC-NSF** and **VWS** show that they are convinced that a separate training course /education to become trainer/coach for this target group make no sense. Insights provide the idea that rather than organizing separate training courses for disabled people for coaching, increasing accessibility of these organizations would be more beneficial. André Cats who is responsible for talent development of Paralympic athletes at **NOC-NSF** mentions that all sports federations have their own courses/education to become a trainer/coach and that all these training courses/education are accessible for para athletes. These courses provide an opportunity for inclusion of disabled people as coaches. Moreover, disabled athletes might be more encouraged to be coach. Interviews by **SPON** provide insight into issues about employment of the disabled trainer/coach which has potential to bring significant benefits to disabled (and not only disabled) athletes. Although this can be seen as an opportunity it involves also weakness regarding difficulty to find examples of government policy in this area. Various federations for disabled people have their own training for coaches in Turkey. All of these federations have to follow the general regulation on coaching education coordinated by the Sport Education Department of General Directorate of Sports. Federations can involve their sport specific or disability specific subjects. However, they are not entitled to change requirements for entry to sport coaching which hinders involvement of disabled people in coaching. One of the sport specialists working at the Sport Education Department, Zafer Dikencik suggests establishing coordination offices which specifically target disabled athletes can support disabled people's further development including their involvement as coaches. The coordination offices can help disabled athletes to find suitable training places and inform them about the services available. Having this interest in the Sport Education provides opportunity to improve services for disabled people as an opportunity. In UK, depending on the disability amending lesson plans to accommodate disability can be difficult. In terms of strength there is a wide range of course levels and durations to meet the needs of existing coaches and teachers in schools. As well as those who wish to follow this as a career path. This means that the coaches for disability and awareness of disability sports is quite widespread in the UK, however the one of the weakness still remains to find peer tutors and coaches who want to pass on their skills and talents to other disabled athletes. There is still a perception in the UK that Sport coaches should be people who have excelled in a particular sport, for many years this was not possible within disability sport however with the growth in popularity of the Paralympics and disability sport in general then more athletes are coming through who may

want to develop coaching skills to support the development of their career path which is a significant opportunity. Having look at WP4 Gap analysis report of the important thread is that most of the sports clubs involved in the research do not have any staff members with a disability and the main reasons provided can be traced to external factors such as lack of training or services, prejudices and lack of funds and facilities. Despite this threads there are very few clubs providing specific courses for disabled athletes that intend to become coaches/trainers in their discipline which is still can be considered as strength of these organisations.

Conclusions

Previous research has highlighted the rights of the disabled taking part in sports. For example Donnelly notes that the first specific declarations of the right to participate in sports emerged in the 1970s in which European nations developed the European Sport for All Charter (1976), the first article of which stated: every individual shall have the right to participate in sport (Donnelly, 2008). Furthermore this right is also mentioned in United Nations Convention on the Rights of Persons with disabilities (CRPD), Article 30 requires state parties to take appropriate measures to ensure that persons with disabilities have access to sporting, recreational and tourism venues (UNITEDNATIONS, 2006). Therefore, CRPD brought in a new era of disability rights and as a human rights instrument Article 30 of the Convention addresses rights in sport and physical activity (Rioux, 2011). In relation to these developments, results of the analysis regarding coaching education programs revealed that despite differences in partner countries, disabled athletes can follow coaching programs offered by various disability, non-disability federations or universities to become a sports coach. Although work package of this project revealed that disabled people take advantage of sport in various ways including physical, psychological and social, there are still other obstacles related to personal, organizational, community, political level which hinders their full and effective participation in sport. These aspects of obstacles are also defined by authors as ecological pathways to social inclusion (Simplican, Leader, Kosciulek, & Leahy, 2015). As they noted, many authors acknowledged that social inclusion complies with the CRPD (Simplican et al., 2015). Therefore current research has a strong connection with social inclusion because of exploring obstacles faced by disabled athletes particularly during their participation in sport and sport coach education in different levels. These obstacles may be reasons for the findings of previous research which revealed only a few coaches of athletes with a disability were disabled themselves (Cregan et al., 2007; De Pauw & Gavron, 1991). On the other hand, CRPD Article 30.5 in CRPD demands "States Parties shall take appropriate measures to encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels."(UNITEDNATIONS, 2006). Based on this right research team advocates that states have to make sure disabled athletes have opportunity to get involved in sport as a coach. Moreover as CRPD Article 27 recognize the right of persons with disabilities to work, on an equal basis with others; this includes work environment that is open, inclusive and accessible to persons with disabilities (Harpur, 2012), states must require necessary interventions to enable disabled people to equally continue their careers as coaches. It is simply a right for disabled people to work as a sport coach. Moreover, when it comes to qualifications, coaching programs are far from reaching development and recognition which can facilitate transnational mobility for workers and learners and contribute to meeting the requirements of supply and demand in the European labor market which is highlighted in official journal of the European Union (EU, 2008). It is also suggested that access to participation in lifelong learning for all, including disadvantaged people, and the use of qualifications should therefore be promoted and improved at national and Community level (EU, 2008). Having these recommendations in mind, IMPACTS' contribution to disability coaching might involve further support by revealing information from partner countries regarding how to relate national qualifications to the European Qualifications Framework in the field of disability coaching.

Among the partner countries only in Italy existence of separate special training courses of coaching for disabled people is reported however there is lack of information in terms of specific support for disabled people who

would like to become sports coaches. On the other hand there is also a discussion raised by project partners from the Netherlands about the fact that para athletes do not want to be placed into a box and do not want to specially mounted course to become coach. In Netherlands and other countries it is clear that existing courses are planned in a way to include disabled people in general courses instead of organizing separate courses. This can be seen as a positive implementation in terms of inclusion of disabled people. However there is lack of information how special requirements of disabled people are met in these courses.

It is reported by partner from United Kingdom that there is a high demand by disabled athletes to continue their careers as coaches. In addition to this there is also a commitment by policy to hire more disabled people. Having this two sided interest creates a good environment for further work on creating qualification systems. That idea is supported with report of Polish partner about ongoing example in coaching qualifications system. It is reported that there is an initiative as part of lifelong learning policy which goes beyond the formal education in Poland. In Poland, a team of experts appointed to define qualifications that are significant for sport circles, including disabled sport and assigning them to the Polish Qualifications Framework (PQF) and Sector Qualifications Framework (SQF). Defining qualifications can be seen as a great asset for recognition of citizen's knowledge and understand required support systems for empowering individuals. On the other hand, as it is published in official journal of the European Union such development and recognition should facilitate transnational mobility for workers and learners and contribute to meeting the requirements of supply and demand in the European labor market. Access to and participation in lifelong learning for all, including disadvantaged people, and the use of qualifications should therefore be promoted and improved at national and Community level (2). Having these recommendations in mind by European Parliament, IMPACTS' contribution in disability coaching might involve further support by revealing information from partner countries regarding how to relate national qualifications to the European Qualifications Framework in the field of disability coaching. Since IMPACTS provides great asset for international cooperation to promote transfer of knowledge and experience international level by involving 4 EU partner countries (Italy, Netherlands, Poland, United Kingdom) and a EU candidate country Turkey, there is a great opportunity to initiate sustainable support with further work on international network for disability coaching. This international Network can focus on the quality of training courses with a particular focus on improvement conditions for candidate disabled coaches, their employment and related other issues. Network's members can reach sport federations, training institutions and consult them regarding ways of adapting coaching training courses in a way to make their programs more suitable for disabled people. Having disabled people in the network can even let the network members to promote already existing courses which leads to support disabled candidate sport coaches in a comprehensive way. An international network of experts can work better together to consult training organizations which offer disability coaching training programs and promote their activities which creates win-win relation between training seekers and the training organizations. This team of consultants can serve to organizations to improve their quality of services or create new training modules. Aiming at increasing quality of trainings offered by already existing organizations shall provide more sustainable solution with the establishment of umbrella organization in long term. Considering its diverse transnational structure, IMPACTS has great potential to provide an enlightening spark for this development. There is a lack of satisfactory support system for disabled people who would like to be coach. It is crucial to include disabled people's concerns and involve them to the international network of consultants or any other planning of services during the project.

Attachment1-Instructions for research on Disability Coaching Education/Training Systems

Hacettepe University will prepare a coding scheme that will be sent to partners in order to collect all required qualitative data. Then each partner involved in the research should make contact with institutions (preferably Sport ministries and federations for disabled athletes) who are involved in policy making for disabled athletes/coaching systems/sports education in their countries. This may help partners to find out the most appropriate written resources. Later on partners will describe the IMPACT project, objectives and outputs briefly to every contacted person in those institutions. A letter or a short document, explaining the context of the project is sent in advance to the contacted person (attached to this file: hand-out-sample-IMPACT file provided by Hacettepe University). Each partner can translate the questions in their own language, but data must be sent to us in English.

Some Clues:

- Get raw data from official documents, for each question,
- Write answers for each questions and mark as bold which you think has to be emphasized (Please Mark especially ones surprising, unusual for you as well as those repeating in different answers),
- Feel free to add related images, drawings related to answers,
- Try to include information which are especially related with process, activity, strategy, relationship and social structure.

Attachment2- Research Questions on Disability Coaching

Info about contacted organization

- 1) Could you describe the institution that you contacted with? (Name, Size, Responsibilities etc.)
- 2) What are the available Coaching Programs in your country?
 - a. Country:
 - b. Type of organisation:
 - c. Name of the organisation:
 - d. Responsibility of contacted person with in the organizations:
 - e. Any other:

Training Programs in disability coaching

- 1) What are the available disability Coaching Training Programs in your country? Please state aims of each program.
- 2) What are the institutions responsible of those programs, what are their roles?
- 3) Which federations/associations/public bodies are available in disability sport?
- 4) How those institutions support disability coaches for improving their competences?
- 5) If available how many levels do disability coaching program have?
- 6) What is the government policy for supporting disabled people to be sport coach?

Training Program Content

- 7) Which contents are available regarding sports specific knowledge or social skills such as communication, conflict resolution, negotiation, problem solving, leadership.
- 8) How many hours training is needed to be a disability coach? Please specify for each level if available.

Implementation

- 9) How disabled coaches are supported to offer physical skills related activities?
- 10) Is there any technological support like distance learning or online support used in training? What are those?

Measurement and Evaluation

- 11) How is the success of disability coaches is measured?
- 12) How is the evaluation procedure for issuing certificate for disability coaching?

Certification

- 13) Any qualification/competences/experiences are needed in order to enter disability coaching course? What are these?
- 14) Which institutions are the certificate providers for coaching?
- 15) What is the main decision maker organisation for accreditation of organisations which can offer disability coaching certification programs? What is the procedure to get accreditation in order to offer coaching certification program in disability?

Support

- 16) What supports are available for continues learning of disability coaches.(Seminar, Online Support, etc.)

Emerging Issues (Strength and Challenges)

- 17) What are the challenges & strengths of disability coaching programs.

Attachment3- Hand-out-sample-IMPACT

Dear XXXXXXX (if it is a letter) *delete/modify as appropriate*

The [your institution name *delete/modify as appropriate*] is one of the partner of the project called **IMPACTS** which is a European project aiming to **I**nspire and **M**otivate **P**hysically disabled **A**thletes to enter into **C**oaching and **T**raining careers in **S**ports. **IMPACTS** provides stepping stones to mainstream disabled athletes into coaching and training positions. The image of disabled athletes and coaches improves via empowering disabled athletes. In **IMPACTS** courses are developed to improve career opportunities in sport coaching for disabled athletes: education and training institutions and sporting organisations will be connected for piloting.

In this first instance we would like to find out information regarding coaching education systems more specifically for disabled athletes. This will involve extracting data from written sources that you provide us.

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