



SKILL GAP ANALYSIS

**RESPECT IS THE GOAL
HATE SPEECH
THREATENS PORT
INTEGRITY .**



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D2.1 / SKILLS GAP ANALYSIS
An Analysis to Improve Coaches' Educational Curricula

02 – D2.1 Skills Gap Analysis

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RIGHTS – Respect Is the Goal, Hate speech Threatens Sport integrity

Erasmus + Programme of the European Union

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This document is the collective effort of many individuals and the partner organisations working on behalf of the project “RIGHTS – Respect Is the Goal, Hate speech Threatens Sport integrity” and every attempt has been made to ensure that the contained information is true and accurate.

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Skills Gap Analysis

1. Purpose of the Analysis

The present Report, as deliverable D2.1, aims at analyzing the possible skills gap in the educational curricula of coaches, with specific attention to the communicative and intercultural dimension. The focus is due to the necessity to prevent and fight hate speech in sports and in general to improve the communicative skills of the personnel working (or volunteering) in the sport sector.

The report is based on:

- Analysis of the *European Sport Coaching Framework*;
- Analysis of the requirements of the National Federations (focus on: football, volleyball, handball);
- Survey about the educational needs (taken from the interviews of D1.1 section B.10.d).

2. Analysis of the *European Sport Coaching Framework*

The *European Sport Coaching Framework* (hereinafter referred to as ESCF) was created in 2017 to enhance sport coaches' learning, mobility and employability across the European Union through the provision of a shared reference point and language.

To create the ESCF, an analysis was done of the European coaching workforce and existing European education frameworks. As it is stated, the "ESCF is not so much a recipe to strictly follow as it is a menu of options to choose from. The choices made by countries and federations will depend on their unique objectives and circumstances" (p. 10). So, the ESCF, while giving general indications, still leaves room to each Country and Federation to "customize" some aspects.

The ESCF embraces the definition of coaching provided in the *International Sport Coaching Framework* (ISCF): "Coaching is a process of guided improvement and development in a single sport and at identifiable stages of development. This definition emphasises coaches' ongoing nurturing and educational support of participants and the notable signs of progress expected as a result of that experience" (p.13). Furthermore, the ESCF adopts the ISCF's perspective of effective coaching: "The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection and character in specific coaching contexts" (p. 15).

As Mr. Yves Le Lostecque, Head of the Sport Unit in the European Commission, affirms in the *Foreword* of ESCF, "Sport and education play a key role in building active citizenship. In this regard, the coach's role is not just to teach technical skills, but also to educate and promote values, solidarity and respect" (p. 7). This statement obtains particular relevance if we consider that, according to the data in D1.1, in 23,3% of the cases, the hate speaker was a coach. This fact should raise some considerations on the importance of educational training in terms of communicative awareness and emotions management of coaches.

As the ESCF clarifies, "a prerequisite of coaching should be a commitment to the positive sport experience and development of each athlete" (p. 20) and that "the basis of an athlete-centred approach is the protection of and respect for the integrity and individuality of those with whom coaches work" (p. 20).

At the same time, "Coaches should be supported to explore their values and beliefs and to develop a personal, ethically grounded coaching philosophy over time. This will encourage coaches to

develop the self-awareness required to discern whether their values and behaviours are aligned, and to do something about it when they are not” (p. 20).

According to the document, the outcomes associated with effective coaching can be grouped into three main categories (p. 27):

1. Sport competences. Physical, technical, tactical and cognitive capabilities required to take part at different levels. These competences form the traditional core business of sport and occur within the context where participants strive for and deal with the consequences of competition, success and failure.
2. Personal competences. Capabilities that relate to the development of the whole person and that may be supported and developed through participation in sport. These can be grouped into self-development, cognitive, emotional, moral and social outcomes.
3. Life experience. The personal life experiences lived through sport that may positively contribute to the individual life course of the participant (e.g., the adoption of a healthy lifestyle, the development of a strong personal and professional network of contacts, a professional career as a player or coach, a disposition to give back to the community).

Accordingly, the ESCF specifies six primary functions for guiding athlete development and improvement, essentially defining the daily work of the coach (p. 28):

1. Set the vision and strategy. The coach, in partnership with athletes and teams, creates a vision and a strategy based on the needs and stage of development of the athletes and the organisational and social context of the programme. The coach develops a specific plan that outlines the steps required to bring the strategy to life and realise the vision.
2. Shape the environment. The coach works with a group of athletes and takes responsibility for the individual objectives and the institution’s goals. In order to do so, the coach seeks to optimise the environment in which the programme occurs through the procurement and maximisation of personnel, facilities, resources and working practices and through the management of other coaches and support personnel.
3. Build relationships. The coach builds positive and effective relationships with athletes and others associated with the programme. This includes personnel at the club, school, federation and other levels. The coach is responsible for engaging in, contributing to and influencing the organisational context through the creation of respectful and effective working relationships with those he is accountable to (e.g., performance managers, board of directors).
4. Conduct practices and prepare and manage competitions. The coach organises suitable and challenging practices using effective pedagogy and methodology to promote learning and improvement. The coach prepares for targeted and appropriate competitions and also oversees and manages the athletes in these competitions. The coach creates additional and relevant internal and external competitive opportunities as appropriate to promote individual and team development.
5. Read and react to the field. The coach observes and responds to events appropriately, including all on-field and off-field matters. Effective decision making is essential to fulfil this function and is a capability that should be developed in all coaches at each stage of their development.

6. Reflect and learn. The coach evaluates the programme as a whole, as well as each practice and competition, and is continually seeking improvements. In addition, personal evaluation and reflection underpin a process of ongoing learning and professional development. An important element of this process is the coach's efforts to support the education and development of other coaches.

All coaches—regardless of experience—should be aware of and strive to fulfil these primary functions.

In the process of successfully fulfilling the primary functions on the job, coaches should demonstrate task-related competence.

The following table represents the “Task-related competences of the coach” (pp. 30-31), where the primary functions are operationalized (“the coach is able to...”). We have analyzed them underlining what was missing in terms of (intercultural) communication: our comments and indications have been added in the third column (the part of reference is in bold).

Primary Functions	Descriptors (the coach is able to...)	Comments
Set the vision and strategy	<p>1. Understand the big picture and align methods with local, regional and national policy and objectives;</p> <p>2. Develop a suitable vision for the program relevant to the athletes in it and also to institutional priorities;</p> <p>3. Set up a relevant strategy that supports the fulfilment of the Vision;</p> <p>4. Make effective and informed decisions relating to the planning, implementation, monitoring and evaluation of medium- to long-term programmes of practice and competition based on institutional and athlete needs;</p>	This part looks very technical and general at the same time, therefore there is nothing to remark/add.
Shape the environment	<p>5. Effectively identify and recruit athletes and staff;</p> <p>6. Identify, reflect on and challenge prevailing beliefs,</p>	<p>Ref.6: - The coach should take into consideration</p>

	<p>values and assumptions within the coaching environment to establish a suitable culture;</p> <p>7. Identify and source the relevant resources (human and material) required to fulfil programme and participant needs;</p> <p>8. Employ all reasonable measures to keep athletes and staff safe from harm;</p>	<p>and question different (cultural) beliefs, values, assumptions between himself/herself and the team or the athlete;</p> <ul style="list-style-type: none"> - Words/gestures/situations – considered not proper or that could cause embarrassment, annoyance etc. – should be explicit; - Prejudices and stereotypes should be overcome through an open dialogue. <p>Ref.7: He/she is able to understand the needs of the athletes (e.g. a psychological training, motivation etc.) and serves as a facilitator/mediator for the communicative needs of the athletes; the coach is able to negotiate the meanings and to make clear what is implicit.</p> <p>Ref. 8: The reference is here (possibly) to keep safe from physical harm. Yet, in a more holistic vision, harm could be relational or psychological (as that generated by hate speech, which can produce even psycho-physical troubles such as anxiety, depression etc.).</p>
Build relationships	<p>9. Lead and influence the attitudes, behaviours and understanding of key stakeholders (e.g., parents, managers) through the meaningful presentation of ideas;</p> <p>10. Establish and maintain an ethical, effective, inclusive and empathetic relationship with athletes, staff and other stakeholders;</p>	<p>Ref. 9: The coach should implement his/her leadership skills. Leadership is intercultural different and therefore it can generate different expectations (this aspect should be carefully considered by the personnel working abroad or in highly international contexts).</p> <p>Ref. 10: An ethical, effective, inclusive and empathetic relationship implies being able to communicate and to use those skills (along with other soft skills) which are intercultural competences, such as empathy, to improve</p>

	<p>11.Appreciate physical, mental and cultural diversity in participants and adapt practice accordingly;</p> <p>12.Adhere to established codes of conduct and legal requirements in coaching;</p> <p>13.Educate athletes, staff and other stakeholders to enhance their contribution to their own objectives, the program’s objectives and their overall well-being;</p>	<p>the negotiation of meanings and a decentred point of view etc. Such abilities can influence the emotion management and communication, in a positive way.</p> <p>Ref 11: Appreciation of cultural diversity means overcoming stereotypes and prejudices, an attitude of openness towards differences, and the sensitivity to recognize and manage situations of uneasiness.</p> <p>Ref 12: The coach should be aware of the cultural norms (of the country, but also of those preferred and followed by the athlete): e.g. no physical contact between men and women.</p> <p>Ref. 13: We assume that the term “overall well-being” includes the mental, psychological and emotional well-being. Since hate speech can damage the “overall well-being” of the individual, coaches, staff, athletes should be educated to avoid all expressions which can damage/denigrate/provoke harm etc.</p>
Conduct practices and prepare and manage competitions	14. Conduct comprehensive needs analyses for individual athletes or teams in order to design and deliver tailored coaching programmes, taking into account participant needs and capabilities in the context of wider programmes, curricula, policies and targets;	<p>Ref. 14-15: Generally speaking, needs in terms of communication, intercultural communication, leadership skills, teamwork and team management should not be underestimated (as they can influence both relationships and performances). These topics should be compulsory in the training of a coach. Models and tools should be offered, so that a coach can start to acknowledge his/her strengths and weaknesses. Obviously, once aware of the</p>

	<p>15. Select, design and justify appropriate pedagogy, coaching practice and communication methods to facilitate the short-term, medium-term and long-term learning needs of participants;</p> <p>16. Conduct a functional analysis of multiskills activity or of their chosen sport (or sports) and identify the implications for coaching practice;</p> <p>17. Identify the core elements of their chosen sport (or sports) at the key stages of participant development;</p> <p>18. Devise, interpret and apply an appropriate curriculum for a multiskill environment or in their chosen sport (or sports) in line with participant needs and agreed-upon industry standards;</p> <p>19. Deliver a series of coaching sessions in the context of medium- and long-term planned programmes of practice and competition using a wide range of appropriate learning modes for participants and coaching behaviours;</p> <p>20. Conduct risk assessments in order to deliver safe and ethical coaching practice;</p>	<p>relevance of these issues, he/she will be able to analyse the needs of the athletes too.</p>
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	<p>21. Identify, create and manage suitable competitive opportunities to contribute to ongoing athlete development;</p> <p>22. Develop appropriate competition strategies to maximise chances of learning and success;</p> <p>23. Maintain a professional attitude toward coaching practice, athletes and all stakeholders at all times;</p>	<p>Ref 23: Managing emotions and communication in a proper way is part of a professional attitude.</p>
Read and react to the field	<p>24. Conduct an insightful analysis of coaching practice to make informed judgments relating to the efficacy of the learning environment established;</p> <p>25. Conduct an insightful analysis of athlete performance or team performance to make informed decisions regarding on-the-spot adjustments to enhance performance;</p> <p>26. Conduct an insightful analysis of the programme to make informed judgments relating to the efficacy of the environment established;</p> <p>27. Make good in-action and post-action decisions to increase the chances of reaching objectives;</p>	<p>Ref. 25: - The coach should consider the influence/impact of hate speech on the performance. - The coach should evaluate possible linguistic problems of communication with foreign athletes.</p>
Reflect and learn	<p>28. Identify and reflect on assumptions and practices as a coach and student,</p>	<p>Ref. 28: Lifelong learning should be encouraged.</p>

	<p>demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to his or her own coaching;</p> <p>29. Identify his or her own learning needs and take responsibility for the development and application of strategies for further self-development as part of an ongoing process;</p> <p>30. Take an objective and critical approach to problem identification and solution, using evidence-based approaches and appropriate research methodologies;</p> <p>31. Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience;</p>	<p>Ref. 29:</p> <p>Sometimes it is difficult to understand by yourself which aspects you should develop/improve. Federations may enlarge the mandatory courses and/or those to update including topics such as leadership, team management, psych pedagogical training etc. Coaches should be taught and invited to carry out a self-analysis (models, frameworks, data sheets may be provided), to underline criticalities but also improvements.</p>
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3. Analysis of the requirements of the National Federations

To give a general overview of the present situation, the Partners carried out research in their countries about the requirements to become coach, manager or referee. The sports investigated are: football, volleyball, handball.

FOOTBALL				
COUNTRY	COACHES	MANAGERS	REFEREES	Notes/comments
ITALY	<p>(FIGC):Transversal topics (for courses at different levels): Methodologies of training, tactic, psychology, sports medicine, rules.</p> <p>For the coach training course UEFA Grassroots C Licence: specific topics related to the football world of youth and psychopedagogy.</p> <p>Hours and costs vary. Examples: 80 h for goalkeepers, to be at least 23 years old, 350€; Grassroots C Licence: 124 h+10 h of internship, to be 18 years old, 720 €.</p>	<p>There is not a univocal/specific path.</p> <p>There is however a course for Sports Director: 2 curricula, one technical and one administrative (144 h, 5000€).</p> <p>(UEFA PRO): Elements of the classic training for coaches (as strategy), plus match analysis, sports psychology, communication. 256 hours, to be 32years, professional Coach qualification (8000 €).</p>	<p>Courses include regulations and test of physical qualification (+ exam).</p> <p>It is free, for males and females, age: 15-35 years.</p>	<p>Communication is part of the training just at higher levels (and not for all the positions/roles).</p>
BULGARIA	<p>Health certificate, Certificate of Conviction, and Diploma (at least secondary education). Generally minimum age of 18 is required, however for UEFA A Licence the minimum age is 32 years.</p> <p>Educational courses related to communication are highly neglected and underestimated. Only in the BFU „C“ licence programme there are 3 topics dedicated to the general role of psychology, to psychological processes and conditions, and to developmental psychology (for children and youth), but no specific course directly related to communications is available.</p>	<p>There is not a univocal/specific path.</p> <p>Specific requirements to education and skills are set only for a few positions (e.g. financial director, PR officer).</p> <p>Only a few positions are tight</p>	<p>Health certificate, Certificate of Conviction and Diploma (at least secondary education).</p> <p>Courses related to communication are very rare, mostly being simply an insignificant part of the yearly Methodical Conferences organized by the</p>	

	<p>The duration of the training depends on the certificate issued: from 3 blocks with 6 modules (42 hours theory and 88 hours practice) lasting 3 months – for BFU „C“ licence; to 8 blocks with 14 modules (128 hours theory and 360 hours practice) lasting 18 months – for UEFA Pro Licence.</p> <p>Fees: from 1700 BGN for BFU „C“ licence courses to 9600 BGN for UEFA Pro Licence trainings.</p>	<p>to certain communication-related qualifications and skills (e.g. PR officer).</p>	<p>BFU's zonal councils.</p> <p>Minimum age – 16 years. Fee: 100 BGN.</p>	
GREECE	<p><u>The Hellenic Football Federation:</u> - Coach Regulation in Football”, Courses</p> <ul style="list-style-type: none"> - Coaching - Right to practice the profession of coach - Private contract, coach hiring contract - Categories of coaching diplomas - Working right of the Coach depending on the category of the Diploma he holds - Obligation to hire a coach from PAE and unions - Financial Dispute Resolution Committees - Technical Committee - Exchange Rate Committee - Coach Register, Coach Identity Card, Coach Certification Card (Entry Permit / Technical Area) - Sanctions in unions and PAE. - Disciplinary control of Coaches - Coach, Soccer player - Final Provisions. Interpretation, completion - Laws of the Game 16/17 FIFA - The unification of all professional associations, associations of football coaches of the country, in a single structure and organization for the protection of the moral, economic and social interests of their members, in the practice of coaching in this sport. <p><u>UEFA Coaching schools Requirements:</u></p> <ol style="list-style-type: none"> 1. Participation in the National Teams 2. Professional capacity as a football player 3. Previous service as a coach in recognized clubs 4. Holding a degree from a higher education institution 5. Certification by an official body for knowledge of a foreign language 6. Certification by an official body for knowledge / use of computers <p>Investment: 5.000€</p>	<p>There is not a univocal/specific path.</p> <p>There is a private school to obtain the title of Executive of Administration and Economy in the field of Sports which is a professional specializing in the organization, management and communication of sports teams, clubs and organizations</p>	<p>There are several private and public referee schools in Greece.</p> <p>Candidate referees take exams depending on the league category they declare.</p> <p>Exam duration: three (3) hours</p> <p>They have to bring a police ID</p> <p>Candidates have to pay on the spot an exam fee of thirty euros (€ 30.00) for the First National, twenty euros (€ 20.00) for the Second National and twenty euros (€ 20.00) for the Third National. Receipts and Diplomas will be received through their Associations.</p>	

PORTUGAL	<p>Some Members/local Football Associations are delegated by the Portuguese Football Federation to organize and conduct UEFA Coaches' Courses (these are regularly reviewed and updated to match the latest trends in the game).</p> <p>There are different types of Football and Futsal coaches courses/levels: C, B, A and Pro levels, with specialized qualifications also available for youth, goalkeeping and futsal coaches. With each diploma coaches receive a coaching license valid for three years.</p> <p>*UEFA Football Coaches' Course Level I Investment: ~525 € Content: it has the three following formative components:</p> <p>*General training: Human Body functioning, First Aid and Anti-Doping (5 h), Adapted Sports (2 h)</p> <p>*Specific training and practical training: Soccer Coaching Methodology (24 h), Technical-Tactical (30 h), Motor Skills of Football (22 h), Psychology Applied to Soccer (14 h), Refereeing and Laws of the Game (4 h), Management and Organization of Soccer (6 h) Internship: Min. of 6 months in the same sports season Requirements:</p> <p>*18 years old</p> <p>*Have the min. compulsory schooling</p> <p>*UEFA Football Coaches' Course UEFA "Basic" Level II</p> <p>The responsibility of Coaches' Courses is from the Portuguese Football Federation (FPF), made by its training service. Content: it has the three following formative components:</p> <p>*General training (19h): Sports Traumatology, Adaptive Sports Exercise Physiology, Nutrition In Sport</p> <p>*Specific training (130h): Soccer Training Methodology, Technical And Tactical, Motor Skills In Soccer,</p>	<p>It's not mandatory to have a certification.</p> <p>But there is an Initial Training for Leadership and an Intermediate Leadership Training Course.</p> <p>The Initial Training for Leaders for Managers started in the Football field at the Portugal Football school.</p> <p>The registration for this course is essentially for active managers but is also open to anyone interested in the area.</p> <p>Course contents:</p> <ol style="list-style-type: none"> 1. Organization and Management 2. Planning 3. Leadership 4. Communication 5. Sports law 6. Financial 7. Taxation 8. Marketing 9. Arbitration 10. Discipline 11. Ethics in Sports 12. Technology 13. Registration and player transfers 14. Human Resources 15. Good governance practices <p>- integrity, anti-doping and social responsibility</p>	<p>Soccer and futsal referee courses can be given by the Local Futebol associations, delegated by the Portuguese Referee Federation</p> <p>Different categories/levels of referees training give the ability to participate in different type/levels of competitions (Observers or referees of youth or senior, local, district, regional or national, professional or principal professional league)</p> <p>Initial training Referees Level 1 requirements:</p> <p>*Between 14 and 39 years of age and nationality of any country of the European Community.</p> <p>*No civil incapacity, interdiction or inability;</p> <p>*Has not been convicted,</p> <p>*Has not suffered a disciplinary sanction, in any sports modality, with a sentence equal to or greater than ninety days of suspension;</p>	<p>The information of the different Football and Futsal coaches courses/levels is confusing and is not well explained as well concentrated in just one entity.</p>
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	<p>Psychology Applied To Football, Management And Organization Of Soccer, Arbitration and Game Laws</p> <p>*Internship: Min. of 6 months in one sports season.</p> <p>Investment: ~910€</p> <p>Requirements:</p> <p>*19 years;</p> <p>*Hold the min. compulsory schooling</p> <p>*Have exercised the function of Coach for at least 6 months in possession of the qualification</p> <p>UEFA "C" (Grade I)</p> <p>Organised by a local association</p> <p>*General Training (41h)</p> <p>Specific Training (100h)</p> <p>*Internship (550h)</p>	<p>After the Initial Training for Leadership there is an Intermediate Leadership Training Course.</p> <p>There are also Sport Management for Managers courses or post graduate given by some of the Portuguese universities.</p>	<p>*Does not have a disease or physical characteristic incompatible with the practice of refereeing;</p> <p>*Has a minimum height of 1.65 m for men and 1.55 m for women,</p> <p>*The candidate is subjected to a medical examination.</p> <p>*Advanced Training Course Level 2</p> <p>*Elite Training Course Level 3</p> <p>Investment:</p> <p>The 1st training level cost is 30 euros for people over 17 years old, and free for the rest.</p>	
SERBIA	<p>Licenses for the work of coaches are verified / issued by the administrative Commission of the Football Association of Serbia for clubs of competition ranks of the FSS, or the competent Commission of the OFT for clubs of competition ranks of territorial federations according to the provisions of the FSS Regulations.</p> <p>The club cannot hire a coach who does not have a coaching diploma / certificate and license issued by the Center for Education of Football Coaches of the Football Federation of Serbia, provided by the Rules of Professional Work of the FSS and, in addition, a coaching document for coaches of amateur sections of OFT territorial associations .</p> <p>Available licences:</p>	<p>Work certification for coaches and sports managers (sports / technical director, director of youth school - academy) is issued only at the request of the club, which hires coaches and sports managers before the start of each competition season or if there is a change of coach during the competition season.</p> <p>For clubs of competition ranks, which are in the information system FSS COMET</p>	<p>Courses include regulations knowledge test (FIFA football game rules) and test of physical qualification. It is free of charge. Candidates must be 16 years or more.</p>	<p>There are no required or available courses related to intercultural communication, or similar courses.</p>

	<p>UEFA diplomas / licenses: UEFA PRO, UEFA A, UEFA B, UEFA C, UEFA B GK, UEFA A GK, UEFA Youth B, UEFA A Elite Youth, UEFA B Futsal,</p> <p>National FSS certificates / licenses:</p> <p>FSS PRO, FSS A, FSS B, FSS C, FSS D, FSS Futsal, FSS Goalkeeper coach, FSS Physical Preparation Trainer, FSS Management PRO Club</p> <p>The required level of education for working in the club, the status and function of the coach of a certain rank of the competition, is defined in the Rulebook on professional work of the FSS.</p> <p>Cost for licences are in range from 200 EUR to 7.000 EUR</p> <p>There are no specific courses available for the Intercultural communication.</p>	<p>(information system database FSS), licenses are applied by the club and verified by the Commission OFT FSS, through the mentioned information system no later than 7 (seven) days before the start of the championship.</p>		
TURKEY	<p>Coaching levels:</p> <ul style="list-style-type: none"> -UEFA PRO licence coach -UEFA Elite Youth A licence coach (course content):10.000 Euro -UEFA A licence coach (course content):4500 Euro -UEFA B licence coach (course content): 2500 Euro -TFF A Goalkeeper coach:2500 Euro -TFF B Goalkeeper coach:1500 Euro -TFF Teknik Direktör -TFF A licence coach -TFF B licence coach -TFF Grassroots C licence coach:500 Euro -TFF Grassroots Volunteer Leader - Futsal coach : 2500 Euro - Beach football coach - Kids football coach:1500 Euro - Paralympic football coach - Match Analysis coach -Athletic development coach: 1500 Euro - Scouting (Player and Match observer) 	<p>There is a Professional football manager course starting in 2020. There is no available course content. Application fee 2000 Euro.</p>	<p>Referee levels: (Link)</p> <ul style="list-style-type: none"> 1-Candidate referee 2-Provincial referee 3-Regional Referee 4-Women regional Referee 5-Classement (C,B,A) Referee 6-Super League Referee 7-FIFA referee 8-FIFA women referee 9-Video assistance referee <p>Criteria for level upgrades:</p> <ul style="list-style-type: none"> a) Career points, b) Participation in seminars and 	

	<p>coach. 750 Euro</p> <p>Grassroots course content:</p> <p>Behavior and attitude towards young players</p> <p>Adolescent Psychology, Common Language of Football, Learning and Teaching methods, Practice Practices, Analysis, Young player training planning, Skill maintenance, "Start early, specialize late"</p> <p>Main focus of courses:</p> <p>empathetic Communication Skills, coaching skills, age specific physical and psychological development stages, communication skills</p>		<p>trainings,</p> <p>c) Number of Competitions,</p> <p>d) Exam Grades,</p> <p>e) Course evaluation (watching the match, expiration of the observer, video exam, computer use and evaluations),</p> <p>f) Educational Status,</p> <p>g) Age Status,</p> <p>h) Referee board Evaluation,</p> <p>i) Penalty Score (Error Score),</p> <p>j) Disciplinary Action.</p>	
VOLLEYBALL				
COUNTRY	COACHES	MANAGERS	REFEREES	NOTES/COMMENTS
ITALY	<p>(FIPAV)</p> <p>According to the <i>Guide 2018-2020</i> for the Technicians:</p> <p>I level: technical aspects; (46 h)</p> <p>II level: technical elements plus (among other courses) introduction to topics such as motivation, team management. (62 h)</p> <p>III level: technical aspects (64 h).</p> <p>To be 18 years old.</p>	<p>Not specified.</p> <p>The site of the Federation highlights a course Specializing in Olympic Management. Along with legal, fiscal, administrative aspects, it deals with communication and external relations.</p>	<p>Courses include technical aspects/rules.</p> <p>Age: To be 16-54 years old-</p> <p>Physically qualified.</p> <p>Course (theory and practice) + exam.</p> <p>Note: some "encouraging courses" are proposed. Motivations (not limited to these): they aim at increasing self-esteem, sense of belonging and spirit of group, avoiding</p>	<p>Very limited presence of training in terms of communication.</p>

			premature abandoning.	
BULGARIA	<p>Only diploma – higher education for „Coach“ or secondary education for „Assistant coach“.</p> <p>Courses are primarily oriented to the history of the game, rules, technique, and tactics, while no training is offered in terms of mastering communicational skills.</p> <p>Duration: 18 months. Minimum age – 28 years.</p>	<p>Not specified.</p> <p>Often the management positions in volleyball clubs and BVF are occupied by retired players and coaches.</p>	<p>Age limitation – up to 55, Diploma (at least secondary education), physically and mentally fit.</p> <p>The licence is granted after completing educational course and passing theoretical and practical exams (however communication-related issues remain quite peripheral).</p>	
GREECE	<p>Association of Greek Volleyball Coaches:</p> <p>They have the right to participate in the lessons of the school according to the law and the Regulations of coaches. A) Holders of Category B Exercise License which has been issued 2 years ago and have at least 16 years of cooperation with clubs from the date of issuance of their license and B) Athletes-three with participation in the National teams of Men (50) and women (25). 150 hours online and 150 hours live have been requested.</p> <p>Coaching Schools</p> <p>Workshops</p> <p>Meetings</p> <p>Conferences</p>	<p>Not specified.</p> <p>Most of the times volleyball managers are retired players and coaches.</p>	<p>The Association of Volleyball Referees of West Attica & Piraeus, operates a School of Volleyball Referees with the support of ODBE, for people who want to obtain a Referee certificate.</p> <p>The courses are made online</p>	
PORTUGAL	<p>Volleyball Coaches' Courses has three grades:</p> <p>Grade I Volleyball Coaches' Course</p> <p>Investment 95 €</p> <p>Grade II Volleyball Coaches' Course</p>	<p>It is not mandatory to have a certification.</p> <p>The Initial Training Course for Managers started in the Football field at the Portugal Football</p>	<p>Done by local associations in partnership with Portuguese Volleyball Feder.</p> <p>Volleyball and beach volleyball Refereeing</p>	<p>There is not much online information available and concentrated regarding the</p> <p>requirements and contents of the different grades/levels of Volleyball Coaches' Courses.</p>

	<p>Requirements:</p> <ul style="list-style-type: none"> *Min 18 years *12º Year of schooling *Professional Title of Sports Trainer of Grade I, *Effective performance of 1 year (min) of professional exercise of the function of coach of the modality Grade I. <p>Investment: 215 €</p> <p>Grade III Volleyball Coaches' Course</p> <p>The Grade III Volleyball Coaches' Course is for coaches with the Professional Title Sport Coach (TPTD) Grade II, with at least two years of practice.</p>	<p>school, but now it has partnerships with other sports federations, like the Portuguese federation of volleyball.</p> <p>The registration for this course is essentially for active managers but is also open to anyone interested in the area.</p> <p>Course contents:</p> <ol style="list-style-type: none"> 1. Organization and Management 2. Planning 3. Leadership 4. Communication 5. Sports law 6. Financial 7. Taxation 8. Marketing 9. Arbitration 10. Discipline 11. Ethics in Sports 12. Technology 13. Registration and player transfers 14. Human Resources 15. Good governance practices <p>- integrity, anti-doping</p> <p>and social responsibility</p> <p>After the Initial Training for Leadership there is an</p>	<p>Course Level I (Initiation)</p> <p>Young Referees, Trainees Referees - 25 €, Regional Referees, National Referees and Scorers</p>	
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		<p>Intermediate Leadership Training Course</p> <p>There are also Sport Management for Managers courses or post graduations given by some of the Portuguese universities</p>		
SERBIA	<p>There are 7 grades of volleyball coaches and requirements are:</p> <ol style="list-style-type: none"> 1. A VOLLEYBALL COACH with an A-EXP license requires: <ul style="list-style-type: none"> a) completed at least the Higher Coaching School - volleyball, 2. A VOLLEYBALL COACH with an A license requires: <ul style="list-style-type: none"> a) completed at least Higher Coaching School - volleyball or completed coaching course under the auspices of FIVB - Level III. 3. A VOLLEYBALL COACH with a B license requires: <ul style="list-style-type: none"> a) completed at least Higher Coaching School - volleyball or completed coaching course under the auspices of FIVB - Level III. 4. The OPERATIONAL VOLLEYBALL COACH - TEACHER needs: <ul style="list-style-type: none"> a) completed at least high school b) completed level III training program (Operational volleyball coach) 5. An OPERATIONAL VOLLEYBALL COACH with a C license requires: a) completed at least high school b) completed level III training program or completed coaching course under under the auspices of FIVB - Level II or that he has been coaching volleyball for 25 years based on the OSS certificate 6. A VOLLEYBALL CONDITIONING COACH needs: <ul style="list-style-type: none"> a) completed at least the Higher Coaching School - Department of Fitness 	<p>Only sports experts, i.e. persons who have the appropriate sports title and who have the appropriate work permit, may engage in professional work in the Volleyball Federation of Serbia and its members, in accordance with the Law on Sports and regulations of the Volleyball Federation of Serbia.</p> <p>There are no specific regulations for volleyball managers in sport clubs.</p>	<p>Courses for becoming volleyball referee are organized by regional volleyball association. Conditions is to be minimum 17 year of age, and to pass the theoretical knowledge test "FIVB Rules of the Game 2017 - 2020"</p> <p>And to pass the practical passing (trial test).</p> <p>It is free of charge.</p>	<p>There are no required or available courses related to intercultural communication, or similar courses.</p>

	<p>7. The STATISTICIAN needs:</p> <p>a) completed at least high school</p> <p>b) done statistics of 3 matches in Data volley</p> <p>c) attending seminars for trainers and statisticians.</p> <p>1) volleyball coach with a-ehr license,</p> <p>2) volleyball coach with a work permit,</p> <p>3) volleyball coach with b license,</p> <p>4) operational volleyball coach with c license</p> <p>5) volleyball statistician</p> <p>There is no specific courses available for the Intercultural communication.</p>			
TURKEY	<p>The Ministry of Youth and Sport released a regulation in 2019 to define the principles of the coaching system for all sport disciplines.</p> <p>Prerequisites: to participate in coaching courses:</p> <ul style="list-style-type: none"> - being Turkish Citizen - having secondary school diploma - health certificate - having no criminal record - fulfill min-max age criteria determined by respective federation - not to be sentenced (for doping or other disciplinary provision) for more than six months at a time or more than one year in total, provided that it is within the last three years. <p>Education program and exam: There are separate course contents for 5-level coaching courses. They all consist of "Core education"(general content for all sport disciplines) and Applied Education(specific to sport) and evaluated by exams for each course.</p> <p>Core Education Course content: A.Sports & Health Sciences: Sports Anatomy, Sports Physiology, Sports Nutrition, Ergogenic Support And</p>	<p>Fifth Level coach (Technical Director): To have a 4th Level trainer license, to have worked as a volleyball coach for at least 5 full seasons in the 4th Level and/or to have been a coach for 10 full seasons in the youth teams (within this period, any of the teams that he has coached will be in the final group of the Turkish Championships) and/or having worked as a volleyball coach for at least five full seasons as the head coach in the away league, and/or to have served as the Head coach for at least 30 matches in the National teams, during this period, at least 4 developments organized or</p>	<p>Referee levels:</p> <p>1-Candidate referee</p> <p>2-Provincial referee</p> <p>3-National referee</p> <p>4-Candidate international referee</p> <p>5-International candidate referee</p> <p>6-International Referee</p> <p>7-FIVB International referee</p> <p>Course content: Apart from rules and video analysis for case studies course, the program includes:</p>	

	<p>AntiDoping, Athlete Health and First Aid</p> <p>B.Movement And Training Sciences:Training Theory, Physical Fitness,Sports For A Lifetime C.Psycho-Social Areas In Sports: Sports Psychology, Sports Sociology, Child Protection in Sports, Ethics in Coaching Profession</p> <p>C:Sports Management: Sports Management And Organization,Communication</p> <p>D.Learning And Teaching In Sports: Teaching Methods In Sports, Skills Learning, Motor Development</p> <p>Coaching Levels:</p> <p>-level1:assistant coach</p> <p>-level 2: coach</p> <p>-level 3: senior coach</p> <p>-level 4: expert coach</p> <p>-level5: technical director</p> <p>In order to be eligible for an upper level course, there is minimum experience year criteria and participation in at least two seminars.</p> <p>For volleyball coaches, coaching training courses and other training activities (seminars, panels, conferences, workshops, etc.) are organized by the Federation on the basis of the suggestions and needs of sports-related institutions and organizations.</p>	<p>approved by the Federation. Attending seminars.</p> <p>Seminar topics on volleyball in 2021 were related with sports nutrition and psychological preparation of athletes.</p> <p>Volleyball specific Courses:</p> <p>-periodization and planning for elite, children and youth athletes volleyball training</p> <p>-movement development in volleyball</p> <p>-athletic performance methods in volleyball</p> <p>-match administration principles</p> <p>-leadership and management principles</p> <p>-teaching high levels skills</p> <p>-training and game analysis</p> <p>-educational games in teaching volleyball</p> <p>-high level technical and tactical development</p>	<p>-Course 1:The place of refereeing in volleyball; talent, fairness, objectivity, tolerance and respect</p> <p>-Course 2: Official hand signals of the referees, how the referees cooperate before, during and after the match</p>	
HANDBALL				
COUNTRY	COACHES	MANAGERS	REFEREES	NOTES/COMMENTS

ITALY	<p>The way to become a coach (at different levels) is very well explained and requires specific courses, yet the topics of the courses are not mentioned (it is only specified that they include theory and practice).</p> <p>Interestingly, however, in the section for educational training/update, the courses concern (besides those purely technical):</p> <ul style="list-style-type: none"> -Female handball: differences and communicative strategies; -psychology and communication; -life skills; -learning process; <p>(but they are 4/45!)</p> <p>Age: 18-20-23 years, depending on the level. Hours: 16-48-64-120 (up to 200) Courses are provided at Regional level.</p>	Not specified.	Course+ exam (no other information).	Limited/optional training in terms of communication.
BULGARIA	<p>Category I: Minimum age – 16 years; Trainings – min. 60 hours;</p> <p>Category II: Minimum age – 18 years; Trainings – min. 160 hours;</p> <p>Category III: Minimum age – 20 years; Trainings – min. 200 hours;</p> <p>Category IV (EHF Master Coach certificate): Minimum age – 23 years; Trainings – min. 160 hours.</p> <p>If a person has graduated in a sport university, he/she is directly qualified for Category III (based on certain additional requirements)</p> <p>Only a few knowledge areas related to communications are covered during the courses.</p>	Not specified	<p>Health certificate, Diploma (at least secondary education), Age limitation – up to 55.</p> <p>The licence is granted after completing educational course and passing test for physical abilities, theoretical and practical exams (communication skills are not estimated).</p>	
GREECE	<p><u>Hellenic Handball Federation Courses:</u></p> <p>Anatomy Physiotherapy General and special training</p> <p>Sports psychology Sports pedagogy Teaching methodologies Sports diet Game statistical analysis</p>	Not specified.	Candidates who pass the written test (minimum 65%) and if they wish to continue as Referees or Judges, must participate - with satisfactory performance - in	

	<p>Requirements: to be healthy, min. age of 21, to be actively involved as handball athletes in recognized sports clubs, high school diploma</p> <p>Duration: 6 months</p> <p>300h teaching</p> <p>50h practice</p> <p>Cost: 250€</p>		at least 5 matches.	
PORTUGAL	<p>The Coaches' Course can be done or promoted by a local handball association but it has to be validated and supported by the national handball federation.</p> <p>The course is divided into 3 levels/grades and a master coach level.</p> <p>The level 1 has 3 components:</p> <ul style="list-style-type: none"> *Specific – 40h *General – 41h *Internship - 1 sport season <p>Grade 1 course requirements:</p> <ul style="list-style-type: none"> * Min 18 years * Minimum mandatory schooling <p>The Grade 2 course is composed by 3 components:</p> <ul style="list-style-type: none"> *Specific - 83 h *General - 63 h *Internship - 1 sports season <p>Grade 2 Course requirements:</p> <ul style="list-style-type: none"> * Min 18 years * Min of 12 years of schooling (at the date of issue of the Diploma of Qualifications of the course) * Effective performance of 1 year (min) of professional exercise of the function of coach of the modality of degree I, in possession of the TPTD. <p>Investment: 100€</p> <p>The level/Grade 3 of the coach course is organized by the Handball Federation of Portugal and is framed by Law and by the regulation of Sports Coaches Courses</p>	<p>It is not mandatory to have a certification.</p> <p>The Initial Training Course for Managers started in the Football field at the Portugal Football school, but now it has partnerships with other sports federations, like the Portuguese federation of handball.</p> <p>The registration for this course is essentially for active managers but is also open to anyone interested in the area.</p> <p>Course contents:</p> <ol style="list-style-type: none"> 1. Organization and Management 2. Planning 3. Leadership 4. Communication 5. Sports law 6. Financial 7. Taxation 8. Marketing 9. Arbitration 10. Discipline 11. Ethics in Sports 12. Technology 13. Registration and player transfers 14. Human 	<p>The Refereeing Council of the Handball Federation of Portugal has different types of levels/categories: 1 and 2 referees, national category referees</p> <p>Two different type of Referees courses:</p> <ul style="list-style-type: none"> *Refereeing Staff Training course *Referee, Delegate and Observer Training: composed of 2 days, with the focus on video analysis of game situations, written tests and technical guidance. 	

	<p>Grade 3 coaches course has 3 components:</p> <ul style="list-style-type: none"> *General component (54 h), *Specific component (151 h). *Internship Grade 3 course abilities: After attending the Grade III coaching course, the trainee should have acquired the skills to plan the exercise and evaluate the performance of a collective of professionals with equal or inferior qualifications, coordinating, supervising, integrating and harmonizing the different tasks associated with training and competitive participation, especially of high performance level practitioners. <p>Grade 3 coaches requirements:</p> <ul style="list-style-type: none"> *Min 21 years; *Professional Title of Sport Coach of Grade II; *Effective performance of 1 year or a sports season with the minimum duration of 6 months; *Min. compulsory education <p>Investment: 500€</p> <p>Grade EHF Master Coach and Licensing Course</p> <p>Organized by the Handball Federation of Portugal, in partnership with the European Handball Federation (EHF)</p> <p>Investment: 1.000€</p>	<p>Resources</p> <p>15. Good governance practices</p> <p>- integrity, anti-doping and social responsibility</p> <p>After the Initial Training for Leadership there is an Intermediate Leadership Training Course</p> <p>There are also Sport Management for Managers courses or post graduations given by some of the Portuguese universities</p>		
SERBIA	<p>Handball coaches are classified in 4 categories, and each category requires different level of courses and skills:</p> <p>1.First category 2.Second category 3.Third category 4.Master coach</p> <p>FIRST CATEGORY: This category includes: Trainee trainer with at least 60 hours of training, Operational trainer with at least 240 hours of training and less than 2 years of coaching experience.</p>	<p>It is not mandatory to have a certification or any course completed.</p>	<p>Courses include knowlegde of handball rules.</p> <p>Physically qualified.</p> <p>Referee must meet the requirements of height and weight ratio.</p> <p>Referee must complete theoretical and practical exam.</p>	<p>There are no required or available courses related to intercultural communication, or similar courses.</p>

	<p>SECOND CATEGORY: This category includes: Operational coach with at least 240 hours of training and 2 years of coaching experience. Handball coach with 600 hours of training and who has less than 60 hours of training through the highest level of national seminars or relevant seminars in countries signatories to the RINK Convention. Operational trainer with 420 hours of training and less than 4 years of coaching experience.</p> <p>THIRD CATEGORY: This category includes: Operational trainer with at least 420 hours of training and four years of coaching experience and less than 2 years of coaching experience in 3. category. Handball coach with 600 hours of education in schools and 60 hours of training through the highest level of national seminars or relevant seminars in RINK signatory countries and less than 3 years of coaching experience in Category 3. Handball coach with 2400 hours of training in schooling and less than 2 years of coaching experience in Category 3.</p> <p>MASTER COACH: Acquiring the title of MASTER COACH requires at least 23 years of age, 160 hours of education (sports science and handball). Taking exams and obtaining certificates.</p> <p>Professional-educational work with children can be performed only by sports experts who have appropriate high or higher education in the field of physical education and sports or are, in addition to basic professional training, specially trained for professional work with children, in accordance with the Law of Sports.</p> <p>There is no specific courses available for the Intercultural communication.</p>		<p>There are 2 titles for new judges and they can be: Assistant judge (scorer / timekeeper) (exam is taken in writing) Judge of the first category (exam is taken theoretically (orally) and practically)</p>	
TURKEY	<p>Same regulations which were summarized for volleyball are valid for “Core Education Program” of amateur sports (except Football) and “coaching levels and prerequisites” summarized in the previous Table.</p>	<p>Fifth Level coach is given a title “Technical Director”.</p>	<p>Referee categories: a)Candidate referee b)Provincial referee c)Division Referee(A,B,C levels) d)International referee</p>	

			<p>Prerequisite for participation to the candidate referee course: being Turkish Citizen, having min. secondary school diploma, health certificate, having no criminal record, fulfill min-max age criteria (17-25)</p> <p>For Division Referee categories (A,B,C) different prerequisites are required such as year of experience, max. age limit, written exam and physical condition tests.</p>	
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By comparing the entries of the table, it becomes clear that there are numerous differences among the countries in terms of:

- Educational requirements (e.g. possessing diplomas, qualifications etc.);
- Mandatory courses and content;
- Age limits;
- Duration of the courses and necessity of internships;
- Costs.

Furthermore, comparing the three sports, while the coaching pathway seems well structured and clear in each country, how to become a manager remains a quite vague issue, as there are not general requirements or a specific career path. As far as referees are concerned, this role generally requires taking an exam about the regulations and showing physical qualification.

However, what seems clear and more interesting for the purpose of this analysis is that there is a general lack of training in communication or related aspects.

4. Educational needs: a survey

For those involved in sport contexts at professional level, question sec.B. 10 D of the interviews questionnaire (D1.1) investigated possible courses already attended or courses that the interviewee considered as useful.

Among the interviewees, the situation about the courses attended is variegated: some have done a dozen of courses, some others haven't done any course; in some cases a training including aspects of psychology or communication is part of the normal training. So, much depends on the sport of reference, on the specific rules of the country, on the position, on the individual.

However, this is a list of the courses/topics that would be useful to provide, according to the interviews collected:

- Conflict management (Portugal 1,3, 6, 7; Greece 5);
- Emotions management (Portugal 1,3, 6, 7; Greece 10);
- Negotiation (Portugal 1,3, 6, 7);
- Leadership (Portugal 1, 3, 6, 7);
- Psychology (Greece 5; Serbia 11)
- Multiculturality (Italy 2);
- Fair-play (Italy 2);
- Communication (Italy 5);
- Intercultural communication (Greece 5);
- Relational abilities (Italy 5);
- How to correct mistakes (Italy 5).

5. Conclusions

The data, elements, information and considerations provided so far should be useful material for rethinking the training and the educational needs of the different figures working in the sport sector. Coaches have to manage a wide range of situations, provide results, relate to a lot of stakeholders... all these tasks require multiple skills (both hard and soft skills). Nevertheless, the present training provided seems to underestimate the importance of communication.

Our commitment will be exposing coaches to the challenges and opportunities of an aware and effective communication.

The ESCF states that coaches learn best when (p.44):

- their prior experiences and abilities are recognised and they are encouraged to reflect and build on them;
- they are motivated to take responsibility for learning and are given opportunities to drive it and direct it to their own needs;
- the application of what is being learned to the practical context in which they coach is clear and facilitated;
- the topics and learning materials are clearly relevant;
- the climate is positive and supportive to minimise anxiety, encourage experimentation and challenge them appropriately;
- interaction and sharing with other coaches is promoted;
- a variety of learning activities is offered;
- they experience some success and gain feedback that builds their self-confidence.

Therefore, the planning of the courses and the OER (D2.2) will be organized taking into consideration these guidelines. More precisely: encouraging self-analysis, providing tools and models of reflection, proposing practical activities, promoting dialogue and exchange, in a positive and supportive climate. Testing moments will be scheduled too.

Obviously the information collected in this report will be useful also for highlighting some educational needs of managers and set the courses and resources of D2.2 accordingly.



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