

The Comparison of the Coaching Education Systems Between Countries: Germany, Belgium, The United Kingdom, Estonia, France, Finland, Spain, Switzerland, Italy, Portugal and Türkiye

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Abstract

The basis of the coach education system in a country depends on the quality of the education. The competencies and employment opportunities for coaches achieved through education programmes also contribute to the social and human capital of countries. The aim of this research is to examine the existing coaching education systems in Türkiye and some European countries by comparing them in terms of the criteria determined in management and dimensions of education. In the research, the comparative approach was used to reveal the qualitative similarities and differences. The data in this study were acquired through the data collection tool, which was designated by the researchers Gök and Aslan (2019). The research sample consists of Türkiye, Germany, Belgium, the United Kingdom, Estonia, France, Finland, Spain, Switzerland, Italy and Portugal which have different developmental characteristics in the field of international sports. The results obtained in this study reveal that that coaching education system and structures in these countries were not similar in terms of the criteria indicated on the data tool and accordingly there are some differences with regards to practices regarding the authorized institutions for organizing the coaching education courses; conditions of participation, model, curriculum and duration of courses; coaching levels; assignments of instructors to courses; entitlement to obtain certificate/diploma; supervision of courses; employment of coaches and recognition/diploma equivalency of certificate/run in coaching education system. The reason is that there are various existing regulations for the specific structure of the sport and the branch of sport in each country as well as different practices depending on the international sports and also the advisory international and European coaching qualification framework.

Keywords: Coaching Model in Countries, Trainer Education System and Program, Comparative Education Method, Social Capital and Human Capital.

Antrenör Eğitim Sistemlerinin Ülkeler Arası Karşılaştırılması: Almanya, Belçika, Birleşik Krallık, Estonya, Fransa, Finlandiya, İspanya, İsviçre, İtalya, Portekiz ve Türkiye

Öz

Bir ülkede antrenör eğitim sisteminin temeli, eğitim programının niteliğine bağlıdır. Eğitim programlarıyla kazandırılan yetkinlikler ve antrenör istihdam olanakları, ülkelerin sosyal ve beşeri sermayelerine de katkı sağlamaktadır. Bu çalışmada amaç, Türkiye ile bazı Avrupa ülkelerindeki mevcut antrenörlük eğitim sistemlerini, yönetim ve eğitim boyutlarında belirlenen ölçütler bakımından karşılaştırılarak irdelenmesidir. Bu amaçla çalışmada niteliksel açıdan benzerlikler ve farklılıkları ortaya koyabilmek için karşılaştırma yaklaşımından yararlanılmıştır. Çalışmada veriler, araştırmacılar Gök ve Aslan (2019) tarafından tasarlanan veri toplama aracı ile sağlanmıştır. Araştırmanın örneklemini, Türkiye, Almanya, Belçika, Birleşik Krallık, Estonya, Fransa, Finlandiya, İspanya, İsviçre, İtalya ve Portekiz ülkeleri oluşturmaktadır. Bu çalışmada elde edilen bulgulara göre; belirlenen ölçütler bakımından araştırmaya katılan ülkelerde antrenörlük eğitim sistemi ve yapılarının benzer olmadığı ve bunun sonucunda da antrenörlük eğitim programı, antrenörlük eğitimlerini organize etmeye yetkili kurum veya kuruluşlar, antrenörlük eğitim kurslarına katılım şartları, kursların modeli, müfredat programı, içeriği ve süresi, antrenörlük kademe sistemleri, kurslara eğiticilerin görevlendirilmesi, antrenörlük belgesine hak kazanılması, yurtiçi ve yurtdışı denklik işlemleri, kursların denetimi ve antrenörlerin istihdamına ilişkin uygulamalar bakımından bir takım farklılıkların mevcut olduğu sonucuna ulaşılmıştır. Bunun nedeni, her ülkedeki sporun ve spor dalının kendine has yapısına özgü mevcut düzenlemeleri ile uluslararası spor federasyonlarına bağlı olarak ortaya çıkan farklı uygulamalar ve tavsiye niteliği taşıyan uluslararası ve Avrupa antrenörlük yeterlilik çerçevesi olduğu görülmektedir.

Anahtar kelimeler: Ülkelerde Antrenör Yetiştirme Modeli, Antrenör Eğitim Sistemi ve Programı, Karşılaştırmalı Eğitim Yöntemi, Sosyal Sermaye ve Beşeri Sermaye.

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Introduction

A country's competitiveness at the international level in the field of sports, ability to increase its level of success, and ability to lead innovations are closely related to the qualified workforce it has trained. Innovative and qualified education systems are known to play a key role in training qualified workforce with knowledge, skill and competence intended for the field. Countries must contribute to the dissemination of social development and sports culture in relation to the social and human capital they have while educating people about the needs in the sector. As a result, a country's being prominent in international competition will only be possible with the human and social capital it provides through education (Çolak, 2010). When evaluated in this context, the level of qualified coaches educated by a country will show a meaningful relationship with the education of coaches as well as both human and social capital. In many countries, especially in the European Union member states that are internationally successful in sports, the issues such as coaching education and quality have frequently come to the fore in the last twenty years. This situation is specified in report #1 named "CoachLearn", which was prepared in 2016, within the scope of Coaching Education, Mobility of Coaches, and Employability in the European Union. In fact, interest and investments in developing the coaching education systems and programs in line with the needs of the day, which have been prominent in the world and Europe in the last twenty years, appear to have led to some important developments (Lara-Bercial et al., 2016, p. 40).

When the education systems aimed at coaching education in different countries are examined; it is observed that various systems related to the education of coaches are implemented in countries to meet the needs of coaches in the sector and to increase their quality and quantity. Among these systems, there is a broad education system that includes educational institutions besides the sports associations and organizations in general (national and international sports federations) (EC, 2016, p.7). In this broad education system, while an important part of coaching education is provided by national and international sports federations and state institutions other than the higher education sector in the form of non-formal education; the higher education sector, vocational education sports high schools, and institutions and organizations providing formal vocational education courses are also defined to be within the system (ENSSEE, 2007, p. 21 and EC, 2016, p. 85-86). For this reason, an education process including both non-formal education and formal education models is observed to be carried out in the system (EC, 2016, p.79-80).

The education model and approach created and implemented in each education system influence the quality and quantity of human resources needed in the sector (Başkan et al., 2006, p.36). For this reason, to ensure the quality aimed the coaching education, the coaching education system, as well as the process of educating coaches in this system, and the quality of education model implemented in this system should have determinant characteristics. In addition, the quality of a country's education system in the field of sports is identified with the quality and quantity of coaches educated by the current system, as well as the participation and competitiveness of coaches in the labour market in the international sector, which is one of the main sub-sectors of the sports sector. In fact, in the literature, especially the need for increasing the quality of education is emphasized for the human and social capital to be more effective and productive, which will make a significant contribution to countries' becoming prominent in global competition (Turpancı and Duman, 2014).

According to the Council of the European Union (2016), a coach is a person who plans sports training and provides training and guidance to individuals in a safe environment by revealing his knowledge and skills for performance, recreation or health purposes. In this context, coaches can significantly affect other people by setting out their knowledge, skills and values, encouraging people

to interact through sports, which has a constructive effect on humanitarian and social development, and at the same time, they have the role of guiding and teaching (transmitting) positive life skills and values such as equality, discipline, perseverance, respect, cohesion and team spirit (EU, 2020). In the 2017-2020 Sports Work Plan Document of the Expert Group on Human Resources and Skills Development in Sports of the Council of the European Union, it makes clear that coaches work in a multi-layered and comprehensive environment with participants having various goals and expectations and that the field of coaching does not only cover “traditional” athletics or team sports coaches, but it includes all coaches who work in the field of sports voluntarily and professionally, such as sports coaches, fitness trainers and personal trainers.

In the sports sector, the role of coaches is undeniable both in terms of training athletes and developing their performance and in increasing the participation of individuals in sports or having healthier individuals in society in line with the acquisition of life-long sports habits as well as in keeping their lives as healthy and active individuals. Countries generally meet their coaching needs in this field through their existing coaching education systems. While applying this, they try to increase the competitiveness in the sports sector and participation in the labour market as in all other sectors, be the pioneer the innovations in the field of sports, increase the level of success, lead the world in coaching education, and ultimately, modernize the education systems which meet the needs of coaches to increase the participation in sport throughout the country.

Copenhagen, Bologna and Lisbon processes seem to play a vital role in the recognition of coaching qualifications and their correlation and integration with higher education institutions (ENSSEE, 2007). Especially in the last 15 years, coaching qualifications have been included in the European Qualifications Framework (EQF) and the European Credit System in Vocational Education and Training (ECVET) to move coaching education further within the scope of the European Union. All these have led the European Union to introduce new regulations for vocational education and higher education in the face of growing social and economic challenges (Lara-Bercial et al, 2017). Such that, in line with these developments, it is observed that most of the European Union member countries have adopted a four-stage coaching education system approach and practice, and furthermore, some arrangements have been made for coaching education and training of coaches by the European Qualifications Framework approach (ICCE, 2016). This approach aims to enable the active learning of coaches with regard to their roles and duties in the labour market of the sector and to support them to develop various knowledge, skills and competencies. Moreover, it also allows the coaches to certify their certain qualifications and necessary quality assurance to offer them the opportunity of coaching in other countries. This is detailed in the European Union Sports-Specific Work Plan (2017-2020) and the ICCE Higher Education Sports Coaching Undergraduate Degree Standards (2016).

Changes and developments in the training of coaches in Europe naturally affect international sports federations and other countries. However, the approaches of each country to the education of coaches may differ in terms of principles and management. The important thing is that coaches should be educated in terms of knowledge, skills and competency specified in the European Qualifications Framework (EQF) with reference to their roles and duties of their coaching levels, they should be supported to participate in the labour market in the sports sector, and their competitiveness should be ensured by providing quality assured education.

The comparative approach is one of the most preferred methods in researching and examining studies on coaching education systems among countries. The purpose of this approach is to explain, define and inform by showing similarities and differences between the systems (Balcı, 2015), to provide opportunities for the development of future suggestions (Türkoğlu, 2015), to compare the

education systems in different geographical regions and various societies in terms of certain points of interest (Ergün, 1985), and ultimately to contribute in the development of a system for training more qualified coaches in line with the needs of the day.

It is understood that qualitative similarities and differences can be revealed with the approach of comparing the existing coaching education systems of two or more countries with the coaching education systems of other countries in terms of holistic or specific criteria, and similar solutions can be developed and interpreted for the problems experienced in similar situations. In this respect, this research aims to examine and compare the current status of the coaching education systems of Türkiye and the European countries, which are successful in the field of international sports, in terms of management and education. For this purpose, structures showing the similarities and differences between the education systems for coaching education in the subject countries of the research and sort of developments in this field will be revealed in terms of the common criteria previously defined by Gök and Aslan (2019).

Materials and Methods

Research Model

This research includes a one-to-one comparison approach based on document analysis, which is carried out in accordance with the qualitative research model. In this context, the design of the current research was planned as a case study including comparative analysis to find answers to the common criteria determined by Gök and Aslan (2019). A case study, one of the qualitative research techniques, is an in-depth investigation of one or more situations by examining them with a holistic approach (Yıldırım & Şimşek, 2016). In the current study, a one-to-one comparison approach was used to reveal the qualitative similarities and differences while making comparisons between the education systems for training coaches in the specified countries. The current education systems of the countries are discussed in terms of the determining criteria in the one-to-one comparison approach (Balcı, 2015).

Population and Sample / Study Group

The maximum variation sampling method, one of the purposive sampling methods, was used in the current study. The basic approach in the maximum diversity sampling method is to try to find out that there are no common or shared phenomena between the varying situations and to reveal the different dimensions determined with reference to this diversity (Yıldırım & Şimşek, 2016). For this purpose, it has been decided to limit the countries examined in terms of the scope of the research to whether they are members of the European countries. The sample of the study consists of Türkiye, Germany, Belgium, the United Kingdom, Estonia, France, Finland, Spain, Switzerland, Italy, and Portugal.

Data Collection Process

In this study, data on coaching education systems implemented in Türkiye and Germany, Belgium, the United Kingdom, Estonia, France, Finland, Spain, Switzerland, Italy and Portugal, were provided by a data collection tool which includes common criteria and developed by the research named "A Data Collection for a Comparison of Coaching Education Systems" by Gök and Aslan (2019). The data collection tool consists of 9 main titles and 23 items in question-and-answer form. The designed data collection tool comprises the issues such as the institutions or organizations authorized to organize the coaching education in the countries subject to the research, the conditions of participation in the coaching education, the model of the courses, curriculum, content and duration

of the courses, the coaching level systems, the assignment of the instructors to the courses, being entitled to the coaching certificate, the equivalence procedures, the supervision of courses, and employment. At the end of the research, the information obtained in response to these questions was discussed comparatively.

Data Analysis

The research data obtained related to the coaching education systems in the European countries involved in the research, was translated into Turkish and assessed with descriptive and comparative analysis approaches. The data obtained by the descriptive analysis approach is arranged, summarized and interpreted in accordance with the previously determined themes (Yıldırım & Şimşek, 2016). Within the scope of the research, 35 different data sources from 5 different source groups mentioned below were analysed. Table 1 brings forth the documents examined within the scope of the research and the number of documents.

Table 1

Documents Examined Within The Scope of the Research and the Number of Documents.

Data Source	Verilere Ait Belgeler	Adet
1. Countries Responding to Survey by Email	Germany, Belgium, United Kingdom, Estonia, France, Finland, Spain, Switzerland, Italy, Portugal	10
Documents and reports published in English on the official website of the European Union	European Union, (2016). Study On Sport Qualifications Acquired Through Sport Organisations And (Sport) Educational Institutes, Executive Summary	1
	European Union, (2016). Study On Sport Qualifications Acquired Through Sport Organisations And (Sport) Educational Institutes, Final Report	1
2. on the official website of the European Union European Commission	Council of the European Union (2017). Council conclusions on the role of coaches in society	1
	EU, European Commission (2020). EU Work Plan for Sport 2017-2020, Expert Group on Skills and human resources development in sport	1
	EU, (2017). European Sport Coaching Framework.	1
	ENNSSEE, (2007). Review of the EU 5-Level Structure For The Recognition of Coaching Qualifications Final Version.	1
	ENSSEE (2009). Coaching in Europe: The Way Forward	1
	International Council for Coaching Excellence (ICCE) and the Association of Summer Olympic International Federations (2012). International Sport Coaching Framework	1
	EU, (2016). Enhancing Coaches' Learning, Mobility and Employability in the European Union, CoachLearn Reports (Report# 1, 2 ve 3).	
	Report #1 Qualifications Frameworks and Employment and Mobility Tools in the European Union - March 2016	
	Report #1 Qualifications Frameworks and Employment and Mobility Tools in the European Union - March 2016. Appendix 1	5
	Report #2 Recognition of Prior Learning and Work-Based Experience in Coach Development	
3. Documents belonging to the studies prepared and carried out jointly by the international institutions and organizations (ICCE and ENSSEE) and the European Union within the scope of the "European Qualifications Framework in Sports"	Report #3 Sport Coaching Workforce Data Collection in 5 Countries	
	Report #3 Sport Coaching Workforce Data Collection in 5 Countries. Appendix 1	
	CoachLearn Best Practice Examples - English	
	EU, (2017). Enhancing Coaches' Learning, Mobility and Employability in the European Union, CoachLearn Reports (Toolst# 1, 2, 3, 4, 5 ve 6).	
	Tool #1 - Coaching Systems	
	Tool #2 - European Education Landscape	
	Tool #3 - Participant Performer Segmentation Model Builder	6
	Tool #4 - Qualification Curriculum Builder	
	Tool #5 - Qualification Mapping and Conversion	
	Tool #6 - Recognition of Prior Learning and Work-Based Experience in Coach Development	
4. Scientific studies carried out by different researchers on coaching education.	ICCE, (2016). ICCE Standards For Higher Education Sport Coaching Bachelor Degrees.	1
	ICCE and Leeds Beckett University (2020). CoachForce21 Enhancing the Role, Responsibility and Status of Sport Coaches.	1
	DOSB (2009), DOSB 1 Education and Qualification The System of Qualification of the German Sports Organizations	1
	Cushion, C. J., Armour, K. M. and Johns, R. L. (2003) Coach Education and Continuing Professional Development: Experience and Learning to Coach.	
	Woodman, L. (1989), The Development Of Coach Education In Australia,	
	Resende, R., Sequeira, P. and Sarmento, H. (2016) Coaching and Coach Education in Portugal	5
	Paquette, K. J., Hussain, A., Trudel, P. and Camire, M. (2014). A Sport Federation's Attempt to Restructure a Coach Education Program Using Constructivist Principles.	
5. Some references taken part in the literature on coaching education	Rui, R., Hugo, S., William, F. Isabel, M. and Juan, F. (2014). Coach education in volleyball: a study in five countries	
	Robinson, S. P. (2015). Foundations of Sports Coaching: second edition	1
6. Additional Data	Relating to the system in Germany, e-mail correspondence with Dr. Uwe Riesterer.	1

Ethics of the Research

During the planning and implementation of this research, the researchers assessed the data obtained from the participants in an unbiased and objective way to reach the correct information. Results of the research were reached by objectively reporting the findings and supporting them with the literature. The people, institutions and organizations who contributed to the research were presented in the acknowledgement of this study.

Findings

The data collection tool was sent via e-mail to the relevant institutions responsible for coaching education in Germany, Belgium, the United Kingdom, Estonia, Finland, France, Spain, Switzerland, Italy, Portugal and Serbia, which are the subjects of this research. Responses were received from Germany, Belgium, the United Kingdom, Estonia, Finland, France, Spain, Switzerland, Italy and Portugal, but no response was received from Serbia. Countries which responded to the surveys were included in the study. Within the scope of this study, the difficulties in displaying the data obtained from the countries that participated in the research in the table led to the creation of too many tables. For this reason, the tables created in the “findings” section of the study (Referring from Table 3 to Table 11, except for Table 2) were uploaded to the relevant database and made available for open access (https://osf.io/j86eb/?view_only=a2a12743fd89478a9cb202e97c94ca32).

Table 2 displays the information regarding the general welfare level, education, health, economic, social and human capital and human development index (HDI) of the countries examined within the scope of the current research.

Table 2

Information Regarding the Year 2021 Related to the Countries Participating in the Research

Table 2

Information Regarding the Year 2021 Related the Countries Participating in the Research

Countries	General Welfare Ranking*	Economic Quality*	Social Capital*	Education*	Health*	Human Capital (HCI)**	Human Development Index (HDI)***	Total Medals Throughout the History of the Olympics****
Germany	9	10	16	23	16	0,75 / 25.	0,947 / 6.	895/4.
Belgium	23	34	60	18	19	0,76 / 19.	0,941 / 14.	163/29.
The United Kingdom	13	18	20	16	31	0,78 / 11.	0,932 / 13.	950/3.
Estonia	17	15	25	19	41	0,78 / 12.	0,892 / 29.	43/52.
France	22	29	55	27	20	0,76 / 18.	0,901 / 26.	875/5.
Finland	4	19	3	4	14	0,80 / 6.	0,938 / 11.	472/16.
Spain	24	31	54	24	21	0,73 / 29.	0,904/ 25.	173/27.
Switzerland	5	1	9	8	13	0,76 / 20.	0,955 / 2.	661/8.
Italy	31	55	74	33	17	0,73 / 30.	0,892 / 29.	742/6.
Portugal	28	63	46	39	38	0,77 / 17.	0,864 / 38.	28/60.
Türkiye	93	140	62	78	58	0,65 / 48.	0,820 / 54.	104/37.

Resources: * Legastum Prosperity Index 2021

** World Bank Human Capital Index 2020 Ranking

*** UNDP Human Development Index Report 2020

****Wikipedia, (2021). All-time Olympic Games Medal Table. It shows the total number of medals and the place in the ranking of the countries that won medals in the Summer and Winter Olympic Games held in the Olympics between 1896 and 2020.

(https://en.wikipedia.org/wiki/All-time_Olympic_Games_medal_table#endnote_ZZg).

When Table 2 is examined, you can see the total number of medals and general rankings of the 10 countries involved in the research from the Summer Olympic Games held in 1896, which is considered the beginning of the modern Olympic Games, to 2016, as well as the general ranking of the countries' human capital (HCI), human development index (HDI), social capital economic quality, education, health and general welfare level by the variables.

As a result of the comparison of the education systems for coaching education in the European countries, which are the subjects of the research, in terms of certain criteria previously defined by the researchers, it is clear that there are some similarities and differences in general. The results obtained according to the 9 main criteria determined within the scope of the research are shared below. According to this;

1. Information on Organizations Authorized to Organize Coaching Education

Information on the organizations authorized to organize coaching education within the existing system in the countries is shown in Table 3. When Table 3, Question 1 is examined, national sports federations seem to be authorized institutions to organize coaching education in all participating countries in the research. Apart from the national sports federations, when other organizations authorized to provide coaching education in Table 3 are examined, it is observed that they are organized respectively by the state or competent public institutions, universities, National Olympic Committees, private institutions and/or jointly with the related public institutions. Accordingly, it is observed that coaching education programs are carried out mostly through national federations and in cooperation with the state (Table 3).

Table 3

Comparison of the Countries According to Coaching Education System (General)

Access: <https://osf.io/cu67v/files/osfstorage/63a2dba1807cf9016bae379c>

2. Information on the Model, Curriculum, Content and Duration of the Courses

Table 4 shows the information on the course models (question 2), curriculum or program content (question 3), teaching time in accordance with coaching levels (question 4), and course durations by sports disciplines (question 5) regarding the coaching education courses organized in the countries participating in the research.

Table 4

Comparison of Countries by Course Model, Curriculum and Course Duration- Questions 2 & 3.

Access: <https://osf.io/cu67v/files/osfstorage/63a2dba17b5c80015e226d6c>

Examining the information on “models used in coaching education - question 2” in Table 4, it is observed that both non-formal and formal education structures are adopted as education models in countries in general. In addition, distance education and system-supported education (online education) models within the education system appear to be included. Table 4 also shows that when the basic content of the curriculum applied in coaching education courses in countries in relation to the “Curriculum Used in Coaching Education Courses -Question 3” is examined, it is observed that the curriculum of the coaching education courses in the countries generally consists of basic courses, compulsory courses, theoretical and applied courses as well as private education lessons.

Table 4- cont.

Comparison of the Countries According to Model, Curriculum and Duration of the Courses- continuation of previous table-4 –Question 4.

Access: <https://osf.io/cu67v/files/osfstorage/63a2dda47b5c80015e2270fe>

The information obtained about " question 4 - teaching times of coaching education by levels", determined as one of the comparison criteria between countries, is included in the continuation of Table 4. Examining the answers to question 4 in Table 4, it is understood that total learning periods

for each level of coaching education in different countries differ. In addition, it is observed that Estonia, the United Kingdom, Germany, and Italy have determined the minimum education periods for coaching within the National Qualifications Framework. Finland applies three different opportunities for coaching education in general: Sports federations education programs, vocational coaching education programs, and higher education programs (Hämäläine & Blomqvist, 2016).

Table 4- cont.

Comparison of the Countries According to Model, Curriculum and Duration of the Courses- continuation of previous table-4 –Question 5.

Access: <https://osf.io/cu67v/files/osfstorage/63a2de3e7b5c80014f22881b>

When the information is examined about whether the duration of the coaching courses is the same for all sports disciplines in the countries participating in the research or whether it differs depending on the sports discipline (Table 4, Question 5), it is observed that each federation has to define the education period in general, and in some countries such as France, Germany and Türkiye, this issue is defined depending on the minimum education period.

3. Information on Coaching Level Systems

Table 5 displays the information on the coaching level systems in the countries participating in the research through the answers to "question 6 - coaching levels", "question 7 - transitions between levels" and "question 8 - differences by sports disciplines". When Table 5 is examined, it is observed that coaching levels are determined based on the existing qualification frameworks in the countries and some differences appear between the countries. However, it is pointed that the criteria may differ since the coaching levels in the countries also vary depending on the sports.

Table 5

Comparison of the Countries According to Coaching Levels

Access: <https://osf.io/cu67v/files/osfstorage/63a2df96c71a71017c15271e>

Examining the transition criteria between the levels in the 7th question in Table 5, it is observed that the general criteria such as age, education level, the obligation to attend the course and pass the exam, work experience at the previous coaching level, and education seminars are similar, but there are some different criteria such as being an athlete, receiving a letter of recommendation from the regional association, waiting time between levels, and special criteria defined by the relevant federation. When we examine whether the criteria determined for transition between coaching levels in question 8 in Table 5 are the same for all sports, it is observed that there are different practices between countries.

4. Information on the Conditions of Participation in Coaching Education Courses

Regarding the organized coaching education courses in the countries, Table 6 shows general information on entry in coaching education courses (question 9) and special qualifications or entry conditions (question 10) for some sports such as swimming, shooting, horse riding and skiing.

Table 6

Comparison of the Countries According to Conditions of Participation

Access: <https://osf.io/cu67v/files/osfstorage/63a2dffe7b5c80015e22757e>

Accordingly, the answers regarding the conditions of participation in coaching education courses are generally similar, but there are some exceptions such as the first aid certificate requirement and registration via the club with which the coach is affiliated (Table 6, Question 10). When we examine the answers regarding the participation requirements or certain qualifications specific to certain sports such as swimming, horse riding, shooting and skiing, some similarities are determined between countries, but there are also some differences as exceptions (Table 6, Question 10).

5. Information on Assigning Instructors to Courses

Table 7 shows the information regarding the organizations that provide instructors for coaching education courses (question 11) and lecturers assigned to coaching education courses (question 12) in the countries participating in the research. Table 7 shows the similarities in general between the countries in respect of the organizations that provide instructors for coaching education courses and criteria related to the assignment of instructors.

Table 7

Comparison of the Countries According to Assignment of Instructors to Courses

Access: <https://osf.io/cu67v/files/osfstorage/63a2e07c7b5c80015e227666>

6. Information on Being Entitled to a Coaching Certificate

Table 8 shows the answers to whether the trainees participating in the coaching education courses have to go through stages such as having an exam or preparing a thesis to be entitled to a coaching certificate. Examining Table 8, general similarities are observed between countries.

Table 8

Comparison of the Countries According to Entitlement to obtain certificate or Diploma of the Course Trainees

Access: <https://osf.io/cu67v/files/osfstorage/63a2e0fec71a71017c1529c9>

7. Information on Supervision of Courses

Examining the information in Table 9, such as under which organizations the coaching education courses are conducted in the countries participating in the research (question 14), the supervision of the courses (question 15), the follow-up and supervision of the coaches (question 16), whether the coaches are active or not (question 17) and return of a coach who has not been working for a long time; it is clear that there are some differences with regards to practice although there are similarities in general. While these differences vary in terms of the type that provides coaching courses, it is observed that there are some practical differences with respect to the supervision of the courses and the quality of the criteria used during this supervision.

Table 9

Comparison of Countries According to Supervision of Courses

Access: <https://osf.io/cu67v/files/osfstorage/63a2e166175ccb01873290a0>

8. Information on Employment

Table 10 contains some information about the working areas in general and the current employment system of the coaches in the participating countries. As a consequence, the areas where the coaches are employed seem to be similar.

Table 10

Comparison of the Countries According to Employment

Access: <https://osf.io/cu67v/files/osfstorage/63a2e1bec71a71017c152b43>

9. Information on Recognition and Equivalence Procedures

Table 11

Comparison of the Countries According to Recognition or Equivalency of Diploma or Certificate

Access: <https://osf.io/cu67v/files/osfstorage/63a2f5a4ca8be7015de5adb1>

Table 11 shows the information on the recognition of coaching certificates and equivalence procedures in the countries participating in the research, such as the procedures for applying for the equivalence procedures on recognition of coaching certificates (question 20), the qualifications required for the accreditation/equivalence of the coaching certificate/diploma (question 21, continuation of previous table 11), whether the coaching certificate/diploma issued in a country has an equivalence abroad (question 22), and whether the equivalence procedures provided in the European Competence Framework in Sports are applied during the accreditation/equivalence of coaching certificate/ diploma (question 23). Examining the answers to the questions in Table 11, it is observed that the practises in the countries differ regarding the recognition of coaching certificates received from home and abroad and the equivalence procedures.

Table 11 cont.

Comparison of the Countries According to Recognition or Equivalency of Diploma or Certificate-continuation of previous table 11- Questions of 21st, 22nd, 23th.

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Discussion and Conclusion, Suggestions

It is observed that the countries participating in the research, especially the United Kingdom and Finland, benefit from various social network structures in their coaching education (Table 4-question 4, and Table 5-question 11). Within the scope of continuous development and cooperation in Finland, all organizations providing coaching education are affiliated to a network, including sports federations, local institutions, sports institutes, universities, coaching associations, sports academies, Olympic sports research institutes, expert networks and Finnish Sports Federation. This network is utilized to develop programs, learn ideas and tools, share knowledge and experience, increase athlete-manager-coach cooperation, and access coaching materials. The aim here is to create a coaching culture in which teaching methods are presented by teaching the coaching profession practically in real-life conditions and contributing to the development of coaches' learning skills (Hämäläinen & Blomqvist, 2016). Established in 2012, this network now holds a workshop once a month, and a seminar once a year, and the key element here is the willingness to get to know each other, have mutual trust, and share knowledge. Similarly, there are several support network systems offered to sports coaches in the United Kingdom, and this network of national coaching centres has been providing training and development support for coaching in addition to coaching education in various forms since 1987 (Robinson, 2010).

Findings of this research show that although Finland ranks respectively 4th and 6th in education and human capital, and 3rd in social capital, it participated in the Summer Olympic Games 26 times and the Winter Olympic Games 23 times up to 2021 and is 16th in the total medal ranking. Germany is observed to rank 9th in the general welfare level, 10th in economic quality, 6th in the human development index, 25th in human capital, and 16th in social capital. When the number of

medals published on the official website of the IOC is examined, it is clear that Germany was the leader in the Summer Olympic Games once and in the Winter Olympic Games three times, and always ranked among the top five countries in the medal rankings in the Olympic Games (Wikipedia, 2021). As mentioned above, it is obvious that human capital and social capital create value together with education in the international competitiveness of countries and their leadership in the international arena. Being able to rank at the top of the Olympic Games, one of the most important sports organizations in the field of international sports, is only possible with qualified labour trained.

Information on Organizations Authorized to Organize Coaching Education

Educational institutions are important actors in terms of training human capital and a qualified workforce. Educational institutions play a key role in meeting the demand for a qualified workforce, in other words, in providing a qualified workforce for employment (Günkör, 2017). When we examine the education of coaches in countries in general, it is understood that different educational institutions are providing non-formal and formal education. When the institutions and/or organizations in the education system in the world and Europe are evaluated; Higher education sector, vocational education sports high schools, institutions and organizations providing formal vocational education courses, national and international sports federations and other institutions and organizations providing non-formal education appear to be involved in the system (Lara-Bercial et al, 2017).

Although it is apparent that there are structural differences between countries due to the unique structure of sports and sports disciplines in each country, as a result of this research, it is understood that sports federations are primarily authorized among the competent organizations providing coaching education in all countries participating in the research (Table 3). When the research results are examined; Apart from national sports federations, other organizations authorized to provide coaching education include public institutions and organizations, universities, international sports federations and some organizations specified as "other organizations". Switzerland, Estonia, France and Portugal are among the countries that use the term "other organizations". Accordingly; It is understood that there is a very comprehensive system including the National Olympic Committees in Switzerland and Estonia, the National Sports Education and Informatics Foundation in Estonia, private institutions authorized and recognized by the Portuguese Sports Institution in Portugal, and private institutions in France (Table 3). In Portugal, the Department of Education under the General Directorate of Sports supports the national sports federations in the organization of coaching education and development courses (Resende, et all, 2016).

In Finland, Sports Federations, the Finnish National Olympic Committee and the Finnish Ministry of Education and Culture are among the institutions responsible for coaching education and development (Hämäläinen and Blomqvist, 2016). In Germany, there are educational institutions responsible for basic, advanced and continuing education under the umbrella of the German Olympic Sports Confederation (DOSB), Regional Sports Confederations in their fields of responsibility and competence, National Sports Federations, and Sports Federations with special mission (DOSB, 2009; Breuer and Feiler, 2020). In addition, as a result of the data obtained within the scope of the research, it is obvious that coaching education programs are mostly carried out through the national federation and with the cooperation of the state (Table 3). For example, in Finland, it is observed that the first three levels of coaching education are provided by the programs of sports federations, while other top-level coaching education is provided by vocational training programs and higher education programs (Lahtinen, 2003; Hämäläinen and Blomqvist, 2016).

As to Germany, it is also signified in the report named "DOSB I Education and Qualification - The System of Qualification of the German Sports Organizations" prepared by the German Olympic Sports Confederation (DOSB) that coaching education is provided by the relevant organizations that have the authority to issue DOSB licenses at the national, provincial, and local level in Germany. It is also indicated that the DOSB Cologne Coach Academy is the educational institution responsible for the level of diplomas (DOSB, 2009).

In the United Kingdom, in the early 1980s, the National Coaching Foundation was established to protect the interests of coaching and coaches and to create a comprehensive coaching education for all coaching levels throughout the United Kingdom, and this organization eventually converted to SportsCoachUK. SportsCoachUK has taken on some duties and responsibilities in line with the needs arisen over time, played a role as the organization responsible for the education and development of coaches, and continues this duty (UKCoaching, 2021).

Information on the Model, Curriculum, Content and Duration of the Courses

The coaching education models and systems of each country may differ from each other. It is stated that various coaching education systems have been developed in the world to contribute to the development of coaches and increase their quality in a learning process that extends to the highest level of coaching, and these education systems are still being developed and even renewed (Mallet et al, 2009). Educational programs form the basis of the education system, and the answer to the question of "what kind of manpower will be trained" is formed together with the education programs (Yüksel, 2003). Education programs form the basis of coaching education systems. The current coaching education programme of a country will provide some clues about the model of coaching education implemented in that country, the content of the curriculum, the program density, assessment, and evaluation. When evaluated in terms of the qualified coaching education model, certainly, the quality of the coaching education programs created in line with the unique needs and structure of the sport and sports disciplines in each country is one of the essential elements in educating the needed workforce. In this regard, Gilbert and Trudel (2006) specify that coaching education programs are associated with curricula designed and standardized using a global needs assessment strategy (Paquette, 2014).

Another critical issue in coaching education and development is the extent to which formal and informal education programs should be included in a coach's ongoing education process (Reade, 2009). It is evaluated in the literature that a series of learning opportunities, including informal and formal education, are offered within the coaching education process to increase the quality of coaches and to contribute to the development of coaches in the ongoing professionalizing process. Furthermore, it is pointed out that while education and training are associated with formal education, learning is associated with informal education and it is important to determine which educational tools can be the most appropriate to meet the needs of coaches (Mallet et al, 2009). Although the extent of the knowledge and experience gained through formal education in the coaching career is superior to the size of the knowledge and experience obtained through informal education, the reason why the coaches prefer informal education is that they can directly access the information they need and provide guidance to find solutions to their problems. (Reade, 2009). In addition, it is stated that a lack of formal education will cause a lack of basic information, so learning in discipline-specific informal education in the coaching development process will be less effective (Reade, 2009). When evaluated from this point of view, it becomes clear that formal education and informal education are

two essential elements that support each other in providing the necessary development and progress at all levels in the coaching career.

In the countries participating in the research, both non-formal and formal education models are generally adopted in coaching education programs (Table 4, question 2). Apart from these, it is understood that Germany, the United Kingdom, Belgium, Spain, Switzerland and Türkiye, among the countries included in the research, also prefer distance education or online education in coaching education in line with the technological opportunities offered by the 21st century. While all education models seem to be used alternately in France, non-formal education and mixed learning formats are used in the classroom environment in Germany (Table 4, question 2). In Italy, non-formal and formal education is used in a mixed format under the Italian Sports Coaching Education Framework, and in a combined way through online and distance education in the classroom environment (Table 4, question 2). In Portugal, formal education progresses from the first to the fourth level and includes a continuous education structure (Table 4, question 2; Resende, 2016). In Finland, coach development networks exist involving all sports federations, local institutions, sports institutes, universities, coaching unions, sports academies, Olympic sports disciplines research institutes, expert networks as well as the Finnish Sports Federation. As mentioned above, such social networks play a significant role in the development of social capital in terms of educating qualified coaches, sharing their experiences, and contributing to their development. Similarly, the European Sports Education Network (ENSE), formerly the European Network for Sports Science, Education and Employment (ENSSEE), emerges as a social network where ideas are exchanged and discussed to improve education, training and employment in sports. ENSE supports the creation of effective policies at the European level by creating innovative educational materials and establishing links with organizations working in the field of sports education (ENSE, 2022, p. 7). The United Kingdom seems to benefit from live web-based seminars, e-learning courses, digital badges, workshops, etc. (UK Coaching, 2021). In coaching education, while formal education is provided by universities in Türkiye, non-formal education is provided by the Ministry of Youth and Sports in cooperation with sports federations. In non-formal education, basic education is mostly provided through the distance education system, while applied education is carried out face-to-face and application-oriented.

In the literature, it is also indicated that the participation of coaches in conferences, seminars and/or workshops in coaching education systems takes place either upon the invitation of local sports associations, sports clubs, or coaching associations or upon the will of the coaches (Mallet et al, 2009). Moreover, researchers define such activities as non-formal coaching education programs organized as learning opportunities other than the formal education system. It is besides pointed that the main reason for organizing these educational activities is the education period between formal and informal training.

In the European Sport Coaching Framework prepared within the scope of CoachLearn (2017), it is stated that coaching education and development take place over time and require a certain process. Even though the education at the coaching levels in this process is interconnected, it is specified that the necessary conditions should be created by considering the knowledge, skills and competencies at the coaching levels while designing the coaching education programs (Lara-Bercial et al, 2017, p. 46).

Another factor that determines the quality of education is the content and duration of education programs. To enable the coaching education to reach its goals, it is also important in terms of quality to determine the subjects that need to be taught to the coaches, to define the determining subjects and practices, and to determine how long it would take to teach them.

Evaluating the coaching education programs in the countries participating in the research in terms of content; basic courses, compulsory courses, and theoretical and applied courses seem to exist. In Estonia, the content of the curriculum includes the subjects of specialization in sports as well as general subjects. It is indicated that in Germany, each association designs its education courses based on the framework guidelines and sends it to the German Olympic Sports Federation (DOSB), and after the DOSB checks this education program, a license agreement is made for the associations to operate. In Switzerland, it is pointed out that different curricula is applied for each level (Table 4, question 3).

In Finland, although many applications, such as mentoring, dual lessons, video sharing, and applied learning assignments are available in the coaching education systems, the curriculum for the professional coaching degree is developed by the Ministry of Education with the national sports federations and High-Performance Unit (Table 4, question 3). In Portugal, the core curriculum of coaching education has been updated to four levels by EU Legislation, and compulsory courses exist to continue coaching after 4 years. The coaching education system in Portugal has been developed over the last forty years with various systems and education processes, and currently, considering the need for coaches in the labour market growing in the sports sector, the national government has regulated the education, introduction to education, the curriculum, the level of instructors, monitoring, finance, and licensing in line with the recommendations of ENSEE, (Resende, 2016).

The framework coaching education program is important for coaches to acquire and develop the knowledge, skills and competencies that are compatible with long-term coach development principles and necessary for them to fulfil their duties and responsibilities (Lara-Bercial et al, 2016, p.7, 66). Besides the content of the coaching education programs, the issues such as how long it takes to teach the subjects specified in the content and to reach the knowledge, skills and competence levels that are aimed to be gained by the coaches are among the other key factors. After all, the quality of education is also related to the time devoted to teaching. When a comparison is made between the countries participating in the research in terms of the duration of the coaching education programs, it is understood that the countries have different practices (Table 4, question 4). This difference varies hourly, daily, weekly and based on credit terms according to the levels of the coaches, the education programs provided by educational institutions and the National Qualification Framework prepared in accordance with the European Qualifications Framework. In Table 4, examining the answers of the countries to the 4th question, it is understood that, in terms of levels, especially in Finland, the first three levels of coaching are awarded by the sports federation programs, while the education of other top-level coaches includes vocational education programs and higher education programs (Lahtinen, 2003; Hämäläinen and Blomqvist, 2016). Accordingly, in Finland, sports federations organize courses of 50 hours, 100 hours and 150 hours, respectively, for the first three levels. Within the scope of vocational training programs, it requires 1 year (20-course weeks). Germany requires 4 advanced education for the DOSB coaching license. In Portugal, on the other hand, education is planned on a vertical system progressing from the 1st to the 4th level and based on this progress, the necessary education period is defined to complete this education in compliance with the increasing content of the coaching levels. According to this results, four-level coaching education is defined as 680 hours, 920 hours, 1280 hours, and 1770 hours respectively. In addition to the general and special curriculum components at all coaching levels, coaches are obliged to do an internship at a club under the supervision of an accredited mentor (Resende et al, 2016) which is the same for all sports disciplines (Table 4, question 5).

Information on Coaching Level Systems

The coaching level is an important type of qualification that shows the duties and responsibilities of a coach at his/her level. Levels refer to verifiable learning outcomes that express what the candidate coach, who has achieved a certain qualification or completed a certain program, is expected to know, understand, and do (Lara-Bercial, et al, 2016, p.12). Depending on the changes and developments in coaching in Europe, coaching education has now become competency-based (Thompson, 2009), and another qualification regulated in the European Coach Qualification Framework is coaching levels. Accordingly, levels are associated with level descriptors, which are linked to learning outcomes in national qualifications and European qualifications frameworks. The European Qualifications Framework (EQF) provides a common reference framework that helps to compare national qualifications systems, frameworks, and levels. Thus, qualifications in different countries and different systems in Europe become more legible and understandable (EU, 2020). The important point here is that it is necessary to educate coaches at the level of knowledge, skill and competence defined in the learning outcomes and with reference to the roles and duties of the coaches in the coaching education programs, and to encourage the participation of the coaches in the labour market in the sports sector and support their competitiveness by providing their education in the quality assurance specified in the European Qualifications Framework (EQF). The education levels of coaches are expected to be supported by quality assurance systems that meet appropriate national and international criteria, be associated with national and European vocational qualification structures, and thus ensure that the education systems (design of education programs, assessment, and evaluation, etc.) comply with the required standard by national and international norms (ENSSEE, 2009).

Although these changes and developments in the education of coaches in Europe cover the coaching education system in every country, they also include the coaching education and development programs of the international sports federations to which the national federations are affiliated. The education systems in the countries participating in the research reflect the progressive coaching levels, from children taking up sports to high-performance athletes. These coaching level systems are based on the understanding of continuous education and include a pyramid-shaped progression approach from the beginner level to the expert level. The thing to remember is that although each country's coaching programs and coaching levels used in the training of coaches may differ depending on the sports disciplines and countries, it is possible to recognize qualifications at all levels through the newly prepared framework. Within the scope of the recognition of coaching competencies and qualifications, vocational education institutions, and national and international federations can define the number of education levels complying with their own countries and sports disciplines and establish the relationship between education levels and coaching roles/standard professions (ENSSEE, 2009).

One of the points drawing attention during the research is that the coaching levels in the countries differ depending on the sports, but the definition of the coaching levels can be made within the scope of the European Qualifications Framework (EQF) (Table 5, question 6). Examining the information on coaching levels in Table 5, it is understood that the coaching levels in the countries involved in the research differ depending on the sports disciplines, but the equivalents of these levels are determined depending on the teaching outputs of each country within the framework of their national qualifications. For example, the education system, which started as a five-level system in Estonia in 2002, was integrated into the European qualifications framework as a six-level system as of 2013 (EU, 2020). Thus, Table 5 shows that 6 levels, from level 3 to level 8, are used for coaching levels within the scope of the European Qualifications Framework (EQF) in Estonia. In Finland, it is stated that sport-specific needs are identified within the framework of the EQF and a national

framework (VOK) has been set up with three levels. In Germany, the levels are from 1 to 4, and in Italy, it is a 4-level qualification within the scope of ISCF (Italian National Qualifications Framework). However, in Germany, a coach must complete some levels of education before starting the national level DOSB Coaching education, and these educations are organized at club level (education levels 1-4), regional level (education levels 5-6) and province level (education level 7- 8). After a coach reaches the education level of 8, he/she can participate in DOSB coaching education at the national level (Riesterer, 2016). In Portugal, the coaching levels are set as 1 to 4 and are indicated to be the same for all sports. Belgium has a four-stage coaching system, and level 4 to 6 is defined within the scope of the EQF. In the United Kingdom, levels differ by sports. For example, in football levels are from 1 to 5, but in Volleyball the levels are from 1 to 3, and in basketball from 1 to 4 (UK Coaching, 2021). As a result, the standards and qualifications of the coaching profession need to define the knowledge, skills and competency levels obtained from various education programs from coaching education courses to university degrees in a transparent manner within the framework of European qualifications.

In the countries involved in the research, transitions between coaching levels should be education, diploma, test, work experience, exams, age, letter of recommendation (from a regional association or sports club), the waiting period between levels, being an athlete, completing the course, and other specific conditions. (Table 5, question 7). For example, in Spain, level I requires completion of compulsory education (ESO degree) while level III requires completion of pre-university (secondary) compulsory education. Portugal, requires an internship, professional experience, professional experience depending on levels, and a necessary number of years depending on the levels, which applies to all sports. It is reported that a coach can apply for the next level after completing the current level and undergoing an internship if he/she has the required years depending on the professional experience and level.

It is pointed out that Finland requires specific qualifications which are education courses, proficiency scores, educational status, applied teaching assessments and other criteria for all three levels. France has prerequisites such as level criteria and training experience for each level. Germany requires working as a coach for at least one year and a letter of recommendation from the regional association. In Italy, on the other hand, the national qualifications framework (ISCF) in force specifies that a certain period is required between levels and an exam is always held. In the United Kingdom, on the other hand, there are conditions for transition between levels such as age, experience, education courses, and being an athlete as well as additional conditions defined by each federation. In Türkiye, it is signified that there are minimum prerequisites such as age, education course, being an athlete and additional conditions defined by each federation (Table 5 question 7). Table 5 shows the differences between the countries involved in the research regarding the criteria for transitions between levels in all sports. The criteria for sports are similar in Spain, Finland and Estonia, but in Switzerland, Belgium, Italy and France, the criteria are determined by the relevant sports federations. In Germany and Italy, it is stated that the minimum criteria are defined within the framework of the relevant legislation and qualifications, which are similar for all sports, but additional conditions can be requested by each sports federation (Table 5, question 8). In summary, it is understood that coaching levels in countries and transitions between these levels are characterized in accordance with the knowledge, skills, and competence conditions that a coach must fulfil within the scope of the national qualifications framework defined by each country, depending on the sports and the coaches' working environment.

Information on Participation Conditions for Coaching Education Courses

The conditions for participation in coaching courses may vary depending on the sport to be coached. When the information on the participation conditions for coaching education courses is examined, it is understood that although there are similarities between the countries included in the research, there are also some differences. For example, there are some conditions such as the necessity of a first aid course as a requirement and to register for the course through the club where he/she works as a coach (Table 6, question 9). In Spain, to start from level 1, some terms and conditions are applied, such as being 16 years old, having at least a secondary school diploma, having a basic coaching education degree, having passed the previous level, and in some cases passing a special personality test (special requirement). However, even if it varies depending on the sport, the academic criteria and success criteria at the previous level are similar in all sports. While it is pointed that the conditions of participation may vary depending on the levels in Portugal, candidate coaches at each level are required to fulfil the curriculum elements (general subjects, sport-specific subjects and internship) and then complete their practice with a mentor responsible for supervising the coaches throughout their career and receive a positive assessment (Resende et al, 2016). In addition, some sports federations can directly award level 1 by making a protocol with universities with Sports Specialization. These specific terms and conditions to be fulfilled may differ depending on the sport (Table 6, question 10). While Switzerland has no requirement for level 1, there is a requirement to pass the previous level's exam for level 2 and level 3, and a reference letter demonstrating that the person is a high-potential coach selected by the relevant federation for level 4. These terms and conditions are shown to be the same for all sports in Switzerland. In Estonia, for example, experience is required in horse riding and other sports (Table 6, question 10). As there are various coaching education paths available in Finland, Levels 1-2 and 3 (VOK 1-2-3) are awarded by the respective national federation, and therefore each federation sets the terms and conditions for participation in coaching education courses. For example, age is determined within the scope of sport-specific minimum requirements. The other two pathways are vocational training and college. There is also a professional coaching degree, and for this, a professional coaching diploma, a bachelor's degree, a minimum of 3 years of experience in sports coaching, a letter of recommendation from the relevant national sports federation and a third-level coaching certificate are required. In general, professional experience and a bachelor's degree are required in every sport (Table 6, question 10). In France, each federation has a set of criteria for each educational level, and the participation criteria vary depending on the level. For example, it is necessary to have level-based coaching experience, to work at a club to pass an applied-training course, and eventually to pass elective tests. In Germany, coaching education begins with a level 1 license. Here, the minimum criterion is to be at least 16 years old. Registration is done through the relevant club and a first aid certificate is required. In Italy, in accordance with the national qualifications framework (ISCF), at least 18 years of age and a high school diploma are required. The minimum criteria for each sport are specified in the framework guidelines and it is pointed out that these conditions are similar for each sport, but the conditions of some federations are quite difficult. In the United Kingdom, minimum age of 16 is required and the age requirement may vary depending on sports. In Belgium, age is also required and may differ by sports. In Türkiye, it is necessary to be at least a high school graduate or equivalent, to comply with the age limit defined by the relevant sports federation according to the nature of the sport, to be at least 18 years old, and to meet the health conditions specified by the relevant sports federation due to the characteristics of some sports (Table 6, question 10).

Information on Assigning Instructors to Courses

One of the other principal issues in the coaching education system is to effectively convey the topics defined in the training program to the coaches. In this process, course instructors or lecturers who will convey their knowledge and experience to the coaches play a key role in the effectiveness of coaching education programs. Course instructors, whom we can define as instructors of coaches, guide coaches to develop their knowledge, skills and competencies and contribute to their coaching development. In addition, course instructors taking part in sports-specific education are expected to have a certain level of knowledge and experience in the coaching profession because they are important people who will facilitate learning and development by sharing their own experiences with candidate coaches.

Examining the information about the institutions or organizations that assign instructors to coach education courses in the countries included in the research and the criteria for taking part as instructors, there are similarities between the countries (Table 7, question 11). In general, the assignment of instructors to coaching education courses is carried out by national federations, public institutions, universities and other authorized institutions and organizations. For example, teachers having undergone university education people who are trained as senior sports technicians, and vocational specialists in Spain can take part as instructors in coaching education courses. In Switzerland, it is signified that the national federation assigns the course instructors for level 1 coaching education courses while the state/public authority, the National Olympic Committee, and universities assign instructors to the level 2-3-4 coaching education courses. Finland has a network system for coaching education and development, which includes sports federations, regional organizations, sports institutes, universities, coach associations, sports academies, Olympic sports research institutes, expert networks, and the Finnish Sports Federation. In Level 1-2-3 coaching education, course instructors are appointed by the relevant national sports federations. In Portugal, the curriculum vitae for instructors are approved by the Portuguese Sports Agency. In France, instructors are appointed by the relevant sports federations (Table 7, question 11).

When the participating countries are examined in terms of the criteria for assigning instructors to coach education courses, there are similarities in general (Table 7, question 12). Examining the answers to question 12 in Table 7, it is shown that national team coaches or instructors from different fields such as medicine, sports disciplines and physical education, and other fields are assigned depending on the subjects in the coaching education courses in Spain. In Spain, course instructors are obliged to undergo special training in teaching methods and how to teach, and their education level should be postgraduate or equivalent. While there are some formal and informal criteria for instructors to be assigned to coaching courses in Switzerland, these criteria are decided by the National Olympic Committee or relevant sports federations in Estonia. In Finland, the instructor criteria are defined by the recommendation of the Finnish National Education Agency and the relevant national federations regarding vocational education and training. When we examine France, some criteria are sought in instructors to be assigned as course instructors to coaching education courses, and instructors must have at least the specified qualification and have approximately 3 years of experience and a diploma to be an instructor. In Germany, the criteria are set in the framework guidelines, and there is special training, namely an "instructor certificate". This training is aimed to further develop the social and methodological competencies of the instructors. There are specific guidelines for instructor certification and these certifications must be renewed every four years. In Portugal, instructors are required to have an instructor's curriculum vitae approved by the Portuguese Sports Agency.

Information on Entitlement for a Coaching Certificate

It is pointed out that a coaching certificate or license obtained from a coaching education program that is validated within the European Sport Coaching Framework prepared by CoachLearn (2017) is an important tool in showing the competency levels of all coaches, depending on the qualifications and standards of the coaches in the coaching development process (Lara- Bercial et al, 2017, p.52). Especially in recent years, in many countries around the world, particularly in the United Kingdom, Canada, Australia and the USA, large-scale national coaching education programs have been created to contribute to the development of coaching as a profession and to approve or accredit coaching certificates. It is observed that coaching education is improved in line with international standards and quality assurance (Mallet et al, 2009). In the studies carried out at the European level, it is revealed that some factors defined by the countries and sports are taken into consideration while creating the system of coach licensing and recognition, and these factors are formed of basic learning elements expressing various coaching qualities such as knowledge, skills, competence, and experience, as well as coaching roles and functions, employment areas, and regulatory rules (Lara-Bercial et al, 2017).

Examining the information obtained in the study about entitlement for a coaching certificate, it is indicated that the required professional competence, evaluation principles and how to show this competence are defined in the national qualification conditions in Finland. Moreover, it is also indicated that these qualification requirements are prepared by the Finnish National Education Agency in cooperation with the representatives of employees/self-employed and employers. There is no final exam in vocational education and training (VET), but when the trainees complete all the courses in their competency development plans, a qualification certificate (certificate) is awarded by the Vocational Education and Training (VET) institution or organization, and this document has the ECVET equivalence specified in all diplomas or certificates. In France, trainees aim to be professionally certified. For this reason, trainees are requested to prepare development files that will enable their professional development and these files are evaluated. In Germany, the type of learning outcomes to be followed and the learning outcomes assessment objectives are defined in the framework guidelines and the education is based on the competency model. The critical point of view in this competency-oriented education model is that the trainees reflect on what they have learned and feedback. To support the trainees in this process, exams are taken into consideration as part of the learning process. In Italy, each federation defines its coach assessment quality. In the United Kingdom, all trainees must pass the exams, without exception. Belgium also makes exams. In Türkiye, on the other hand, all trainees must successfully pass the exams, which include basic education and theoretical and applied courses. The basic training modules are designed in the same way for all sports, considering the coaching levels, and having appropriate content for each coaching level. After passing this exam, the trainees must attend and complete the special education course specific to the sport. These educations and exams are conducted by national sports federations. In Spain, a 5-point certificate is required. Instructors must go through education. Trainees at all levels have to go through different subjects (courses) called sports education modules. These modules are grouped into two blocks and accordingly, one is the common lessons that are the same for each sport, and the other is lessons specific to the sport. These modules are complemented by application processes in a real environment (such as a sports club, or team) on specific methods and subjects. The level of this education is postgraduate or equivalent. In Portugal, coaches participating in the coaching courses do not have any obligations such as taking an exam or preparing a thesis, instead, the evaluations are made through a CV, and the Portuguese Sports Agency recognizes the universities and other private organizations on this issue.

Information on Supervision of Courses

Supervision plays a vital role in determining the effectiveness of the education system and its management. Thanks to the information obtained through supervision, the deficiencies and needs in the education system are revealed, and the management is assisted by providing the necessary corrections and renewals (Gökçe, 1994). It is necessary to monitor and control the inputs, processes, outputs, and feedback of the education system to increase the quality of education, and the proficiency and effectiveness of instructors (Göksoy, 2018). When evaluated in this context, institutions and organizations authorized to provide coaching education courses are important to ensure monitoring and supervision.

In the research, both the supervision of the courses providing coaching education and the information about the monitoring of the coaches were also compared. First of all, when the information about the control and supervision of the coaching education courses in the countries participating in the research is examined, it is understood that although there are similarities between the countries in general, there are also some differences. While these differences vary in terms of the characteristics of the organizations supervising the coaching courses, it is clear that there are some exceptional differences between countries in terms of the supervision of the courses and the evaluation criteria used during supervision. Consequently; In Spain, coaching education courses are held under the control and supervision of the Supreme Sports Council and other national and regional sports federations, as well as regional government institutions. Supervisions on education are all regulated by the Education Act and carried out by independent societies. Coaching education courses in Switzerland (Swiss Sports Coaching Education) are conducted by the joint initiative of the Swiss Olympic Committee and the Swiss Federal Sports Office under the control of the state, the National Olympic Committee, and the Swiss Federal Sports Agency. Supervision of coaching education courses is carried out by the National Olympic Committee and the Swiss Federal Sports Office (BASPO). Coaching education courses in Estonia are carried out under the control of the National Olympic Committee, the National Sports Education and Information Foundation and Sports Federations, while the supervision is carried out by the Estonian Qualifications Agency. The supervision of education courses in Germany is specified in the framework directives, and supervisions are carried out by the relevant sports federations. In France, the French Ministry of Youth and Sports and the French Competences Agency are responsible for the supervision of coaching educational institutions. In Italy, the Scuola Dello Sport Organization provides a directive to guarantee only qualified coaching education, and coaching education courses are organized in compliance with this directive. In Belgium, the supervision of coaching education is under the responsibility of Sport Vlaanderen (Flemish Coaching Education School), and in Türkiye, education courses are carried out under the control of the Ministry of Youth and Sports and related sports federations. Coaching education in Portugal is carried out under the supervision of the Portuguese Sports Agency. In addition, national federations, universities, and competent organizations accredited by the Portuguese Sports Agency are responsible for managing and supervising the entire system, and the criteria vary depending on the general background of the courses and their level of expertise.

In addition, examining the answers to the 16th, 17th, and 18th questions in Table 9, it is clear that there are differences in the practices regarding the supervision and follow-up of the coaches. Accordingly, some different applications are determined in the follow-up of the performances of the coaches, their active coaching status, and the applications for those who have not been coaching for a long time but want to coach some time later. In Spain, it is signified that there is no mechanism to monitor or supervise the performance of coaches. In Switzerland, the personal coaching trainer, provided by the national sports federation, is responsible for the supervision and control of the coaches. While the relevant sports federation is responsible for the supervision of coaches in Estonia,

there are many evaluation systems in France, and they have a program to follow the educated group of coaches and monitor their professional development. Furthermore, it is mentioned that they primarily monitor whether the educated coaches can find a job and that they also have a continuous education system to improve the skills of the coaches. It is indicated that associations in Germany encourage coaches in the lifelong learning process, and at the same time, many associations increasingly try to establish learning and knowledge societies among coaches, and mentorships are set up in these societies. It is indicated that while there is no supervision and career follow-up system for coaches in Italy, it is carried out by the relevant sports federations in Belgium and Türkiye. In Portugal, after the coaches reach a certain level, they must receive continuous education of five hours a year and a total of 15 hours in three years throughout their careers, and there is a database of coaches in the Portuguese Sports Agency and all coaching licenses are approved accordingly.

Examining the answers to the question of whether there is a system of monitoring if the coaches are actively working or not, it is understood that this varies depending on the sports disciplines in Spain, and there is a national coaching database in Switzerland. In Estonia, there is a system named the Estonian Sports Registry System, where the records of the coaches are kept, and every sports organization is obliged to notify the coaches, including volunteer coaches, that they have been employed in the organization, and it is obligatory to update the information at least once a year. It is reported that in France the cohort tracking system is used to follow the educated coaches and to observe their professional development. It is reported that there is a web-based license management system in Germany to see which licenses are valid or not and since the regional federations provide financial support to the clubs for each licensed active coach, the active coaches in the federal states are followed every year and their veracity is questioned. It is indicated that there is no system to track whether the coaches are active in Italy, and even an inactive coach is registered. In Belgium, whether the coaches are active or not is monitored, while in Türkiye, there is a national coaching database showing the number of coaches in each province and in general, but this system cannot track whether the coach is active or not.

In the research, when the answers to the question of whether it is obligatory for a coach, who has a coaching certificate but has not been coaching for a long time, to attend any coaching education seminar or coaching education course if he/she wants to coach again are examined; it is indicated that there is no such obligation in Spain, but in Switzerland, the first level requires two-day seminar after 6 years, but not the second and fourth levels. In Estonia, the coaching certificate is valid for 4 years and at the end of 4 years, it must either be renewed, or the next level must be achieved. If the coach has not been active for more than a year, he must take the exam. In Germany, the coaching license is valid for 4 years (2 years for A-level coaches). The coach must continue his training within this time, otherwise, his license becomes invalid. If the coach works for 1 - 4 years but then takes a long break, he can extend his license under certain conditions, after that he has to get the whole education again. This is laid down in the framework guidelines. The national qualification framework (ISCF) in Italy emphasizes the importance of lifelong learning for coaches and each sports federation defines these criteria. In Belgium and Türkiye there is no application in this context, but the coaching certificate is valid in Türkiye provided that it meets the conditions specified in the relevant regulation. In Portugal, coaches are obliged to undergo continuous education (in-service training) for a total of 15 hours in three years, five hours each year throughout their careers, and they cannot coach until their license is renewed when the title of coaching is lost.

Information on Employment

Examining the working areas of coaching, it is understood that coaches are in close interaction with individuals or groups whose purpose of participation in sports differs from each other. Depending on these areas of influence, coaches continue to work in various environments involving children, teenagers, or adults. It is indicated that this diversity observed in the working areas of coaches blurs the boundaries between sports coaching and other types of coaching (EU, 2020). What is meant here is the changing boundary between the working areas of the coaches who work with groups with different goals of participation in sports, such as sports for health, recreational sports or social integration through sports and the coaches who work for a certain sport, for a certain age group. Examining the working status of the coaches, it appears that the coaches work as voluntarily unpaid, part-time paid and full-time paid. However, this situation may differ depending on the country and the sport (European Commission, 2020). As a consequence, the majority of the coaches are indicated to work as unpaid volunteers, while very few coaches work part-time paid, and an even smaller group of coaches work full-time paid.

Examining the answers to the question, such as, which fields the coaches are mainly employed in the participating countries and whether there is an existing employment system regarding the coaches (working areas, working conditions, legislation regarding the employment of coaches, etc.); it is indicated that legislation in Spain specifies that if a coach wants to work in a team, regardless of his level, he must have a coaching certificate. In addition, this law is important in terms of increasing the level of expertise in sports and adding value. In Spain, when it comes to competition, the coaches primarily work in the areas where the sports federations are authorized, and if the coaches work at the beginner level, the working environment is generally in school and leisure areas. If the coach gives training in one of the subjects related to adventure or nature activities, his working area can be tourism and recreation. In Switzerland, coaches mostly work with athletes in national federations, clubs, and associations.

In Estonia, coaches are considered sports professionals who provide training to athletes and other people participating in sports, and the professional qualifications of the coach are defined in the Estonian Law of Professions and there are about 100 specializations in various sports disciplines. In France, coaches must have a state-recognized diploma to work for a fee, and they can be employed in national and regional teams, amateur or professional sports clubs or sports federations, as well as in private enterprises or municipalities. In Germany, while coaches can work full-time or part-time in clubs, Olympic training centres or at the state or national level, 90% of them work voluntarily in associations. This system only represents non-profit sports disciplines, and the commercial sector, such as commercial fitness clubs, is not subject to this system.

In Italy, coaches are mostly physical education teachers (part-time, contracted or appointed), self-employed or volunteers, and in some cases, they have an employment contract, which is specified as temporary or seasonal. The situation that should be emphasized in Italy is military coaches and public employees with an additional contract working in the private sector. In the United Kingdom, sports coaches can work in schools and universities, colleges, local institutions, fitness centers, sports clubs, holiday camps, sport national governing bodies and sports councils. Besides, compared to popular sports such as football, swimming, etc. there is a higher chance of finding a job in less popular sports such as basketball. In Belgium, they can work in sports clubs, elite sports disciplines, as personal trainers and in sports federations. In Türkiye, a coach can work in national sports federations, central and provincial organizations, sports clubs, and commercial fitness centers. While the coaches work full-time in the public sector, they can also work part-time or full-time paid in private sports businesses. While the vast majority of coaches work voluntarily, they can also work part-time or as self-employed. In Portugal, the sports framework is based on business and professional profiles

developed together with sports federations, employers, and employees in the sports sector (Resende et al, 2016).

EOSE glossary of terms (2022) defines employability as: “The combination of factors that enable individuals to progress towards or into employment, remain in employment and progress through their career”. It is indicated that the employability of individuals depends on the following four factors: (a) personal qualities (including the adequacy of knowledge and skills); (b) how these personal qualities are presented in the labour market; (c) environmental and social contexts (ie incentives and opportunities to update and validate the knowledge and skills); and (d) the economic context.

The European Commission (2020) states that a coach must, first of all, have the appropriate competencies. In this regard, by pointing out the fourth article of the UNESCO “International Convention on Physical Education, Physical Activity and Sport,” it is indicated that all personnel who assume professional responsibilities in physical education, physical activity and sports should have the right to enter appropriate qualifications, education and continuing education. In addition, the said contract also provides that volunteer coaches should be subject to continuous education and supervision should be made (EC, 2020; UNESCO International Charter of Physical Education and Sport, 1978).

Information on Recognition and Equivalence

The coaching certificate and the coaching license are important tools which show and guarantee that the coaches have the necessary competence based on their level. A coaching certificate or coaching license obtained from an approved and properly structured coaching education program in accordance with the International Sports Coaching Framework (ISCF) ensures the coach’s competence in the coaching development process (ICCE, 2013). As coaching education programs may differ according to countries, sports disciplines, and educational institutions, there is an internationally valid framework for learning outcomes in which each country compares its specific competencies in the coaching education and development system. This framework not only links the systems operating worldwide but also the federations and higher education competencies (ICCE, 2013). The International Sport Coaching Framework specifies that to evaluate the competencies of coaches from different countries and sports disciplines more effectively, it is important to recognize and equilibrate coaching certificates and competencies in determining the gaps in competence as well as coaching qualifications and previous learning outcomes.

Certification of learning outcomes in the EOSE glossary is defined as a process of awarding a document, diploma or certificate which formally certifies that a set of learning outcomes (knowledge, technical knowledge, skills and/or competencies) acquired by an individual has been evaluated and verified by a predefined standard by a competent body. The explanation about the recognition of learning outcomes indicates that recognition is made in two ways; formal recognition and social recognition. Accordingly, the first form of recognition is formal recognition. Formal recognition is the process of conferring official status to skills and competencies through awarding of qualifications (certification, diploma, or title award) or equivalency, unit credits or exemptions, and verification of acquired skills and/or qualifications. The second is social recognition. Social recognition is the recognition of the value of skills and/or competencies by economic and social stakeholders (EOSE, 2022).

It appears that the concepts of recognition and equivalence are often confused with each other. Recognition in terms of coaching education can be expressed as the acceptance of the institution or organization from abroad and the coaching program provided by this institution or organization by

the relevant international sports federations and/or national sports authorities. Equivalence, on the other hand, is the confirmation of the equality of a coaching certificate obtained from abroad with the coaching certificate issued in the country in terms of the achievements of the coach at the relevant education level by the related national sports federation and/or national sports authority. As with the recognition and equivalence of higher education diplomas, for the coaching certificate and diploma obtained from different countries to be valid in a country, it is necessary to be recognized and/or awarded equivalence by the authorized institutions of that country. Recognition and equivalence procedures of each country are carried out by that country's legislation. Within the coaching education and development system, institutions, organizations, structures, and processes that play a role in the training, development, employment, proceeding, and recognition of coaches in a certain field exist (Lara-Bercial et al, 2017).

Examining the information provided about the recognition of coaching certificates received from home and abroad in the countries participating in the research and the practices in the countries regarding the equivalence procedures, differences are observed between the countries.

First of all, the countries participating in the research shared the following information as to obtaining a coaching certificate after graduating from any sports sciences university in and abroad: While it is indicated that there are different factors to evaluate and accept the validity between institutes in Spain, the access of university graduates to official coaching titles requires enrolment to Level 1 and validation of overlapping modules in university education. If the coaching certificate in domestic equivalence meets the requirements specified by the national government, local government and/or sports federations, it is defined as equivalent, and equivalence is awarded. Foreign equivalence may require different issues to be certified and evaluated. As to Spain, coaching certificates are not awarded by universities. In the case of obtaining certificates from universities abroad, equivalence is awarded in compliance with the same procedure as those who graduated from sports sciences. In Switzerland, after the application is submitted in full through the national sports federations and the application processing fees are paid, the relevant application is reviewed. During this review, necessary procedures are carried out in consultation with Swiss Coaching Education, the relevant sports federation (and, if necessary, the acquitted institution) and the Swiss Olympic Committee.

It is indicated that in Estonia, the procedures related to equivalence are prepared by the national Olympic committee and are approved by the Estonian Qualifications Agency. The coaching certificates are examined by the proficiency commission responsible for the relevant sports discipline and thus equivalency level is decided based on it. Then the coach possessing the certificate is called for an interview or an exam. It is noted that in France, there are measures either implemented by universities or the state. Decisions on how to recognize foreign coaching education in Germany are the responsibility of the relevant federations. In Italy, there are bilateral agreements between federations and universities and these agreements can be updated over time by the needs. It is also indicated that the recognition of academic titles (not just Sports Sciences) is gradually accepted more, while in some cases minimum requirements are necessary for specialized and higher-level courses.

It is indicated that Belgium has only one schedule and procedure for the equivalence process. In Türkiye, on the other hand, the equivalence process is carried out in two categories domestic and international. According to this, domestic equivalence is awarded to the individuals who graduated from the faculties or colleges of sports sciences of the universities in the country, by being exempted from basic education only and participating in the applied training and exams held by the Ministry of Youth and Sports and the relevant sports federation. As for foreign equivalence, the person who graduated from the faculty or college in the field of sports sciences of foreign universities and has his/her diploma equivalence done by the higher education institution is entitled to receive the

appropriate coaching certificate after attending the applied training and exams held by the Ministry of Youth and Sports and the relevant sports federation. Portugal has no automatic recognition; the Portuguese Sports Agency must first recognize it. Levels refer to both academic and professional experience, which allows reaching the highest level of coaching in separate ways. In coaching education, coaching certificates are obtained through three basic education: vocational training, federations and universities (Resende et al, 2016).

Secondly, examining the information on the equivalence of the coaching certificate obtained from a coaching course organized by any sports sciences universities in and abroad, it is understood that such an application is not possible in Switzerland and Türkiye, while in Estonia, the relevant sports is examined by the Qualification Commission, the level is determined, and possibly an interview or examination is required. However, if the European Qualifications Framework (EQF) level is present, the equivalence is automatically accepted. In Germany, only the relevant sports federations decide on equivalence. In France, extra courses can be added to the curriculum of the federation in some cases, so it is necessary to follow the procedure of the relevant federation. Similarly, in Portugal, it must first be recognized by the Portuguese Sports Agency.

Thirdly, examining the answers to the equivalence procedures in the case of obtaining a coaching certificate by participating in a coaching course organized by a relevant national sports federation abroad, different criteria for evaluation and approval between institutions exist in Spain, and equivalence procedure cannot be applied when there is no education recognized by the education administration of that country. Awarding foreign equivalence is practised in Switzerland, similar to the procedures explained as to the coaching certificates obtained in case of graduating from sports sciences faculties abroad. In Estonia, it is indicated that after being examined by the relevant sports competency commission, a decision is made about which level of equivalence will be awarded, and it probably requires an interview or an exam. However, if the European Qualifications Framework (EQF) level is present, the equivalence is automatically awarded. In France, for example, if a person in football has received coaching education in a federation that has signed the UEFA diploma recognition agreement, it is obligatory in terms of the education framework in Europe that the mutual recognition procedure is applied for the diplomas within UEFA, as a result, the coaching certificate is recognized in the country, in fact in all the federations that signed this agreement. In Germany, the decision about the equivalence procedures is made by the responsible federation, while Italy has recognition commissions in each federation to examine the curriculum of the coaches from abroad. The equivalence procedures of the coaching certificates received from abroad in Türkiye, the equivalence procedures of the coaching certificate received from the international institutions and organizations recognized by the international federation of which the relevant national federation is a member requires the approval of the Ministry of Youth and Sports after the reasoned proposal submitted by the education board of the relevant national sports federation, and the decision of the board of directors. In Portugal, education is evaluated in compliance with the purpose of equivalence, as in a higher education course, but in the case of a UEFA diploma, it is automatically recognized.

Fourthly, examining the answers regarding the equivalence procedures of the coaching certificate obtained by participating in a coaching education course organized by the international or continental sports federations recognized by the IOC, the only different answer comes from France. Accordingly, there is no recognition from outside of Europe in France, and the person as a coach has to prove his experience and upon that, equivalence procedures can be carried out. Since the national sports federations in Türkiye are a part of the international sports system, the certificates achieved in the courses at the international level under these conditions are generally equivalent, but the opposite

may be in question in terms of curriculum content. In Portugal, if coaching courses are provided by international sports federations, their equivalence is awarded.

Fifthly, examining the answers to the question of which level of coaching certificate is awarded in case of graduating from the coaching departments of universities, it is indicated that universities in Spain do not have the authority to issue a coaching certificate, and in this case, they must meet the same conditions in other coaching levels. While this is not possible in Switzerland, it is reported that levels 4, 5, 6 and 7 in the European Qualifications Framework (EQF) are possible in Estonia depending on other criteria. In France, universities have no equivalence and coaches must prove their experience as a coach. In Germany, the equivalence procedures are carried out by the relevant sports federation. In Italy, there is no common definition of a coaching diploma, and while universities issue sports science diplomas, federations issue certificates related to their sports. Some federations in Italy have formal agreements with certain universities for the recognition of the qualification. In Türkiye, people who graduated from the coaching departments of universities are directly entitled to the 3rd-level coaching certificate. In Portugal, if a person graduates from the coaching department and gets a bachelor's degree, first-level equivalence is awarded, and if they get a master's degree, second-level equivalence is awarded.

Apart from these, it is indicated that the procedures for the equivalence examination of experienced coaches in Switzerland are carried out in consultation with the Swiss Coaching Federation, the relevant sports federation and the Swiss Olympic Committee after the full application by the relevant national sports federation and payment of process fee.

Examining the qualifications required for the equivalence of the coaching certificate in the countries participating in the research, it is understood that the answers, in general, are the same as the explanations in the previous section above. However, in Spain, such courses are subject to two types of accreditations: academic and sports accreditation. When a person reaches the maximum level, that person is reported to be admitted to the university. If individuals have a degree obtained from abroad, equivalent degrees recognized in their country of origin must exist. The national degrees, on the other hand, should be carried out by the regulations for education and should be recognized by the related administration. In Italy, the qualifications subject to the memorandum of understanding between the Federations and the Ministry of Education are defined previously and acted upon. It is indicated that there is legislation related to the equivalence process in Portugal and equivalence processes are carried out in accordance with this legislation.

Considering the answers of the countries participating in the research to the question of whether the coaching certificate received from your country has equivalency abroad, it is indicated that the coaching certificate in Spain is an official document approved by the Kingdom of Spain and the equivalence is carried out by the European Qualifications Framework (EQF). While in Switzerland it varies depending on the regulations of the country and institution, Estonia reports that the European Qualifications Framework (EQF) is valid in all European Union countries, and coaching certificates are valid in European countries as defined in the EQF. In Germany, it is not in the framework guidelines, but the coaching courses of the federations are strictly valid. In Italy, all academic diplomas are valid by the Bologna process. In Türkiye, it depends on the regulations of the country and each federation, there is no national qualification framework in this regard yet, but the coaching certificate obtained from the coaching education course of each federation is approved by the relevant sports federation by the rules.

Examining the answers to whether the procedures related to equivalence are applied within the scope of the European Qualifications Framework in Sports during the equivalence of the coaching certificate in the countries participating in the research, it is indicated that the equivalence procedures

in the relevant framework are applied in Spain, while in Switzerland first the national qualifications framework is applied before the EQF. In Estonia, it is reported that all coaching certificates issued are associated with the European Qualifications Framework (EQF). In Germany, unfortunately, it is not possible to be evaluated within the framework of national qualifications yet. In Italy, national systems follow ICCE principles and are adapted to national scope. In the United Kingdom, the UK Coaching Framework, which includes the nationally recognized standards within UK Coaching, and was created together with the organizations responsible for sports management, is in use, and the UK Coaching Certificate, which is a part of this framework, has been developed. It is indicated that the framework created in this context consists of eight competencies including topics such as participatory modelling, coaching strategy and coaching education and development and that these competencies guide the development of coaching throughout the United Kingdom and many competencies are accredited in compliance with this standard. The national qualifications framework in the United Kingdom is called "1stSportsQualifications". While it is reported that the European Sports Qualification Framework is implemented in Belgium, it is specified that the national qualifications framework in sports has not been launched yet in Türkiye.

Finland has three separate ways for the education of coaches in general. These are sports federations' education programs, vocational coaching education programs and higher education programs, respectively. In this context, while sports federations in Finland have their education systems, this system is involved the national framework (VOK). In this context, the VOK framework has three levels. The vocational education program includes two separate vocational possibilities: Advanced professional qualification in Coaching and Specialized professional qualification in Coaching. To complete the competency-based qualification, candidates must demonstrate specific skills and competencies in the profession, and these skills are specified in the Competency-Based Qualification Requirements defined by the National Board of Education (Hämäläinen and Blomqvist, 2016).

Conclusion

In this study, the existing coaching education systems in Türkiye are compared to Germany, Belgium, the United Kingdom, Estonia, France, Finland, Spain, Switzerland, Italy and Portugal in terms of predetermined criteria, and the obtained information is shared. As a result of this research, it is understood that the existing coaching education systems and structures in the countries participating in the research are not similar, and therefore the coaching education program, the institutions or organizations authorized to organize the coaching education, the conditions of participation in the coaching education courses, the model, curriculum, content and duration of the courses, the coaching level systems appear to be different. It is also observed that there are some differences in terms of the assignment of instructors to the courses, being entitled to get a coaching certificate, the domestic and international equivalence procedures, the supervision of the courses and the employment of coaches. The reason is considered to be the different practices that emerged depending on the international and European coaching qualification framework, which has been studied and recommended for the last ten years, several practices of international sports federations, and various existing regulations in the countries. Although some differences appear by countries and sports in coaching education and development levels and processes, it is clear that there are similarities in the coaching education objectives applied in the countries. The current coaching education structure in the countries generally aims to gain knowledge, skills and competencies determined for each level and to provide the necessary qualifications up to the highest level of coaching, taking into account the progress in the

coaching levels. In general, coaching education systems in countries include a curriculum and content specific to the coaching education to guide individuals involved in life-long sports apart from achieving coaching roles and experiences in the process starting from kids taking up sports to high-performance development. Although sports federations seem to be primarily authorized among the institutions and organizations responsible for the organization and certification of coaching education, it is observed that the authorized bodies of the state play an effective role as a supporting element in cooperation with national sports federations. Other organizations authorized to provide coaching education include competent public institutions, universities authorized and officially recognized by the relevant sports authority, and private institutions or organizations. It is observed that certification systems reflect coaching qualifications and competency levels of coaches, such as knowledge, skills, competence and experience, depending on the countries and sports. In addition, coaching certificates are approved by the relevant national sports federations and authorized institutions. It is clear that countries such as the United Kingdom, Estonia, and Italy use the national coaching qualification framework, within the national qualifications framework of the country, which they have created within the scope of the European Qualifications Framework, in approving and recognizing the equivalence of the coaching certificate between countries. One of the general points that draw attention in countries is that although the coaching levels in the countries differ depending on the sports, it is observed that the definition of the coaching levels can be made within the scope of the European Qualifications Framework (EQF). Countries are generally observed to prefer coaching levels that reflect their educational competencies between level 3 and level 8, determined within the scope of the European Qualifications Framework. During the development of the coaching career, formal and informal educations are used to support each other in providing the necessary education and development in the coaching levels, as well as online, distance education, social networks, non-formal and various other education and training opportunities are effectively utilized. European Sports Science, Education and Employment Network (ENSSEE), and social networks used in the United Kingdom and Finland, are considered to be effective especially in the development of social capital in coaching, where various coaching experiences are shared, cooperation between coaches is encouraged, information exchange is provided, and contributions to socialization among coaches, social solidarity, and social participation is made. Within the conditions of participation in the coaching education courses applied in each country, the minimum compulsory education status is sought, and it is obligatory to have experience and a previous coaching certificate to advance to the next level. As a difference, for participation in coaching education courses, some conditions such as the obligation of a first aid course and registering for the course through the club where the coach works seem to be required. It is observed that a bachelor's degree is sought especially at the third level of coaching in Finland. In the European Qualifications Framework, level 6 corresponds to undergraduate, level 7 to the master's level, and level 8 to the doctoral level of education. The duration of the courses differs between countries, sports, and levels. It is understood that the duration of the coaching education programs is generally scheduled in the form of hourly, daily, weekly and as credits. Different institutions have been observed to play a role in the supervision of coaching education courses in countries. In addition, it is assessed that a separate system and criteria are used in monitoring the coaches. There are similarities between the organizations that assign instructors to coach education courses as well as the criteria for being assigned as instructors. In general, the assignment of instructors to coaching education courses is carried out in accordance with the defined criteria by national federations, public institutions, universities and other authorized institutions and organizations. For example, in Switzerland, some formal and informal criteria are used for instructors to be assigned to coaching courses, while in Germany the criteria are specified in the framework

guidelines, and an "instructor certificate" is issued which provides special education for instructors. It is understood that the working areas of coaching include individuals or groups, whose aims of participation in sports differ from each other, sports clubs, private physical education and sports businesses, local public institutions and organizations and other working areas of coaching. For example, in Germany, 90% of coaches can work full-time or part-time in associations, clubs, Olympic training centres, or at the state or national level. However, it is indicated that this system only represents non-profit sports disciplines and that the commercial sector such as commercial fitness clubs is not subject to this system. In each country, the recognition and equivalence of the coaching certificate are carried out by the legislation of that country. In countries, in general, the recognition of the coaching certificate, the recognition of the institution or organization that provides coaching education, and the recognition of the coaching program by the authorized body in the country are of top priority in the equivalence process. Accordingly, it seems that the coaching certificate obtained from abroad by the relevant national sports federation and/or national sports authority is equivalent to the coaching certificates issued in the country in terms of the achievements at the relevant coaching education level.

As a result, it is possible for countries to be competitive at the international level and to lead innovations in the field of sports, as in every field, with the investments made in physical infrastructures as well as the qualified workforce trained. In addition to the coaching education systems in the training of coaches, the education programs, qualified coaching education models, and approaches that set up this system have a decisive feature in the quality of the coaching education system. It is understood that various approaches and models are used in the education of coaches in countries and a significant part of this coaching education is provided in the form of non-formal education by national and international sports federations and state institutions other than the higher education sector in terms of coaching education and development process. In this context, as mentioned in the ENSSEE (2007) report, it is clear that the Copenhagen, Bologna and Lisbon processes play an important role in the recognition of coaching qualifications and associating and integrating them with higher education institutions. In general, it is observed that although the coaching education in sports and their certificates are organized by the relevant national sports federations, the education processes of coaches are also monitored and supervised by public institutions that provide resources for coaching activities. Among the countries included in the research, especially Finland, Estonia, Switzerland, Italy, Portugal and the United Kingdom, coaching education systems are observed to be established by the European Competences Framework in sports. Universities, vocational high schools and federations are generally included in this education system, and it is understood that the knowledge, skills and competencies of the coaches are determined within the framework of the said qualifications.

Human capital and social capital, which are indicated as essential elements of economic development, play a role in the assessment of competitiveness in terms of a qualified workforce, especially in the 21st century. While education is one of the basic elements of human capital, it should not be forgotten that it is also a crucial element that develops social skills. Human capital is the development and renewal of people's knowledge, skills, abilities and capacities (Baron & Armstrong, 2007). As indicated in the 2018 study of the World Bank on "The Human Capital Project", when people develop their knowledge, skills, health, and capacity to adapt to change, shortly their human capital, they can become more productive, more innovative individuals who can adapt to change more quickly (World Bank Group, 2018). According to Chatzkel (2004); human capital is an element that differentiates institutions and provides a competitive advantage (Baron & Armstrong, 2007). Considering this context, it is obvious that qualified education models and programs are effective for

the development of human capital. As a result, the difference that a country makes in the level of international success and development will reflect the quality of education. For this reason, human capital, which has an important effect on countries being prominent in international competition, can create value with the effect of education (Çolak, 2010).

In the field of sports, it is obvious that the human capital and education system affect countries' prominence in the international arena. In addition to human capital, social capital is another factor that is effective in explaining some social and economic differences among OECD countries and in raising a qualified workforce in international competition. Social capital is the common norms, values and agreements that enable people to live and work together effectively and facilitate cooperation within or between groups (OECD, 2001 and OECD, 2007). The basic element of social capital is social contact which increases the productivity of individuals and groups, and one of the most important innovations of the 21st century in the digital environment is social networks. Social networks can encourage cooperation between individuals or groups, provide information exchange, contribute to socialization, social solidarity and social participation level, and improve mutual trust and cooperation by increasing the effectiveness and coordination in social relations. In summary, it contributes to the development of social capital.

Statement of Researchers' Contribution Rates

Both authors contributed equally at all stages of the research.

Statement of Conflict

“The author(s) do not have a statement of conflict regarding the research.”

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