

## **IPACS Benchmark Guidelines**

**Updated 10 May 2022, version 2**

### **IPACS Benchmark D6 – The organisation has education programmes (see also D7 on integrity) and provides assistance to coaches, judges, referees, athletes and others as appropriate**

#### Definitions

- Education programme – (here) educational information/courses offered that are designed to raise the level of knowledge of people involved in the activity of the organisation; in some cases educational work may lead to recognition and/or qualifications which are required at a particular level (e.g. qualifying as a judge for international competition); education programmes for athletes may include subjects that could help them in post-competition careers; and multi-agency social, educational, crime prevention and other community preventative social-educational projects designed to foster respect for fundamental rights and civil liberties, especially among supporters, sports associations, leagues and clubs as well as agencies responsible for safety, security and service at sports events

#### Introduction to this Benchmark and its significance

- Educational work makes an important contribution to delivering overall sport development objectives by raising standards, training the next generation of athletes, coaches, competition officials (referees or others), administrative officials, staff and supporters, and maintaining consistency
- Delivery of education programmes is a key differentiator between not-for-profit sports organisations focused on the development of their sport(s) and private bodies with a narrow focus on commercial activity
- It is important that athletes who wish to do so have an opportunity to continue their education at school, university and/or in other settings during their competitive careers in preparation for later life (sometimes known as “dual-career”)

#### Commentary on the action to be taken

- The organisation should offer access to education programmes for people who play a key role in the activity of the organisation, including athletes, coaches, competition officials (referees or others), paid and volunteer administrative officials, staff, supporters and others as appropriate
- Education programmes may be delivered by a combination of methods, including online, in-person, self-study using written materials etc.
- Criteria for participation in education programmes should be transparent
- Education programmes may be accredited by official educational bodies such as professional institutes or universities
- The organisation should report on the outcome of education programmes
- The organisation may provide education and training opportunities for its member organisations
- See also Recommendation D7 (integrity education)

Investment requirement - the level of investment should be proportionate to the specific nature of the organisation and the sport(s); some educational activity may be self-financing through fees payable but it is important that fees are set at a fair level which does not exclude a large proportion of the potential audience

#### Guidance according to stage of organisation

##### Early stage

- The organisation provides access to some educational activity for athletes, coaches, competition officials (referees or others), administrative officials, staff and supporters (terminology may vary)

##### Developing

- The organisation provides access to education programmes for people involved in different roles, leading to official recognition/qualifications (e.g. becoming a judge qualified for international competition)
- The organisation has and implements transparent criteria for determining eligibility for education programmes
- Educational objectives are incorporated in the overall organisation strategy
- The organisation reports on the outcomes of education programmes (e.g. number of people qualified)

#### Advanced

- The organisation provides or facilitates education programmes for members as well as for people in different roles, tailored to the specific needs of different groups of stakeholders
- The organisation has or provides access to education programmes which are accredited by official educational bodies such as professional institutes or universities

## Good practice examples

### International Sports Organisations (from 2020)

- [IOC Athlete365 Dual Career programme](#)
- FIBA - There are a wide range of education programmes for coaches, officials and players, including [workshops for players](#)
  - More information on education programmes is in the [Activity Report](#), pages 96-7
- BWF - Information is published on the [development website](#) with educational resources for coaches, players, technical officials and on para- badminton
- World Sailing – wide range of [training courses](#) for instructors, coaches and sailors
- World Curling Federation: Online [World Curling Academy](#)

### Overall standard among International Federations:

- 29 out of 31 members of ASOIF published had an education programme for coaches, judges referees and athletes and published details
- This topic was one of 20 covered in the 2018-19 GAISF assessment for non-Olympic sports (compared to 50 topics for Olympic sports) as it was judged to be important and feasible for small organisations to achieve

### National Olympic Committees

- Morocco Olympic Committee (CNOM): [Coach development programme](#)
- Danish Sports Confederation: Wide range of [educational activity](#) offered

### National Federations

- Portuguese Athletics Federation (FPA): Range of [training courses and materials](#) available
- French Cycling Federation (FFC): the National Training Institute of Cycling (INF) offers [a variety of training courses](#) to different groups of stakeholders involved in cycling, including people with disabilities

## Selected references

- [ASOIF GTF Questionnaire 2019-20, Indicator 5.6](#)
- European Commission Expert Group on Good Governance, [“Principles of Good Governance in Sport”](#): Principles 10.i: Professional development of staff and volunteers.
- Parliamentary Assembly of the Council of Europe, [Addendum to the report “Working towards a framework for modern sports governance”](#): Criterion 4.4: Athletes’ involvement, education and care - Education programmes and assistance to athletes during and after career.
- IOC’s [“Consolidated Minimum requirements for Implementation of the Basic Principles of Good Governance for NOCs”](#):
  - Theme 4.6 “Education and training”, Principles 1-3:
    - There should be an induction programme for all new members of staff, volunteers, officers and all Board members.
    - Ongoing education and training of executives, volunteers and employees should be integral to operations.
    - The promotion of self-education and regular training within the sport organisations should be encouraged.
  - Theme 6.7 “Athletes’ education and career management”, Principles 1-3:
    - Educational programmes, developing in particular “Sports and Studies” Programmes should be encouraged.
    - Career management programmes should be promoted.
    - Training professional athletes for new professional opportunities after their sports careers should be encouraged.
- [Council of Europe Convention on an Integrated Safety, Security and Service Approach at Football Matches and Other Sports Events \(CETS No. 218\)](#)

ASOIF indicator 5.6 – scoring definitions used in the 2019-20 assessment

- 0 – No
- 1 - At least some educational support for coaches, judges, referees and athletes
- 2 - Education programme and assistance for coaches, judges, referees and athletes
- 3 - Education programme and assistance for coaches, judges, referees and athletes with details published
- 4 - State of the art education programme for coaches, judges, referees and athletes with details published