



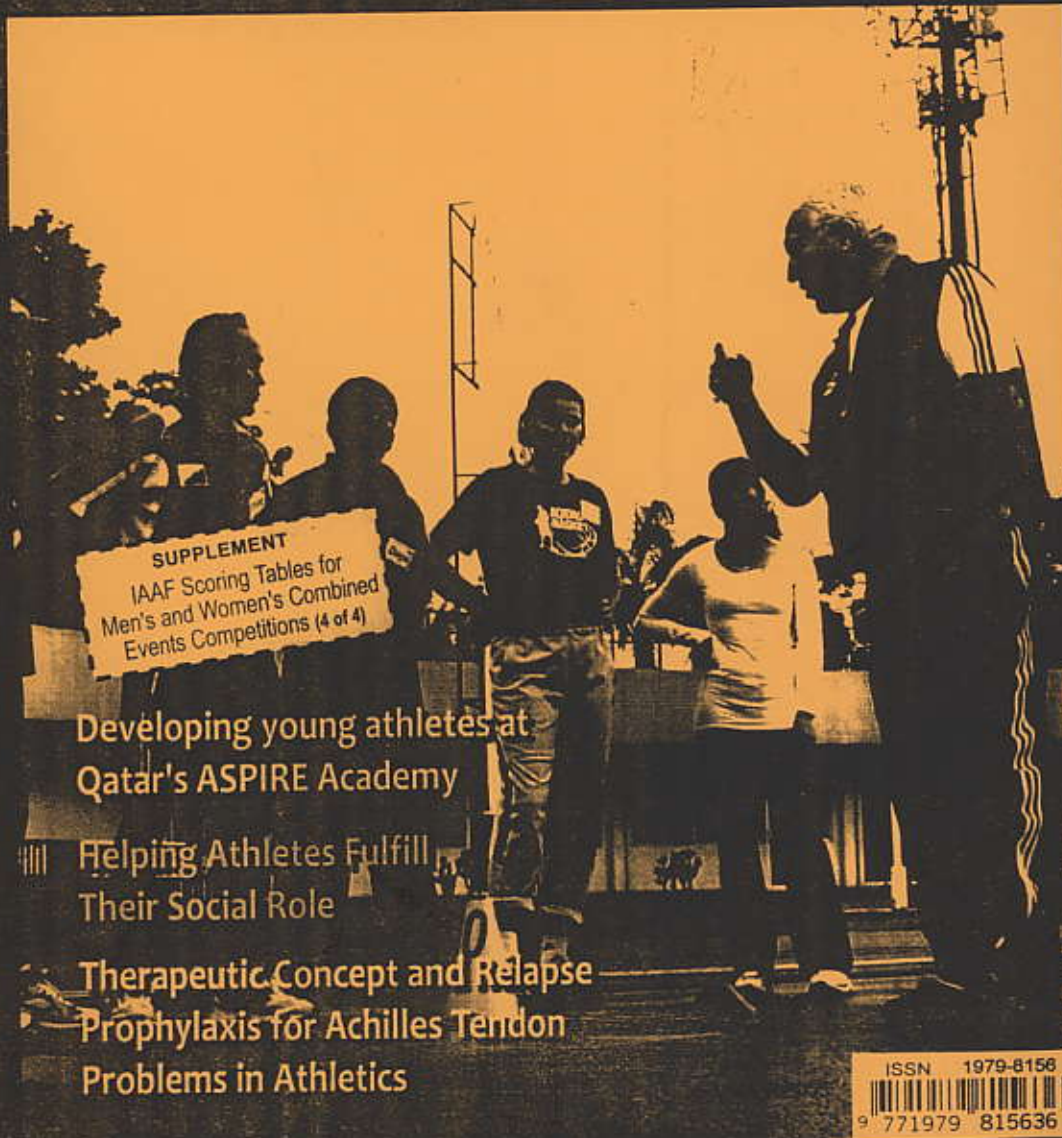
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Making Athletics as the Number One Sport in the School

Ria Lumintuarso
IAAF RDC Jakarta Director

We are currently at the final stage – the finishing touch – of the World Athletics Project (WAP) that was launched by IAAF President, Mr. Lamine Diack during the 2003 IAAF Congress in Paris.

The WAP contains several objectives to be accomplished by 2012. One of the important factors related to athletic development is to make athletics as the number one sport in school.

In the last five years, RDC has developed various significant programs that would facilitate in reaching those objectives. The main program that has direct impact to the objective is to develop IAAF lecturers for CECS Level 1 and Level II courses.

With the program, the objective to have Level I lecturer at every Member Federation in South East Asia and South Asia is nearly accomplished. The number of Member Federations in the region that has a CECS Level I IAAF lecturer have significantly increased, which in turn increases the possibility of holding a CECS Level I course in each country.

The condition significantly also provides a positive impact to the number of coaches/trainers, physical education teachers who applies athletics in their program. This includes using Kids Athletic and Youth Athletics as a tool to be adopted

by teachers in implementing athletic courses at schools.

Physical Education teachers in Singapore, Indonesia, the Philippines, Sri Lanka, Malaysia, Brunei, Maldives, Myanmar, and Pakistan who have taken Kids Athletics or Level I courses have applied what they learned in their schools. Even in several Southeast Asia countries, Kids Athletic competitions have been conducted as a inter-school competition at the regency/municipal, province and national levels.

In Indonesia Kids Athletics has become a permanent agenda in the sports festival for elementary level in Southeast Asia to be able to participate in the ASEAN Primary School Sport Olympiad (APSSO), which has been conducted for the last 4 years in a row.

From the implementation of Kids Athletics there are a few positive impacts that can be valued:

1. Teachers are aware, understand, and able to better implement athletic learning in elementary schools
2. Athletics become a routine agenda in schools, which therefore increase the number of potential athletes
3. Elementary students receive

athletics movement by using the right tools/equipment that are according to their level of growth and development

4. Athletics is known to be a game and is familiar to students than previous notion that athletic is considered a serious and not really a fun sport to do

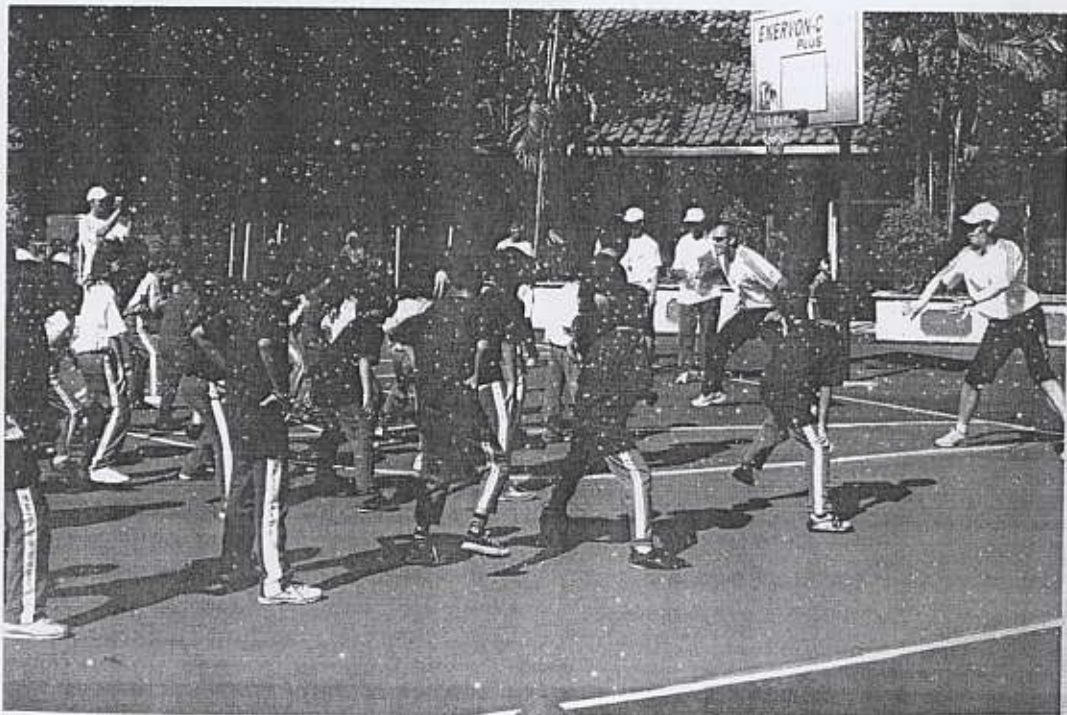
In addition to the development and benefit mentioned above, there are a few factors that still need to be developed by the schools; as follows:

1. To implement a strategic learning program for physical education using athletic materials in a fun way and for a long-term development. This would mean that athletic as a game needs to be further enhanced.
2. Member Federations would need to work together with the minister of national education to be able to

obtain good recommendation from the ministry on developing and including athletic materials into the physical education program.

3. Increase the frequency of competition/festivals to be able to sustainably implement the program as a extra-curriculum
4. Develop a talent scouting program that is more systematic to be implemented so that potential athletes do not cross over to other sports.

The above note states that by 2012 athletics can reach one of the AWP objectives in making athletics the number one sports in schools. Only with cooperation and hard work that this specific objective can have its final touches in 2012 accomplished. ■



Coaches Education and Certification System in Indonesia

By Ria Lumintuarso

Ever since IAAF implemented the Coaches Education and Certification System (CECS) in the early 1990s, many countries had better perspective and knowledge in developing the education and certification program for athletic coaches.

CECS provided a standard and systemized education that was well thought out and planned, which then inspired many countries to develop a system similar to what IAAF has established but are generally applicable to all sports, not just athletic, in that country.

Indonesia is one of the countries that have tried to develop a sport coaches education and certification since early 1990s, nevertheless the road to implementation of the system is still far from what was planned. When the IAAF CECS was introduced, it provided a different view as a comparison and a benchmark for the Indonesia coaches' education and certification system.

On another issue, up until early 2000 the coaching profession in Indonesia is not highly acknowledged as other established professions. This eventually contributes to the lagging process in developing coaches' education and affects available employment opportunities. Not until 2007 when the Ministry of Youth and Sports of Indonesia established a policy that would accept coaches as civil servants (especially for ex-athletes with prestige) that coaches' education became more apparent with

clearer objectives.

Since then, through the National Sports Accreditation Institution (LANKOR - *Lembaga Akreditasi Nasional Keolahragaan*) many coaches' intuitions for education and certification (*Lembaga-lembaga Pendidikan dan Sertifikasi - LPS*) started to emerge, especially ones being established by sports organizations and sports based higher education. Currently there are 19 LPS that have been formed and accredited by LANKOR to operate the education and certification for coaches. As of today, the institutions have certified approximately 2000 coaches from various sports and coaching levels.



Coaches Education and Certification

Athletics in Indonesia that has been under the management of the Indonesian Amateur Athletic Federation (PB PASI) participated in the IAAF CECS program since the 1990s until today. There are about 800 IAAF Level I coaches produced by PB PASI at present. The education and certification process was done based on IAAF rules with accredited national and international lecturers.

It is widely known that that IAAF CECS has its prestige acknowledged by all countries in the world. Nevertheless the opportunity to implement the program in an integral mode has the following problems:

1. Conducting education based on a four year funding from the National Olympic Committee/ Olympic Solidarity limits the opportunity for coach development because the queue time is too long.
2. The opportunity to develop into the

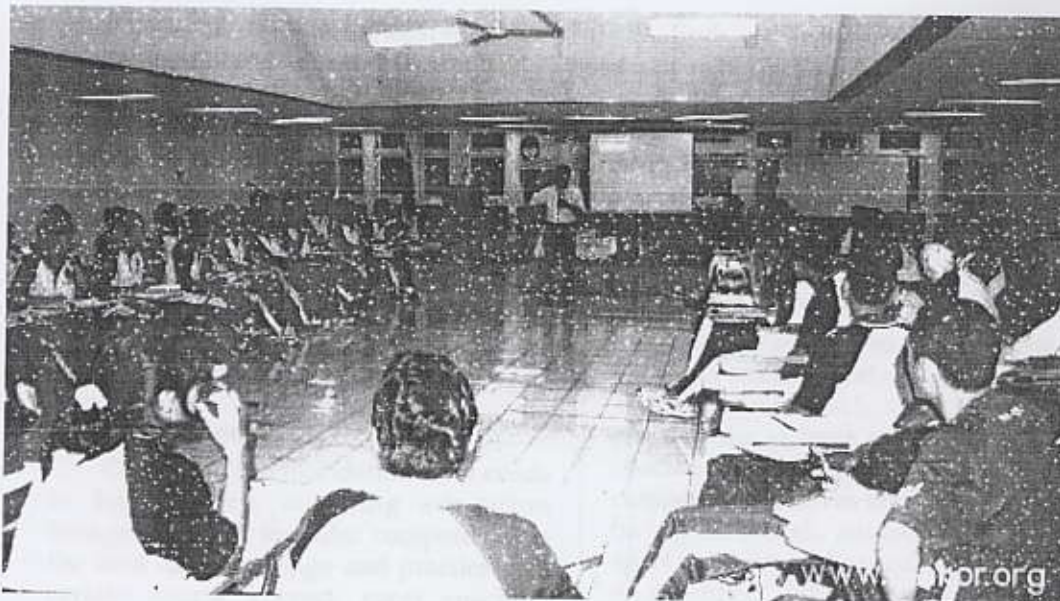
next level (specifically Level III - Level V) is very limited because coaches would need to wait for the IAAF program to be held by RDC. This even becomes more of a wait due to special events being done in between the coaching development, such as sprint & hurdles, jumps, throws, middle and long distance, dan combined events. As a result many of the Level I coaches have to wait for 10 years or more to receive further coaching education.

The above condition needs a solution to make professional coach development conducted smoothly. Therefore PB PASI conducts two athletic coach education and certification programs, which are through the IAAF CECS and through the LPS for athletic coaches under LANKOR.

The presence of LPS for athletic coaches, PB PASI can conduct education programs that are at par with the IAAF CECS by using local resources and national language more frequently. Although the

No.	LEVELS	AREA/SCOPE OF WORK
1.	Beginner (Level 0)	Instructor in sports mass and physical education implemented at each formal or informal sports agency, and sports club.
2.	Foundation (Level I)	Coach for beginner athletes (scout talent) at club and district/municipalities levels.
3.	Junior (Level II)	Coach for club, district/municipalities, and provincial levels
4.	Intermediate (Level III)	Coach for club, district/municipalities, provincial, and national levels
5.	Advance (Level IV)	Coach at international level

Table 1 Coach Levels and Area of Work



programs are acknowledged by LANKOR as a national accredited institution, it is not acknowledged by IAAF CECS as a coach for a certain level. At least by participating in the LPS education, the coaches have already received national recognition and can get ready to be able to join the IAAF CECS with better preparation.

Another advantage for having LPS is to be able to meet requirement that a coach has to have minimal a license to be a coach at a certain level, especially as a national coach to be able to join multi-event championships like SEA Games, Asian Games or even the Olympic Games.

Coaching Levels

Similar to the IAAF CECS, each sport coach education and certification program in Indonesia needs to have a clear standardization at all levels to be able to provide a similar quality in substance as well as organizing. Several items that need to be standardized are: levels of training, curriculum, teaching materials and teachers/instructors, as well as evaluation/grading according to the

training level.

The level of coaching in Indonesia has experienced several changes, but all for the sake to provide opportunity to each individual to become a coach and increase their ability based on their training phase. The coaching level applied to Indonesia based on their area of work can be seen on Table 1 as follows:

Coach Competency

Each coach from all of the levels is required to have the competency equivalent to their area of work. Therefore the base competencies of the coach's level substance are given as a standard guideline in conducting the training at all levels and location, as well as the LPS.

1. Beginner (Level 0)

To be able to obtain the title of beginner level coach, each individual will need to have the non-formal or formal basic competency education that relates to the basic principles of coaching and sport activities, which can be a certain sport

interest or in the form of physical education and recreational sports (community-based) or health related sports proven with a certificate based on the education taken.

Each individual who has at least one of the competencies above can take part in the socialization of sports in their community or in the sports club that needs a volunteer. Coaching at the beginner level is not a prerequisite to be able to participate for coaching education at the next level.

2. Foundation (Level I)

Coaches at the foundation level needs to have sports coaching education background that includes competency in the area of: knowledge and practice of a certain sports interest, sport coaching technique, such as training methodology, training program, and training supporting knowledge, as well as being active as a coach on the field based on the set of time required.

Each individual who has the above competency can coach the sport they are focusing on at the club level with the goal to nurture and develop potential athletes. Coaching at the foundation level is a prerequisite to register for the coaching program at the junior level (Level II).

3. Junior (Level II)

Coaches at the junior level is the next step after a coach receives qualifications as a foundation coach and has actively coached for at least a year. Junior Level coaches are required to have various competencies such as knowledge and skills on a sport branch, advance knowledge on sport coaching and supporting knowledge on coaching. Junior level coach must be active in as a coach on the field at a certain set of time.

Each individual that have the above competencies is able to coach a certain sports branch at the club level and

IAAF CECS Coach	LPS	Notes
Level I IAAF	Level I (Beginner)	Proof of certificate and recommendation from PASI, active on field.
Level II IAAF	Level II (Junior)	Proof of certificate and recommendation from PASI, active on field.
Level III & Level IV IAAF	Level III (Intermediate)	Proof of certificate and recommendation from PASI, active on field.
Level IV & Level V	Principal Coach (Advanced)	Proof of certificate and recommendation from PASI, active on field, with additional requirement of developing an international class athlete and ability to do a presentation on the coaching process for his/her athletes.

Table 2. Equivalency System

regency/municipality level with the interest to mentor and develop prestigious athlete. Coaching at the junior level is a prerequisite to join training at the intermediate level (Level III).

4. Intermediate (Level III)

Intermediate level III Coach is the next phase after junior level who is active in field training and are required to have the following competency: knowledge and skills on a sport branch at a high level, coaching science and sports management, and supporting skills that will not only help in communication with athletes and internal organizations, but also play an active role in communicating with the external publics, as well as mentor coaches that are their juniors.

Coaches with the above competencies are allowed to coach at clubs, regency/municipality, and province with the aim to conduct mentoring and develop prestigious athletes and mentor junior coaches. Coaching at the intermediate level is a prerequisite to participate in the coaching for the advanced level (Level IV).

5. Advanced (Level IV)

Advanced Level Coach is the highest level in the Indonesian coaching system. For the Advanced Level Coach there are



two types:

- a. Elite coach with the task to increase the performance of high level athletes
- b. Professional coach with the task to develop coaches education and qualification through training and seminar

Elite coach at this level is a continuation of an intermediate coach who is active as a field coach and mentor national level athletes who are successful at international competitions. Advanced level coaches are required to have a coach certificate from IAAF and to participate in international qualified sports training, seminar or workshop. The advanced level coach should also be able to be a source person/speaker in national sports seminar related to sports coaching.

Each individual who has the above competences have the rights to train at all areas in Indonesia, and can be sent to other countries who needs a coach from Indonesia through a bilateral/partnership with other countries (G to G project). For professional coaches, it is also a continuation of the intermediate coaching who is interested in the coach education program with a good pedagogical ability. A professional coach is required to understand about various sport branches

that are the area of interest, and have additional supportive skills, as well as the ability to express and convey thoughts in front of others or class.

Professional coaches have the rights to be a resource person and provide training in Indonesia, specifically for its specialized branch and general materials, as well as being responsible in providing education and training in his/her specialized sports.

Equivalency

Based on the above explanation, there are currently two systems of athletic coach education and certification that are parallel to each other. Therefore, LPS for athletic coach in Indonesia under the LANKOR program decided to have an equivalent system for coaches who have participated in the CECS through IAAF to provide an LPS certificate. The equivalency is done as follows:

The equivalency process from IAAF CECS to a national system is seen in Table 2. But aim to equivalent from LPS to IAAF CECS cannot be done because IAAF CECS is an international organization that as of today has not acknowledged any equivalent systems that are conducted by athletic organization of a country (member federation).

Closing

The combination of two education systems for athletic coach with each of their advantages and disadvantages can be combined as mutual beneficial. IAAF CECS that is considered excellent has limitation for all coaches to participate until the highest level, mostly because coaches have to wait for a long time for the next available training. With the case that Indonesia coaches have the opportunity to go through a different coach education and certification system conducted by LPS,

athletic coaches are able to develop their coaching profession as required.

The athletic coach education in Indonesia that aims to provide criteria in providing areas of responsibilities in coaching at certain levels is also playing a role in setting the quality of coaches prior to joining the next level in IAAF CECS. For coaches who have passed the IAAF CECS program will automatically receive a certificate for its national equivalent that has been determined.

The comparison on the two systems would hopefully be able to provide an overview for other federations that the education systems can be conducted together and are complimentary. ■

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