

# EHF 'RINCK' CONVENTION MANUAL 2024

**EHF**  
EUROPEAN HANDBALL  
FEDERATION





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# FOREWORD



**Martin Hausleitner**  
EHF Secretary General

*Reflecting on the journey of the ‘RINCK’ Convention, we mark 24 years since its inception in April 2000.* Over these decades, the European Handball Federation (EHF), in collaboration with the EHF Methods Commission (MC) and, most crucially, the Signatory Nations, has demonstrated remarkable commitment to advancing and refining EHF coach education.

The ‘RINCK’ Convention membership has been instrumental in fostering a vibrant exchange of ideas and information among all signatory Member Federations. This collaborative spirit underscores the importance of coach education as a pivotal element in the evolution

of handball. As the sport continues to advance, it is imperative that we embrace innovative educational methodologies to keep pace with these developments.

The EHF Coaches Licensing System stands as a testament to our dedication to streamlining the educational process. With the implementation of new regulations, we now have enhanced insights into the number of coaches, enabling us to influence the labour market and promote greater mobility for coaches across Europe.

In 2010, we undertook a significant renewal of the convention, addressing areas in need of modernization. Building on this progress, after 14 years the European Handball Federation, alongside the Methods Commission, Sports & Game Services Department, and ‘RINCK’ Convention Panel members, started diligently working on the ‘RINCK’ Convention Seminar 2023. This seminar aimed to define a forward-thinking strategy for coach education in the coming years.

Recognizing the urgent need for a comprehensive restructuring, we outlined key initiatives:

- Establishing new guidelines for each level of coach education, including updated requirements and recommendations.

- Aligning core coach education with coach competencies, specifying the competencies required for each ‘RINCK’ Convention level.
- Introducing ‘Fast Lanes’ for players and coaches to expedite their development.
- Creating a more transparent and equitable process for the renewal of the EHF PRO Licence.
- Developing a detailed coach course curriculum to guide national federations.
- Launching an exemplary EHF Level 1 Coach Course in Edinburgh, Scotland.

The expansion of signatory nations to 43 underscores the success of our collective effort, proving that our achievements are driven by broad participation. In recent years, the EHF, in close partnership with national federations, has organised biannual coaching courses, including the EHF Open Master Coach and Licensing Course. Additionally, the integration of EHF Webinars, the EHF Goalkeeper Summit, and the EHF Level 1 Coach Course has further enriched our specialised education offerings.

The mandatory coaching licensing system has been successfully implemented, marking a significant milestone in our ongoing commitment to excellence in handball coach education.

*For the European Handball Federation (EHF), the coach has always played a very important role in the development of handball. It is the coach who has the competencies to involve children and young people in our sport. It is the coach who has the skills to teach the right tools that enable growth and development in young handball players, and it is the coach who has the competencies to manage and guide the players at a high level.*

To be competent, an educational path to guide the coach through the different areas of sports science and handball is essential to understand not only the needs of the coach, but also the needs of players on the path to success at whatever level they play meaning from the grassroots to the elite.

The coach also needs to have the opportunity to work in different social, cultural, and sport environments. Coaching in different countries provides the coach access to new proficiencies and to develop the ones the coach already possesses.

The RINCK Convention (RC) continues to have a huge impact in the development of handball because, on the one hand, it created the possibility for coaches to work across Europe within the 43 RC Signatory

Member Federations and, on the other hand, it has devised a very ambitious education curriculum encompassing 4 levels that considers the needs of the different countries and their respective federations.

Handball is growing; the game is developing in different ways and with new approaches, and there is no doubt that new and exciting challenges lay ahead. Every country will define the steps relating to the development of the game considering the situation and needs, but without ever losing the significance in the global context. Therefore, the signatory nations and the respective National Federations need coaches to be prepared to participate accordingly.

The relaunch of the RINCK Convention centred on developing the game and the different specificities and needs of the Federations that are aligned with the “Circle of a Handball Life”. Now, with a competency-based education system, coaches will gain experience specifically related to the level of the game, respectively players, being trained, whilst maintaining the essence of the 4 levels. This allows for the Federations to engage coaches with the qualities that are aligned with the needs of the country; at the same

time, the coaches can enhance their skills, thus qualifying them to work in different countries across various development levels with great efficiency.

Thus, the EHF will continue to uphold the integrity, as well as maintain the identity, of the RINCK Convention where education, and the mutual recognition of education, reinforces the platform as an extremely useful model for the development of the sport.



**Pedro Sequeira**  
EHF Methods Commission Chairman



# MISSION STATEMENT

The aim of the EHF 'RINCK' Convention is the mutual recognition of education standards and qualifications in the field of coaches' education in European handball.

The EHF 'RINCK' Convention strives to enhance coaches' education with a deep respect for the diverse regional and national approaches to coaching.

It serves as a platform for collaboration, encouraging federations to exchange resources and expertise. This enables them to enrich their own coach education programs and to orient themselves towards recognized coach competence profiles.

The EHF 'RINCK' Convention is dedicated to empowering and championing the coaching profession, ensuring its protection and facilitating the seamless mobility of skilled coaches across Europe in alignment with European Law/EU Standards.

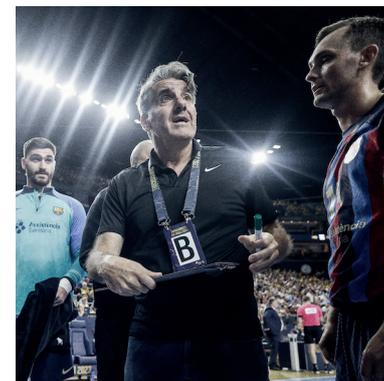
The EHF, through the EHF Methods Commission, remains steadfast in its enduring mission, established since 1994:

- To serve as a dedicated 'service institute' for our Member Federations across various task domains, embodying a commitment to support and empower them.
- To actively promote the exchange of knowledge, experiences, and innovations:
  1. Amongst European handball experts, fostering collaboration and growth within our community.
  2. Across continents, facilitating global connections and learning opportunities.
  3. Between handball and other sports, encouraging exchange of ideas and practices.
  4. Between the EHF and other institutions, nurturing partnerships and alliances to further enhance the development of handball.
- Through these collaborative efforts, we strive to enrich and develop the handball community, promote continuous lifelong learning, and contribute to the advancement of the sport both within Europe and beyond.



# EHF 'RINCK' CONVENTION MEMBERSHIP

- By embracing the EHF 'RINCK' Convention, nations and the European Handball Federation join hands in a shared mission: to unify and elevate the standards of coaches' education across Europe. This initiative respects the essence of individual freedom while valuing the rich tapestry of vocational training within our signatory nations.
- As member federations, we pledge to uphold the principles outlined in this convention, ensuring that our coaches' education programs meet the established benchmarks. These guidelines serve as a foundation, a minimum standard, that we collectively strive to exceed within our respective federations.
- Our ultimate aim is harmonisation, fostering seamless transitions for handball coaches to work across borders within our signatory nations. Through this alignment, we pave the way for a future where opportunities abound, and excellence knows no limits.
- We rally around the core values of continuous growth and innovation, ensuring that our coaches remain at the forefront of development in the dynamic world of handball. Together, we forge a path towards excellence, united by our passion for the game and our commitment to nurturing its finest ambassadors – our coaches.



# PROCEDURE OF ACCESSION



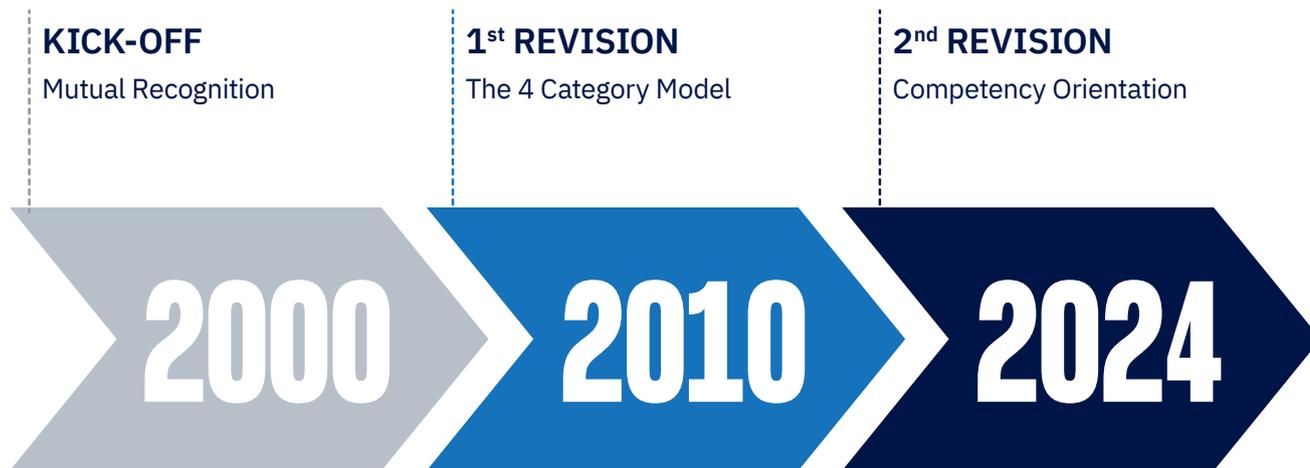
- Ensuring that coaches' education meets the necessary standards is a matter of great importance, one that we approach with care and diligence. Within each member federation, a thorough evaluation process, guided by predefined procedures, will determine whether the requirements for each category are met.
- The Methods Commission, entrusted with this responsibility, undertakes the crucial task of ensuring compliance with all admission requirements. In doing so, they maintain open lines of communication with the EHF Executive Committee, ensuring transparency and accountability throughout the process. Here, thoughtful consideration is given to the findings, and to conclude the decision-making process regarding potential admission or refusal.
- This collaborative approach ensures that the standards of coaches' education remain robust and relevant, ultimately contributing to the growth and excellence of handball across our member federations. Together, we uphold a commitment to continuous improvement and accountability, ensuring that our coaches receive the support and resources they need to thrive.
- Failures to implement the committed and agreed standards as well as failures to accept the standards of other members according to the convention at hand shall be subject to legal proceedings and shall be subordinated to the legal bodies of the EHF.

# APPLICATION REQUIREMENTS

- Member federations seeking to join and endorse the convention are kindly requested to express their interest by submitting an application to the EHF.
- In communications with the EHF, we kindly ask that all correspondence to be conducted in English, the official language, to ensure smooth and effective communication.
- To facilitate the admission process, member federations are kindly asked to provide comprehensive documentation outlining their national coaches' education programme regulations and administrative procedures. This transparency helps to ensure a thorough assessment by the competent bodies within the EHF.
- Upon receipt of the necessary documents, the EHF will initiate the admission procedure, conducting examinations and controls as required. Rest assured, every effort will be made to ensure fairness and accuracy throughout this process.
- Following the completion of all examinations, a detailed report will be presented to the EHF Executive Committee. Decisions will be made with careful consideration and guided by the established criteria and the best interests of our handball community.
- Upon becoming signatories to the convention, all parties agree to uphold and recognise the EHF education standards and qualifications from other signatory nations. This commitment strengthens our collective efforts towards the advancement and standardisation of coaching excellence across Europe.



# LOOKING BACK TO SEE AHEAD...





# EDUCATION PATHWAY

The new EHF RC structure is best imagined as a coach education staircase:

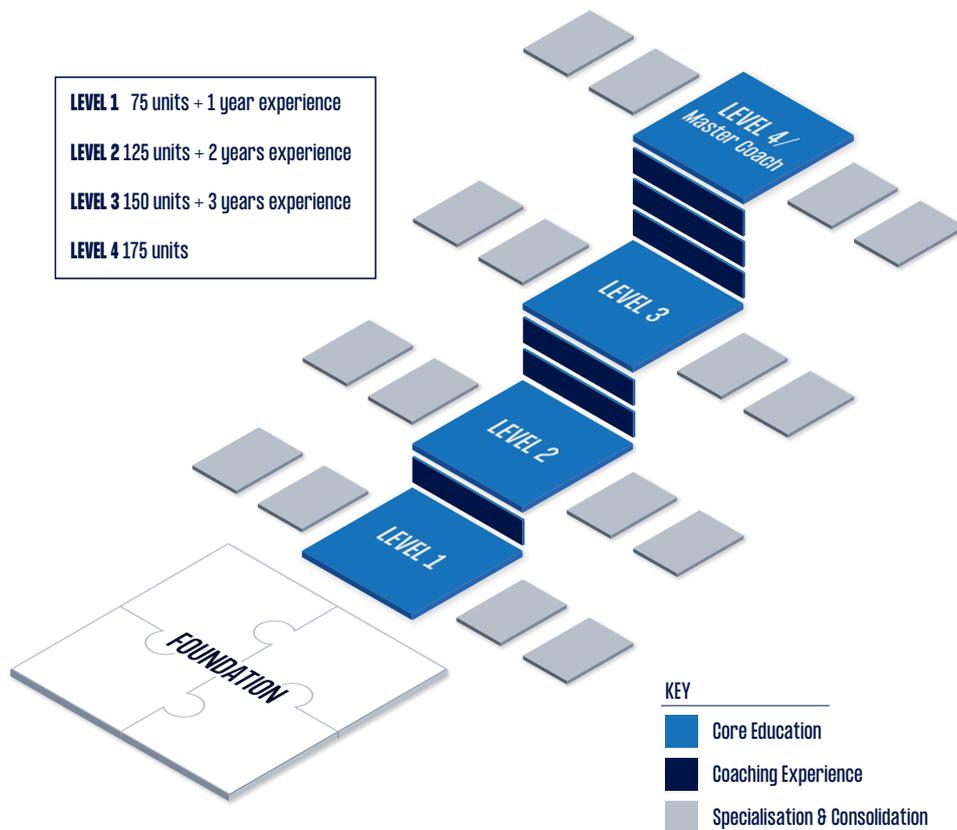
The **FOUNDATION** serves as the metaphorical base of this staircase, symbolising the initial, accessible steps in coach education.

These courses are primarily designed to welcome newcomers to the world of handball coaching, providing a low-threshold entry point into coaching education. The aim is also to engage individuals already involved in handball such as parents or players and offer them an easy transition into more formal coach education pathways.

Foundation courses have no strict admission criteria and are typically short in duration (25 - 50 Teaching Units (TU)). They can be tailored to cater to various interest groups within the national federations, e.g., specialised courses for grassroots coaches.

While not mandatory within the core education framework, these courses play a vital role in developing the sport of handball through our coaches, who serve as its most important ambassadors.

If no foundation courses are offered the competences promoted here are mandatory components of the level 1 courses.



The centrepiece of the EHF 'RINCK' Convention with its four coach education categories (Level 1 - Level 4 established since 2010), remains in place and is now referred to as **CORE EDUCATION**.

However, we emphasise the importance of **COACHING EXPERIENCE** between the core education levels to ensure knowledge transfer and competence development in the individual sports and working environments of coaches. Formal education courses are just one part of the coach development process, which can only be sustainable if this process is driven by practical work in clubs and associations - ideally supported by mentors and peers on site.

Furthermore, we want to highlight the significant, yet often underutilised, potential for coaches' development through the **SPECIALISATION & CONSOLIDATION** of coaches' competences at their current education level.

In many instances, focusing on specialisation or deepening of competences proves more beneficial than rushing to attain the next level of the core education. This approach of horizontal development, symbolised through the grey side stripes, aligns more closely with the coaches' specific requirements and current working environment. For instance, a Level 1 coach specialising in children's handball through additional courses can offer invaluable contributions to the system, surpassing the value of a coach hastily advancing to Level 2, that is likely not tailored to his or her specific needs and profile.

It is crucial to continue developing targeted qualifications that support coaches in their pursuit of specialisation and competence development, thus maximising their impact on their teams, athletes, and club environments.

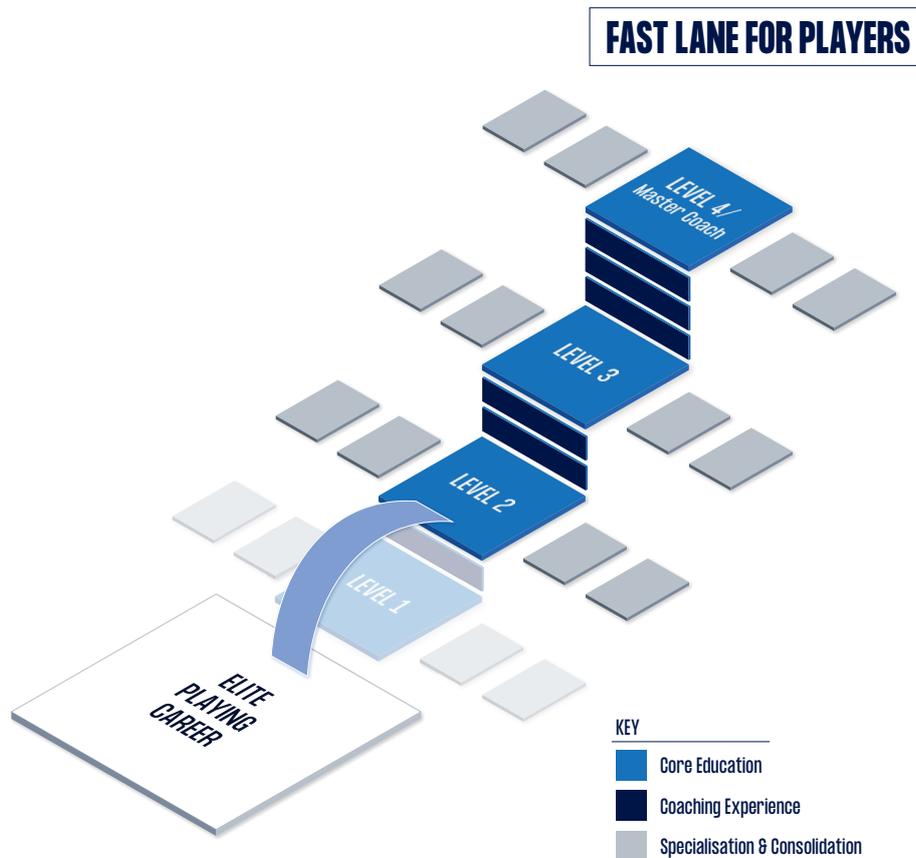
To utilise the invaluable experience of active and former top handball players and formally recognise the skills they have acquired throughout their careers, a special education pathway called **FAST LANE FOR PLAYERS** has been officially established.

This programme accelerates their progression through core education and, thus, actively supports the dual career of top players, which is an important pillar for the further development of handball by recruiting this group for the coaching profession.

The **Fast Lane for Players** enables active and former elite players to achieve EHF Level 2 directly, without having to attend Level 1 & 2 courses, **if they complete a specially developed coach education programme with a minimum of 100 TU**.

Under the 'RINCK' Convention, an 'Elite Player' is defined as an actively participating player who meets one of the following criteria:

- 1) either they have represented their senior national team in official competitions, or
- 2) they have competed in competition within the premier senior national league for a cumulative period of at least five (5) non-consecutive years, maintaining an average wof no less than 20 appearances annually in said league.



Former elite players who have entered a coaching career, and have already reached EHF Level 2, can receive accelerated admission to EHF Level 3 or Level 4 education courses in recognition of their many years of experience as a player.

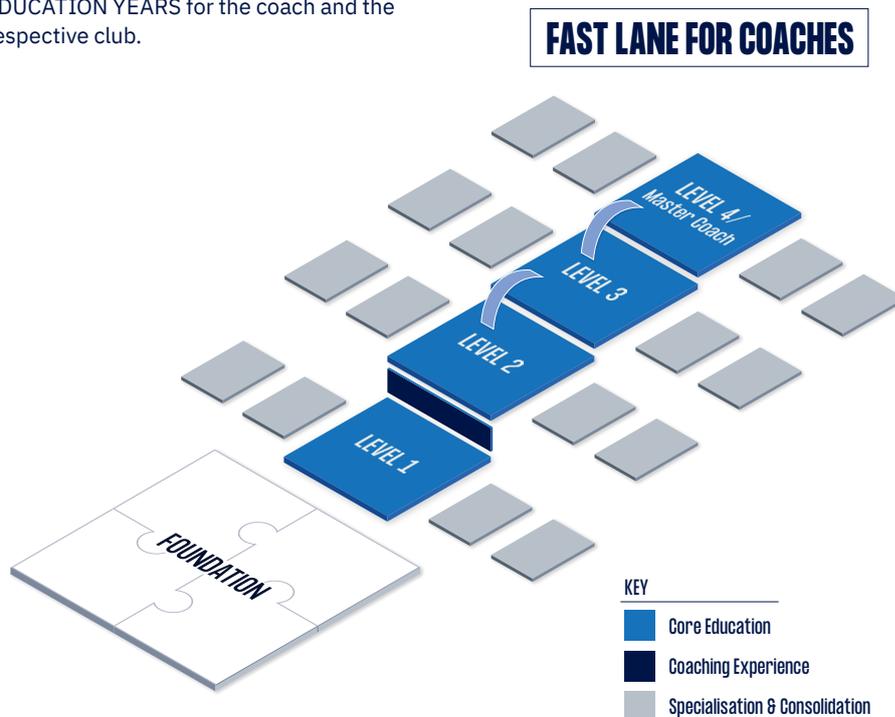
However, the prerequisite for this accelerated admission, which is now called **FAST LANE FOR COACHES**, is that the EHF level sought (i.e., Level 3 or Level 4) is mandatory for the current or future (already contracted) coaching position.

Accelerated access is also to be granted to coaches who, through sporting success, are promoted with their teams to a league in which a higher level of education is mandatory and who would otherwise no longer be allowed to coach their team.

Coaches in education are treated as having the corresponding education level temporarily, referred to as EDUCATION YEARS. This status applies under these conditions:

1. Coaches must enroll in a Level 3 or Level 4 (confirmation of NF = official enrollment) educational course before the start of the season for which they seek temporary access.
2. Coaches have to complete the education course within the regular educational timeframe (course changes are not allowed).

Misuse of this temporary access by the club or the coach, such as accessing the competition level without the intention to commence or complete the course, will result in the loss of temporary access to the corresponding competition level and a ban on future use of EDUCATION YEARS for the coach and the respective club.



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EUROPEAN HANDBALL  
FEDERATION



# BASIC PRINCIPLES OF COACH EDUCATION

“ Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them. ”

Sir John Henry Douglas Whitmore



**ENABLING LEARNING EXPERIENCES INSTEAD OF TEACHING**

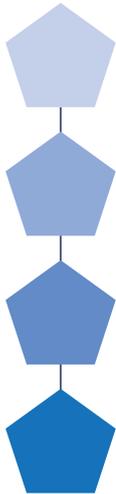
**UTILISING POTENTIAL THROUGH SPECIALISATION**



**PROMOTE AND VALUE EXPERTISE AT ALL COACHING LEVELS**



# BASIC PRINCIPLES OF COACH EDUCATION



Learner-centered instead of lecturer-centered education process

Developing coaching competencies instead of teaching handball content

Developing experts at all levels of coaching and in all areas of handball

Easier access to coach education and more flexibility and variability in program design, also enabling dual careers for athletes and coaches



The coaches as learners, not the lecturers, are at the centre of the coach education. The lecturers see themselves as guides or assistants, and support the participants' learning processes using modern education and learning methods; these are methods that:

- enable active participation in the learning process
- enable the transfer of content to the participants' fields of application
- promote the participants' ability to learn and reflect on their own individual behaviour
- take participants' experiences into account
- allow participants to organise the learning process flexibly in terms of time
- enable the consolidation or activation of knowledge and competences
- enable cognitive processes through effective learning experiences

The primary objective of coach education is to develop self-effective coaches who are able to act and reflect in their own individual sports and working environments.



# EDUCATION FORMATS

To achieve these objectives, coach education including renewal courses should embrace a variety of educational formats to enhance flexibility and appeal for coaches.

Among these, **BLENDED LEARNING** stands out as the cornerstone of coach education, offering a balanced blend of traditional presential classroom and sports hall activities and synchronous or asynchronous online education formats. This approach ensures that coach education is not only flexible and accessible but also engaging and dynamic.

Coach education shall provide coaches with the best possible learning experience, one that caters to their diverse needs and preferences while preparing them for the challenges of their individual sports and working environments.

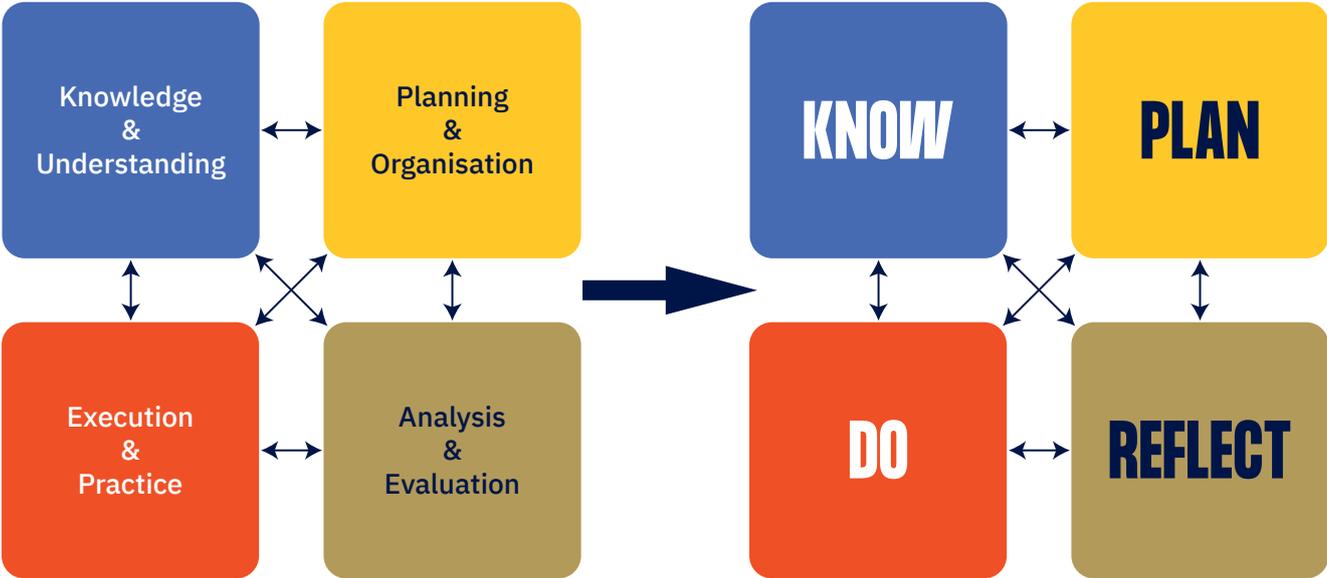
Given the deeply practical nature of coaching competencies and the importance of interpersonal communication, it is evident that online education formats alone are insufficient to fully develop the skills and requirements demanded of coaches.

	Online	Offline
Class	e.g. Digital Classroom (synchronous)	e.g. Traditional Classroom (synchronous, face-to-face)
Groups	e.g. Social, Collaborative Education Formats or Learning Methods (synchronous or asynchronous)	
Individual	e.g. E-Learning (asynchronous)	e.g. Self-paced Practice (asynchronous)



# EHF COMPETENCE MODEL

# EHF COMPETENCE MODEL



The EHF competence model for handball coaches comprises four main areas of competences that have to be developed through coach education:

### Knowledge & Understanding

Acquiring knowledge about specific topics relevant to handball coaching activities.

Understanding the effects and interrelationships of this knowledge within the context of handball coaching practice.

### Planning & Organisation

Developing plans and organising actions or interventions related to handball coaching.

Ensuring effective coordination and management of handball coaching activities to achieve desired outcomes.

### Execution & Practice

Practicing behaviours and executing actions or interventions according to the devised plans.

Application of coaching strategies and techniques in a practical environment.

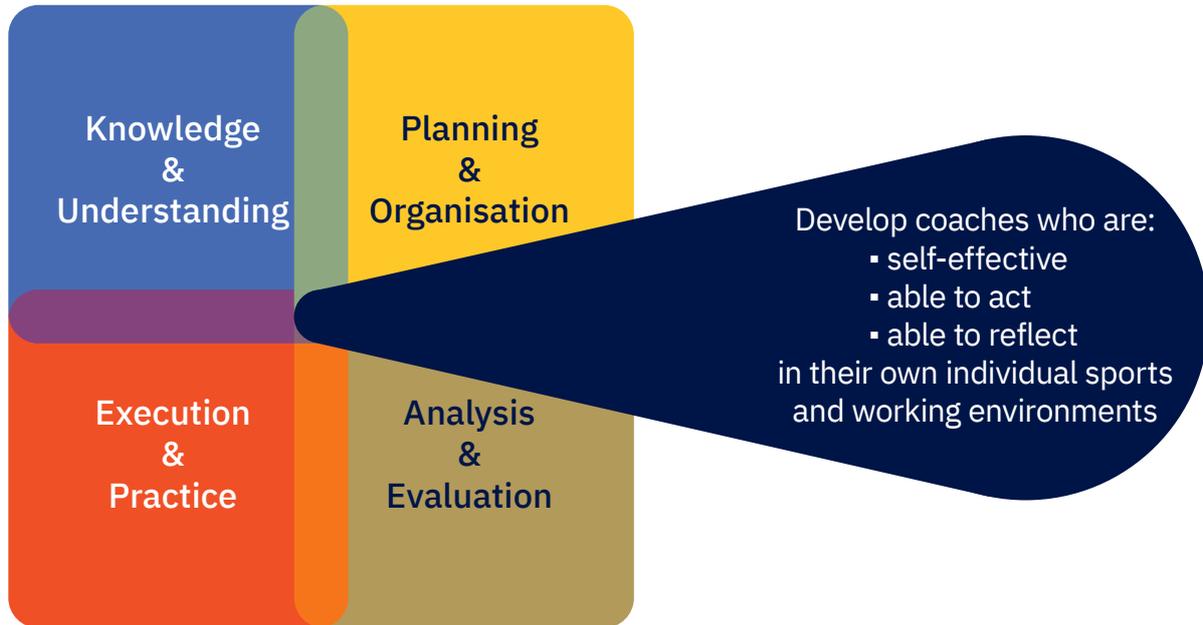
### Analysis & Evaluation

Analysing and evaluating behaviours, actions, and interventions employed during handball coaching activities.

Assessing the effectiveness and impact of handball coaching activities to identify areas for improvement and refinement.



# EHF COMPETENCE MODEL

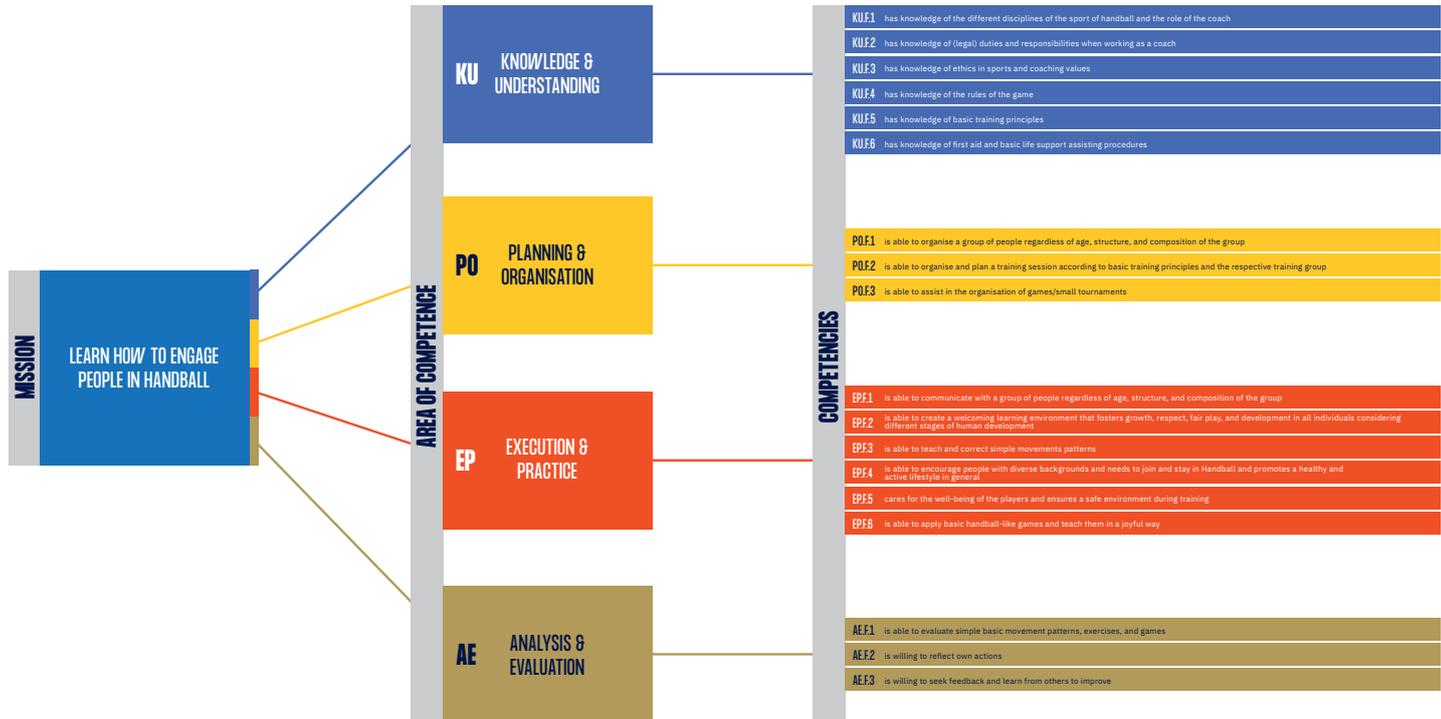




# EDUCATION LEVELS

# FOUNDATION — GENERAL CONDITIONS

FOUNDATION COURSES			
Objective(s)	Learn how to engage people in handball		
Target Group(s)	Circle of a Handball life: Stages 0, 1, 6, and 7		
Teaching Units (TU)	Minimum 25 TU recommended		
Admission Criteria	Age Minimum	Licence Required	Coaching Experience
	14	None	None
Lecturers	<ul style="list-style-type: none"> <li>• Coaches with Level 1 or higher</li> <li>• (University) teachers / lecturers</li> <li>• Experts from fields of education / science</li> </ul>		
Education Format	Blended Learning recommended Maximum of 50 % of TU in online formats recommended Maximum of 40 participants per course recommended		
Examination	No examination, learning checks recommended		
Renewal	No renewal needed		



# FOUNDATION — COACH COMPETENCES

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## KNOWLEDGE & UNDERSTANDING

The Foundation coach...

- **KU.F.1** has knowledge of the different disciplines of the sport of handball and the role of the coach
- **KU.F.2** has knowledge of (legal) duties and responsibilities when working as a coach
- **KU.F.3** has knowledge of ethics in sports and coaching values
- **KU.F.4** has knowledge of the rules of the game
- **KU.F.5** has knowledge of basic training principles
- **KU.F.6** has knowledge of first aid and basic life support assisting procedures

## PLANNING & ORGANISATION

The Foundation coach...

- **PO.F.1** is able to organise a group of people regardless of age, structure and composition of the group
- **PO.F.2** is able to organise and plan a training session according to basic training principles and the respective training group
- **PO.F.3** is able to assist in the organisation of games/small tournaments

# FOUNDATION — COACH COMPETENCES

## EXECUTION & PRACTICE

The Foundation coach...

- **EP.F.1** is able to communicate with a group of people regardless of age, structure and composition of the group
- **EP.F.2** is able to create a welcoming learning environment that fosters growth, respect, fair play and development in all individuals taking into account different stages of human development
- **EP.F.3** is able to teach and correct simple movements patterns
- **EP.F.4** is able to encourage people with diverse backgrounds and needs to join and stay in Handball and promotes a healthy and active lifestyle in general
- **EP.F.5** cares for the well-being of the players and ensures a safe environment during training
- **EP.F.6** is able to apply basic handball-like games and teach them in a joyful way

## ANALYSIS & EVALUATION

The Foundation coach...

- **AE.F.1** is able to evaluate simple basic movement patterns, exercises and games
- **AE.F.2** is willing to reflect own actions
- **AE.F.3** is willing to seek feedback and learn from others to improve

# FOUNDATION — EXEMPLARY MODULE DESIGN

## Module: Small (-Sided) Games in Mini and Kids Handball (8 TU)

### Competences to be developed through the module:

- KU.F.5 has knowledge of basic training principles
- PO.F.1 is able to organise a group of people regardless of age, structure and composition of the group
- EP.F.6 is able to apply basic handball-like games and teach them in a joyful way

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Foundation coaches should be able to:	Theoretical input on teaching small (-sided) games to promote creativity through free play and implicit learning	E-Learning	1
<ul style="list-style-type: none"> <li>• explain in their own words which basic technical and tactical skills are implicitly trained through small (-sided) games.</li> </ul>	Theoretical input on designing small (-sided) sports games for children	E-Learning	1
<ul style="list-style-type: none"> <li>• understand that versatile and uncontrolled play in childhood can improve handball-specific playing ability in long-term athlete development</li> </ul>	Exemplary practical session with various small (-sided) games by a lecturer	Sports Hall	2
<ul style="list-style-type: none"> <li>• train and adapt small games in terms of rules, number of players, field size and rules and teach them in a joyful way</li> </ul>	Design and implementation of small (-sided) games in small groups with feedback from the lecturer	Group works, classroom, Sports Hall	3.5
	Reflection on the lessons learnt	Learn check, online	0.5

# FOUNDATION — EXEMPLARY MODULE DESIGN

## Module: Role of a Sports Coach (5 TU)

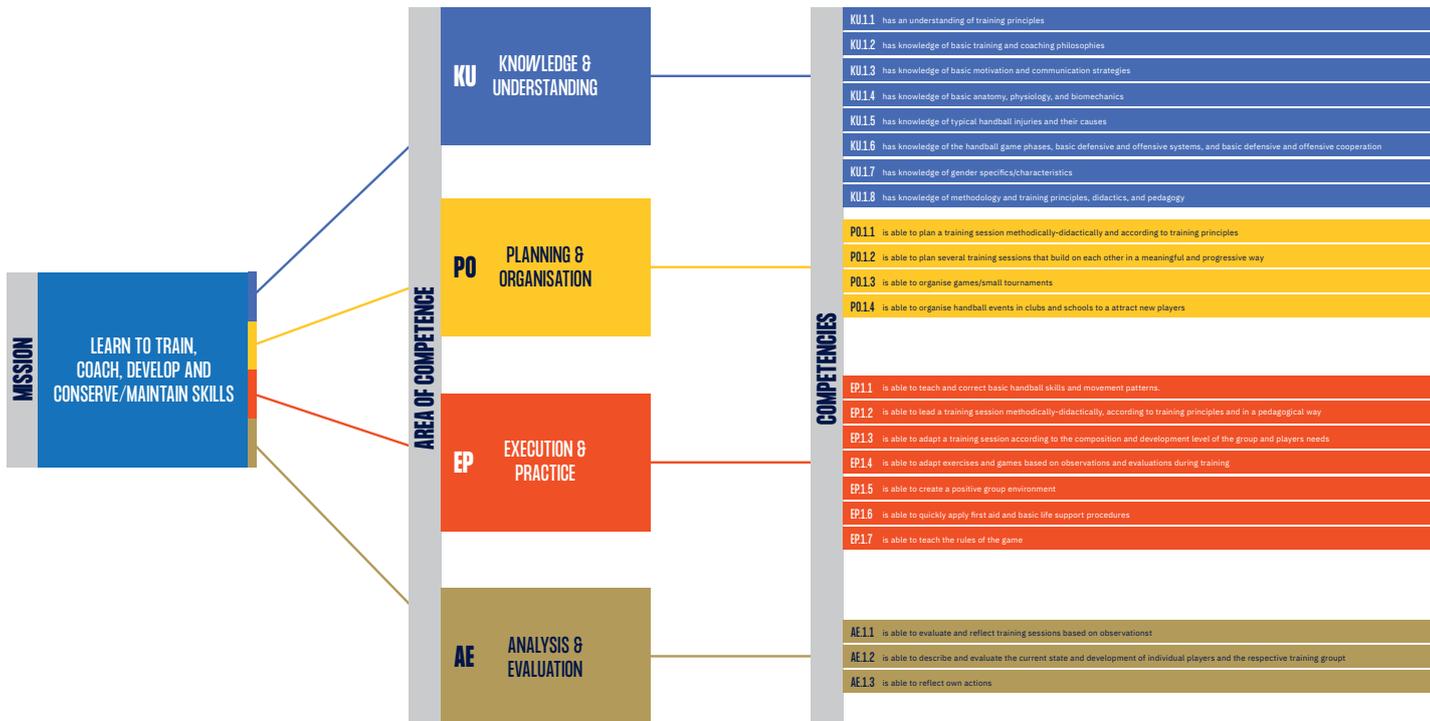
### Competences to be developed through the module:

- KU.F.2 has knowledge of (legal) duties and responsibilities when working as a coach
- KU.F.3 has knowledge of ethics in sports and coaching values
- EP.F.5 cares for the well-being of the players and ensures a safe environment during training

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Foundation coaches should be able to:	Theory of legal duties and responsibilities as a sports coach	E-Learning + Learn check	1
<ul style="list-style-type: none"> <li>• understand the role of a sports coach and the legal duties and responsibilities of that role</li> </ul>	Theory of safeguarding and ethical values in sports coaching	E-Learning + Learn check	1
<ul style="list-style-type: none"> <li>• understand how a coach fulfils his/her duty of supervision to a training group, particularly when working with children</li> </ul>	Development of a role profile and formulation of a self-image as a sports coach, moderated by a lecturer	Group works, classroom	2.5
<ul style="list-style-type: none"> <li>• protect his/her group in training and competition by ensuring a safe activity and environment</li> </ul>	Theory of basic first aid procedures	E-Learning	0.5
<ul style="list-style-type: none"> <li>• act confident appropriately in the event of an accident in his/her group</li> </ul>			

# LEVEL 1 — GENERAL CONDITIONS

LEVEL 1			
Objective(s)	Learn to train, coach, develop and conserve/maintain skills		
Target Group(s)	Circle of a Handball life: Stage 1, 2, 6 and 7		
Teaching Units (TU)	Minimum 75 TU recommended		
Admission Criteria	Age Minimum	Licence Required	Coaching Experience
	16	None	None
Lecturers	<ul style="list-style-type: none"> <li>• Coaches with Level 2 or higher</li> <li>• Coaches with Level 1 + min. 5y of coaching experience</li> <li>• (University) teachers / lecturers</li> <li>• Experts from fields of education / science</li> </ul>		
Education Format	Blended Learning recommended Maximum of 33 % of TU in online formats recommended Maximum of 25 participants per course recommended		
Examination	Theoretical + Practical Evaluation recommended Learning checks recommended		
Renewal	Renewal (15 TU) recommended every 3 years		



# LEVEL 1 — COACH COMPETENCES

## KNOWLEDGE & UNDERSTANDING

The Level 1 coach...

- **KU.1.1** has an understanding of training principles
- **KU.1.2** has knowledge of basic training and coaching philosophies
- **KU.1.3** has knowledge of basic motivation and communication strategies
- **KU.1.4** has knowledge of basic anatomy, physiology and biomechanics
- **KU.1.5** has knowledge of typical handball injuries and their causes
- **KU.1.6** has knowledge of the handball game phases, basic defensive and offensive systems, and basic defensive and offensive cooperations
- **KU.1.7** has knowledge of gender specifics/characteristics
- **KU.1.8** has knowledge of methodology, didactics and pedagogy

## PLANNING & ORGANISATION

The Level 1 coach...

- **PO.1.1** is able to plan a training session methodically-didactically and according to training principles
- **PO.1.2** is able to plan several training sessions that build on each other in a meaningful and progressive way
- **PO.1.3** is able to organise games/small tournaments
- **PO.1.4** is able to organise handball events in clubs and schools to attract new players

# LEVEL 1 — COACH COMPETENCES

## EXECUTION & PRACTICE

The Level 1 coach...

- **EP.1.1** is able to teach and correct basic handball skills and movement patterns
- **EP.1.2** is able to lead a training session methodically-didactically, according to training principles and in a pedagogical way
- **EP.1.3** is able to adapt a training session according to the composition and development level of the group and players needs
- **EP.1.4** is able to adapt exercises and games based on observations and evaluations during training
- **EP.1.5** is able to create a positive group environment
- **EP.1.6** is able to quickly apply first aid and basic life support procedures
- **EP.1.7** is able to teach the rules of the game

## ANALYSIS & EVALUATION

The Level 1 coach...

- **AE.1.1** is able to evaluate and reflect training sessions based on observations
- **AE.1.2** is able to describe and evaluate the current state and development of individual players and the respective training group
- **AE. 1.3** is able to reflect own actions

# LEVEL 1 — EXEMPLARY MODULE DESIGN

## Module: Training and Coaching Practice 1 (18 TU)

### Competences to be developed through the module:

- KU.1.1 has an understanding of training principles
- KU.1.8 has knowledge of methodology, didactics and pedagogy
- PO.1.1 is able to plan a training session methodically-didactically and according to training principles
- PO.1.2 is able to plan several training sessions that build on each other in a meaningful and progressive way
- EP.1.2 is able to lead a training session methodically-didactically, according to training principles and in a pedagogical way
- AE.1.1 is able to evaluate and reflect training sessions based on observations

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 1 coaches should be able to:	Theory of training structure, training principles and methods	E-Learning + Learn check	2
• explain basic training principles, coaching methods and concepts of skill acquisition in their own words	Theory of skill acquisition and (motor) learning	E-Learning + Learn check	2
• explain the basic structure of a training session and how several training sessions can be built up over a short period of time to achieve a training goal systematically	Exemplary training session demonstrated by lecturer	Sports hall, Presential	2
• plan and carry out their own training sessions accordingly and evaluate them on the basis of their own observations	Planning and execution of a training session with feedback from group and lecturer	Group works, Classroom, Sports Hall, Presential	4
• observe and evaluate training sessions from colleagues and give helpful feedback on the basis of their own observations	Planning of multiple training sessions for own sports environment with feedback from group or expert	Self-Paced Practice + Collaborative Learning, online	4
	Application of feedback into the training sessions in own sports environment	Self-Paced Practice + proof of realisation	4

# LEVEL 1 — EXEMPLARY MODULE DESIGN

## Module: Health and Safety (6 TU)

### Competences to be developed through the module:

- KU.1.4 has knowledge of basic anatomy, physiology and biomechanics
- KU.1.5 has knowledge of typical handball injuries and their causes
- EP.1.6 is able to quickly apply first aid and basic life support procedures

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 1 coaches should be able to:	Theory of basic anatomy, physiology and biomechanics	E-Learning + Learn check	2
<ul style="list-style-type: none"> <li>• explain the basic body structure and function and muscular system</li> </ul>	Theory of serious health events and first aid procedures	E-Learning + Learn check	1
<ul style="list-style-type: none"> <li>• explain the cardiovascular system, energy system and respiratory system</li> </ul>	Theory of common handball injuries, injury causation and basic prevention strategies	E-Learning + Learn check	1
<ul style="list-style-type: none"> <li>• identify different types of common sports injuries that can occur in handball training and/or competition</li> </ul>	Exemplary first aid measures demonstrated by a first aid expert and practicing first aid measures with the group	E-Learning + Learn check	2
<ul style="list-style-type: none"> <li>• create a safe training environment and conduct safe training sessions</li> </ul>			
<ul style="list-style-type: none"> <li>• explain the principles of basic prevention strategies in their own words</li> </ul>			
<ul style="list-style-type: none"> <li>• assess the condition of an injured person, carry out a full body examination and monitor vital signs</li> </ul>			
<ul style="list-style-type: none"> <li>• use wound dressings, bandages, CPR aids and other first aid equipment</li> </ul>			
<ul style="list-style-type: none"> <li>• recognise the signs and symptoms of a heart attack and other serious health events, perform CPR and place the casualty in the recovery position</li> </ul>			

# LEVEL 1 — EXEMPLARY MODULE DESIGN

## Module: Management & Organisation (12 TU)

### Competences to be developed through the module:

- KU 1.3 Has knowledge of basic motivation and communication strategies
- PO 1.3 Is able to organize games/small tournaments
- PO 1.4 is able to organize handball events in clubs and schools to attract new players
- EP 1.5 is able to create a positive group environment

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 1 coaches should be able to:	Theory: Game & Tournament planning & management	E-Learning + Learn Check	1
<ul style="list-style-type: none"> <li>• independently organize and manage small games and tournaments</li> </ul>	Theory : Legal aspects and legal responsibilities as a coach	E-Learning + Learn Check	1
<ul style="list-style-type: none"> <li>• understand rules, duties of care, and legal responsibilities as a coach</li> </ul>	Theory: Engagement strategies for attracting new players to handball	E-Learning + Learn Check	2
<ul style="list-style-type: none"> <li>• provide clear organizational guidelines for effective games management</li> </ul>	Practice: Demonstrating team cohesion and a positive environment through practice with feedback from group or experts	Presential (Sports Hall, Presential)	4
<ul style="list-style-type: none"> <li>• explain basic motivational strategies to encourage participation and engagement</li> </ul>	Practice: Developing a plan focused on engagement strategies for clubs	Self Paced Learning	4
<ul style="list-style-type: none"> <li>• create a positive environment where players feel safe, recognised, and valued</li> </ul>			

# LEVEL 1 — EXEMPLARY MODULE DESIGN

## Module: Handball Fundamentals (18 TU)

### Competences to be developed through the module:

- KU 1.7 has knowledge of gender specifics/characteristics
- PO 1.1 is able to plan a training session methodologically-didactically and according to training principles
- EP 1.1 is able to teach and correct basic handball skills and movement patterns
- EP 1.3 is able to adapt a training session according to the composition and development level of the group and players needs
- EP 1.5 is able to create a positive group environment
- EP 1.7 is able to teach the rules of the game
- AE 1.3 is able to reflect own actions

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 1 coaches should be able to:	Theory: Fundamentals of Game understanding	E-Learning + Learn Check	4
• effectively assess situations and adjust training to meet the needs of different groups and individuals and communicate changes clearly	Theory: One-size-fits-all? Adjusting training to players' needs	E-Learning + Learn Check	2
• awareness that athlete development is non-linear	Small Games and Fun Ways to Learn Game Rules	Sports hall, practical session	4
• understand how to modify, interact with, and adapt to the environment to better facilitate the established goals	Fundamental Aspects of Correct Learning of Basic Handball Techniques	Sports hall, practical session	4
• teach basic movements of the Handball game: identifying and correcting passes, defense base positions, shooting techniques, reception, dribbling, etc	Providing a detailed self-reflection on their own practice	Self-paced/proof of realisation	4
• explain the basic rules of the game and the different players roles and their functions as well as the games phases			
• designing small games to teach handball rules and to develop basic skills in simple game situation			
• engaging players and making training and learning enjoyable			
• independently assess and reflect on one's coaching practice to foster continual professional development			

# LEVEL 1 — EXEMPLARY MODULE DESIGN

## Module: Basic Game Technical-Tactical Understanding (14 TU)

### Competences to be developed through the module:

- KU 1.6 Has knowledge of handball game phases, basic defensive and offensive systems, and basic defensive and offensive cooperation
- KU 1.7 Has knowledge of gender specifics/characteristics
- EP 1.1 is able to teach and correct basic handball skills and movement patterns
- EP 1.4 Is able to adapt exercises and games based on observations and evaluations during training
- EP 1.7 Is able to teach the rules of the games
- AE 1.2 Is able to describe and evaluate the current state and development of individual players and the respective training group

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 1 coaches should be able to:	Theory: Individual Defensive Techniques and Tactics ( <i>Anticipatory Skills, Tackling, Blocking, Cooperation with Teammates / Goalkeeper</i> )	E-Learning + Learn Check	2
<ul style="list-style-type: none"> <li>• provide clear, independent descriptions of handball game phases and dynamics</li> </ul>	Theory: Individual Offensive Techniques and Tactics ( <i>Breakthroughs/Feints, Crossing / Screening</i> )	E-Learning + Learn Check	2
<ul style="list-style-type: none"> <li>• demonstrate a thorough and understandable explanation of the game</li> </ul>	Practice: Planning of training plan under specific constraints of players characteristics	Group works/collaborative learning	4
<ul style="list-style-type: none"> <li>• independently assess player characteristics and game situations, proactively adapting exercises to meet players' needs</li> </ul>	Practice: Demonstration of coaching showing game explanation and adjustments throughout the game with feedback from group or experts	Sports Hall/Practice	4
<ul style="list-style-type: none"> <li>• effectively design long-term development plans for individual players</li> </ul>	Theory: Team Defence Systems (Open, Mixed, and Closed) & Team Offense Systems (3:3 & 2:4)	E-Learning + Learn Check	2
<ul style="list-style-type: none"> <li>• know and explain individual offensive techniques and tactics for different playing positions and basic offensive cooperations between players</li> </ul>			
<ul style="list-style-type: none"> <li>• know and explain individual defensive techniques and tactics for different playing positions and basic defensive cooperations between players</li> </ul>			

# LEVEL 1 — EXEMPLARY MODULE DESIGN

## Module: The Pedagogical Power of Training (16 TU)

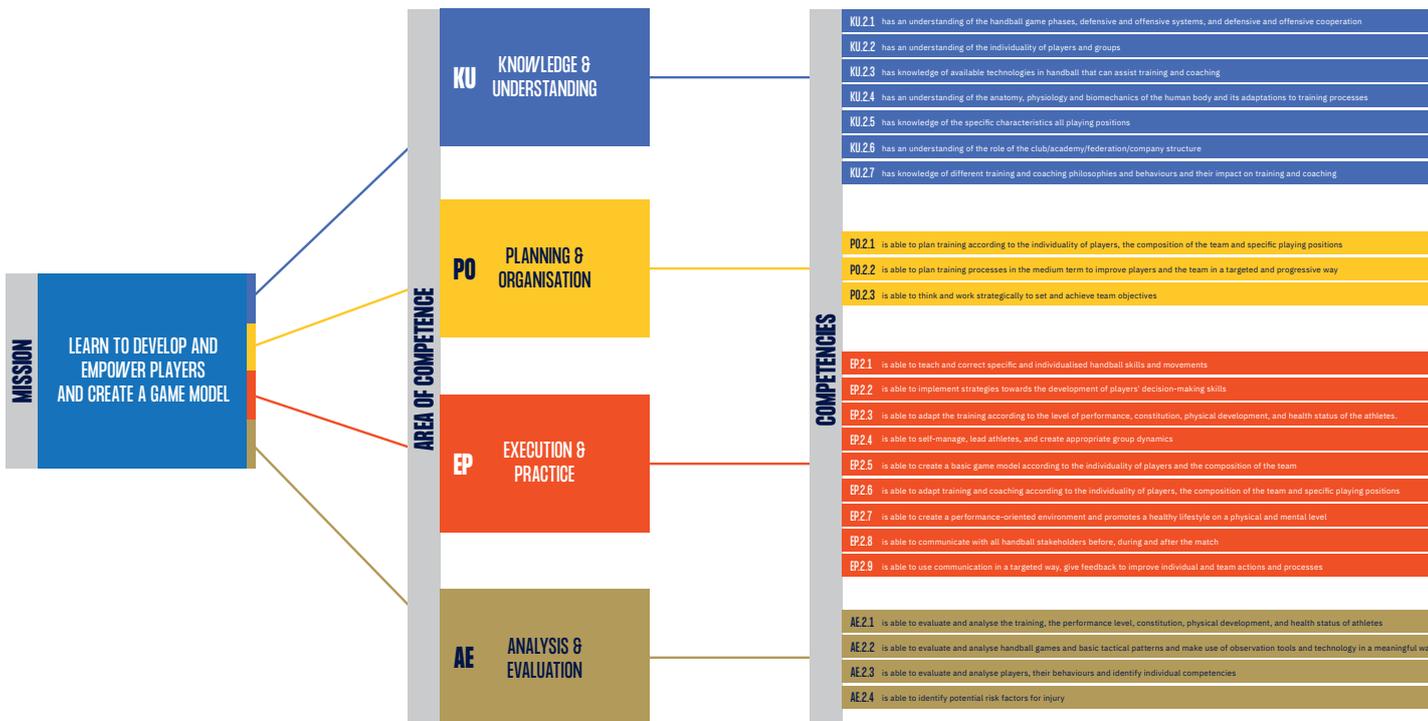
### Competences to be developed through the module:

- KU 1.1 has an understanding of training principles
- KU 1.2 Has knowledge of basic training and coaching philosophies
- KU 1.3 Has knowledge of basic motivation and communication strategies
- KU 1.8 has knowledge of methodology, didactics and pedagogy
- EP 1.2 is able to lead a training session methodically- didactically, according to training principles and in a pedagogical way.
- EP 1.3 is able to adapt a training session according to the composition and development level of the group and players needs
- PO 1.1 is able to plan a training session methodologically-didactically and according to training principles
- AE 1.3 Is able to reflect own actions

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 1 coaches should be able to:	Theory: Basics of Methodology and Didactics	E-Learning + Learn Check	2
• clearly explain training & coaching principles in own words	Theory: Basics of Pedagogy and Coaching	E-Learning + Learn Check	2
• adapt the game to meet the needs and desires of participants	Theory: Introduction to Motivation and Communication Strategies	E-Learning + Learn Check	2
• effectively assess situations, adjust training to meet players' needs, and communicate changes	Practical communication	Group Work/Collaborative Learning	2
• independently evaluate and reflect on coaching practices to foster continual development	Providing Detailed Self-Reflection on Personal Practice	Group Work/Collaborative Learning	2
• understand coaching methods, principles, practices, curriculum planning, and design to help participants engage and develop during sessions	Designing an Ideal Coaching Profile	Self-Paced	4
• develop a coaching profile to inform practice and guide decision-making	Presenting an Ideal Coaching Profile	Collaborative Learning/Group Feedback	2
• be aware of different communication styles and athletes' preferences to enhance coach-athlete relationship			
• embrace reflective practice as a vital aspect of coaching			
• experience practical strategies how to communicate effectively and motivating players, fostering mutual understanding and positive environment			

# LEVEL 2 — GENERAL CONDITIONS

LEVEL 2			
Objective(s)	Learn to develop and empower players and create a game model		
Target Group(s)	Circle of a Handball life: Stage 2, 3 and 4		
Teaching Units (TU)	Minimum 125 TU recommended		
Admission Criteria	Age Minimum	Licence Required	Coaching Experience
	18	Level 1	1 Year with Level 1
Lecturers	<ul style="list-style-type: none"> <li>• Coaches with Level 3 or higher</li> <li>• Coaches with Level 2 + min. 5y of coaching experience</li> <li>• (University) teachers / lecturers</li> <li>• Experts from fields of education / science</li> </ul>		
Education Format	Blended Learning recommended Maximum of 33 % of TU in online formats recommended Maximum of 25 participants per course recommended		
Examination	Theoretical + Practical Evaluation recommended Learning checks recommended		
Renewal	Renewal (15 TU) recommended every 3 years		
Fast Lane For Players to EHF Level 2	Active and former elite players can obtain EHF Level 2 without attending Level 1 and 2 courses if they complete a specifically developed coach education programme of at least 100 TU as compensation		



# LEVEL 2 — COACH COMPETENCES

## KNOWLEDGE & UNDERSTANDING

The Level 2 coach...

- **KU.2.1** has an understanding of the handball game phases, defensive and offensive systems, and defensive and offensive cooperations
- **KU.2.2** has an understanding of the individuality of players and groups
- **KU.2.3** has knowledge of available technologies in handball that can assist training and coaching
- **KU.2.4** has an understanding of the anatomy, physiology and biomechanic of the human body and its adaptations to training processes
- **KU.2.5** has knowledge of the specific characteristics all playing positions
- **KU.2.6** has an understanding of the role of the club/academy/federation/company structure
- **KU.2.7** has knowledge of different training and coaching philosophies and behaviours and their impact on training and coaching

## PLANNING & ORGANISATION

The Level 2 coach...

- **PO.2.1** is able to plan training according to the individuality of players, the composition of the team and specific playing positions
- **PO.2.2** is able to plan training processes in the medium term to improve players and the team in a targeted and progressive way
- **PO.2.3** is able to think and work strategically to set and achieve team objectives

# LEVEL 2 — COACH COMPETENCES

## EXECUTION & PRACTICE

The Level 2 coach...

- **EP.2.1** is able to teach and correct specific and individualised handball skills and movements
- **EP.2.2** is able to implement strategies towards the development of players' decision-making skills
- **EP.2.3** is able to adapt the training according to the level of performance, constitution, physical development and health status of the athletes
- **EP.2.4** is able to self-manage, lead athletes and create appropriate group dynamics
- **EP.2.5** is able to create a basic game model according to the individuality of players and the composition of the team
- **EP.2.6** is able to adapt training and coaching according to the individuality of players, the composition of the team and specific playing positions
- **EP.2.7** is able to create a performance-oriented environment and promotes a healthy lifestyle on a physical and mental level
- **EP.2.8** is able to communicate with all handball stakeholders before, during and after the match
- **EP.2.9** is able to use communication in a targeted way, give feedback to improve individual and team actions and processes

## ANALYSIS & EVALUATION

The Level 2 coach...

- **AE.2.1** is able to evaluate and analyse the training, the performance level, constitution, physical development and health status of athletes
- **AE.2.2** is able to evaluate and analyse handball games and basic tactical patterns and make use of observation tools and technology in a meaningful way
- **AE.2.3** is able to evaluate and analyse players, their behaviours and identify individual competencies
- **AE.2.4** is able to identify potential risk factors for injury

# LEVEL 2 — EXEMPLARY MODULE DESIGN

## Module: Individual Technical & Tactical Training in Offence (20 TU)

### Competences to be developed through the module:

- KU.2.2 has an understanding of the individuality of players and groups
- KU.2.5 has knowledge of the specific characteristics all playing positions
- PO.2.1 is able to plan training according to the individuality of players, the composition of the team and specific playing positions
- EP.2.1 is able to teach and correct specific and individualised handball skills and movements
- EP.2.2 is able to implement strategies towards the development of players' decision-making skills
- EP.2.6 is able to adapt training and coaching according to the individuality of players, the composition of the team and specific playing positions
- AE.2.3 is able to evaluate and analyse players, their behaviours and identify individual competencies

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 2 coaches should be able to:	Theoretical input on the individual technical-tactical elements in offence for all playing positions by lecturer	Digital classroom	4
<ul style="list-style-type: none"> <li>• explain the individual technical-tactical needs and profiles in offence for all playing positions in their own words</li> </ul>	Theory of training and coaching strategies to acquire individual skills and improve individual decision-making	Digital classroom	4
<ul style="list-style-type: none"> <li>• plan and carry out own training, conducive to the development of individual skills and good decision-makers</li> </ul>	Exemplary practical training session for backcourt players and goalkeeper by lecturer	Classroom, sports hall	4
<ul style="list-style-type: none"> <li>• plan and carry out own training sessions according to the specificity of each playing-position</li> </ul>	Planning and execution of training session for wing and pivot players with feedback from group and lecturer	Group works, Classroom, Sports Hall, Presential	8
<ul style="list-style-type: none"> <li>• analyse and evaluate individual player actions, teach and correct individual techniques and decision-making</li> </ul>			

# LEVEL 2 — EXEMPLARY MODULE DESIGN

## Module: Pedagogy (16 TU)

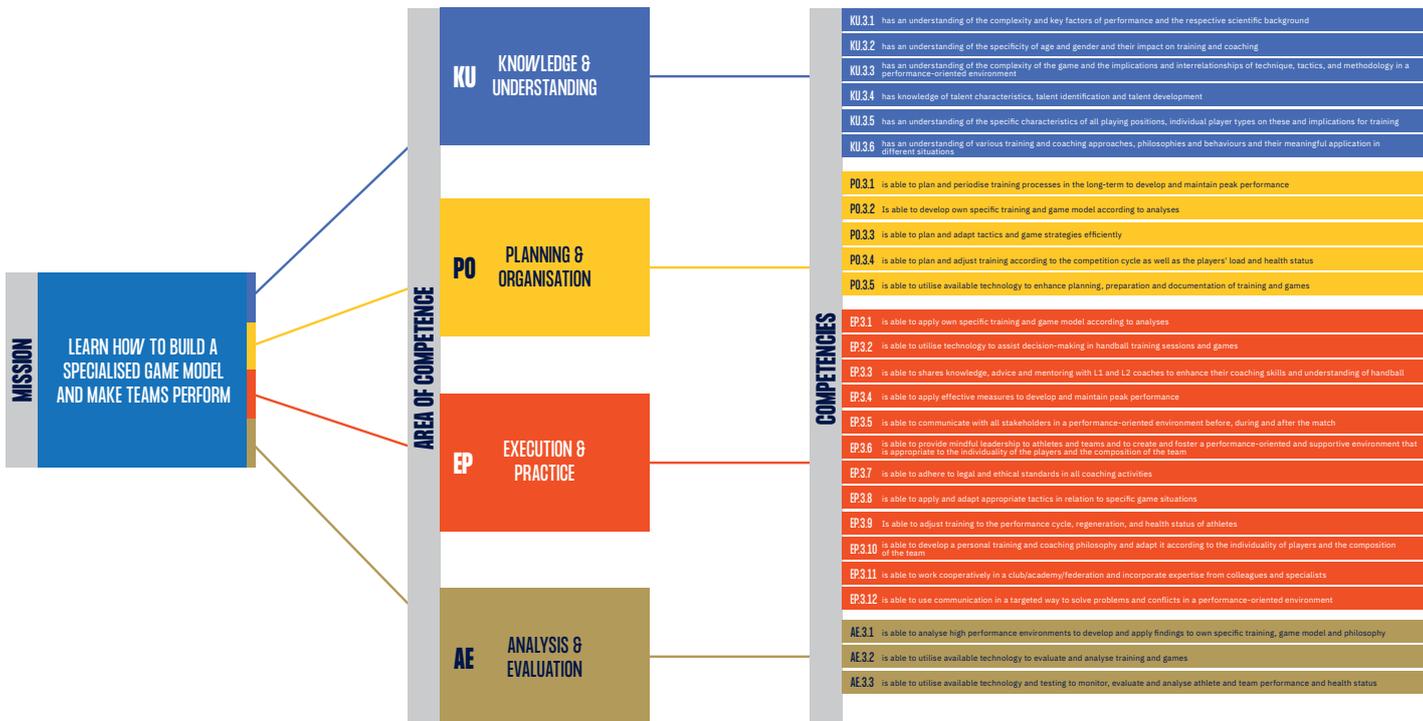
### Competences to be developed through the module:

- KU.2.2 has an understanding of the individuality of players and groups
- KU.2.7 has knowledge of different training and coaching philosophies and behaviours and their impact on training and coaching
- EP.2.7 is able to create a performance-oriented environment and promotes a healthy lifestyle on a physical and mental level
- EP.2.9 is able to use communication in a targeted way, give feedback to improve individual and team actions and processes
- AE.2.3 is able to evaluate and analyse players, their behaviours and identify individual competencies

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 2 coaches should be able to:	Theoretical input linking Pedagogy to Practice	Digital Classroom	2
• explain concepts of skill acquisition and athlete development as well as respective training and coaching principles in their own words	Theoretical input on training principles and developing a reflective practice	Digital Classroom	2
• adapt training and coaching, use different communication styles to meet the athlete's needs.	Theoretical input on basic methodology and pedagogical approaches	Digital Classroom	2
• able to reflect on own training, coaching and communication style as a vital aspect of coaching	Theoretical input and on basic motivation and communication Strategies by lecturer	Classroom	2
• modify, interact with, and adapt the environment to better facilitate the established goals.	Practical exercises in typical coaching situations with feedback from lecturer	Group works, classroom	4
	"Development and presentation of coaching philosophies with feedback from groups and lecturer"	Group works, classroom	4

# LEVEL 3 — GENERAL CONDITIONS

LEVEL 3			
Objective(s)	Learn how to build a specialised game model and make teams perform		
Target Group(s)	Circle of a Handball life: Stage 3, 4 and 5		
Teaching Units (TU)	Minimum 150 TU recommended		
Admission Criteria	Age Minimum	Licence Required	Coaching Experience
	21	Level 2	2 Years with Level 2
Lecturers	<ul style="list-style-type: none"> <li>• Coaches with Level 4 / Master Coach</li> <li>• Coaches with Level 3 + 5 years of coaching experience</li> <li>• (University) teachers / lecturers</li> <li>• Experts from fields of education / science</li> </ul>		
Education Format	Blended Learning recommended Maximum of 33 % of TU in online formats recommended Maximum of 25 participants per course recommended		
Examination	Theoretical + Practical Evaluation recommended Learning checks recommended		
Renewal	Renewal (15 TU) recommended every 3 years		
Fast Lane For Coaches to EHF Level 3	Active Level 2 coaches can accelerate access to Level 3 courses if: <ol style="list-style-type: none"> <li>1) a former elite playing career can be credited as compensation</li> <li>2) EHF Level 3 is mandatory in his/her current or future (already contracted) position</li> </ol>		



# LEVEL 3 — COACH COMPETENCES

## KNOWLEDGE & UNDERSTANDING

The Level 3 coach...

- **KU.3.1** has an understanding of the complexity and key factors of performance and the respective scientific background
- **KU.3.2** has an understanding of the specificity of age and gender and their impact on training and coaching
- **KU.3.3** has an understanding of the complexity of the game and the implications and interrelationships of technique, tactics and methodology in a performance-oriented environment
- **KU.3.4** has knowledge of talent characteristics, talent identification and talent development
- **KU.3.5** has an understanding of the specific characteristics of all playing positions, individual player types on these and implications for training
- **KU.3.6** has an understanding of various training and coaching approaches, philosophies and behaviors and their meaningful application in different situations

## PLANNING & ORGANISATION

The Level 3 coach...

- **PO.3.1** is able to plan and periodise training processes in the long-term to develop and maintain peak performance
- **PO.3.2** is able to develop own specific training and game model according to analyses
- **PO.3.3** is able to plan and adapt tactics and game strategies efficiently
- **PO.3.4** is able to plan and adjust training according to the competition cycle as well as the players' load and health status
- **PO.3.5** is able to utilise available technology to enhance planning, preparation and documentation of training and games

# LEVEL 3 — COACH COMPETENCES

## EXECUTION & PRACTICE

The Level 3 coach...

- **EP.3.1** is able to apply own specific training and game model according to analyses
- **EP.3.2** is able to utilise technology to assist decision-making in handball training sessions and games
- **EP.3.3** is able to shares knowledge, advice and mentoring with L1 and L2 coaches to enhance their coaching skills and understanding of handball
- **EP.3.4** is able to apply effective measures to develop and maintain peak performance
- **EP.3.5** is able to communicate with all stakeholders in a performance-oriented environment before, during and after the match
- **EP.3.6** is able to provide mindful leadership to athletes and teams and to create and foster a performance-oriented and supportive environment that is appropriate to the individuality of the players and the composition of the team
- **EP.3.7** is able to adhere to legal and ethical standards in all coaching activities
- **EP.3.8** is able to apply and adapt appropriate tactics in relation to specific game situations
- **EP.3.9** is able to adjust training to the performance cycle, regeneration and health status of athletes
- **EP.3.10** is able to develop a personal training and coaching philosophy and adapt it according to the individuality of players and the composition of the team
- **EP.3.11** is able to work cooperatively in a club/academy/federation and incorporate expertise from colleagues and specialists
- **EP.3.12** is able to use communication in a targeted way to solve problems and conflicts in a performance-oriented environment

# LEVEL 3 — COACH COMPETENCES

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## ANALYSIS & EVALUATION

The Level 3 coach...

- **AE.3.1** is able to analyse high performance environments to develop and apply findings to own specific training, game model and philosophy
- **AE.3.2** is able to utilise available technology to evaluate and analyse training and games
- **AE.3.3** is able to utilise available technology and testing to monitor, evaluate and analyse athlete and team performance and health status



# LEVEL 3 — EXEMPLARY MODULE DESIGN

## Module: Individualisation in Training and Competition 1 (15 TU)

### Competences to be developed through the module:

- KU. 3.2 has an understanding of the specificity of age and gender and their impact on training and coaching
- KU 3.5 has an understanding of the specific characteristics of all playing positions, individual player types on these and implications for training
- PO.3.4 is able to plan and adjust training according to the competition cycle as well as the players' load and health status
- EP.3.9 is able to adjust training to the performance cycle, regeneration and health status of athletes
- EP.3.10 is able to develop a personal training and coaching philosophy and adapt it according to the individuality of players and the composition of the team
- AE.3.3 is able to utilise available technology and testing to monitor, evaluate and analyse athlete and team performance and health status

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 3 coaches should be able to:	Preparation of a position-specific performance profile (technique, tactic, athletic, psychological) for handball	Self-Paced + proof of realisation	2
<ul style="list-style-type: none"> <li>• recognise the necessity and complexity of individualisation in the context of optimising performance and maintaining the health of athletes</li> </ul>	Analysis of the composition of the own team and individual performance and health status of individual players	Self-Paced + proof of realisation	2
<ul style="list-style-type: none"> <li>• explain the underlying concepts and key principles of individualisation in training and competition in their own words</li> </ul>	Presentation and discussion of the performance profile and team analysis with feedback from the group and expert	Group works, classroom	4
<ul style="list-style-type: none"> <li>• strategically plan and implement individualised training and competition cycles and evaluate them on the basis of subjective and objective criteria</li> </ul>	Theoretical input on individualisation concepts and principles in team sports by expert	Classroom	2
<ul style="list-style-type: none"> <li>• skilfully use available methods and technologies that facilitate the individualisation of training and competition processes</li> </ul>	Exemplary demonstration of methods and technologies to support coaches in training and competition by expert	Classroom, Sports Hall	2
	Creation of an updated individualisation concept and adaptation to own sports environment	Self-Paced + proof of realisation	3

# LEVEL 3 — EXEMPLARY MODULE DESIGN

## Module: Talent Development (15 TU)

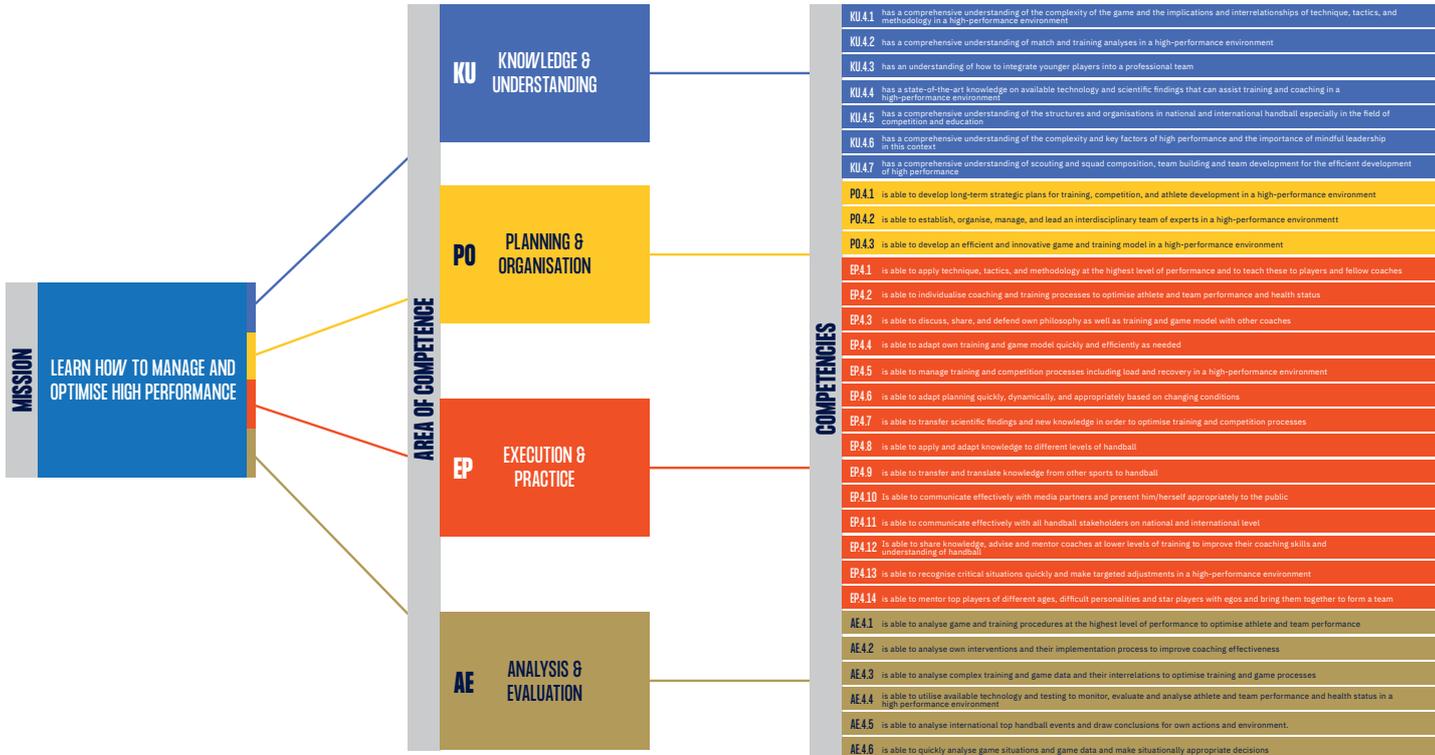
### Competences to be developed through the module:

- KU. 3.2 has an understanding of the specificity of age and gender and their impact on training and coaching
- KU. 3.4 has knowledge of talent characteristics, talent identification and talent development
- PO.3.1 is able to plan and periodise training processes in the long-term to develop and maintain peak performance
- EP.3.4 is able to apply effective measures to develop and maintain peak performance

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 3 coaches should be able to:	Theory of concepts of youth, talent and long-term athlete development (LTAD)	E-Learning + Learn check	2
<ul style="list-style-type: none"> <li>• explain key developmental stages of children and adolescents in their own words, including both biological and psychosocial elements</li> </ul>	Theory of coaching and communication strategies in young and adolescent athletes by lecturer	Classroom	2
<ul style="list-style-type: none"> <li>• assess individual suitability for competitive handball based on physical, psychosocial, technical and tactical skills</li> </ul>	Practical communication exercises in typical coaching situations with children, adolescents and/or parents with feedback from the group and experts	Group works, classroom	2
<ul style="list-style-type: none"> <li>• apply communication and coaching techniques appropriate to the age and stage of development of children, adolescents and for dealing with parents and peer groups</li> </ul>	Observation or active support at a regional or national talent selection programme with experienced YAC coaches	Work Shadowing	6
<ul style="list-style-type: none"> <li>• strategically develop and implement long-term training plans with the aim of achieving sustainable and healthy peak performance in senior players</li> </ul>	Creation of a medium-term individual development plan for two young athletes from own sports environment	Self-paced + proof of realisation	3

# LEVEL 4 — GENERAL CONDITIONS

LEVEL 4			
Objective(s)	Learn how to manage and optimise high performance		
Target Group(s)	Circle of a Handball life: Stage 5		
Teaching Units (TU)	Minimum 175 TU recommended		
Admission Criteria	Age Minimum	Licence Required	Coaching Experience
	25	Level 3	3 Years with Level 3
Lecturers	<ul style="list-style-type: none"> <li>• Coaches with Level 4 / Master Coach</li> <li>• Coaches with Level 3 + 10 years of coaching experience</li> <li>• (University) teachers / lecturers</li> <li>• Experts from fields of education / science</li> </ul>		
Education Format	Blended Learning recommended Maximum of 33 % of TU in online formats recommended Maximum of 20 participants per course recommended		
Examination	Master Coach Thesis mandatory		
Renewal	Renewal (20 TU) mandatory every 3 seasons		
Fast Lane For Coaches to EHF Level 4	Active Level 3 coaches can accelerate access to Level 4 courses if: <ol style="list-style-type: none"> <li>1) an elite top playing career can be credited as compensation</li> <li>2) EHF Level 4 is mandatory in his/her current or future (already contracted) position</li> </ol>		



# LEVEL 4 — COACH COMPETENCES

## KNOWLEDGE & UNDERSTANDING

The Level 4 coach...

- **KU.4.1** has a comprehensive understanding of the complexity of the game and the implications and interrelationships of technique, tactics and methodology in a high-performance environment
- **KU.4.2** has a comprehensive understanding of match and training analyses in a high-performance environment
- **KU.4.3** has an understanding of how to integrate younger players into a professional team
- **KU.4.4** has a state-of-the-art knowledge on available technology and scientific findings that can assist training and coaching in a high-performance environment
- **KU.4.5** has a comprehensive understanding of the structures and organisations in national and international handball especially in the field of competition and education
- **KU.4.6** has a comprehensive understanding of the complexity and key factors of high performance and the importance of mindful leadership in this context
- **KU.4.7** has a comprehensive understanding of scouting and squad composition, team building and team development for the efficient development of high performance

## PLANNING & ORGANISATION

The Level 4 coach...

- **PO.4.1** is able to develop long-term strategic plans for training, competition, and athlete development in a high-performance environment
- **PO.4.2** is able to establish, organise, manage and lead an interdisciplinary team of experts in a high-performance environment
- **PO.4.3** is able to develop an efficient and innovative game and training model in a high-performance environment

# LEVEL 4 — COACH COMPETENCES

## EXECUTION & PRACTICE

The Level 4 coach...

- **EP.4.1** is able to apply technique, tactics and methodology at the highest level of performance and to teach these to players and fellow coaches
- **EP.4.2** is able to individualise coaching and training processes to optimise athlete and team performance and health status
- **EP.4.3** is able to discuss, share, and defend own philosophy as well as training and game model with other coaches
- **EP.4.4** is able to quickly and efficiently adapt own training and game model as needed
- **EP.4.5** is able to manage training and competition processes including load and recovery in a high-performance environment
- **EP.4.6** is able to adapt plannings quickly, dynamically and appropriately based on changing conditions
- **EP.4.7** is able to transfer scientific findings and new knowledge in order to optimise training and competition processes

## ANALYSIS & EVALUATION

The Level 4 coach...

- **AE.4.1** is able to analyse game and training procedures at the highest level of performance to optimise athlete and team performance
- **AE.4.2** is able to analyse own interventions and their implementation process to improve coaching effectiveness
- **AE.4.3** is able to analyse complex training and game data and their interrelations to optimise training and game processes
- **AE.4.4** is able to utilise available technology and testing to monitor, evaluate and analyse athlete and team performance and health status in a high-performance environment
- **AE.4.5** is able to analyse international top handball events and draw conclusions for own actions and environment
- **AE.4.6** is able to quickly analyse game situations and game data and make situationally appropriate decisions

# LEVEL 4 — EXEMPLARY MODULE DESIGN

## Module: Leadership & Management (50 TU)

### Competences to be developed through the module:

- KU.4.6 has a comprehensive understanding of the complexity and key factors of high performance and the importance of mindful leadership in this context
- KU.4.7 has a comprehensive understanding of scouting and squad composition, team building and team development for the efficient development of high performance
- PO.4.2 is able to establish, organise, manage and lead an interdisciplinary team of experts in a high-performance environment
- EP.4.3 is able to discuss, share, and defend own philosophy as well as training and game model with other coaches

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 4 coaches should be able to:	Theory of different leadership styles in high-performance setting (activating prior knowledge)	E-Learning + Learn Check	1
<ul style="list-style-type: none"> <li>• recognise the need for mindful leadership in the context of a complex and success-oriented high-performance environment</li> </ul>	Personality assessment to identify personality traits and personal leadership preferences and for self-reflection on one's own leadership style	Self-paced	2
<ul style="list-style-type: none"> <li>• analyse oneself and one's own leadership style through internal and external feedback processes</li> </ul>	Coaching session with a sports psychology specialist and peer group discussion based on results of personality assessment to recognise personal areas of growth	Asynchronous small groups, online or presential	4
<ul style="list-style-type: none"> <li>• create a positive and growth-oriented environment for the team, and its individual athletes</li> </ul>	Lecture by and shared experience with a leading top coach on leadership philosophy, team and staff management, followed by a Q&A session	Classroom	3
<ul style="list-style-type: none"> <li>• establish a supportive environment that facilitates seamless collaboration between professionals from different fields to promote team success and individual player development</li> </ul>	Shadowing of an experienced top coach in his/her own sports environment to observe leadership in action	Work shadowing	24
<ul style="list-style-type: none"> <li>• contribute not only to the development of peak performance, but also to the holistic development and well-being of the athletes and team staff under guidance</li> </ul>	Development and presentation of own leadership concept and leadership philosophy with feedback from expert and peer group	Self-Paced + Asynchronous small groups, online or presential	16

# LEVEL 4 — EXEMPLARY MODULE DESIGN

## Module: Match and Game Analysis (24 TU)

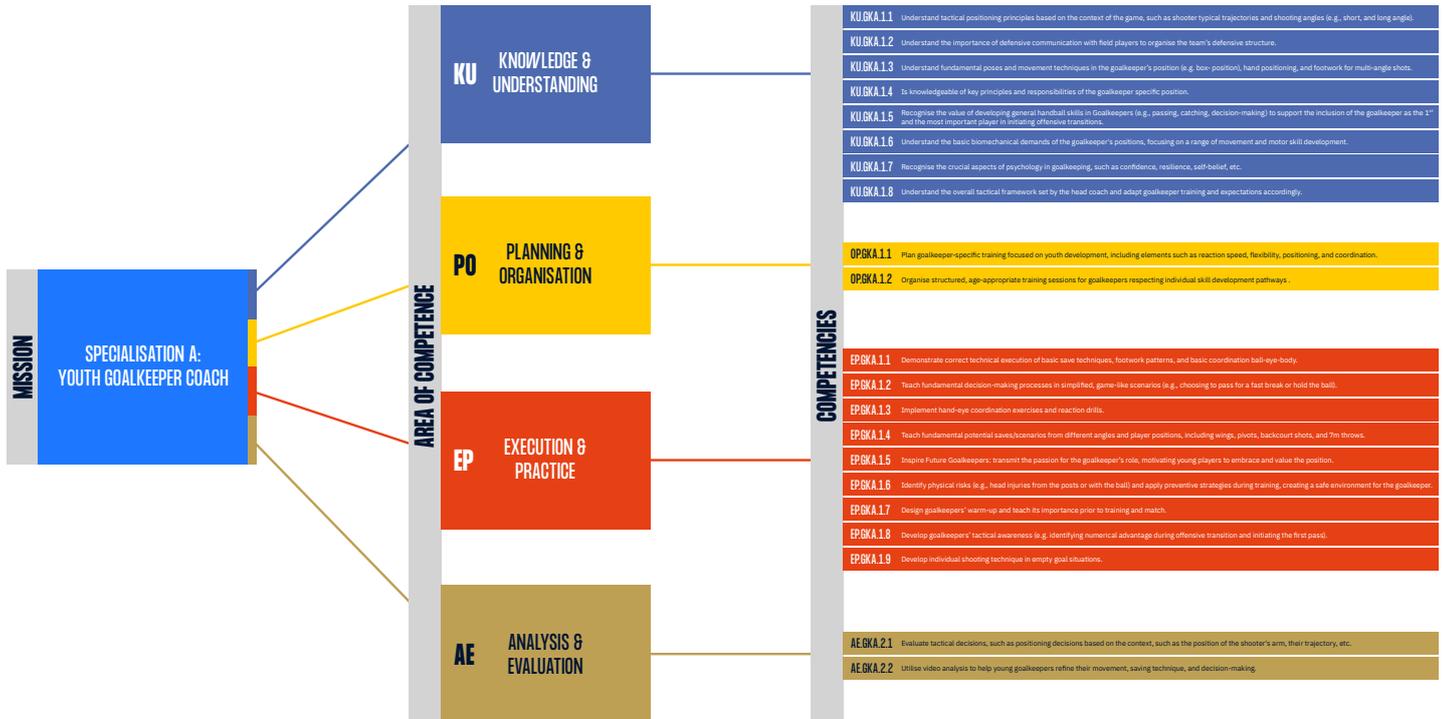
### Competences to be developed through the module:

- KU.4.2 has a comprehensive understanding of match and training analyses in a high-performance environment
- EP.4.1 is able to apply technique, tactics and methodology at the highest level of performance and to teach these to players and fellow coaches
- AE.4.1 is able to analyse game and training procedures at the highest level of performance to optimise athlete and team performance
- EP.4.3 is able to discuss, share, and defend own philosophy as well as training and game model with other coaches
- AE.4.5 is able to analyse international top handball events and draw conclusions for own actions and environment
- AE.4.6 is able to quickly analyse game situations and game data and make situationally appropriate decisions

Learning Goals of the Module	Lectures	Education Format	TU
On completion of this module, Level 4 coaches should be able to:	Theory of state-of-the-art game and match analysis	E-Learning + Learn Check	2
• utilise sports science and technological advancements for game and match analysis within their own sports environment	Theory and practical application of available technology to support analysing processes by experienced analyst	Classroom, Sports Hall	4
• effectively communicate and present insights derived from game and match analysis to players through tailored methods of communication and presentation	Theory of communication and presentation methods by communication expert	Classroom	2
• quickly integrate insights from game and match analysis into targeted training interventions, engaging in discussions, sharing, and defending these approaches when collaborating with other coaches	Observation and analysis (live & re-live) of international matches to prepare simulated team video-sessions and training interventions.	Group works, classroom or self-paced groups	8
• share and discuss insights within their own coaching philosophy and game and training models to enhance personal understanding and contribute to the collective knowledge of the coaching community	Presentation and discussion of the analysis with feedback from the groups and experts	Classroom	4
	Presentation and discussion of the practical training with feedback from the groups and experts	Sports Hall, Classroom	4

# LEVEL GK A — GENERAL CONDITIONS

GK SPECIALISATION A			
Objective(s)	Learn to train, coach, develop and conserve/maintain skills in Goalkeepers Learn to develop and empower goalkeepers on long-term		
Target Group(s)	Circle of a Handball life: Stage 2,3,4, 6 and 7		
Teaching Units (TU)	Minimum 30 TU recommended		
Admission Criteria	Age Minimum	Licence Required	Coaching Experience
	20	Level 2 “RINCK”	1 year Level 2 “RINCK”
Lecturers	<ul style="list-style-type: none"> <li>• Coaches with Goalkeeper Specialisation B</li> <li>• Coaches with Level 3 “RINCK” + min. 5y of coaching experience</li> <li>• (University) teachers / lecturers</li> <li>• Experts from fields of education / science</li> </ul>		
Education Format	Presential Learning is recommended Blended learning between theoretical and practical sessions is recommended Maximum of 25 participants per course recommended		
Examination	Theoretical + Practical Evaluation recommended		
Renewal	Renewal (10 TU) recommended every 3 years		

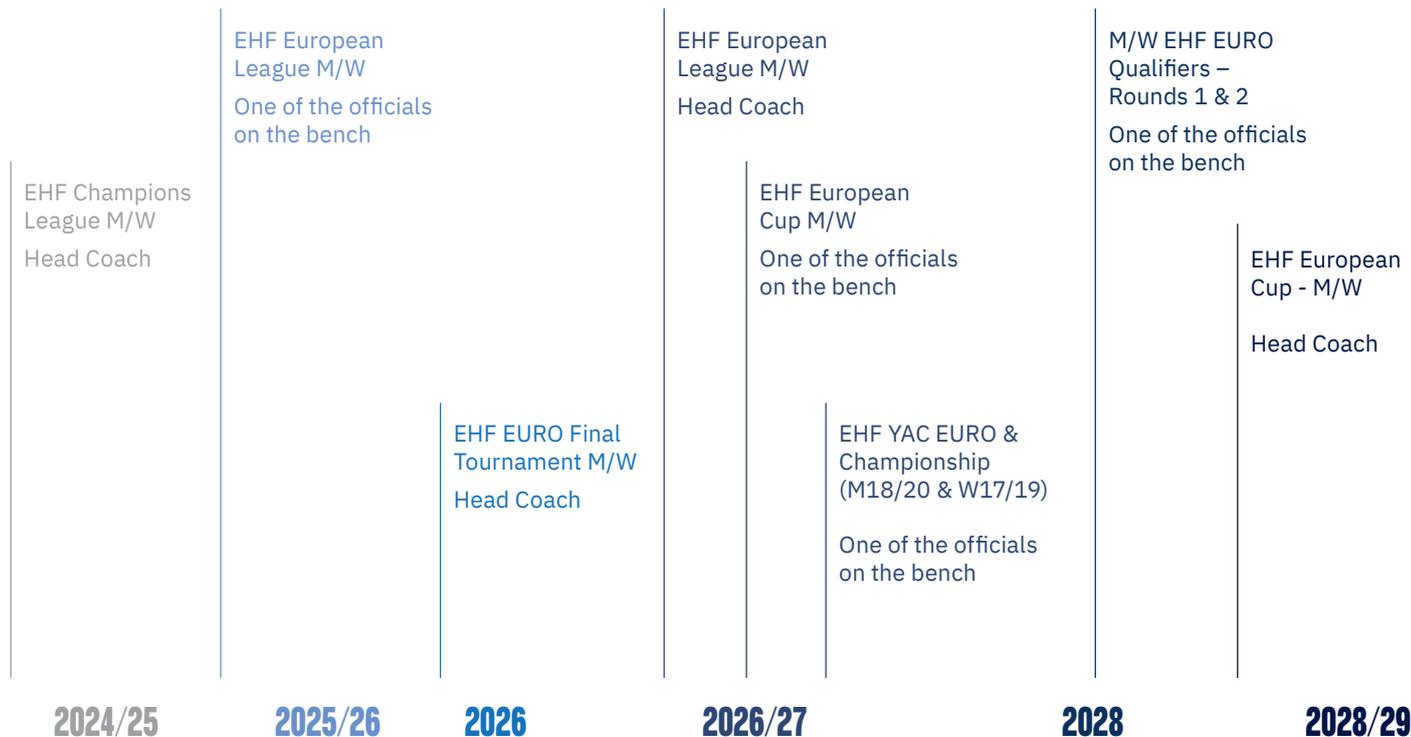




# EHF COACHES' LICENSING

# EHF COACHES' LICENSING SYSTEM

## MANDATORY PRO LICENSE



# PRO—LICENSE RENEWAL

## PUTTING COACHES AND THEIR NEEDS AT THE CENTRE OF COACH EDUCATION

**Master Coach:** The highest coaching education that can be held in the European handball and this education is valid for a lifetime.

**EHF PRO License:** Active access to the respective competition level. To keep the EHF PRO License valid, the license must be renewed every three seasons.

The EHF Pro License needs to be renewed every three seasons from the date of completion of the Master Coach/Renewal course and extended before the last day of the third season (30 June).

Additionally, to provide help regarding discrepancies in the duration of license validity due to different completion dates within a season, the EDUCATION YEARS concept provides access to respective competition levels throughout the educational year, allowing the license to be used for an extended period.

When a coach registers for a Master Coach/ PRO License course outside their home country, the EHF recommends that the organizing national federation provide a certified translation into the participant's native language, or that the participant has at least a B1 level of English proficiency according to European Standards.

# PRO-LICENSE RENEWAL



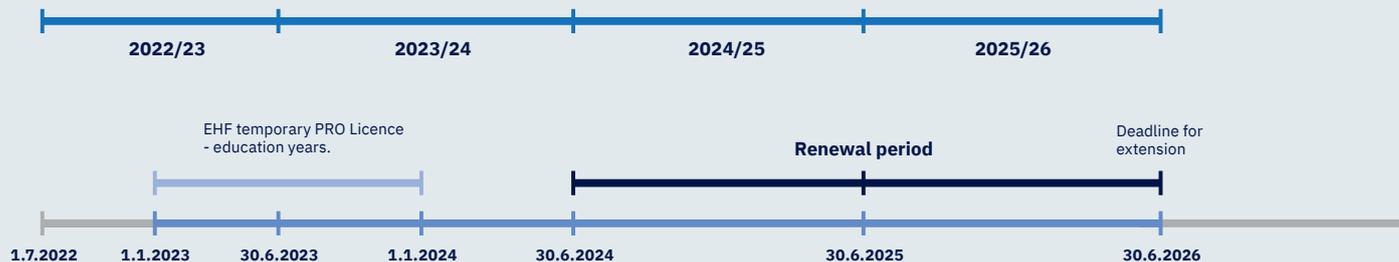
Start of Master coach education in July 2022

I finished my Master coach in the July of season 2023. During the education process I had a temporary PRO Licence. Upon completion, the licence becomes an EHF Pro Licence

## LEGEND

-  Seasons
-  Temporary PRO licence
-  Renewal period
-  Time length of valid PRO Licence (temporary + PRO Licence)

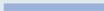
# PRO-LICENSE RENEWAL



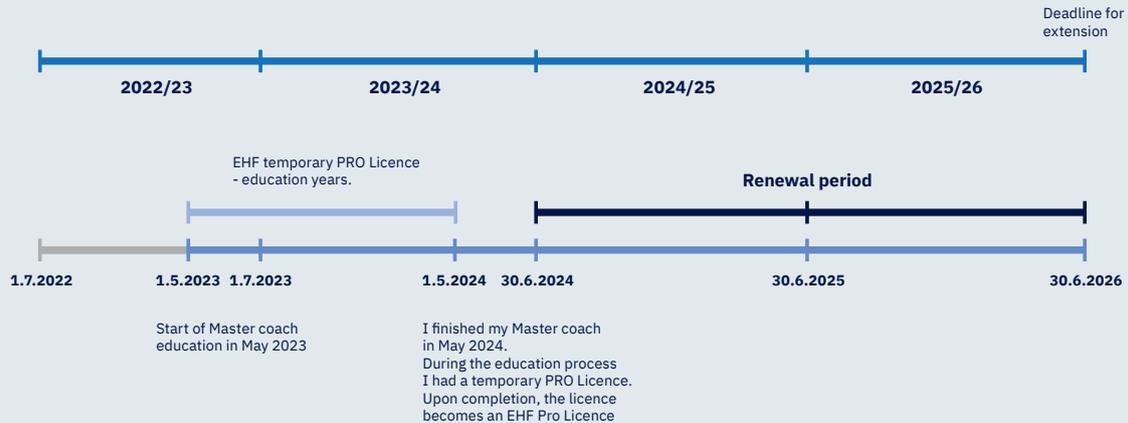
Start of Master coach education in July 2023

I finished my Master coach in January 2024. During the education process I had a temporary PRO Licence. Upon completion, the licence becomes an EHF Pro Licence

## LEGEND

-  Seasons
-  Temporary PRO licence
-  Renewal period
-  Time length of valid PRO Licence (temporary + PRO Licence)

# PRO-LICENSE RENEWAL



## LEGEND

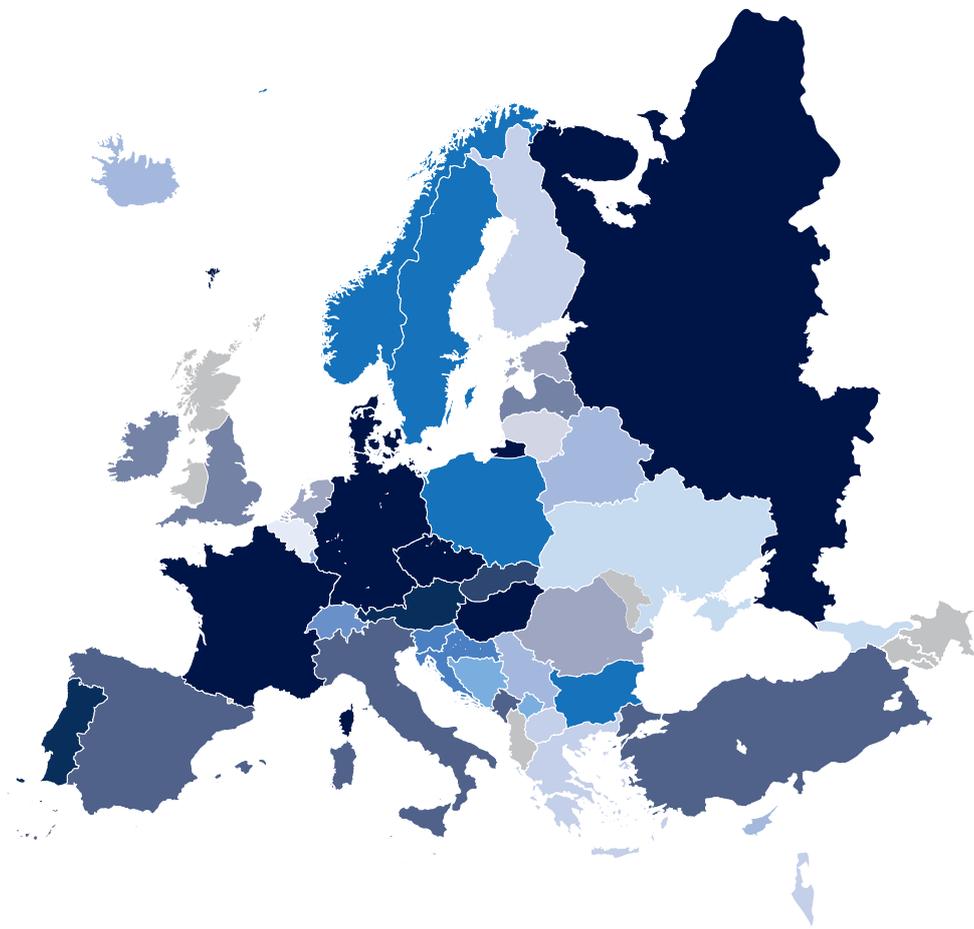
- Seasons
- Temporary PRO licence
- Renewal period
- Time length of valid PRO Licence (temporary + PRO Licence)

**EHF**

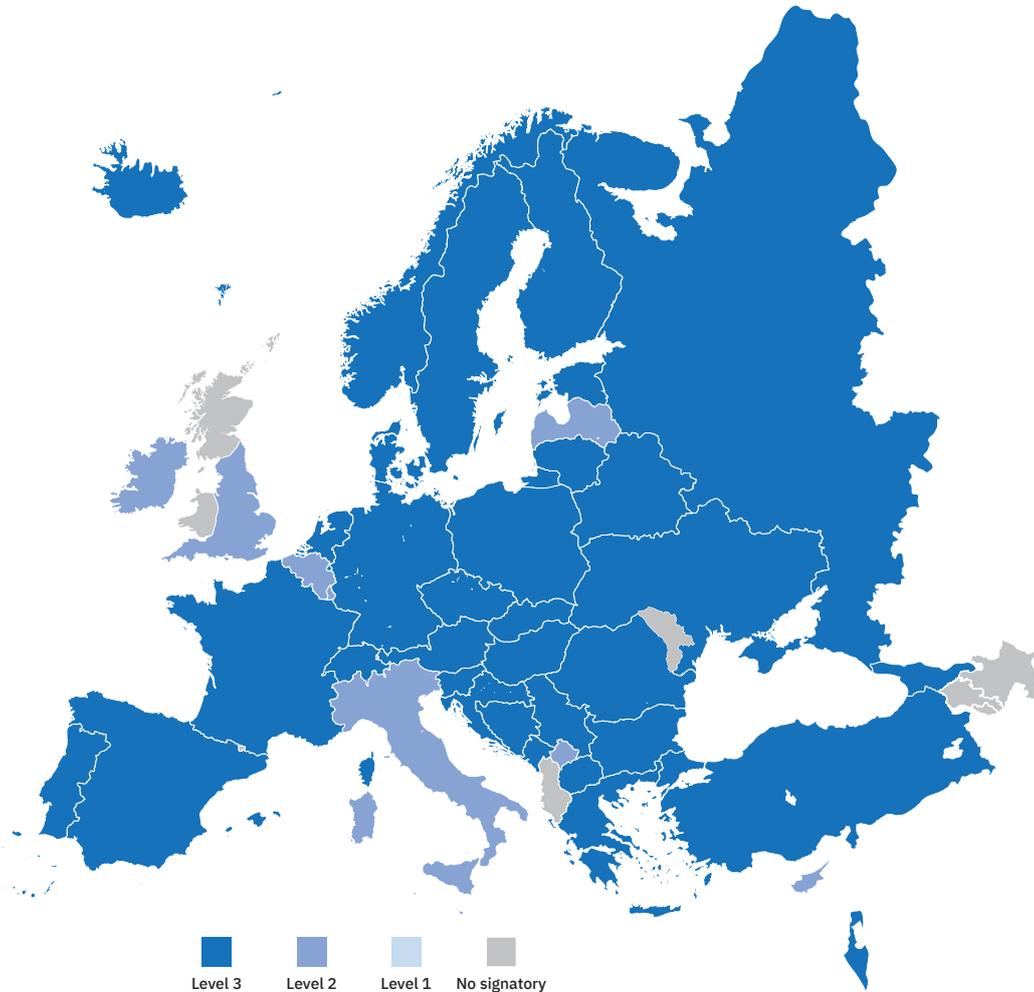
EUROPEAN HANDBALL  
FEDERATION



# 'RINCK' CONVENTION SIGNATORIES

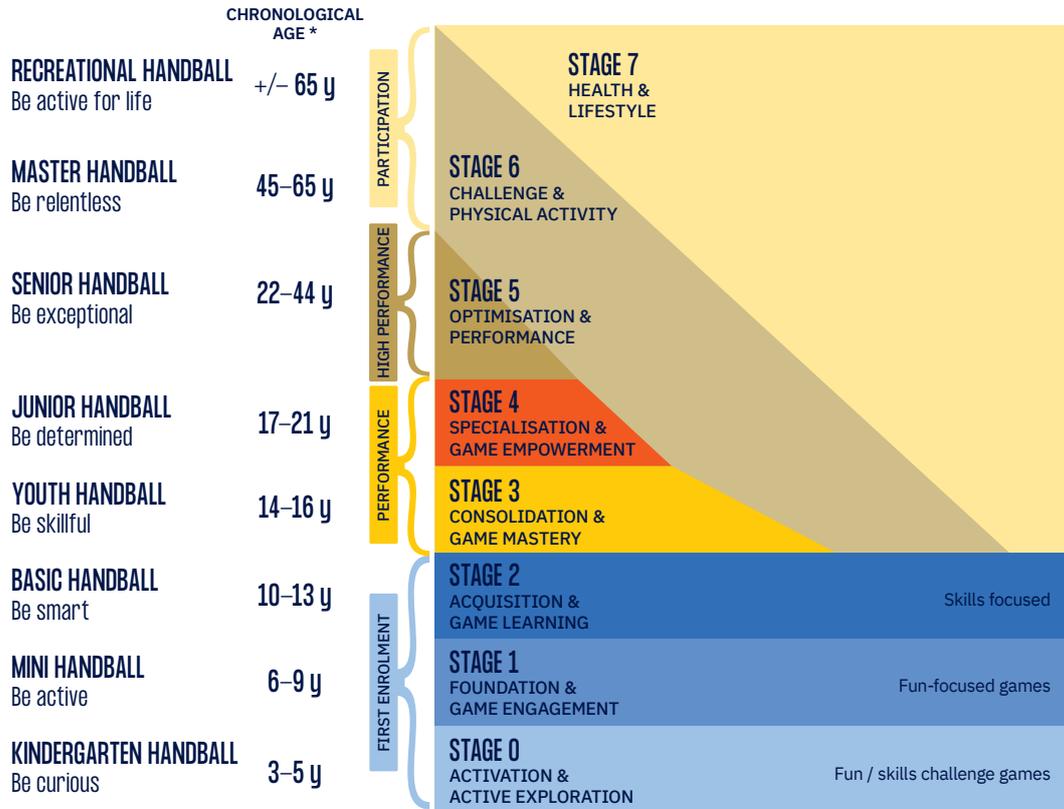


- 7. April 2000, Tel Aviv / Israel  
 CZE / DEN / FRA / GER / HUN / RUS
- 17. November 2001, Vienna / Austria  
 BUL / NOR / POL / SWE
- 5. June 2002, Salzburg / Austria  
 AUT / POR
- 8. Mai 2004, Nicosia / Cyprus  
 CRO / SLO
- 13. October 2007, Rome / Italy  
 SVK
- 27. September 2008, Vienna / Austria  
 SUI
- 24. October 2009, Limassol / Cyprus  
 ESP / ITA / MNE / TUR
- 25. September 2010, Copenhagen / Denmark  
 LUX
- 17. November 2011, Vienna / Austria  
 ENG / IRL / LAT
- 23. June 2012, Monte Carlo / Monaco  
 BLR / CYP / ISL / SRB
- 2. June 2013, Cologne / Germany  
 EST / NED / ROU
- 4. May 2014, Budapest / Hungary  
 FIN / GRE / ISR / MKD / MLT
- 13. February 2015, Vienna / Austria  
 LTU
- 14. November 2015, Bucharest / Romania  
 BEL
- 20. June 2018, Glasgow / Scotland  
 BIH / KOS
- 20. November 2021, Vienna / Austria  
 GEO / UKR
- 14. December 2024, Vienna / Austria  
 FAR



Level 3
  Level 2
  Level 1
  No signatory

# CIRCLE OF A HANDBALL LIFE



\* the age categories given are only a guide and depend on various factors such as gender, competence and physical development.

# GENERAL TERMS AND CONDITIONS

## PROCEDURE OF RESIGNATION

1. Resigning from the convention can be effected in the same way as accession, by submitting an application to the European Handball Federation.
2. As applicable in the accession procedure, the requirements for resignation will be checked and the federation wishing to resign will be approached in order to settle any open obligations.
3. Coaches, in possession of a certificate obtained in accordance with the requirements stated in this convention, shall keep this certificate and consequently, the right to carry out their profession within signatory member nations, even in the case of the subsequent resignation of their federation.
4. The above-mentioned paragraph 3 is valid for coaches from signatories working in the resigning nation. Those coaches keep the certificate issued at the time of commencing their profession.
5. The competent bodies decide upon the validity of certificates awarded by a Member Federation excluded following serious breaches of this convention.
6. The resignation will be effective after a respective decision has been taken by the competent bodies and shall be granted if the requirements stated under paragraph 2 of this article are fulfilled.
7. In the interest of continued handball coaches' education in Europe, subsequent modification of agreements shall not affect the status of a coach in a national federation. A legal relationship created by an employment contract should exist parallel to a cancellation or resignation from an international agreement. It is to be assumed that the quality of performance and education standards of a coach remain unaffected.

## MODIFICATIONS

Based on an application by the competent bodies, the EHF Executive Committee, in consultation with the signatories, decides upon any modifications and attachments to this convention.

## CONTINUOUS EDUCATION

It is recommended that Member Federations who have awarded EHF Master Coach Certificates take responsibility for their continuous education.

In the sense of lifelong – learning ('triple L'), the EHF together with the Member Federations shall take the responsibility for the continuous education of the EHF Master Coaches.

## REPRESENTATION SYSTEM

The present convention has to be signed by one representative from the Member Federation who are authorised by the relevant statutes.

## PENALTIES

In the event of a breach of this convention by national federations, warnings and, in serious instances, exclusions can be awarded against the offenders.

## LEGAL VENUE AND APPLICABLE LAW

1. The parties of this convention agree that any disputes arising from this agreement shall be settled in accordance with the relevant rules in the statutes and regulations of the EHF; relevant points of the Austrian law shall apply for the purpose of interpretation.
2. The stages of appeal – system of three instances – stated in the EHF statutes shall also apply for proceedings, which are connected to the current convention.

## TAKING EFFECT

1. This convention will come into force upon the signing of the EHF Executive Committee and the respective Member Federations.
2. Applicants for admission become members upon signing to the convention.

# MAIN CONTACTS



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