

# ICF Coaches Course

Luanda (Angola) – 2<sup>nd</sup> till 6<sup>th</sup> December 2025



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**Always moving forward**

## **OVERVIEW:**

**Dates: December 2 to 6**

**Location: Luanda (Theoretical and Practice), Angola.**

**Hosted by: Federação Angolana de Desportos Náuticos**

**Presented by: Isaac Villa Santos, Olympic Coach in Tokyo 2020 and Paris 2024 by Santo Tome y Principe, National Coach of the CD Triana.**

**University Graduate in Physical Activity and Sport from the Pablo de Olavide University of Seville. Coach level 3 by the RFEP. National competitor active for 27 years.**

## **PROGRAM SUMMARY:**

### **Theory Program**

**Tuesday, December 2, 2026: Course presentation and 8 hours of lecture/independent study (theory); Wednesday, December 3, 2025: 5 hours of lecture/study; Thursday, December 4, 2025: 5 hours of lecture/study; Friday, December 5, 2025: 5 hours of conference/study; Saturday, December 6, 2025: 6 hours of conference / study. Sunday, December 7, 2025: 2 hours of exam.**

### **Practice Program.**

**Wednesday, December 3, 2025: 2 hours; Thursday, December 4, 2025: 2 hours; Friday, December 5, 2025: 3 hours; Saturday, December 6, 2025: 2 hours, 2 hours of exam practical.**

**Total 29 hours Theory, 12 hours Practical, 4 hours Exam.**

**In person Instruction will consist of lecture and use of Power point presentations developed by ICF Coaching experts and master coach Csaba Szanto. The independent study will consist of reading the textbook, watching videos, participatory classes and homework. Practical instruction will consist of practical training experience with the students of the course themselves. Level 2 certification requires participation in the required classes and completion of the exam.**

**All Materials will be provided along with ICF and MVC L2 Coaching certifications. Your name will be recorded as an ICF certified coach on the ICF website at:**

**<https://www.canoeicf.com/development/coaches>**

## Introduction

The ICF Level 2 Trainer Course is delivered within the official education framework of the African Canoeing Federation (ACF), in alignment with the standards and guidelines established by the International Canoe Federation (ICF).

This academic programme is designed to provide coaches with advanced theoretical knowledge, applied methodological tools, and a structured understanding of long-term athlete development. The course integrates evidence-based training principles, technical analysis, performance planning, and ethical responsibility in high-performance sport.

Particular emphasis is placed on analytical thinking, coaching consistency, and the ability to adapt training processes to diverse cultural, environmental, and performance contexts across the African continent. The programme covers both canoe and kayak disciplines, including paracanoe, ensuring an inclusive and modern coaching framework.

Successful completion of this course certifies that the participant has achieved the competencies required to plan, implement, monitor, and evaluate training programmes in national and international performance settings.



*Head Coach & Course Director  
International Canoeing Federation (ICF)*

## Official Course Schedule

### December 2, 2025

#### Time

09:00 – 09:30

10:00 – 11:00

11:15 – 12:00

14:00 – 15:00

15:15 – 16:15

16:30 – 17:15

#### Academic Content

Course overview: objectives, structure, and academic framework.

Sports behavior: psychological foundations and athlete conduct.

Foundations of sports training and long-term development models.

Talent identification: technical fundamentals and teaching methodology.

Kayak technique: biomechanical efficiency and performance indicators.

Canoe technique: postural control and stroke consistency.

### December 3, 2025

#### Time

09:00 – 10:15

10:45 – 13:00

14:00 – 15:00

15:00 – 17:00

#### Academic Content

Paracanoe: classification systems and adaptive coaching strategies.

Training principles: load management and performance optimization.

Periodization models and peak performance planning.

Applied planning practice using structured spreadsheets.

## December 4, 2025

### Time

09:00 – 10:30

11:00 – 13:00

14:00 – 16:00

### Academic Content

Physical conditioning: strength development and injury prevention.

Work rhythms on water: intensity distribution and technical focus.

Planning and monitoring fitness training series using data tools.

## December 5, 2025

### Time

09:00 – 11:00

11:30 – 12:00

14:00 – 16:00

### Academic Content

Specific on-water training: methodological application.

Womens training specially.

Integrated planning of land and water training for racing distances.

## December 6, 2025

### Time

09:00 – 10:30

11:00 – 13:00

14:00 – 15:00

15:30 – 16:30

17:00 – 17:30

### Academic Content

Qualitative technical analysis and performance diagnostics.

Applied video-based technical analysis.

Presentation and evaluation of participant projects.

Final academic examination.

Diploma ceremony and official course closure.

## COURSE SUMMARY.



### Class 1:

#### Academic Content:

Course overview: objectives, structure, and academic framework.

**Duration:** 30 min.

**Contents:** Presentation, watching a video on the history of canoeing, reading the powerpoint.

**Homework:** writing objectives, what you want to achieve with the course. Explanation of each one to their classmates, correction of communication guidelines.

**Observations:** The class is attentive, we already know each other and they are familiar with the work dynamics, so everything runs more smoothly.

**REST:** 10 minutes.

## Class 2

### Academic Contents:

Sports behavior: psychological foundations and athlete conduct.

**Duration:** 1 hour.

**Contents:** We discuss types of behavior, recruiting athletes, and how to manage them to achieve growth and progress from beginner to advanced level.

**Homework:** We discussed recruitment methods and how to improve them. Each student proposed one and shared it with the group.

**Observations:** A very informative class, with all the coaches participating.

## Class 3

### Academic Contents:

Foundations of sports training and long-term development models.

**Duration:** 1 hour.

**Contents:** We discussed the sporting fundamentals that arise in our sport and how to work in the long term, as well as how this influences the development of the team in general.

**Homework:** We worked in groups defining the characteristics, with a proposal given to each group for them to develop.

**Observations:** The group is beginning to tire and the talk is dragging on.

## Class 4

### Academic Contents:

Talent identification: technical fundamentals and teaching methodology.

**Duration:** 1:30 minutes.

**Contents:** We work on teaching styles, methodology and the essential fundamentals for identifying talent and developing it.

**Homework:** A discussion was held and some students came to the blackboard to explain the teaching methods and put them into practice.

**Observations:** There are many teaching methods that fall within the methodologies studied, but it would be beneficial for each coach to improve their communication skills and the way they convey instructions to their athletes. Athletes need to understand what is being asked of them, and if the

coach does not open up channels of communication, the instruction will never be fully understood.

## Class 5

### Academic Contents:

Kayak technique: biomechanical efficiency and performance indicators.

**Duration:** 1:30 minutes.

**Contents:** We have worked on teaching high-level kayaking techniques.

**Homework:** In this unit, we have discussed the most efficient ways to paddle in a kayak, emphasising the most important points for athletes to improve their technique when they are performing at a high level.

**Observations:** It seems that those who were at level 1 quickly grasped the technical differences and how to improve their athletes, while those who were there for the first time found it more difficult to form an internal image of the technique and the tensions that the body should have during the stroke.

## Class 6

### Academic Contents:

Canoe technique: postural control and stroke consistency.

**Duration:** 1 hours.

**Contents:** We have worked on teaching canoeing techniques at a high level.

**Homework:** A great deal of work has been done on the errors produced by paddling in the sea, how to correct them and improve the athlete's performance, as well as comparing various technical models that converge on the basic principles of physics, hydrodynamics and aerodynamics, to conclude how different the style is and how similar the technique is.

**Observations:** Canoeing seems to be more popular in Angola, perhaps due to the success of Benilson, Pacavira, and Manuel Antonio, but they have mastered the essential aspects of the technique.

## Class 7

### Academic Contents:

Paracanoe: classification systems and adaptive coaching strategies.

**Duration:** 1:30 minutes.

**Contents:** We have worked on adapting canoeing to the abilities of people with disabilities.

**Homework:** This unit has covered the classification of athletes in paracanoe, the adaptations necessary for them to practise safely, preventive measures and the thousands of advantages that canoeing has for people with disabilities.

**Observations:** We have tried to show the class that there is more to canoeing than just competition and that people around the world can use our sport to improve their quality of life.

## Class 8

### Academic Contents:

Training principles: load management and performance optimization

**Duration:** 1 hours.

**Contents:** We have worked with training principles, such as managing training loads and optimising training sessions.

**Homework:** In class, we have tried to explain the principles of training and how they influence plans, as well as which ones are compatible with each other and which ones create negative interference when put into the same session.

**Observations:** It has been observed that those who plan are unclear about which training concepts are most appropriate and which are less so, as in practice they do some things that are inconsistent. It would be good to emphasise this area, as any principle that is well explained will be a basic pillar of a good trainer.



## Class 9

### Academic Contents:

Periodization models and peak performance planning.

**Duration:** 1:30 minutes.

**Contents:** We have worked with periodisation models, explaining them thoroughly and where the load peaks should be, in order to achieve peak form.

**Homework:** In preparation for the work to be done with the computer, a detailed explanation has been provided on how loads are managed within mesocycles, microcycles, and macrocycles, how many maximum peaks can be obtained with each plan, and how many physical capacities can be worked on in each periodisation model.

**Observations:** This unit has been very interesting for all attendees.

## Class 10

### Academic Contents:

Applied planning practice using structured spreadsheets.

**Duration:** 2 hours.

**Contents:** We worked in groups on the five laptops that were available.

**Homework:** A couple of practical exercise proposals are made to be transferred to the training sheet, and these are distributed among the team members. Then, the group spokesperson presents them on the board.

**Observations:** There is significant resistance to using computers, which I understand because they are not common in some parts of Africa, but it is absolutely necessary for them to get used to using the keys.

## Class 11

### Academic Contents:

Physical conditioning: strength development and injury prevention

**Duration:** 1:30 minutes.

**Contents:** Work has been done on physical conditioning within a season.

**Homework:** In this class, we worked on the main options available for improving athletes' physical condition, in terms of muscle strength, neural function, range of motion and flexibility. We also covered basic concepts such as endurance, strength and lactic acid buffering capacity.

**Observations:** The class has realised that having a good gym helps, but that without it, the same effects can be achieved by working with rubber bands, stones or any resistance we have to hand.

## Class 12

### Academic Contents:

Work rhythms on water: intensity distribution and technical focus.

**Duration:** 2 hours.

**Contents:** We have worked on the concepts of working in water.

**Homework:** The work rhythms in water associated with physiology have been explained, that is, work rhythms and metabolic pathways used in each event, both in the marathon and in the explosive 200 metres.

**Observations:** Those who received level 1 already have the basics and understand what we are talking about. This time it is much more comprehensive and complex, but we are helping them understand why and for what purpose we work at different speeds.

## Class 13

### Academic Contents:

Planning and monitoring fitness training series using data tools.

**Duration:** 1:30 minutes.

**Contents:** We have worked with computers in class in 5 groups.

**Homework:** A load proposal has been made for a season with a specific goal.

**Observations:** This class is proving a bit difficult for them to understand how loads are managed throughout a season.

## Class 14

### Academic Contents:

Specific on-water training: methodological application.

**Duration:** 1:30 minutes.

**Contents:** Work has been done on the specificity of training in water and how to achieve the best performance.

**Homework:** In class, we have explained in detail the pace for each speed test and have proposed a type of training adapted to the specific nature of the test.

**Observations:** The first introductory class has been very positive for this second one. We need to keep working on it, but we have managed to achieve the minimum level of knowledge.

## **Class 15**

### **Academic Contents:**

Womens training specially.

**Duration:** 1:30 minutes.

**Contents:** The specificity of women in high performance has been studied, together with their physical characteristics.

**Homework:** The how, when and why of applying different loads to women has been explained, along with the advantages and disadvantages associated with their hormonal, physiological and biological characteristics.

**Observations:** This class has really interested women, but even more so men, and many false beliefs have been dispelled.

## **Class 16**

### **Academic Contents:**

Integrated planning of land and water training for racing distances.

**Duration:** 1:30 minutes.

**Contents:** We have been working on the computer in groups.

**Homework:** The monthly plan for an athlete who had a different distance was worked on. Some groups worked towards 1000 m, others towards 500 m, and others towards 200 m.

**Observations:** I am very pleased with those who are taking advantage of the opportunity to learn how to use a computer. I feel a little sorry for the rest, but I cannot dwell on it too much, so that the majority of the class does not fall behind.

## **Classes 17 and 18**

### **Academic Contents:**

Qualitative technical analysis and performance diagnostics.

**Duration:** 2:00 minutes.

**Contents:** We have worked with the computer and the Kinovea programme.

**Homework:** In class, several technique videos were shown and students were taught how to draw lines, how to expand their movement, and how to make the most of an image that can be taken with a mobile phone.

**Observations:** It is a pity that there is no more time to continue working on these lines.



## PRACTICAL

As we were unable to carry out the practical part as originally planned, we decided to conduct the practical sessions in the classrooms. The practical part consisted of performing qualitative analyses of techniques, using videos provided by the trainer, completing a microcycle of training, and managing the workloads in a week of training.,

They were divided into five groups, which were the laptops we had available, and they worked first on paper and then transferred their work to Excel spreadsheets.

## EVALUATION

Sixteen students participated in this course, comprising five women and eleven men from Angola, Djibouti, Seychelles, São Tomé and Príncipe, Senegal, Somalia, Namibia, and Ghana. Seven students achieved Level 2, notably Rui Albuquerque, and five achieved Level 1. Four students did not acquire the knowledge necessary to pass.

| Name                              | Country             | Attendance | Activities 2 | Tasks eval | Final exam 4 | Final note | Degree |
|-----------------------------------|---------------------|------------|--------------|------------|--------------|------------|--------|
| Rui Albuquerque                   | Angola              | 2          | 1,71         | 2,00       | 2,1          | 7,81       | Lvl 2  |
| Ahmed husein Hassan               | Somalia             | 2          | 1,35         | 2,00       | 1,9          | 7,25       | Lvl 1  |
| Hilaria María Gilherme de Almeida | Angola              | 2          | 1,05         | 1,90       | 1,5          | 6,45       | Lvl 2  |
| Souleymane Faye                   | Senegal             | 2          | 1,12         | 1,80       | 1,8          | 6,72       | Lvl 2  |
| Fadumo Ali Abdirhaman             | Somalia             | 2          | 1,04         | 1,80       | 1,4          | 6,24       | Lvl 1  |
| Alexandra Custódio                | Angola              | 2          | 1,20         | 1,50       | 1,4          | 6,10       | Lvl 2  |
| Abdoulkader Kahairre Saban        | Djibuti             | 2          | 1,07         | 1,20       | 1,5          | 5,77       | Lvl 2  |
| Nicanor Mateus                    | Namibia             | 2          | 1,04         | 1,20       | 1,7          | 5,94       | Lvl 1  |
| Abdirhaman Ali Muse               | Somalia             | 2          | 1,01         | 1,20       | 1,5          | 5,71       | Lvl 1  |
| Philip Joachim Alber              | Seychelles          | 2          | 0,84         | 1,30       | 1,7          | 5,84       | Lvl 2  |
| Fátima António                    | Angola              | 2          | 0,96         | 1,00       | 1,5          | 5,46       | Lvl 1  |
| Osvaldo dos Santos Pereira        | Sao Tome y Principe | 2          | 0,79         | 1,00       | 0,8          | 4,59       |        |
| Vida Akuaku Ohenewa               | Ghana               | 2          | 1,16         | 0,50       | 0,7          | 4,36       |        |
| Okronipah Ohene Emmanuel          | Ghana               | 2          | 1,05         | 0,50       | 0,9          | 4,45       |        |
| Alerio Paulo (-1)                 | Angola              | 1,6        | 0,74         | 1,00       | 1,8          | 5,14       | Lvl 2  |
| Evaristo Morais(-1)               | Angola              | 1,2        | 0,44         | 0,00       | 1            | 2,64       |        |

Under my responsibility, I understood that the level of demand of this course should not be lowered, putting in the hands of these people the life of our future sportsmen and women, although it is not a requirement in the country to be able to exercise this profession.

Pass rate 75 %.

The ratio of men and women is 11 boys and 5 girls.

80% of women have acquired the knowledge to reach level one or two.

73% of men have acquired the knowledge to reach level one or two.

The best mark of a man, in this case Rui Albuquerque, and the best mark of a woman, Hilaria Maria Riquelme.

## OVERVIEW OF THE COURSE.

The advantage of the recent African championship in Angola was that coaches with basic canoeing knowledge participated.

I was pleasantly surprised by the three coaches from Somalia, who participated actively in the class and were very engaged with their peers. Souleyman is a student who has grasped the essence of the course and is a promising seed in Senegal for the growth of our sport. The best student in the course, Rui Albuquerque, impressed me. Over these five days, he has been a good companion to everyone, explaining things that his colleagues did not understand, presenting his work clearly when it was his turn to do so, and participating with great intensity.

On the other hand, the Angolan coaches have been very weak, especially Evaristo, as he was not really motivated or had other things on his mind. Osvaldo Pereira, coach from Sao Tome, refused to participate, especially in planning in front of a computer, and I was very sorry that he did not take advantage of the opportunity to improve a skill that he does not want or is unwilling to learn.

As for the facilities provided by the organisation, the hotel was too far to walk to and transport was difficult, which was solved with the help of the federation for the students. There was a break for lunch at the hotel between classes, which we adapted to by holding longer classes.

To conclude the report, it should be noted that the Angolan Canoeing Federation has improved in terms of internal organisation, but needs external support to continue growing, train more technicians who are capable of leading projects outside the capital, and take canoeing to the highest level.



Head Coach & Course Director  
International Canoe Federation (ICF)

Always moving forward