



# **STUDY ON THE MINIMUM QUALITY REQUIREMENTS FOR DUAL CAREER SERVICES**

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DUAL-CAREER

QUALITY FRAMEWORK

RESEARCH REPORT



EXECUTED BY



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of Applied Sciences

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Talented Athlete  
Scholarship Scheme



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Brussel

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## FOREWORD

Dear reader,

I am pleased to present our report of the Study on Minimum Quality Requirements for Dual Career Services. It is the result of five months of research carried out in partnership with Birch Consultants (Birch), the Talented Athlete Scholarship Scheme (TASS), the Vrije Universiteit Brussel (VUB) and the European Student as Athlete (EAS)-network.

The study was granted to this group at the end of 2014, after a tender was published in the summer of the same year. The objectives of the study are:

- to develop a set of minimum quality requirements at European level, which could function as a reference point for national Dual Career services and facilities; and,
- to provide a model of a quality framework, offering transparency and guarantees on quality, safety and security for athletes, with a quality label and/or accreditation system for facilities and dual-career services at national and European levels.

This report consists of a comprehensive overview of policies and programmes on Dual Career at national and regional level, throughout the EU. It also includes a first model quality framework that can be used in assessing your own initiation of a policy for Dual Career; for the evaluation thereof or for future monitoring activities. Lastly, the report contains a couple of recommendations for future developments in both policy and research.

Since the subject of Dual Career is a relatively new area in policy making, dating only from the beginning of this Century, it has proven difficult to find strong ownership for it at government level. Moreover, the subject taps into a great variety of other disciplines and policy domains, such as education, sport, health, social welfare and economic affairs. For this reason, ownership for Dual Career is not always seen as the responsibility of one stakeholder alone, and so it tends to be diluted or even forgotten.

This also leads to the conclusion that, at this stage, there are hardly any countries with quality control mechanisms in place to assess the impact of policies and programmes for Dual Career. Introducing these mechanisms will secure more effective policy making on Dual Career for the athletes of the future. On top of this, the subject of Dual Career is often seen as the responsibility of the education sector and sports sector alone, focusing on “medal winners” in sports. The prevailing view is that *“if we help them (i.e. medal winners), we have solved the problem that people in Dual Career are facing”*. However, this is not the right solution at all. Behind every medal winner are thousands of athletes who train just as hard, but who lack the same genes or luck as the champion, and yet still need to be helped through a good system for pursuing Dual Career as well. A group we often tend to forget them! It is not only shining gold that that needs to be supported, it is also sweat and tears. This groups is estimated to be at the size of approximately 120.000 talented young Europeans, who give at least ten – fifteen years of their lives to perform sports at elite level, at high costs and risks.

One step forward might be the introduction of a set of quality criteria by which all countries in the EU can be measured to the level and effectiveness of policies and programmes for Dual Career. Thus securing a more stable and level playing field for athletes across the EU. However, the institutionalisation of an EU-wide quality framework is a complex matter. This policy area involves many stakeholders: sports and education ministries, sports associations, employers unions, employees unions, sponsors, clubs, high-performance centres, ambitious coaches and parents, plus local initiatives by all these stakeholders. In short, this is an extremely complex playing field to organise in a straightforward and simple way!

Conducting this study, I was surprised by the progress society has made on this subject since my time as an Olympic athlete (1976-1980-1984) and elite coach (1988-1992-1996-2000). In most countries there is now some form of policy or programme in place, and most athletes – in the elite bracket, at least – can benefit from some sort of system. This is a major step forward. I was also surprised by the large differences between EU countries when it comes to the organisation of services and arrangements for Dual Career. In some countries, policies and programmes for Dual Career have yet to be developed. Were it up to me to decide, this would change immediately. Most elite athletes these days compete until long after they finish their studies, so they need support while performing at top level. This will allow these talented individuals to make a smooth transition into the job market for a long productive rest of their lives, (long) after their sporting career has come to an end.

Cees Vervoorn  
Professor of Elite Sport and Education  
Amsterdam University of Applied Sciences  
November 2015

## ABSTRACT

This is the final report on the “Study on Minimum Quality Requirements for Dual Career services”. Between March and November this year, the Amsterdam University of Applied Sciences (AUAS) has conducted this study together with Birch Consultants, the Talented Athlete Scholarship Scheme (TASS - England), the European Athletes as Students (EAS) network, and the Free University of Brussels (VUB).

The study has delivered a set of 25 country profiles in which existing Dual Career policies and programmes at national and regional level are specified per country. Additionally, the study has resulted in the development of an “athlete-centred” quality framework in which all levels of influence (from personal, to institutional, to policy level) are addressed. Also, we have drafted a preliminary checklist of minimum requirements for high performance training centres, which could function as a reference point for the establishment of international high performance training centres.

We conclude with a strong recommendation to focus on a monitoring tool and (self) assessment of Member States with regard to their policies and programmes for effectively combining Dual Career. In doing so, it is our aim to make sure that the current estimated 120.000 athletes per year can successfully combine education, training or work with sport to enable each athlete to reach full potential in life.



## Executive summary – English

Elite, talented athletes face multiple challenges in combining their sport with education or employment. These challenges persist in the transition to a new career after their sporting one has come to an end. This is not only hard for the individual, but also a loss for society as a whole.

Conversely, a successful combination of education, training or work with sport can enable an individual to reach his or her full potential in life. This is known as a “Dual Career” (DC). Dual Career is a complicated policy domain, which links multi stakeholder policy domains such as education, youth, health and labour market and has to connect these towards adequate career development of talents.

The exact number of athletes in need of Dual Career services is hard to pinpoint. The definition of ‘elite athlete’ varies widely among MSs and very few MSs monitor these numbers and individual Career closely. The numbers we were able to collect already add up to more than 60.000. Taking into account the (large) missing MSs and the variety in definitions, the number of athletes in need of Dual Career, which should be safeguarded for future society, adds up to more than 120.000 per year!

This document is the final report of the Study on Minimum Quality Requirements for Dual Career Services. The main objective of which was to develop a set of such requirements to function as a reference point for national DC services and facilities across the EU. These are presented in the form of a quality framework offering transparency, and quality, safety and security guarantees for athletes. This includes a labelling and/or accreditation system for facilities and services at national and European levels. Recommendations for future developments in both policy and research are also included. The appendices to the report are comprehensive and include our research tools (survey, in-depth interviews, and focus-group discussions), 25 country profiles, reports of meetings, and lists of organisations consulted.

The study was conducted by the Amsterdam University of Applied Sciences in partnership with Birch Consultants, the Talented Athlete Scholarship Scheme (TASS), the Vrije Universiteit Brussel (VUB) and the European Student as Athlete (EAS) network.

### **Conclusions at system level**

*Underlying the proposed framework is a comprehensive, categorised overview of current DC policies and programmes throughout the 28 EU MSs. This reveals that a small number of MSs have extensive, well-organised systems; in others they are more fragmentary and less developed. Comparing the current programmes and policies in the 28<sup>th</sup> MSs we conclude at system level:*

#### **1. Variety in policies and programmes for Dual Career across Europe**

*Looking at existing policies and practices across the EU MSs, a scattered pattern with a large variety is observed. The fact that athletes have to combine their athletic careers with building an educational curriculum and / or work is not new. Yet, it is only recently that it has been addressed by a growing number of MSs as a topic for action and policy.*

*Several countries have some initiatives in or intentions of support for Dual Career, but do not label them as a system per se, let alone, monitor or guide this from the perspective of monitoring and enhancing Dual Career. In three countries, it was not possible to reach an expert or national programme officer with an insight into support arrangements for Dual Career, but most other countries have elements of it and some countries are starting to develop an official policy support system for Dual Career.*

## **2. Diverse ownership – skills gap versus education gap**

*MSs differ in the extent of their initiatives and policies. They also vary in the main actors on the scene: sometimes these are sports or athlete organisations, sometimes education centres, and sometimes it is the government.*

*In the inventory phase, we consulted the respondents about the role of four different groups of stakeholders (domains): (1) governments, (2) the education sector, (3) the sports sector and (4) the labour market. The inventory shows that the policy domains with primary responsibility at the national level are most likely to be education and sports (19 countries). Stakeholders responsible for effective transition into the labour market are clearly missing. Yet the employability of an athlete beyond their sporting career should be a joint responsibility, since it relates to skills, professional education and the opportunity to obtain a degree. In the majority of countries, multiple institutions are active in this domain, but there exists a lack of cooperation between them. Even when the education gap is covered, a skills gap often remains.*

## **3. No consistent definitions: room for a European-wide framework**

*Most MSs consulted show to have ambitions that reach further than actual current provision for athletes in Dual Career. Practical support facilities that are effective in one nation can also be relevant in others. With increasing international student and athlete mobility between MSs, it would help to have a Europe-wide framework, which could be deployed uniformly in individual MSs. Such a system would guide and help athletes and students in making their career decisions. However, at present even the definitions for Dual Career– including underlying terms such as “athlete student” – differ between EU countries. There is an urgent need for clear terminology and interpretation across Europe for this new policy domain.*

## **4. Governmental and non-governmental policy programmes**

*Alongside government programmes at national, regional or even local level, non-governmental structures add to the depth and breadth of the initiatives found across Europe. These initiatives can add extra value to effective systems for Dual Career. Having observed the different systems in place, we see that high-value non-governmental programmes can be very supportive of, and even replace, government ones. Our surveys show a great variety of such systems filling gaps in state provision in various countries. At this level, policy actors – sometimes including government – in numerous MSs have official documents setting out relevant intentions and key ambitions and goals. In some countries, the subject of Dual Career is addressed as a cross cutting*

theme involving cooperation between government, the education sector, sports organisations, and players in the labour market.

### **Conclusions at service level**

The service organisations we have included all have one feature in common: they are independent bodies focusing on a wide range of aspects of an athlete's Dual Career. All have decided upon a structure, the one more comprehensive than the other, to promote at least some aspects of Dual Career for a talented or elite athlete. Our survey, desk research, consultations, and expert meetings highlighted various factors to take into account in this respect. Several of these factors were found in the different organisational models, making them key or at least very important features of successful systems to enhance Dual Career.

This leads to the following conclusions at service level:

1. **There should be an independent organisation responsible for DC.** This organisation ensures the availability of career counselling services to improve future employability for every athlete participating in a Dual Career program. Potential employers are made aware of the particular abilities of current and former elite athletes, as also advised by other sports organisations (EU Athletes, 2014). Career training and counselling improves the athlete's employability. Courses and support during life transitions prepare them for their future careers.
2. **Formal agreements have to be made with educational institutions to ensure their support for DC.** This is important because a lack of such support can adversely affect the athlete's performance and well-being (Cosh & Tully, 2014). The educational institutions will then appoint personal coordinators to support enrolled athletes to finish their education program. Athletes participating in a Dual Career program will only take courses that are government accredited or meet set quality criteria.
3. **All support is adapted to the needs of the individual athlete** and considers the Dual Career as part of a whole-life development plan, taking into account the well-being of the individual athlete. Their requirements can be very diverse (Wylleman & Reints, 2010). As part of that plan, the athlete's development is monitored on a regular basis and action is taken when necessary.
4. **Sports facilities should be situated close to educational facilities, to facilitate athlete mobility.** This proximity also improves communication and cooperation between relevant stakeholders. Entourages, including parents, staff and coaches, are kept aware and informed about the athlete's dual career. Coaches receive additional training. The personal, athlete-centred approach includes support from competent expert staff (psychologists, nutritionists, physiologists, etc.), whose work is evaluated on a regular basis to assure quality, as substantiated by research on managing athletes' transitions (Debois, Ledon, & Wylleman, 2014)
5. **The formation of a DC network is encouraged** (like ASPC, the association of high-performance training centres). This is relevant since sharing knowledge, best practices and developing systems together has proven more powerful than every MS on its own.

Overall, DC services are most effective when they provide individual support, promote athlete mobility, are enshrined in formal agreements, combine facilities (e.g. education and training in the same place), and encourage professionalism, awareness, interaction and monitoring. In particular, it is vital that all concerned – not least the athlete – accept

and live up to their responsibilities and that they communicate as openly and intensively as possible. Pitfalls include inconsistent definitions and qualification criteria, diverse ownership of an issue that involves a large number of stakeholders, and discrepancies between the great variety of policies and practices in place.

## Quality Framework

Our analysis of best practices, expert (including athlete) input and feasibility considerations has produced a Quality Framework, which builds upon the positives and seeks to overcome the pitfalls.

The ultimate objective is to improve Dual Career systems taking into account the different roles and responsibilities of each player in this system. It is not a list with minimum quality requirements. We put the athlete at its centre, with four principal “dimensions” in their orbit: the entourage (coaches, tutors, parents, etc.); stakeholders in sport, education and the labour market; national governments; and the EU. Each of these is broken down into sub dimensions for which specific quality requirements – more than eighty in total – have been formulated:



**1. Athlete:** the athlete is at the centre of our quality framework. This is because each sport and each individual athlete is different. They need different services at different career stages at both system and personal levels. Those services should, therefore, be as personalised as possible. At the same time, full personal commitment on the part of the athlete is also essential.



**2. Entourage:** the impact and success of policies, programmes and services for Dual Career depend on their implementation at personal and professional level close to the athlete. The direct influencers in this respect are the coach and manager, together with the teacher or employer, and the social network of parents and friends as the athlete’s entourage. This entourage is crucial in providing the support and flexibility needed to successfully develop as an athlete and a professional.



**3. Stakeholders:** we have identified stakeholders at both the organisational and the sectoral (i.e. sports, education, labour market) levels. Ideally, they should bear responsibility for the implementation of existing national legislation or policies and should translate these and their own policies to the entourage and athlete. This requires communication between stakeholders and between different organisational levels (from policy to practice).



**4. National government:** national governments provide the legislation and policy framework needed to encourage sectors to take responsibility for talented athletes to assure the safe professional development of student athletes. The quality framework offers governments a comprehensive overview of services to be developed (if they are not already in place), including tools to initiate them from the government’s perspective, taking into account its responsibilities. It also offers those governments with an established system a tool for its

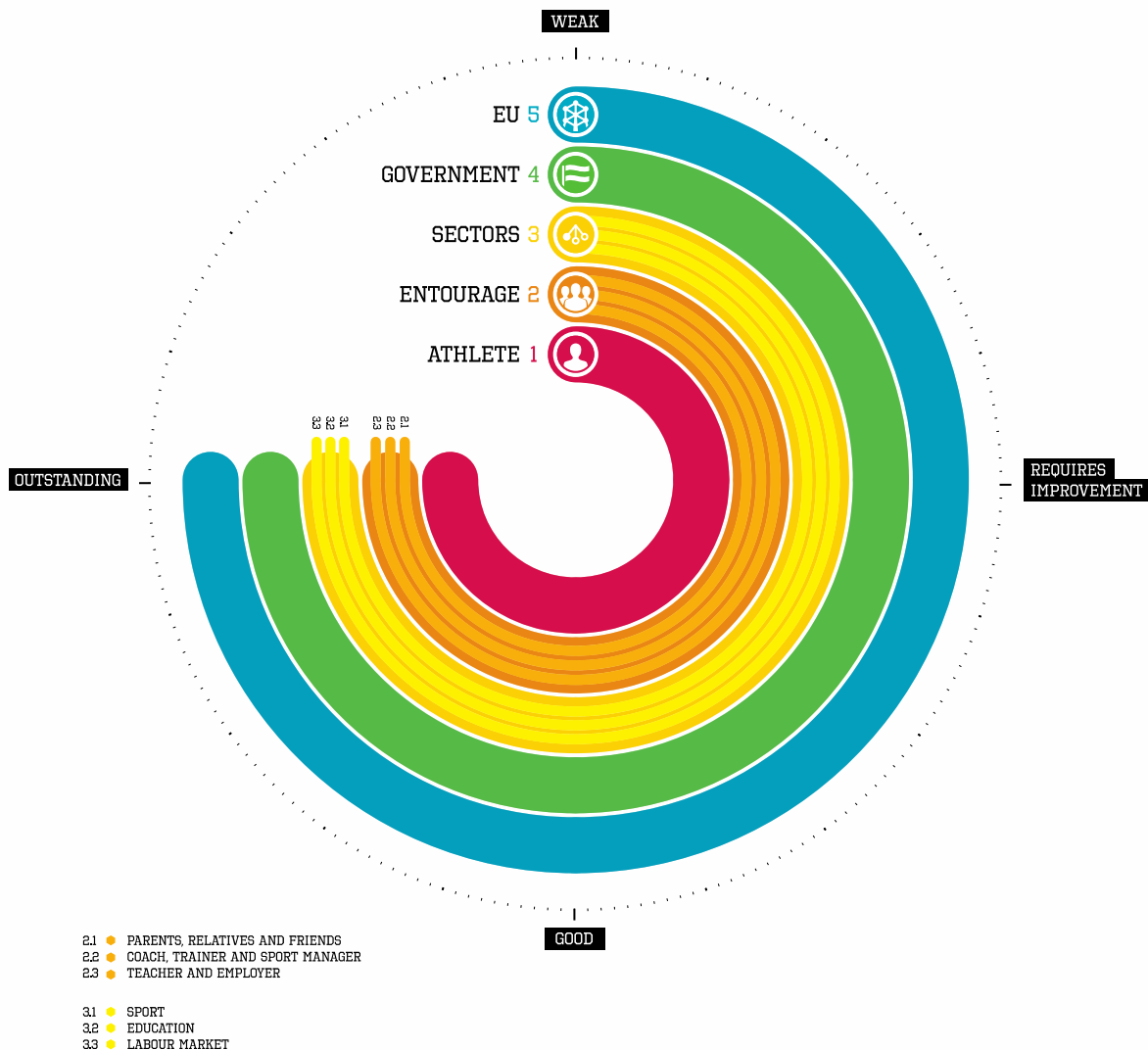
monitoring and improvement.



**5. European Union (EU):** as students and athletes throughout Europe become more and more mobile, and education less confined to physical institutions due to new technologies, such as massive open online courses (MOOCs), there is a growing need to monitor student athletes. It is also important to connect with trends and development in the education and labour markets. The EC can play a key role in this respect, actively facilitating the sports world and its athletes in connecting with those changing global markets.

We defined a four-point rating system: **weak – requires improvement – good – outstanding**. Each dimension and sub dimension can be rated using this.

### DUAL CAREER QUALITY FRAMEWORK



In comparison to previous exercises of its kind, the benefits of our framework lie in its tooling. We provide each stakeholder with a set of actions, tools and best practices to fulfil the responsibilities required of them within the overall DC system. These should (i) enable organisations to assess their own “DC-friendliness”, (ii) support new arrangements and advance existing ones, and (iii) provide a long-term monitoring tool.

## Minimum requirements

Additionally we have tried to list minimal needs in the establishment of High Performance Training Centres (HPTCs). These centres aim to provide facilities and services combining opportunities to follow education and practicing sports at high level. The success of these centres depends on the awareness at the level of both the athlete and HPTC of each other’s goals and services.

The minimum requirements of the HPTC should consist of at least the following 5 pillars: accommodations, education, staff, facilities and services. Please note that these are starting points, and implementation of these minimum requirements depends on national configurations.

### Accommodation:

- Sleeping facilities, suitable for athletes’ dimensions and size
- Restaurant, serving healthy, fresh and well-prepared food
- Sport facilities of the highest international training level
- Rooms to study - ICT and Internet equipped- and to relax

### Educational facilities

(should be international exchangeable), which offer programmes that are:

- Progressive (for the individual), courses can be linked and combined
- Relevant (for the individual), concerning the desired learning career
- Encourage employability (of the individual), are linked to industry-recognized providers
- Encourage commitment (of the individual), minimum amount of learning hours
- Accredited, by national education standards and ministry

### Staff

all specialists are nationally accredited, committed to the Dual Career of the individual athlete and full time available:

- Physiotherapy
- Coach (Strength, Conditioning, Recovery)
- Nutritionist
- Sport Psychologist
- Medical support

### Facilities:

All facilities mentioned at ‘accommodation’ should be located close to each other to improve the athlete’s mobility. The basic principle here is that the athletes in an HPTC should not lose time travelling from one facility to another but be able to use their training-study time schedule most efficiently. Recommended is a 15 minute rule, meaning that all facilities should be within a 15 minute biking distance from each other (preferably at the same location).

### Services

all services should be centred around the individual athlete and delivered by nationally certified experts.

- Lifestyle support
- Career support
- Nutrition support
- Medical support
- Psychological support

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## Recommendations

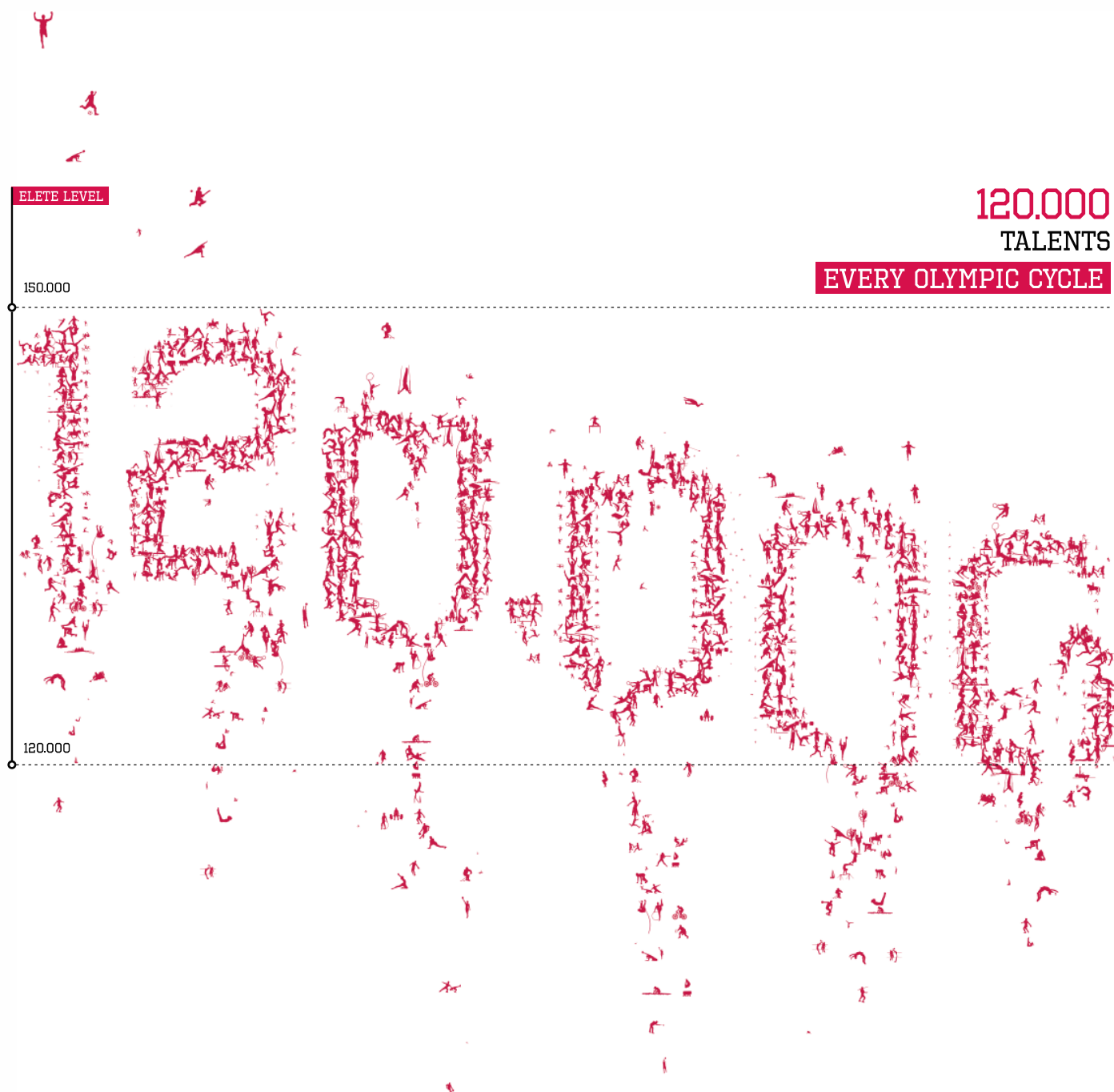
This research report shows that there is a need for a Europe-wide framework on support systems and facilities for Dual Careers, which could be deployed uniformly in individual MSs. We have designed this framework but the success of such a framework and list of minimum requirements depends strongly upon how it is implemented. In this respect, we recommend:

- Develop this framework into an easily accessible online tool for all stakeholders. This will enable them to assess elements of an effective system for Dual Careers, in each EU MS and thereby compare the quality of their own services with others and share best practices easily. Athletes and coaches in particular should be made aware of this tool, so that they can assess different providers of education and training in their own and other countries.
- Support the development of a network of national contact points to implement and monitor the quality framework in their own domestic contexts, to guarantee the quality of stakeholder assessments and self-assessments and to provide statistical monitoring of athletes.
- Additional research, specifically targeted at the level of the services for athletes with Dual Careers, could support effective policy making for Dual Careers.



# CURRENT SITUATION

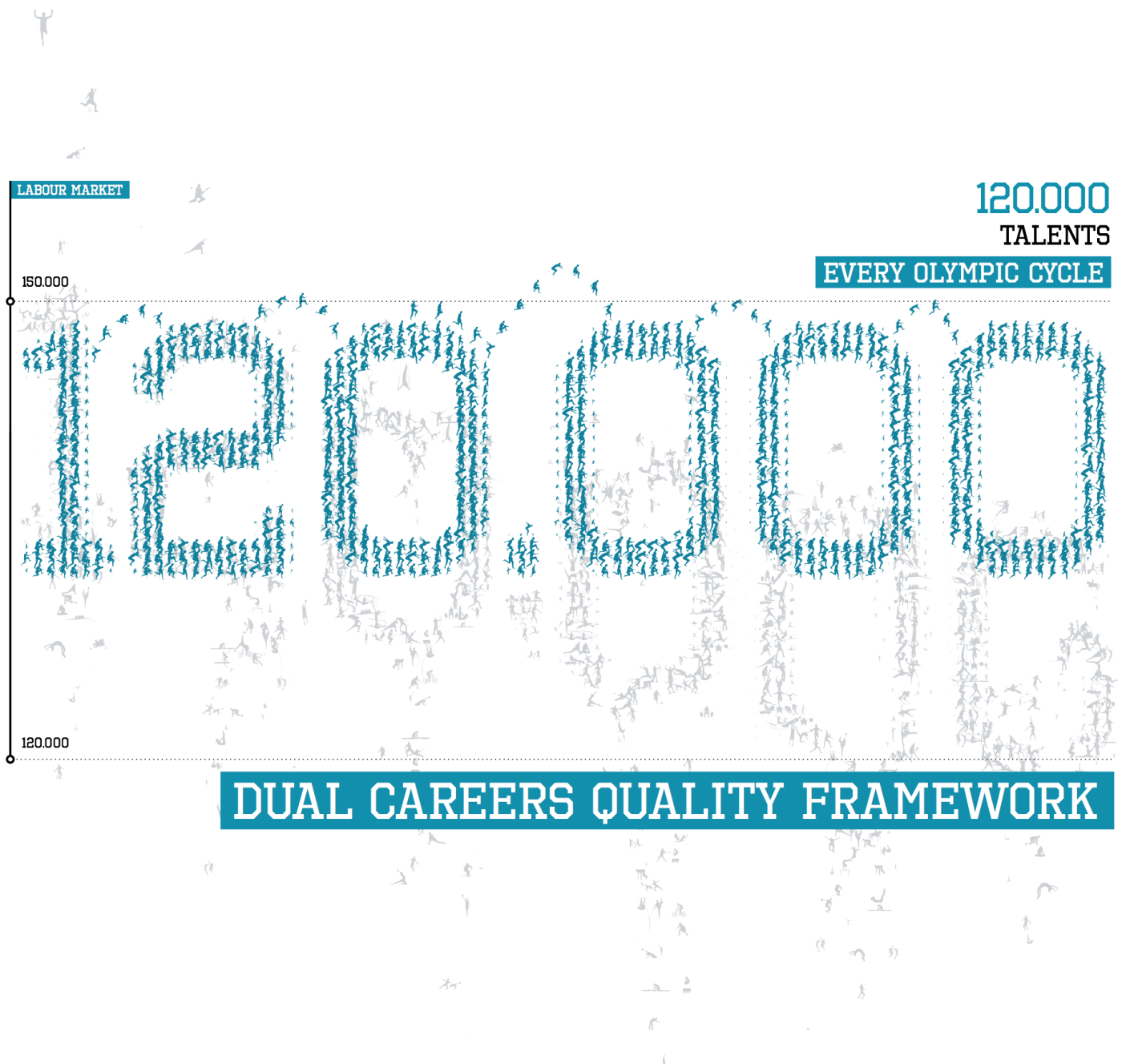
## POTENTIAL LOSS OF TALENT





# DESIRED SITUATION

POTENTIAL GAIN OF TALENT



## INTRODUCTION

Practising sport contributes to a healthy individual and a vital society. It helps build self-esteem and confidence in young children and teaches important life skills, such as playing in a team, discipline, dealing with failure and success, working with focus and dedication [1]. Research has shown that 59 per cent of adolescents can identify a role model in their lives. Of this group, those who look to athletes are more likely to make positive health-related decisions [2].

Sport also has a major economic impact in the EU: it was worth €407 billion in 2004, representing 3.7 per cent of EU GDP and employing 15 million people (5.4 per cent of the labour force) [3]. That impact continues to grow, and in many cases sport has become "big business" – primarily because broadcasting rights, particularly for TV, have become very profitable. At the European level, international sport has a long tradition and a high level of ambition, as reflected in the organisation of European events and championships, like for example the European Games.

Sport is an important policy domain in most EU member states. These states want to succeed at Olympic Games and in other European and global competitions. Such success contributes to national pride and a sense of identity. Sports are also vital to improve public health, reinforce human capital through competence building and have a positive influence on social inclusion [4].

Sport provides a high return for society. For individual athletes, too, it can deliver great rewards. However, dependent as it is on excellent physical condition, elite sport hardly ever offers a lifelong career perspective. Research has shown that developing an elite athletic career generally takes ten years building the necessary experience, followed by five to ten years competing at the highest level [5-7].

Talented, elite athletes face multiple challenges in combining their sporting career with education or employment. It has also been shown that they often face a variety of difficulties in the transition to a new career after their sporting one has come to an end [8]. This is not only hard for the individual, but it is also a important loss for society as a whole. It is estimated that currently, across the EU, about 120.000 young individuals are in a 'situation' of Dual Career, trying to perform sports at high (or elite) level, in combination with studies or work. Only a few of those individuals turn out to be medal winners. The rest trains and works equally hard. How can policy making help to save these young individuals from unemployment, after their sporting career (or attempt thereof), has come to an end.

Elite athletes create added value for Europe. They deserve the same opportunities as anyone else to choose an education and earn a degree, for their own benefit and that of their family, their nation and Europe as a whole. In doing so, however, they need special arrangements to combine their sporting talent with other essential aspects of life. This is the core and the essence of "Dual Career".

A DUAL CAREER IS DEFINED AS A SUCCESSFUL COMBINATION OF EDUCATION, TRAINING OR WORK WITH SPORT TO ENABLE AN INDIVIDUAL TO REACH HIS OR HER FULL POTENTIAL IN LIFE.

In this report 'education' refers to all levels of education, from primary education to university and vocational education and training (VET). A pathway enhancing Dual Career can have consequences on all levels, depending on the stage of the sports career. A successful combination of dual pathways requires an effective system for Dual Career, recognising that the individual has to be at the centre of the arrangements. This means that the athlete should be informed, educated and empowered to speak up about their situation, as well as being responsible for their own development. It also requires commitment from and communication between different "worlds", those of sports and education, in close cooperation with national, regional and local governments, employers and other stakeholders.

Combining these different worlds is hard enough in one MS, let alone at the European level. However, European collaboration is a prerequisite for this group due to increasing elite athlete mobility and the vulnerability of talented young athletes abroad. Therefore, all stakeholders should make every effort to commit to agreements for Dual Career of various kinds, so that this special group of European men and women is able to flourish on dual pathways that will reap economic benefits in future.

**DANISH ATHLETE:**

*"IN DENMARK THERE IS A BIG NEED FOR INTEGRATED POLICY ON DUAL CAREER OF ATHLETES, AS WELL AS COOPERATION BETWEEN THE DIFFERENT POLICY DOMAINS INVOLVED. THE PROVIDED SUPPORT CURRENTLY DEPENDS BOTH ON INDIVIDUAL CAPACITY TO PLAN AND ORGANIZE AS A STUDENT ATHLETE AS WELL AS ON THE COMMITMENT FROM OTHER PARTIES INVOLVED"*

In the EU Guidelines on Dual Career of Athletes [9], the European Commission (EC) was called upon to support the development of a European quality framework for dual-career services and facilities with the representative bodies in this field (Guideline 31) [9]. Following the publication of those guidelines in 2012, a call for tenders was published in an open procedure [10]. This resulted in a consortium of the Amsterdam University of Applied Sciences (AUAS, project leader), the Talented Athlete Scholarship Scheme (TASS), the Vrije Universiteit Brussels (VUB), the European Athlete as Student Network (EAS), and Birch Consultants (Birch) being assigned to conduct a study on a European quality framework for DC services. The consortium started their work in February 2015.

This is the final report on the "Study on Minimum Quality Requirements for Dual-Career Services". The main objective of this study was to develop a set of minimum quality requirements at European level, which could function as a reference point for national services and facilities for Dual Career [10]. It also sought to provide a model of a quality framework offering transparency and quality, safety and security guarantees for athletes and to consider a quality label and/or accreditation system for facilities and services for Dual Career at the national and European levels [10].

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Chapter one introduces the content, definition and scope of Dual Career, the purpose of this study and the neighbouring policy domains relevant to this new policy area, as well as the European dimension of it. Chapter two presents our research methodology, key findings, analysis and conclusions. Chapter three is the core of the study and introduces the model quality framework, its design and its dimensions and subdimensions, as well as describing its implementation potential and possible next steps. The appendices are comprehensive and include our research tools (survey, in-depth interviews, and focus-group discussions), 25 country profiles, reports of meetings, and lists of organisations consulted.

## CHAPTER 1: DUAL CAREER

Sports policy is typically a national affair. In all EU countries, sports organisations act as the national representatives of the clubs in a specific sport. Generally, there is only one association per sport [11]. Clubs allow the practice of sports by all and are mainly composed of volunteers.

The selection of talented young athletes can start as early as the age of nine or ten, usually in a local environment, such as school, club or association. As soon as the young talent enters a competitive sports system while still in school, special arrangements need to be in place to combine these dual pathways.

Awareness of Dual Career should thus start at young age and involve the direct influencers around the individual athlete. Talented and elite athletes face multiple challenges in combining their sporting career with education or employment, and they need special arrangements to combine their talent with these other essential aspects of life. This is the core of “Dual Career” (DC).

The European Union plays a mostly indirect policy role in sport, because (a) it is normally considered to be outside the competency of the EU, and (b) it is generally organised at a national, European *continental* (not EU) or global level. However, since sport policy encroaches upon other policy domains, such as education, youth, health and social welfare, the European Commission (EC) plays an important role in connecting these different policy domains to safeguard the development of these young talented future employees. Young athletes, in particular those coming from third world countries to train and compete in Europe, face multiple risks linked to their vulnerability. This is where EU engagement has clear added value from a legal point of view, in protecting minors on EU soil.

### 1.1 Study objectives, definition and scope

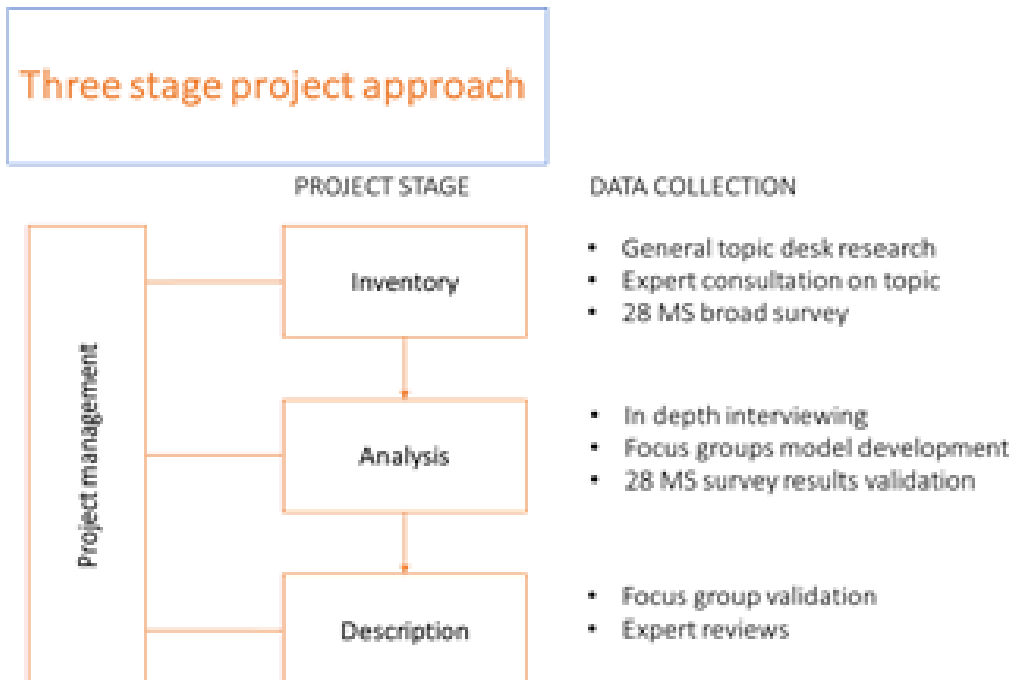
#### Study objectives

The study was undertaken between February and September 2015. *The main objective of this study was to develop a **set of minimum quality requirements at European level**, to function as a reference point for national services and facilities for Dual Career [10]. Additionally, it sought to provide a **model of a quality framework** offering transparency and quality, safety and security guarantees for athletes and to consider a quality label and/or accreditation system for facilities and services for Dual Career at the national and European levels.*

The deliverables “set of minimum requirements” and “quality framework” correspond with the main objectives of the study as assigned to the consortium. They are complemented by an overview of existing policies, programmes and practices across 25 EU member states (MSs). These country profiles not only present, in brief, an overview of policies and services in place (or the absence thereof), but also provided essential

input for the selection and validation of the minimum requirements defined. In order to obtain detailed data on national policies for Dual Career, a dedicated network of multiple contact persons in each MS was set up.

The study was conducted in three consecutive stages:



## Study definition

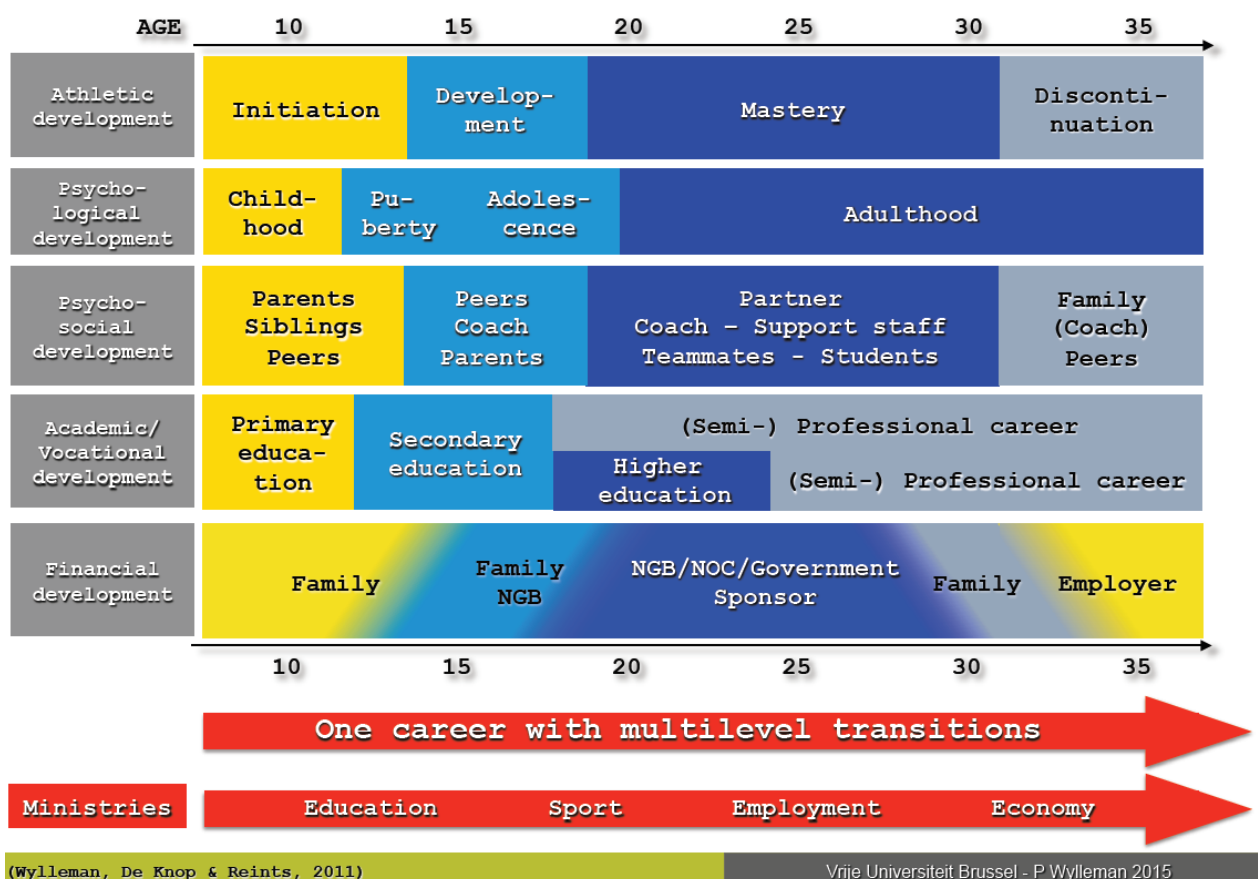
In this study, Dual Career is defined as “a successful combination of education, training or work with sport to enable an individual to reach his or her full potential in life”. Reaching full potential entails that “the individual is equipped with the proper tools for a holistic development of his or her potential, and for an active involvement in and contribution to society”. This definition was outlined at the third team meeting on 5 August 2015, held in Newcastle, and is based on the dual-career concept, as described in the report on the EU Guidelines on Dual Career of Athletes [9]. The full description from that document reads as follows: “Dual Career in sport encapsulates the requirements for athletes to successfully initiate, develop and finalise an elite sporting career as part of a lifelong career in combination with the pursuit of education and/or work as well as other domains which are of importance at different stages of life, such as taking up a role in society, ensuring a satisfactory income, developing an identity and a partner relationship”. Our (shortened version of the) definition respects the various elements in that description, focusing on the outcome (reaching full potential) and main pathways of combination (sport, education, work).

An elite athlete is defined as any athlete selected to represent their country in their chosen sport, at either junior or senior international level. Disabled sport (also known as adaptive sport or parasport) is defined as sport played by people with a disability, either

physical or intellectual. Professional sport is defined as a sport in which athletes receive payment for their performance.

## Study scope

The scope of a Dual Career was defined by using the development model proposed by Wylleman et al. (2012). This model identifies different stages of an athlete's development in a range of submodels, starting with the introduction to a sport and proceeding through talent development to perfection of performance in the mastery stage, followed by the end of the high-level sport career and the search for a new career [5, 12]. Consequently, the scope of this study is not limited to the elite-athlete stage only. Wylleman's model also distinguishes between development in different domains: psychological, athletic, vocational/academic, psychosocial, and personal. Interactions occur between these levels of development and transitions are encountered by athletes throughout their sporting careers. Hence, the dual pathway of sports and education can be relevant for all levels of education, depending on the stages of specific sports.



Source: Wylleman & Reints [12].

In the inventory phase, a mapping exercise was performed to identify services for Dual Career across the EU MSs. In this mapping exercise, the following policy and programme levels have been investigated:

(i) European, (ii) national, and (iii) regional level. This means that many local programmes and initiatives are excluded from this report – even though they can add



considerable value to the individual athlete's development. Mapping them, however, would require a follow-up study with a focus on local initiatives.

Moreover, a wide range of sports – Olympic, Paralympic and professional – was included in this study. This means that each sport was not studied individually, but neither was any sport, sports organisation or specific athlete groups excluded.

Given the wide scope of this study in terms of geography, career development and sports covered, the focus of this study was not further narrowed down to specific topics, such as legislation, organisations for Dual Career, sport-specific measures, education-specific measures, or local initiatives. However, there was still a wide diversity and variety of programmes and initiatives across the 28 EU MSs. This study aimed to translate this diversity into a comprehensive framework for all the MSs, whether they have yet to develop a policy framework for Dual Career or wish to improve current systems, policies and programmes.

### ***Three other dimensions***

In pursuit of the development of minimum requirements and model quality framework, three other dimensions supportive to the athlete's development model were used:

- the EU dimension in Dual Career and subsidiarity principles governing European lawmaking [13];
- guiding principles derived from bordering neighbouring policy domains influencing policies for Dual Career; and
- basic principles of framework and policy design and implementation.

## **1.2 European dimension**

There is a strong need for adopting a European perspective on Dual Career. First, competitive sport is international in nature. Training camps are often located in other countries, for example, in the case of winter sports, such as skiing, which requires snow and mountains. Secondly, competitions and championships are organised at local, regional, national and international levels. The target group for Dual Career is talented, elite and post-elite athletes, who aim to compete, compete, or have competed at international level. This requires extensive travelling and spending time abroad [14].

Additionally, students are becoming more and more internationally oriented. The education agreements across Europe allow them greater mobility, whilst maintaining their pace of study, pathways and credits. This is also apparent from the increase in number of courses taught in English, student movements across Europe and beyond, and the fact that more and more MOOCs (massive open online courses) are available each year, attracting students from all over the globe to a particular course, tutor or institution's offering.

The EU MSs are different in size and development. The smallest country is Malta with 417,432 inhabitants, the largest is Germany with a population of 79,652,320 [15]. Small



countries lack the critical mass to develop high-end facilities for a few excellent sportsmen and women. This requires a European perspective on Dual Career, enabling these smaller countries to work with their neighbours to nurture and train their talented and elite athletes, in order to give them equal opportunities and to encourage them to stay and excel in Europe [10, 14].

## History of EU Engagement

EU engagement with Dual Career grew in the wake of Decision No. 291/2003/EC of the European Parliament and the European Council of 6 February 2003, which established the “European Year of Education through Sport 2004”. The resulting activities and initiatives in 2004 were organised at EU, transnational, national, regional and local levels, and were sometimes cofinanced by the EU. Since then, the Council, the European Parliament, various committees and regions have all shown continued interest in the issue of education and sport. Policy documents such as the Commission’s White Paper on Sport (2007) and the Communication ‘Developing the European Dimension in Sport (2011) [14] confirmed the importance.

At the highest political level, the European Council in its Declaration on Sport (12/2008) emphasised the importance of ensuring that young high-level athletes are offered quality education parallel to their sports training [10]. With main focus on the dialogue therefore needed between sport and education. Moreover, with the introduction of sport into primary law (article 6 TEU and 165 TFEU) the EU has a competence to promote European sporting issues while also taking into account sport’s specific nature and its social and educational function. And linking this specifically to other EU legislation and policy on education, youth, and labour market.

In 2011 EU Ministers of Sport agreed on the EU Work Plan for Sport 2011-2014. Among the three priorities, one focuses on *social values of sport, in particular health, social inclusion, education and volunteering*. To help implement the key themes, five Expert Groups were established. One of five was the EU Expert Group on Education and Training in Sport. Dual career was included in its mandate. In the EU Work Plan for Sport 2014-2017 more attention was also given to employability and labour market. The new EU Expert Group, established under this Work Plan, received a broader mandate and covers Human Resources Development in Sport. One of its tasks is to prepare a report on the state of play concerning the implementation of the EU Guidelines on Dual Careers. This exercise will look at the implementation of the Guidelines and should be accomplished by the first half of 2017.

The EU Guidelines on Dual Careers of Athletes were approved by the Expert Group on Education and Training in Sport on 28 September 2012. In Guideline 31, the EC is called upon to support the development of a European quality framework for dual-career services and facilities in collaboration with the representative bodies in this field. These EU guidelines are at the basis of successive reports and research at expert level in the EU. The subject of dual career got increased attention at European and national political level embedded in the Council Conclusions adopted under the Irish Presidency on 17 May 2013. EC and MSs were particularly invited:

- “encourage cooperation between Member States, educational institutions and relevant stakeholders and sports organisations;

- *recommend the exchange of good practices and experience with Dual Career among Member States;*
- *promote the establishment of flexible academic cycles and adapted learning pathways for athletes so that they can combine their sporting activities with education;*
- *recognise that sports organisations should also develop and implement dual-career services for talented or elite athletes; and*
- *invite the Commission, on the basis of the EU Guidelines on Dual Career for Athletes, to explore appropriate follow-up on this important issue, possibly in the framework of the second Work Plan for Sport.” [18]*

To support the promotion of actions in the area of dual careers, the above-mentioned EU activities at policy level have been complemented by EU funding in Erasmus+ 2014-2020 with a total budget of EUR 265 million. In the first 2 years, 50% of the budget is dedicated to projects for which EU guidelines already exist and have to be implemented, namely Dual Careers of Athletes and Health-Enhancing Physical Activity.

Previous studies on aspects of dual career were conducted in 2004 by PMP Consultancy in partnership with the Institute of Sport and Leisure Policy of the Loughborough University ("Education of young sportspersons") and in 2007 by Taj / Ineum Consulting (The training of young sportsmen and sportswomen in Europe).

## Neighbouring policy areas

Sport touches on a lot of other policy domains. Three of these neighbouring domains were explored for this study: health, education and the labour market. However, sport is not restricted to these three policy areas. Finance ministries, for example, may also be engaged in issues relating to student athlete funding, taxation and payment for health benefits. In some European countries, former elite athletes are entitled to lifelong employment by the army through the Ministry of Defence. To summarize, Europe shows variety and diversity in where the responsibility for (elite) sports is allocated.

The scope of this study can be considered as broad. This section starts with sport policy and looks at those neighbouring domains that might motivate, and in some cases require or legitimise, European action.

### *Objectives in sport policy*

Since the signing of the treaty of Lisbon in 1992, the EU has been committed to supporting the development of sports across its MSs. Although this is primarily a national affair in the hands of sports organisations, the EU has the ability to address transnational challenges, such as those related to the mobility of talented young athletes.

The EU does this from the point of view that sports are vital to the improvement of public health, reinforce human capital through competence building, promote active citizenship and volunteering, and have a positive influence on social inclusion. Furthermore, the EU recognises the economic value of sports, the necessity of free movement across the member states, and the necessity to protect minors in sports [19, 20]. EU action can provide a platform for exchange and dialogue among sports stakeholders, spreading good practices, and promoting the development of European networks in the field. Hence, support for Dual Career makes it possible to reach sportive goals and at the same time support societal goals.

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### *Objectives in health policy*

The EU encourages the principles of universality, access to quality care, equity and solidarity in European healthcare systems. It wishes to empower its citizens by making healthcare patient-centred, while at the same time reducing health inequalities between and within member states [21]. As a consequence of a European directive of 2011, MSs are required to implement laws that ensure patients' rights in cross-border healthcare. This directive provides rules and information regarding access to and reimbursement for treatment in other EU countries, and ensures that states work together in the interest of patients [22]. Sport fosters health for sporters themselves and people that are stimulated to sport. In sport specifically, healthcare plays both a preventive and a curative role. Thus, athletes should have access to both forms of healthcare in order to successfully pursue a sporting career.

### *Objectives in education policy*

The EU has ambitious objectives and a strong legitimate position in education (Lisbon, Bologna). Every youngster should have the opportunity to realise their talent and to contribute to economic growth and welfare through education. Education is important to Europe's competitive strength and students should be able to study in other member states.

The EU is also committed to making "lifelong learning" a reality. This also requires full mobility of citizens for education and training purposes. Moreover, the quality and efficiency of education and training need to be such that they are attractive at all levels and everyone can acquire key competences through them. Citizens need access to education and training irrespective of their personal, social or economic circumstances. This should promote equity, social cohesion and active citizenship [23, 24].

Europe favours intra-European mobility. The European Qualifications Framework (EQF) ensures international mobility for students in accredited education. It also assesses the standard of degrees from non-accredited institutions and courses. The framework was established by the European Council and is monitored and maintained by an independent national organisation in each MS.

In addition, the EU supports the development of more flexible, outcome-driven learning systems to allow the validation of competencies acquired outside of formal education. This effort relies heavily on the widespread use of digital technology in education, to unlock and exploit freely available knowledge [24].

All of these policy goals are relevant to sport and for Dual Career. For example, student mobility facilitates competition and training in other member states, and flexible learning systems are supportive of combining sport and education.

### *Objectives in EU youth policy*

The EU Youth Strategy for 2010-18 has two main objectives: to provide more and equal opportunities for young people in education and in the jobs market, and to encourage young people to be active citizens in society [25].

Youth work helps to address the challenging situations faced by many young people by offering targeted support, non-formal learning through volunteering opportunities and the chance to become involved in youth organisations.

The Youth Strategy objectives are being pursued through a dual approach, which includes [25]

- specific initiatives targeting young people to encourage non-formal learning, participation, voluntary activities, youth work, mobility and information;
- “mainstreaming” cross-sector initiatives to ensure that youth issues are taken into account when formulating, implementing and evaluating policies and action in other fields with a significant impact on young people, such as education, employment, health and well-being.

In this perspective, Dual Career policies are also relevant for EU policy goals for youth.

#### *Related European labour-market policy goals*

The EU is striving to enable free movement of labour throughout its member states and coordinates the social security of its citizens when they do move between states. This principle is held in high regard and every citizen has the right to move to and reside in any MS. Some MSs have been reluctant to allow this, as they fear a negative impact on their own labour markets, but all have complied [26]. At the heart of intra-EU mobility lies the system of social security coordination, which attempts to ensure that citizens do not lose social benefits as a result of migration. However, this system is still far from perfect as it has to deal with a diverse, often mutually inoperable set of national models [27]. The policy principles applied to the labour market include the combination of sport and work, but specific Dual Career-support systems are needed to make their intended effect a reality for athletes.

#### EUROPEAN ASSOCIATION OF SPORT EMPLOYERS (EASE):

*"THE GREATEST OBSTACLE IS TO BRING ALL PARTIES TOGETHER, EVEN AT THE LEVEL OF EMPLOYERS AND EMPLOYEES. THE NATURE OF ELITE SPORTS REQUIRES MOBILITY AND FLEXIBILITY. THE NOCS ARE FOCUSING TOO MUCH ON THE OLYMPIC ATHLETES WHILE THE MAJORITY OF ELITE LEVEL ATHLETES PARTICIPATE AT A CLUB LEVEL AND ARE NOT GIVEN ACCESS TO SUPPORT SERVICES FOR DUAL CAREER. THAT IS WHY IT IS IMPORTANT TO INVOLVE SOCIAL PARTNERS AND TO INITIATE SOCIAL DIALOGUES ON THIS TOPIC THROUGH WHICH A BIGGER ATHLETE GROUP CAN BE TARGETED".*

## 1.3 Key principles for Dual Career

Due to the wide scope of this study and the fact that the subject of Dual Career as a policy domain is relatively new, we selected general EU guiding principles listed below, to help us design and formulate the different aspects of our quality framework.

1. THE PROTECTION OF MINORS MUST BE GUARANTEED.
2. EVERY HUMAN BEING HAS A FUNDAMENTAL RIGHT TO EDUCATION.

### 3. THE EU IS A SINGLE MARKET IN WHICH THE FREE MOVEMENT OF GOODS, SERVICES, CAPITAL AND PERSONS IS ASSURED.

These guiding principles were then discussed by focus groups to define the core principles for Dual Career that are at the heart of the quality framework. The focus groups generated the following core principles for DC.

1. Elite athletes in a situation of Dual Career need to be recognised.
  - Elite athletes have equal rights to education and employment, regardless of gender, ability, race or sport.
  - Every individual has the right to reach their full potential in education and in sport: access to all forms of education the athlete is qualified for must be guaranteed.
  - Mobility required for the sport should be guaranteed
2. The optimum combination of sport, education and/or work should be facilitated, regardless of the sport, learning path and/or working path concerned [12].
3. The subject of Dual Career should be viewed from a development perspective and should be supported and promoted at every stage of the athlete's career.
4. Support for Dual Career is about supporting the individuals and it should therefore centre around them and their lives. This system is not generic; it varies according to the sport in question and other factors. Personal attention and actions are, therefore, needed at crucial transition points.
5. The individual athletes also have a responsibility for their own development and career choices.
6. MSs have an important role to play in creating an effective support system for Dual Career and its implementation through a full policy cycle, including design, implementation, monitoring, and evaluation.
7. Implementation of the quality framework must be feasible within every national configuration in the EU.

## 1.4 Conclusions

This chapter has introduced the definition and scope of Dual Career, the role of this study, the neighbouring policy domains relevant to this new policy area, and its European dimension.

There is a growing need and demand from athletes and schools for support systems for Dual Career and this is legitimised by EU policy. Having issued the EU Guidelines for Dual Career in 2012, the EC now wants to go a step further and accept a set of minimum

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quality requirements as a reference point for national services to enhance Dual Career, services and facilities across Europe.

After our first assessment of the topic in this chapter, we can conclude that these services and facilities are crucial, but do not stand alone. At the European policy level they interact with education, health and labour-market policy. At the national level, these domains and their stakeholders will also interact with policies, services and facilities for Dual Career. During a sporting career, athletes regularly have to cope with other matters, such as education, healthcare, family life, career, and personal well-being. EU policy and principles recognise these interacting perspectives. The principles listed in 1.3 are all relevant, yet also illustrate the multimodal complexity of support services for Dual Career.

To make support services effective, we have to view them as part of a complex stakeholder setting. With this context in mind, in the next chapter we investigate actual situations and practices in member states to see how facilities like high-performance training centres form part of a broader system with a multistakeholder configuration.

## CHAPTER 2: STUDY RESULTS

This chapter focuses entirely on the results of our study. Most of the research work was done by the Amsterdam University of Applied Sciences and Birch Consultants, making use of the large existing networks of both the Sport England Talented Athlete Scholarship Scheme (TASS) and the European Athlete as Student (EAS) network.

The first section describes the methodology of the inventory and analysis phases. The second presents our findings, a compilation of results generated using various research methodologies. The third paragraph summarises our main conclusions. These conclusions form the basis for the quality framework, which is introduced and presented in Chapter 3.

### 2.1 Methodology

The project was divided into three phases: (1) inventory, (2) analysis and (3) description. There is some overlap between these, allowed for continuous checks and balances, which enhanced the quality of our data.

#### Inventory stage

The inventory stage began with general desk research and the development of a semi-structured survey to map existing policies, programmes and initiatives for Dual Career in the 28 EU MSs. A focus group session with the international team was organised to identify the most relevant questions to be included in the survey. The survey questionnaire with 36 questions is attached to this report as Annex 3, together with a list of recipients.

The questionnaire was distributed electronically to national programme managers and experts in the field of Dual Career in all 28 member states. In some cases, more than one expert in a state received it. Appropriate recipient organisations and individuals across Europe were identified in conjunction with TASS, EAS and the Vrije Universiteit Brussel (VUB).

The questionnaire was developed in Survey Monkey, an online completion and submission system. This is both user-friendly for respondents and assists the researchers with the analysis of results. An initial invitation to participate in the survey was issued by AUAS and Birch Consultants on 20 March 2015. On 29 April, the initial deadline for returning the completed questionnaires, the response rate and the quality of those received were assessed. Respondents from 17 MSs had completed the survey in full and five had done so in part. Six countries had not returned it at all. Table 2.1 summarises the responses.



**Table 2.1. Response to digital survey**

COMPLETE	INCOMPLETE	NO RESPONSE
Austria	Cyprus	Lithuania
Belgium	Ireland	Hungary
Bulgaria	Portugal	Malta
Czech Republic	Romania	Slovenia
Croatia	Sweden	Poland
Denmark		Slovakia
Estonia		
Finland		
France		
Germany		
Greece		
Italy		
Latvia		
Luxembourg		
The Netherlands		
United Kingdom		
Spain		
<b>Total: 17</b>	<b>Total: 5</b>	<b>Total: 6</b>

In some cases, more than one questionnaire was sent to a particular country in order to solicit information of greater diversity and depth. Where multiple surveys were returned from one country, the answers have been combined to create a single country profile.

Following the initial deadline, AUAS and partners sent multiple reminders to non-respondent countries. Questionnaires from Cyprus, Portugal, Sweden, Hungary, Malta and Slovenia were returned as a result of this second round. By then, the research team had already entered the analysis stage. Having observed that some country profiles still lacked qualitative information on the local situation regarding Dual Career. It was decided to make additional efforts to retrieve as much information as possible. The team decided to conduct additional desk research, focusing on policy documents and articles, with the aim of answering the following questions for as many EU MSs as possible:

- What policy and support structure is in place?
- What does this structure do?
- Who benefits from the structure?
- Who finances the structure?

The information collected was combined with data obtained from the survey and previous desk research and added to country profiles.



The in-depth interviews proved to be an additional source of information. Not only on the views of individual organisations, but also for the assessment of country-specific information. In addition, we organised an international meeting of athletes from ten different European countries, representing ten different sports at elite level. This proved a great source of both country-specific and sport-specific information, as well as providing insight into the opinions and views of the athletes themselves.

Combined, these different methodologies greatly contributed to the country profiles. Throughout the project, including the analysis and description phases, a lot of additional information was collected on MSs. A final validation check was carried out at the end of the research. Prior to publication, we returned the definitive version of the profiles to the respondents for their validation.

All country profiles can be found in Annex II of this report. Unfortunately, we were unable to obtain sufficient information to profile Poland, Romania and Lithuania. However, we were able to produce country profiles for 25 of the 28 EU MSs.

## Analysis stage

Based on the inventory of data and previous research, we were able to organise our findings into ten different categories. Research emphasized that the entourage around an athlete has a crucial influence on athlete's performance and well-being in sports, as well as in education and social life [28]. Research also draws attention to difficulties in the career paths of transnational athletes, raising the issue of mobility and logistics arrangements [29]. Since the objective of a dual career is to facilitate a transition out of sport, educational support services [30], sports organisations [28], and labour-market organisations [8] require attention as well.

Other research recognises the importance of a national and international system in supporting Dual Career. Several studies suggest that state configuration and the division of responsibilities are highly influential in the organisation of support for Dual Career [31]. Differences in those respects lead to differences in leadership, policy and funding opportunities [30]. Finally, as Dual Career concern an often transnational population of athletes, proper recognition by states and agreements between them are essential [31].

Together, our nine categories comprehensively summarise what influences the quality and availability of support services for Dual Career for athletes from different nations. The analysis is derived from the inventory of policies, programmes and initiatives in place in the MSs. In the mapping exercise, we focused on obtaining information from officials working for national ministries, sports organisations, higher education institutions and, if available, non-governmental agencies.

Additionally, individual interviews were held with a great variety of individuals relevant to the subject of Dual Career, representing different domains (e.g. sport, education, employment), organisations and in some cases countries. These interviews explored policies and programmes – the interviewees' own and others – their effectiveness, potential for improvement, minimum requirements for services for Dual Career, and any other issues the person concerned felt were important. A list of these representatives is provided in Annex IV.

We also wanted to assess the views of current athletes involved in a Dual Career-situation, to gain inside knowledge on their opinions, needs and desires in pursuing a dual path. Individual interviews with athletes, as well as the athlete meeting in June 2015 provided this input. Not only did we hear their own experiences, but we also solicited their ideas to improve existing systems. A report of the meeting can be found in Annex VII.

From the perspective of individual athletes, training facilities are the most prominent factor. They are relevant and fulfil essential needs. They help a lot of youngsters, but not all. They are useful, but do not guarantee success. In this study we broaden that perspective to include more facilities, more stakeholders and a more systemic view. School, parents and trainers all have their own interests in the young athlete, which have to be reconciled at both the individual level – by each of the stakeholders – and the systemic level.

### **System - sector / stakeholder - individual**

Elaborating on existing research about Dual Career, the holistic development model described in Chapter 1 formed the framework for our examination of athletes' needs from a system and a stakeholder/sector perspective. The system perspective assumes a national or regional government role in organising structures for Dual Career, which is why our survey targeted national and regional programme managers.

The inventory phase, with questionnaires distributed to experts in each EU MS, gathered information about national and regional policies for Dual Career and its scope. Therefore, the questionnaire gave insight mainly on a **system** level, revealing that systems and policies at government level and in higher education differ considerably between MSs.

Since our new quality framework should take previous studies and recommendations a step further, towards a comprehensive system including all stakeholders, the responsibilities of the different stakeholders need greater elaboration. The questionnaire elicited only limited information on non-governmental stakeholders, so we took the time to address the hiatus through numerous in-depth interviews with athletes, coaches and representatives of training centres. By combining information from the survey, desk research, interviews, expert meetings, and individual consultations with experts from different domains, we were able to gain a better understanding of the practices and proposed responsibilities of different stakeholders. Several themes were mentioned repeatedly and, thus, have formed the basis for the distinct "support service" categories listed below; factors needed by athletes to successfully pursue a dual pathway equipping them for life.

From a system perspective, several principles have to be observed in order to make the system work at the stakeholder level. From a stakeholder perspective, different parties are responsible for making a system supporting Dual Career work in practice and for ensuring that specific services for Dual Career- such as international athlete mobility and logistical arrangements – are in place.

In structuring the data collected, it was divided into the following categories:

## 1. Elements at system level

- Leadership
- Policy, legislation and governance
- Funding
- Recognition and agreements
- Measuring impact

## 2. Elements at stakeholder/ service level

- Informed entourage
- Mobility/logistics
- Education
- Sport
- Labour market

In each of these categories, we analysed the data along the following lines:

- definition of what falls under this category;
- general overview of how countries arrange the support services (from survey data);
- information derived from interviews;
- information derived from literature;
- specific practices in different countries (based on country profiles).

The next section presents our research findings in each of the ten categories.

## 2.2 Analyses of study findings

### Part I: System level

#### Leadership

*This section explores the leadership of an organisation and applies to sports associations, clubs, coaches, educational institutions, teachers and others. We considered the following topics:*

- *whether Dual Career is part of an explicit organisational strategy and vision;*
- *whether Dual Career receives explicit commitment at all levels;*
- *whether programmes for Dual Career exists to implement strategy;*
- *whether implementation structures have sufficient autonomy to act upon strategy;*
- *whether strategies for Dual Career is accompanied by a dialogue with stakeholders;*  
*and*
- *whether early awareness of arrangements for Dual Career is created with athletes and stakeholders.*

All countries surveyed indicate that they have at least one initiative or policy for Dual Career. However, Cyprus and Latvia point out that their programmes are still in very

early stages. Countries including Sweden, Croatia, Portugal, Spain, Germany, Austria, Finland, Belgium, Estonia, Italy, Czech Republic, Denmark, Belgium and the Netherlands state that they have multiple initiatives.

Several countries indicate they have a specific organisation for implementing policy on Dual Career: Spain (CAR), the United Kingdom (TASS), Austria (KADA), Denmark (Team Danmark), France (INSEP), and Finland (sports schools and academies). All of these countries also remark that sports organisations and educational institutions are also responsible, thus, indicating cooperation or at least shared involvement.

Our consultations emphasise the importance of a specific organisation set-up for and committed to support Dual Career, as the success of a system depends on the involvement of responsible parties. The consultations stress the importance of athletes' responsibility in their own Dual Career, as they are required to take the first step. However, in combination with this, the sport entourage must also acknowledge the importance of a dual career and facilitate it. Athletes themselves note a lack of transparency as to who is responsible for Dual Career, at both national and international levels, and suggest that more information on support services for Dual Career is a key component in good leadership.<sup>1</sup>

Responsibility for services for Dual Career requires adequate communication and cooperation between stakeholders. To translate policy ideas into practice requires leadership, which is sometimes lacking due to inadequate inter-stakeholder communication. Several parties say that this leads to a situation in which there is no oversight or measurement of policy implementation.<sup>2</sup> One good practice is observed in Spain, where CAR attempts to prevent this issue arising through geographical proximity of sports and education facilities, to optimise communication and collaboration between them.

## Practices

IN FINLAND, SPORTS ORGANISATIONS COLLABORATE WITH THE MINISTRY OF EDUCATION AND THE MINISTRY OF SPORTS. THIS HAS RESULTED IN A NETWORK OF INSTITUTES WHERE ATHLETES CAN COMBINE SPORT WITH EDUCATION AND ACCESS TO DEDICATED SERVICES FOR DUAL CAREER.

IN GERMANY, SPORTS FEDERATIONS HAVE TEAMED UP WITH SCHOOLS TO CREATE THE ELITE SCHULEN DES SPORTS, WHICH AIMS TO PROVIDE BOTH ATHLETIC AND ACADEMIC DEVELOPMENT TOGETHER WITH SOCIAL SUPPORT. THESE SCHOOLS ARE DISCUSSED IN MORE DETAIL LATER, UNDER "EDUCATION".

AUSTRIA HAS ESTABLISHED AN INDEPENDENT ORGANISATION NAMED KADA, WHICH SUPPORTS ATHLETES WITH COUNSELLING AND CUSTOM-TAILORED PROGRAMMES. COMPARABLE APPROACHES ARE FOUND IN DENMARK AND GERMANY, WHERE TEAM DANMARK AND

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<sup>1</sup> Source: Athletes Expert Meeting; interviews with Ministry of Health and Sport (the Netherlands), and International Olympic Committee

<sup>2</sup> Sources: FISU and IOC

SPORTSHILFE, RESPECTIVELY, PROVIDE SERVICES TO PREPARE ATHLETES FOR THEIR TRANSFER TO A POST-SPORTS CAREER.

WALLONIA IN BELGIUM IS DEVELOPING A NETWORK OF PEOPLE RESPONSIBLE FOR DUAL CAREER IN EVERY SPORTS FEDERATION.

IN CYPRUS, THE CYPRUS SPORT ORGANISATION (THE HIGHEST GOVERNMENTAL SPORT AUTHORITY) HAS BEEN MADE RESPONSIBLE FOR THE IMPLEMENTATION OF POLICIES FOR DUAL CAREER.

IN ESTONIA, FRANCE AND LATVIA, SERVICES FOR DUAL CAREER ARE ORGANISED AT GOVERNMENT LEVEL THROUGH NATIONAL POLICY, UNDER THE AUSPICES OF SEVERAL MINISTRIES. FOR EXAMPLE, THE FRENCH MINISTRY OF SPORTS HAS CREATED THE PUBLIC BODY INSEP, WHICH IMPLEMENTS A LABELLING SYSTEM FOR REGIONAL SPORT CENTRES TO ENCOURAGE THE DEVELOPMENT OF INDIVIDUAL ATHLETES IN THEIR SPORT AND FOR A FUTURE CAREER. IT IS ASSISTED IN THIS BY 17 REGIONAL SPORTS ELITE CENTRES (CREPS) AND ENSURES THAT EVERY SPORTS FEDERATION HAS A PERSON RESPONSIBLE FOR DUAL CAREER. SUCH LABELLING RESULTS IN A NETWORK OF ACCREDITED CENTRES IMPROVING COOPERATION AND COMMUNICATION BETWEEN STAKEHOLDERS, AS WELL AS THE MOBILITY OF THE ATHLETE.

PORTUGAL'S POLICY IS CREATED BY THE PORTUGUESE INSTITUTE FOR SPORT AND YOUTH AND INCLUDES SUPPORT FOR EDUCATIONAL ACTIVITIES BY ATHLETES. IN SPAIN, THE HIGH-PERFORMANCE CENTRE CAR UNDERTAKES THIS ROLE, BUT THE GOVERNMENT SETS POLICIES.

TASS (THE TALENTED ATHLETE SCHOLARSHIP SCHEME) IN ENGLAND AND ITS SCOTTISH EQUIVALENT, WINNING STUDENTS, TAKE THE NATIONAL LEAD IN SUPPORTING DUAL CAREER. THESE ORGANISATIONS ARE FUNDED BY THE NATIONAL GOVERNMENT AND ARE A PARTNERSHIP BETWEEN GOVERNMENT, ATHLETES AND EDUCATIONAL INSTITUTIONS.

TASS, TEAM DANMARK, INSEP, AND THE CTO (CENTRE FOR ELITE SPORTS AND EDUCATION) IN THE NETHERLANDS HAVE ALL DESIGNED SYSTEMS TO SUPPORT DUAL CAREER WITH THE ATHLETE AT THEIR HEART. AROUND THEM, AN ORGANISATION IS FORMED CONSISTING OF EXPERTS AND MANAGERS WHO MONITOR THEIR DEVELOPMENT IN ALL AREAS, INCLUDING THEIR EDUCATIONAL PROGRESS. THIS APPROACH SHOULD GUARANTEE THE ATHLETE THE OPPORTUNITY TO PERFORM TO THE BEST OF THEIR ABILITY IN THEIR SPORT, IN EDUCATION AND, ABOVE ALL, IN LIFE – ALL MADE POSSIBLE THROUGH LEADERSHIP ENSHRINED IN A SIGNED PARTNERSHIP WITH DIFFERENT STAKEHOLDERS COMMITTED TO REALISING THE ATHLETE'S FULL POTENTIAL. IN ADDITION, THE CTO EMPHASISES THE IMPORTANCE OF THE ATHLETE'S OWN RESPONSIBILITY FOR THE PATH THEY TAKE IN LIFE.

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## Policy, Legislation and Governance

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*This section explores the explicit legislation and policy measures in place and whether or not they are embedded in governance structures with documents and responsibilities. We considered the following topics:*

- *Dual Career embedded in national or regional policy*
- *Dual Career-legislation supporting the policy cycle;*
- *whether the policy cycle is implemented according to: responsibilities, implementation, evaluation and monitoring*
- *whether policy is comprehensive (all-inclusive) of e.g. adapted sport and, gender equality;*
- *whether agreements are in place between sport and the education domain;*
- *whether agreements are in place between sport and the labour market;*
- *whether agreements are in place between education and the labour market; and*
- *whether such agreements lead to functional partnerships.*

Previous research emphasises that Dual Career have increasingly become a terrain for European initiatives. The EU can play a role in enhancing MSs' knowledge base, resource allocation and regulation, and can highlight inequities, but the subsidiarity principle remains paramount. MSs are responsible for the allocation of resources to the combination of education and sports and for guaranteeing the rights of their citizens [30]. Nevertheless, policies combining education and training provide a valuable opportunity for European action, especially since the Erasmus+ programme incorporates both education and sports [32].

All countries surveyed indicate that they have at least one initiative or policy to support Dual Career. However, Cyprus and Latvia point out that their programmes are still in very early stages. Of the others, Estonia, Latvia and Luxembourg indicate that there are no formal policy documents at the national level. Countries including Austria, Bulgaria, Denmark, Finland, Italy, and Sweden state that they have also formalised regional policy alongside their national policy, with Denmark, Italy and Sweden indicating that they have a form of local policy as well. Belgium is unique in that has only regional embedding of its Dual Career-policy, in both Flanders and Wallonia.

Countries including Belgium, Croatia, Estonia, Finland and Slovenia state that regulation of policies for Dual Career is in the hands of government departments, universities and the national Olympic committee (NOC), implying co-operation. Denmark, France and the Netherlands indicate that the labour market plays a role in regulating programmes for Dual Career. However, cooperation with the private sector is not equally developed across all MSs. Consultations with athletes reveal difficulties in accessing the labour market to obtain jobs or traineeships, especially from sports with a relatively lengthy career path at the top level. This problem is also addressed by the commercial employment agency Adecco, which emphasises the importance of interest from the labour market.

As a consequence, athletes consider the need for legal policy for Dual Career paramount. framework should divide roles and responsibilities between different parties, but also create comparable definitions of various concepts. For example, "elite athlete" and "dual career" mean different things in different countries. Hungary, for instance, provides

scholarships only to those with a chance of winning at the Olympic or Paralympic games, so its dedicated programme for Dual Career is at this stage not open to athletes at all stages of a sports career.

This ties in directly with another issue, which is beyond the scope of this report, but worth mentioning. The varying interpretations of what constitutes an elite athlete with a dual career produces inequality. This is reflected in distinctions between Olympic and non-Olympic sports, between Olympic and Paralympic sports and sometimes even in the division in gender. A solid legislative framework should be able to mitigate these inequalities.<sup>3</sup>

## Practices

FINLAND HAS A GENERAL LAW ON SPORT (THE 1979 SPORTS ACT), WHICH SETS OUT BASIC GOVERNMENT RESPONSIBILITIES IN THIS AREA. GREECE'S MINISTRY OF SPORT OUTLINED A POLICY FOR DUAL CAREER FOR THE COUNTRY, AND SWEDEN HAS ESTABLISHED POLICIES FOR DUAL CAREER SPECIFIC TO EACH SPORT.

THE WORK OF TEAM DENMARK IS STRONGLY SUPPORTED BY THE DANISH ELITE SPORTS ACT, WHICH STATES THAT THERE SHOULD BE EDUCATIONAL OPPORTUNITIES FOR ELITE ATHLETES.

HUNGARY HAS ADOPTED NATIONAL LEGISLATION THAT WAIVES SOME OR ALL OF THE ENTRY REQUIREMENTS IN ADMISSION PROCEDURES FOR HIGHER EDUCATION FOR OLYMPIC MEDALLISTS AND CHAMPIONSHIP WINNERS IN OLYMPIC SPORTS. HOWEVER, THIS BENEFIT IS EXCLUSIVE TO ATHLETES PARTAKING IN OLYMPIC SPORTS [30, 31].

SPAIN ISSUED A ROYAL DECREE THAT REQUIRES UNIVERSITIES TO RESERVE A FIXED PERCENTAGE (3 PER CENT) OF AVAILABLE STUDENT PLACES FOR ELITE ATHLETES WHO MEET MINIMUM ACADEMIC REQUIREMENTS. ON TOP OF THIS, HIGHER EDUCATION INSTITUTIONS THAT PROVIDE DEGREES IN SPORTS HAVE TO RESERVE 5 PER CENT OF THEIR INTAKE [31].

IN CROATIA, DUAL CAREER ARE REGULATED AT THE NATIONAL LEVEL WITH THE INVOLVEMENT OF BOTH EDUCATIONAL INSTITUTIONS AND SPORTS FEDERATIONS. IN 2012 THESE PARTIES CAME UP WITH A LEGISLATIVE AND STRATEGIC ACTION PLAN TO ENCOURAGE THE EDUCATION AND EMPLOYMENT OF ATHLETES. SLOVENIA HAS A COMPARABLE ARRANGEMENT INVOLVING MINISTRIES, SPORTS FEDERATIONS AND EDUCATIONAL INSTITUTIONS.

ITALY HAS NO FORMAL NATIONAL POLICY FOR DUAL CAREER, BUT SEVERAL AGREEMENTS AND INITIATIVES HAVE SPROUTED FROM COOPERATION BETWEEN DIFFERENT STAKEHOLDERS.

<sup>3</sup> Sources: Athletes' Expert Meeting; interviews with Adecco, FISA and Arbetsgivaralliansen Sweden.



## Funding

*This section covers the funding and resources required for solid, successful arrangement for Dual Career for the individual athlete. We considered the following topics:*

- *whether an educational bursary system is in place;*
- *whether studies can be prolonged to accommodate sporting activities;*
- *the presence of scholarships for individuals for studies, counselling, coaching and help in entering the transition to the labour market;*
- *institutional support for the implementation of programmes for Dual Career; and*
- *the existence of organisations committed to realising network funding for Dual Career.*

Research suggests that very few elite athletes are financially independent through their sports earnings. This only highlights the need for a dual career [33].

Of the countries surveyed, Austria, Belgium, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Italy, Latvia, Luxembourg, the Netherlands, Portugal, Spain, Sweden, and the United Kingdom indicated they have some form of funding for Dual Career for their athletes.

Croatia, Estonia, Denmark, Portugal, Sweden, and the United Kingdom indicate they provide scholarships. In other countries, such as Austria, Belgium and France, athletes are provided with a personal budget through the government or the army (Austria), through the regional government, universities, private partners (Belgium), or sports federations (France). Education in Finland and Luxembourg's programme for Dual Career are free of charge.

All those consulted agree that funding is critical to the success of services dedicated to supporting Dual Career. Athletes emphasize that they are dependent on it to be able to combine their sporting career with an education. This can prove problematic; in one extreme case a Finnish athlete decided to move to Canada as she was unable to afford her expenses. Other athletes note that they have to hold down a job to keep themselves financially afloat and to afford their education and training. The IOC and the Spanish CAR suggest solving this by providing scholarships for elite athletes. Other parties consider conditional funding a solution: a fixed amount of money that the athlete can spend on the advancement of their individual dual career.<sup>4</sup>

Since the European Union has a mandate in education, it would be feasible for it to provide funding to elite athletes as a way of supporting competencies and lifelong learning [28, 30].

## Practices

HUNGARY OFFERS SCHOLARSHIPS TO ATHLETES WITH OLYMPIC OR PARALYMPIC POTENTIAL THROUGH THE HUNGARIAN SPORT STARS PROGRAMME. IN ADDITION, EDUCATIONAL INSTITUTIONS WAIVE OR REDUCE TUITION FEES FOR A SELECT NUMBER OF ATHLETES RECOMMENDED BY THE HUNGARIAN OLYMPIC COMMITTEE [31].

<sup>4</sup> Sources: Athletes' Expert Meeting and interviews with the IOC and CAR- Barcelona.



IN BELGIUM, STUDENT ATHLETES CAN OBTAIN A FINANCIAL SUPPORT CONTRACT, WHICH PROVIDES A SCHOLARSHIP COVERING SPECIFIC EXPENSES RELATED TO THE COMBINATION OF SPORT AND STUDY, AS WELL AS SPECIFIC SUPPORT FOR SPORT ACTIVITIES. RECIPIENTS INCLUDE ATHLETES ON THE YOUTH OLYMPICS TEAM [30].

POLAND PROVIDES SCHOLARSHIPS THROUGH THE GOVERNMENT OR SPORTS FEDERATIONS, AND QUALIFYING ATHLETES RECEIVE ADDITIONAL EMPLOYMENT RIGHTS AND BENEFITS.

LATVIA HAS A SPECIAL FUNDING PROGRAMME TO SUPPORT ATHLETES IN HIGHER EDUCATION THROUGH THE LATVIAN SPORTS FEDERATION COUNCIL. SPORTSHILFE IN GERMANY PROVIDES FINANCIAL SUPPORT FOR ELITE ATHLETES.

SEVERAL COUNTRIES WORK WITH GRANTS. IN FINLAND AND SLOVENIA THE NOC AND NPC AWARD GRANTS ON THE BASIS OF INTERNATIONAL PERFORMANCE. IN PORTUGAL, THE NOC AND THE NATIONAL LOTTERY OFFER FINANCIAL SUPPORT TO ALL OLYMPIC ATHLETES WHO ARE ALSO SUCCESSFUL ACADEMICALLY. IN SPAIN STUDENT ATHLETES MAY RECEIVE SMALL GRANTS FROM THE GOVERNMENT BASED ON THEIR ACADEMIC RESULTS.

IN THE NETHERLANDS, "A-STATUS" AND "B-STATUS" ATHLETES CAN RECEIVE ADDITIONAL STIPENDS TO COMPENSATE FOR TAKING LONGER THAN THE AVERAGE STUDENT TO COMPLETE THEIR HIGHER EDUCATION [30]. THESE STATUSES ARE DETERMINED BY THE NOC.

IN DENMARK AND SWEDEN, FUNDING IS INTENDED TO FACILITATE THE PERSONAL GUIDANCE OF ATHLETES THROUGH THEIR ENTIRE CAREER. TEAM DANMARK, FOR INSTANCE, PRIORITISES ITS SUPPORT ACCORDING TO EACH INDIVIDUAL'S ATHLETIC LEVEL AND NEEDS, BASED ON A PERSONAL ASSESSMENT. DENMARK SPECIFICALLY REQUIRES THE ATHLETE TO BE IN EITHER EDUCATION OR WORK IN ORDER TO BE ELIGIBLE FOR THIS FUNDING. ATHLETES WHO DO NOT MEET THAT REQUIREMENT ARE CONTACTED BY A CAREER COACH TO MAKE A PLAN AND RISK EXCLUSION FROM THE NATIONAL TEAM PROGRAMME IF THEY PERSIST IN FAILING TO COMPLY [30]. TEAM DENMARK SUPPORTS ABOUT 1000 ATHLETES IN THIS WAY, INCLUDING SOME 450 IN SECONDARY EDUCATION AND 250 IN HIGHER EDUCATION. APPROXIMATELY 100 OF THE LATTER ARE ENROLLED AT PARTNERSHIP UNIVERSITIES.

FINALLY, THE IOC SOLIDARITY PROGRAMME PROVIDES COUNTRIES WITH FUNDING FOR SPECIAL INITIATIVES. SEVERAL USE THIS SOURCE TO FINANCE SERVICES FOR DUAL CAREER, SUCH AS CYPRUS.

## Recognition and agreements

*This section covers awareness by all concerned of the necessity to recognise athletes pursuing Dual Career, as well as the partnerships needed to make that recognition a reality. We considered the following topics:*

- *the presence of a general or a sport-specific classification system for talented and elite athletes;*
- *whether a classification system is organised at national level;*
- *whether the classification system is used by other institutions;*
- *whether other classification systems are in use at a regional or institutional level; and*
- *the recognition and rewarding of talented, elite and/or post-elite athlete status within educational institutions.*

Research indicates that it is vital that student athletes are recognised, as this raises their motivation and commitment to both sport and education [34].

Austria, Croatia, Cyprus, Denmark, Estonia, France, Germany, Luxembourg, Portugal, and Slovenia all have a clear idea of the size of their elite athlete population, although their classifications vary. In addition, Austria, Croatia, Cyprus, Denmark, Estonia, Germany, Luxembourg, the Netherlands, Portugal, and Slovenia know how many athletes are currently being supported by services for Dual Career. Again, types of service and support vary between countries.

However, recognition can come from other parties too. For instance, the Italian educational system is heavily institutionalised and has no formal agreements with sports bodies or government on supporting Dual Career for student athletes. However, research across five universities shows that academic staff are positively inclined to these individuals and make personal agreements with them to create flexible educational provision [34].

Our consultations reveal that recognition through agreements and classification should aim to help not only elite athletes, but also “potentials” still in the talent development phase. This finding is supported by our chosen development model [12]. Services for Dual Career need to be able to recognise talented athletes at a young age and enable them to maximise their potential, both in sport and at school.<sup>5</sup> On top of this, athletes themselves emphasise the need for consensus in acknowledging their special status across all stakeholders, and even by member states. Together with clear definitions of “elite athlete” and “potential elite athlete”, this would identify and isolate the group eligible for support for Dual Career.<sup>6</sup>

### Practices

TEAM DANMARK AND THE NOC IN THE NETHERLANDS AND SLOVENIA HAVE THEIR OWN CLASSIFICATION SYSTEMS FOR ELITE ATHLETES, WHICH DIVIDE THEM INTO CATEGORIES BASED ON THEIR SPORTING PERFORMANCE. DEPENDING ON THE CATEGORY THEY ARE IN, THE ATHLETE

<sup>5</sup> Source: Interviews Arbetsgivaralliansen Sweden, LOOT foundation, and EOC.

<sup>6</sup> Source: Athletes’ Expert Meeting and expert panel.

OR TEAM HAS THE RIGHT TO USE SPECIFIC SERVICES AND FACILITIES. ATHLETES WITHOUT THIS STATUS ARE EXCLUDED FROM ACCESS TO SERVICES IN EDUCATION AND FUNDING.

BOTH INSEP (FRANCE) AND TASS (UK) HAVE A LABELLING OR CLASSIFICATION SYSTEM FOR THEIR TRAINING CENTRES (TACS AND CREPS, RESPECTIVELY). THIS INCLUDES CRITERIA FOR EDUCATION, ENTOURAGES AND TRAINING FACILITIES. INSEP USES LABELS – BRONZE, SILVER AND GOLD – TO INDICATE THE QUALITY OF EACH CREPS IN TERMS OF THE FACILITIES AND SERVICES IT PROVIDES.

ELITE ATHLETES IN POLAND ARE NOT ADMITTED AUTOMATICALLY TO HIGHER EDUCATION, BUT THOSE WHO ACHIEVE “OUTSTANDING RESULTS” CAN BE GRANTED ACCESS BY THE MINISTRY OF EDUCATION AND SPORT AT THE REQUEST OF A POLISH SPORTS ASSOCIATION [30].

IN DENMARK, COPENHAGEN UNIVERSITY RECOGNISES EXPERIENCE AS AN ELITE ATHLETE IN THE ADMISSION CRITERIA FOR STUDIES AT THE INSTITUTE OF EXERCISE AND SPORT SCIENCE AND, THUS, MAKES ROOM FOR FACILITATING INDIVIDUALS WITH DUAL CAREER. SIMILARLY, GERMANY HAS 45 UNIVERSITIES THAT RELAX THEIR ADMISSION REQUIREMENTS FOR ELITE ATHLETES. IN LATVIA AND LITHUANIA, ATHLETES CAN BE ADMITTED TO CERTAIN UNIVERSITIES THROUGH ACHIEVEMENTS AT, FOR INSTANCE, THE OLYMPIC GAMES [30].

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## Measuring impact

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*Underlying the drive to create arrangements for Dual Career is the need to understand the impact of the measures taken. The impact might affect internal stakeholders as well as external stakeholders. This section identifies the areas in which actions are taken to measure impact and monitor results, such as academic and/or sport performance. We considered the following topics:*

- *whether an organisation makes use of existing definitions and classification systems;*
- *the registration of talented, elite and post-elite athlete;*
- *the existence and implementation of a monitoring cycle; and.*
- *the existence of quality indicators for success, based on academic and/or sporting performance.*

A good number of countries indicate that their policy for Dual Career is not evaluated: Austria, Belgium, France, Germany, Greece, Luxembourg, and Portugal. Most, however, measure the number of athletes in Dual Career situations. Croatia, Denmark, Estonia, Finland, Latvia, the Netherlands, Slovenia, and Spain do this.

Countries including Sweden and the United Kingdom evaluate their athletes on sporting achievements. Additionally, some countries evaluate academic achievements as well. They include Croatia, Cyprus, Denmark, Estonia, Finland, Latvia, the Netherlands, and Slovenia.

Under the new Erasmus+ programme, the Gold in Education and Elite Sport research programme will describe the competencies, tools and methods used by talented young athletes and maturing elite athletes to successfully manage their pathway for Dual Career. This will be done based on a sample of 9000 athletes. Additionally, a profile incorporating required competences, tools and methods is to be developed using input from more than 500 DC experts and support providers who work with athletes [35].

Through the labelling or classification systems in place at TASS and INSEP, training centres could easily be monitored based on the criteria for the different categories. At INSEP, the CREPS are scored once per Olympic cycle.

At the CTO centres in the Netherlands, the arrangements agreed between the CTO account manager, the coordinator for Dual Career at the educational institution, and the individual athlete are monitored regularly within a team-around-team structure. If these agreements are not being fulfilled, measures are taken according to individual needs.

## Part II: Stakeholders level

### Informed Entourage

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*To facilitate the athlete in excelling at sports and in education, as well as development as an all-round human being, requires an entourage that supports the individual in the best way and which balances sports, studies and work. For this category, we considered the following topics:*

- *the awareness level of the entourage;*
- *the balance between training, education and personal life; and.*
- *the certification of trainers, coaches, medics and others.*

Elite athletes of all kinds require career support and lifestyle management services in order to learn to balance sport, education, vocation and personal life [12]. In general, research emphasises the need for an entourage that supports the athlete during transitions in their career. Such transitions may be either normative (such as starting university or being selected for a national team) or non-normative (a sudden injury or a family crisis), and can involve social, psychological, academic and vocational occurrences. The entourage is partly responsible for the athlete's development throughout these events [36]. A study of British athletes suggests that development programmes that actively prepare them for transitions have a positive effect on talent retention, reducing drop-out rates [37].

Since failure to cope with transitions during their career path can lead to negative consequences for the athlete, helping them prepare for and deal with these events is paramount. It should be of primary concern to the entire entourage [38].

Relevant entourage partners include parents, peers, coaches, professional staff and academic personnel [28]. Research among former French elite athletes suggests that the relationship with the coach is key to both athletic success and personal development and can thus be a great facilitating or constraining factor in the athlete's career. On top of this, the support of family is generally valued by athletes. However, their schedules can put a strain on family life and relationships [36].

With the increased international mobility of athletes comes a greater need for consultants and coaches equipped for cultural challenges. So a multicultural mindset is required within sports psychology education [38, 39].

Our consultations emphasise the athlete's own responsibility for their Dual Career. Their own motivation and actions are the basis for successful support.<sup>7</sup> Yet, the entourage surrounding them should also be fully aware – and supportive – of the possibilities provided by services for Dual Career. Unfortunately, this is not always the case. Some members of the entourages are not properly informed of the services educational institutions or labour-market organisations can provide. This means that, even when policies and programmes for Dual Career are in place, athletes may not avail themselves of them due to failings on the part of their entourage.

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<sup>7</sup> Source: EOC, Arbetsgivaralliansen Sweden, VWS and CAR

Research suggests that there are several methods for an entourage to help an athlete through transitions and to maintain a proper balance between sport and other activities. In brief, it should help the athlete make pre-emptive plans for future normative transitions in order to avoid crises and should support them in both their athletic and non-athletic interests. This applies particularly when it comes to career planning, achieving life balance, stress, time and energy management, and retirement from sport [38].

## Practices

IN THE UNITED KINGDOM, THE ATHLETE CAREER AND EDUCATION PROGRAMME (ACE), ESTABLISHED IN 1999, PROVIDED NOT ONLY CAREER ADVICE, BUT ALSO SERVICES FOR PERSONAL GROWTH, A BALANCED LIFESTYLE, EDUCATIONAL GUIDANCE, TRANSITION SUPPORT AND SOCIAL PSYCHOLOGICAL SUPPORT [8]. LAUNCHED IN 2003, TASS BUILDS UPON THIS SYSTEM AND CURRENTLY FORMS A TEAM AROUND THE INDIVIDUAL ATHLETE TO HANDLE DIFFERENT ASPECTS OF THEIR DEVELOPMENT AND WELL-BEING. THE SAME GOES FOR THE CENTRES FOR ELITE SPORTS AND EDUCATION (CTOS) IN THE NETHERLANDS. ONLY QUALIFIED PROFESSIONALS MAY JOIN AN ENTOURAGE, IN ORDER TO ASSURE QUALITY OF SUPPORT. MOREOVER, THE PARENTS OF ATHLETES ON THE CTO PROGRAMME ARE KEPT WELL INFORMED OF THEIR SITUATION. TEAM DANMARK ALSO INSISTS ON CROSS-DISCIPLINARY EXPERT COLLABORATION SO AS TO OPTIMISE ALL THE PARAMETERS AROUND THE INDIVIDUAL ATHLETE. THESE EFFORTS ARE KNOWLEDGE-BASED AND HOLISTIC, AND ARE IMPLEMENTED WITH THE ATHLETE'S INTEREST AT HEART.

THE BELGIAN ORGANISATION BLOSO PROVIDES INFORMATION AND A NETWORK FOR ATHLETES TO APPROACH FOR APPROPRIATE COACHING OF ALL KINDS, FROM LIFESTYLE AND CAREER SUPPORT TO PSYCHOLOGICAL, NUTRITIONAL AND EVEN FINANCIAL ADVICE.

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## Mobility/logistics

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*This section describes the local and international mobility of athletes in response to sport or educational demands, while retaining the services essential to a successful arrangement for Dual Career. We considered the following topic:*

- *whether sports facilities are within a reasonable distance of educational institutions;*
- *whether sports facilities are within a reasonable distance of athletes' homes;*
- *whether educational facilities are within a reasonable distance of athletes' homes;*
- *whether the home environment meets elite athletes' requirements for optimum performance;*
- *whether athletes can be mobile without losing opportunities in education and training; and*
- *whether there is effective communication between relevant stakeholders*

The following countries indicate they have some form of logistical support for Dual Career: Austria, Belgium, Croatia, Finland, France, Germany, Italy, Luxembourg, the Netherlands, Portugal, Spain, Sweden, and the United Kingdom.

Belgium, for instance, ensures that its athletes are appropriately housed and they can use university sports facilities. Germany and Portugal also provide free use of sports facilities.

The United Kingdom and the Netherlands ensure that training facilities are close to a school or university. Finland addresses this need by having sports schools and academies in every region.

Our consultations reiterate the importance to Dual Career of having sports and study facilities close to one another. CAR in Spain provides schooling at the training location, with the curriculum identical to that in regular Spanish schools. For other countries, this proximity requires that athletes are able to train and study abroad. To this end, several parties suggest the establishment of a European network of training centres and universities to facilitate athlete exchanges. This is especially relevant for those in winter sports, as such a network would enable them to train under the right conditions, while at the same time following an education. At present, the distances involved can be a problem, even for athletes who remain in their home countries.<sup>8</sup>

According to our consultations, e-learning can play an important role in bridging these distances and improving overall athlete employability.<sup>9</sup> The IOC has now started its first experiment in this field, offering thirteen short massive open online courses (MOOCs) for elite athletes with content from universities from around the world.

Previous research shows a great difference in the organisation of transnational support services for athletes migrating within the EU and those moving to the United States. At present, intra-European migrants are expected to arrange their own support, whereas those going to the US are enrolled in organised programmes combining sport and study. The self-organisation requirement within the EU provides no incentive for the athlete to

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<sup>8</sup> Source: EOC, CAR, Luxembourg Sport Lycée; Slovenian athlete and FISA.

<sup>9</sup> Source: Athletes Expert Meeting, EOC Arbetsgivaralliansen Sweden FISA.



strike the right balance between sport and education. Moreover, athletes in the US are provided with career consultants who also cover international mobility. Within the EU, this is not yet supported in an structural manner [29]. A start has recently be made on rectifying this, through the Erasmus+ programme, which includes sport as a policy area.

## Practices

CAR IN SPAIN IS A GOOD EXAMPLE OF A SUPPORT ORGANISATION FOR DUAL CAREER WITH ATHLETE MOBILITY AT ITS CORE. THAT IS TO SAY, IT ENSURES THAT ALL NECESSARY PROVISION IS IN ONE PLACE: EDUCATION, SPORTS FACILITIES, HOUSING AND SO ON. THIS CLOSE PROXIMITY ALLOWS THE ATHLETE TO COMBINE EDUCATION WITH THEIR SPORT. MOREOVER, ALL THE STAKEHOLDERS ARE CLOSE TO EACH OTHER, WHICH MAKES COOPERATION AND ATHLETE MONITORING EASIER. WITH CAR, HOWEVER, THIS MODEL SEEMS TO BE LIMITED TO SECONDARY EDUCATION. IN FRANCE, THE INSEP LABELLING SYSTEM HAS CREATED A NATIONAL NETWORK OF CREPS TRAINING CENTRES AND, THUS, IMPROVED COMMUNICATION AND COOPERATION BETWEEN STAKEHOLDERS. THIS ARRANGEMENT ALSO IMPROVES THE MOBILITY OF ELITE ATHLETES BETWEEN CREPS. LIKE THE CAR CENTRES IN SPAIN AND CTO IN THE NETHERLANDS, THESE CREPS ARE MEMBERS OF THE INTERNATIONAL ASSOCIATION OF SPORT PERFORMANCE CENTRES (ASPC). THIS AIMS TO ENCOURAGE THE SHARING OF KNOWLEDGE AND EXPERIENCES, AND THE SUBSEQUENT DEVELOPMENT OF LEADERS, BETWEEN ITS MEMBERS. THERE ARE MORE ASPC MEMBERS ACROSS EUROPE, BUT THEY ARE MOSTLY ORGANISED AT THE REGIONAL LEVEL RATHER THAN NATIONALLY. TO BECOME A MEMBER OF ASPC, SEVERAL REQUIREMENTS NEED TO BE MET. HOWEVER, THESE FOCUS MAINLY ON AVAILABLE SPORTS FACILITIES RATHER THAN THE COMBINATION OF SPORT WITH EDUCATION AND/OR WORK. THOUGH, CAR AND CTO ARE EXAMPLES WHERE EDUCATION IS PROVIDED WITHIN CLOSE PROXIMITY TO OR AT HIGH-PERFORMANCE CENTRES.

THE STUDY4PLAYER PROGRAMME IN DENMARK OFFERS ONLINE COURSES, AND EVEN A FULL DEGREE PROGRAMME (SPORTS MANAGEMENT) WHICH CAN BE TAKEN ENTIRELY ONLINE. OTHER STATES, SUCH AS ESTONIA AND FRANCE (THROUGH INSEP), PROVIDE ONLINE COURSES TO FACILITATE DISTANCE LEARNING. ADDITIONALLY, THE INSEP PROGRAMME PROVIDES TEACHING STAFF FOR ALL LEVELS OF EDUCATION AT TRAINING FACILITIES, OFFERING A BROAD RANGE OF SPORTS-RELATED STUDIES [30]. IN SLOVENIA, THE NOC HAS IMPLEMENTED A DISTANCE-LEARNING PROJECT FOR STUDENT ATHLETES IN SECONDARY EDUCATION. THIS IS CURRENTLY RUNNING AT THREE SCHOOLS. THE NOC IN BULGARIA PROVIDES A FORM OF DISTANCE LEARNING FOR ITS ATHLETES. ESTONIA HAS MANY UNIVERSITIES THAT OFFER COURSES THROUGH DISTANCE LEARNING [30].

IN SWEDEN, THE RIG SYSTEM ALLOWS SECONDARY-LEVEL STUDENTS ATTENDING SPORTS SCHOOLS TO LIVE WITH NEARBY FAMILY AND BE ABLE TO TRAIN WITH SPORTS TEAMS IN DOING SO.

GREECE OFFERS MOBILITY OPPORTUNITIES TO ITS ATHLETES BY ENABLING THEM TO TRAIN AND STUDY IN THE SAME CITY. LUXEMBOURG PROVIDES TRANSPORT BETWEEN SCHOOLS AND TRAINING FACILITIES.

THE NETHERLANDS HAS ESTABLISHED SEVERAL ELITE SPORTS AND EDUCATION CENTRES, THUS, ENSURING THAT EDUCATIONAL PROVISION IS LOCATED NEAR THE BEST SPORTS FACILITIES.

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## Education

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*This section describes the possibilities offered by educational support services to combine academic development with a sports career in the talent, junior elite, senior elite and post-elite phases. We considered the following topics:*

- *whether choice of institution is guaranteed;*
- *whether choice of study is guaranteed;*
- *flexibility in terms of study duration and the planning of lessons and examinations;*
- *flexibility in terms of study location: at the educational institution, at the sports location or through blended (including digital) learning forms;*
- *curriculum adaptation to suit the needs and competencies of elite athletes, where relevant;*
- *whether teachers and other staff are equipped for DC support; and.*
- *whether athletes in the talent phase or minors follow a mandatory minimum of education to prevent dropping out.*

In some countries, such as the Czech Republic, Finland, Germany, Italy, and Latvia, the scope of policy for Dual Career is education-specific. Many educational institutions are at least partially responsible for regulating Dual Career, often in collaboration with government. In some cases – Estonia, Slovenia and the Netherlands, for example – the NOC assumes responsibility in this area too, but always jointly with schools and universities.

In general, schools and universities have the role of providing education while ensuring that sporting and lifestyle management services are available. It is their responsibility to maintain the athlete's well-being and to educate them appropriately [30]. A US study shows that universities play an important role in ensuring the academic development of athletes – a role that requires that them to guide athletes towards valuable qualifications, to ensure teamwork between coach and academic staff to identify academic problems and to commit to valuing sports and education equally [40]. A study covering England, France and Finland, reveals that academic systems are perceived as well-suited for Dual Career if the environment supports both academic and athletic development [28].

In our survey, Austria, Croatia, Finland, Germany, and Sweden indicate that they have specialised schools for elite athletes. Other countries, such as Portugal, France, Bulgaria, Greece, Belgium, Luxembourg, Estonia, Belgium, the Czech Republic and Denmark, do not have specialised educational institutions, but do provide special programmes in agreement with mainstream ones.

Some of these countries have set up programmes for a specific phase. Croatia, for example, has a secondary school programme tailored to athletes. Others have a single programme for all phases. In Belgium, for instance, the Bloso and Adeps programmes provide additional coaching for elite athletes in Flanders and Wallonia. Finally, there are countries like Germany, which have different programmes for each phase. There, different educational support services apply to secondary schools and universities, as well as to career coaching for post-elite athletes.

However, formal agreements on educational support provide no guarantee of actual staff and teacher support, and the extent of their cooperation with the agreed programmes is unclear.<sup>10</sup>

In comparison to the measurement of 2007 [11], Cyprus has indicated that it now has an initial form of supporting measures for Dual Career.

A recent study of French former athletes shows that they experience studies as part of a their Dual Career both an opportunity and a constraint. They recognise the potential value of a degree, but the heavy workload involved in combining sport and studies, together with inflexibility on the educational side, creates difficulties. In addition, some are constrained in their choice of studies as certain courses are incompatible with training schedules [36].

Our consultations indicate a lack of organisation in the provision of services for Dual Career to athletes. This is due in part to deficient cooperation between educational institutions, creating a lack of consistency in support. In this respect, differences are observed between secondary schools, vocational colleges and universities. Estonia, for example, has dual-career-oriented secondary schools, but individuals receive little support from universities. Sweden's RIG system, too, focuses on secondary schools.

It is reported that specialised sports schools with arrangements for Dual Career are sometimes preferable to an integrated policy covering all educational institutions. That can impede athlete mobility if there are no interinstitutional student exchange arrangements. Moreover, many athletes are unable to follow their preferred course as it is incompatible with an elite sports career due to a lack of institutional flexibility. Without formal arrangements, the availability of services for Dual Career in education depend largely on the athlete's own negotiation and planning skills and the goodwill of individuals within the university. It should be noted that services for Dual Career are hard to implement formally, as each athlete requires a tailored plan. For this reason, personal tutoring schemes are sometimes preferred in order to support the athlete individually and make arrangements with the university. Several institutions in Portugal, Spain, and the Netherlands follow this practice. Note, too, that educational institutions have a responsibility to provide courses that prepare athletes for the job market.<sup>11</sup>

## Practices

THERE ARE SEVERAL EXAMPLES OF SPECIALISED SPORTS SCHOOLS. BELGIUM HAS THE BLOSO AND ADEPS SCHOOLS. ESTONIA, GERMANY, SWEDEN, ITALY, CZECH REPUBLIC, AND LATVIA ALL HAVE SPECIALISED SECONDARY SCHOOLS. CYPRUS OFFERS A SPECIAL PROGRAMME THAT PROVIDES A SCHOOL TIMETABLE COMPATIBLE WITH TRAINING SCHEDULES. AUSTRIA HAS SPECIAL SECONDARY SCHOOLS FOR TALENTED ATHLETES, TO ENSURE THAT THEIR EDUCATION IS UP TO PAR, PLUS EIGHT UNIVERSITIES COMMITTED TO PROVIDING EDUCATION FLEXIBLE ENOUGH TO ALLOW FOR DUAL CAREER, UNDER THE KADA PROGRAMME. THESE UNIVERSITIES ENCOURAGE ATHLETE MOBILITY AND PROVIDE ACADEMIC AND CAREER COACHING.

<sup>10</sup> EOC 28 May 2015.

<sup>11</sup> Source: Athletes' Expert Meeting, EOC), IOC, Randstad

THE NETHERLANDS HAS 29 SO-CALLED TOPSPORT TALENT SCHOOLS (TTS), WHERE ABOUT FIVE PER CENT OF THE STUDENTS ARE ATHLETES WITH AN OFFICIAL NOC STATUS. HOWEVER, SOME 60 PER CENT OF STUDENTS WITH SUCH A STATUS DO NOT ATTEND A TTS. A RECENT STUDY OF 242 ATHLETES SHOWS THAT, ALTHOUGH THOSE ENTERING A TTS HAD A HIGHER EDUCATIONAL PERFORMANCE LEVEL THAN THOSE IN MAINSTREAM EDUCATION, THEY WERE NOT LIKELY TO MAINTAIN THAT LEAD DURING THEIR TIME AT THE TTS. ATTENDING A TTS RAISED THEIR SPORTING COMMITMENT AT THE EXPENSE OF EDUCATIONAL MOTIVATION. AS A RESULT, ON AVERAGE FEWER TTS STUDENTS OBTAIN THE QUALIFICATIONS NEEDED TO ENTER UNIVERSITY [41].

SIMILARLY, ACCORDING TO A 2009 REVIEW, GERMANY'S ELITE SCHOOLS OF SPORT (ESS) OFFER LITTLE APPARENT ADVANTAGE OVER THE REGULAR EDUCATION SYSTEM. THE 37 ESS HAVE ABOUT 10,000 PUPILS ACROSS THE COUNTRY. THEY PROVIDE FLEXIBILITY BY DELIVERING EDUCATION AROUND TRAINING SCHEDULES, AND SOMETIMES EXTENSIONS FOR TALENTED ATHLETES. HOWEVER, A SURVEY OF THE EDUCATIONAL BACKGROUNDS OF GERMAN OLYMPIC ATHLETES COMPETING AT BOTH SUMMER AND WINTER GAMES SHOWS THAT ESS PUPILS DO NOT PERFORM SIGNIFICANTLY BETTER. MOREOVER, THEY ARE LESS LIKELY TO GO ON TO UNIVERSITY, OFTEN OPTING FOR THE ARMY OR POLICE FORCE INSTEAD [42].

IN SEVERAL COUNTRIES, EDUCATIONAL INSTITUTIONS PROVIDE ATHLETES WITH SOME KIND OF PERSONAL TUTORING. INDIVIDUALLY TAILORED PROGRAMMES CAN BE FOUND IN PORTUGAL, THE NETHERLANDS, GERMANY, FRANCE, SLOVENIA, CZECH REPUBLIC, AUSTRIA, AND SPAIN. THE DUTCH CTO, FOR INSTANCE, ENTERS INTO FORMAL AGREEMENTS – KNOWN AS FLOTS IN HIGHER EDUCATION OR LOOTS IN SECONDARY EDUCATION – WITH INSTITUTIONS OR SIGNS INDIVIDUAL CONTRACTS WITH VOCATIONAL COLLEGES TO ENSURE THE PROVISION OF DC FACILITIES AND SERVICES AT EACH EDUCATIONAL LEVEL. ONLY STUDENT ATHLETES ATTENDING PARTICIPATING INSTITUTIONS HAVE ACCESS TO THE CTO PROGRAMME, AND EACH OF THOSE INSTITUTIONS HAS AT LEAST ONE ELITE ATHLETE COORDINATOR TO ADVISE AND AGREE UPON SPECIAL ARRANGEMENTS WITHIN INDIVIDUAL CURRICULA.

MALTA, GREECE, ITALY, AND THE UNITED KINGDOM TAKE PART IN A EU-FUNDED PROGRAMME CALLED THE EUROPEAN SPORTS TUTORSHIP MODEL TO ENHANCE THE DUAL CAREER OF ATHLETES, WHICH FOCUSES ON IMPLEMENTATION OF A MENTORING PROGRAMME.

TASS ENGLAND ONLY COOPERATES WITH EDUCATIONAL PROGRAMMES THAT MEET CERTAIN CRITERIA. FOR EXAMPLE, THESE EDUCATIONAL PROGRAMMES SHOULD BE PROGRESSIVE AND RELEVANT, ENCOURAGE EMPLOYABILITY, ENTAIL COMMITMENT AND BE ACCREDITED. SUCH CRITERIA MAY BE USED AS INDICATORS FOR REGULAR PROGRAMME MONITORING. ANOTHER CRITERION IS THAT THE STUDENT ATHLETE SHOULD ATTAIN AT LEAST 50 PER CENT OF THE FULL-TIME EQUIVALENT LEARNING TIME FOR THEIR CHOSEN COURSE. IN SLOVENIA, TOO, AN ATHLETE MAY MISS UP TO HALF OF THEIR CLASSES AND IS GRANTED EXTENDED TIME TO OBTAIN THEIR DEGREE. ATHLETES IN FINLAND AND CROATIA ARE ALSO ALLOWED EXTENSIONS, AND IN BELGIUM A FORMAL ARRANGEMENT PERMITS A SET NUMBER OF HALF-DAY ABSENCES.

UNIVERSITIES IN HUNGARY OFFER ELITE ATHLETES FLEXIBILITY IN EXAMINATION SCHEDULING AND ALLOW THEIR ABSENCE FOR LONGER PERIODS OF TIME. THEY ALSO HAVE THEIR OWN TAILORED TIMETABLE AND ARE OFFERED TUTORIAL ASSISTANCE AND AUXILIARY TEACHING MATERIALS TO ENCOURAGE STUDY DURING PERIODS OF TRAINING OR COMPETITION. THESE ARRANGEMENTS ARE EXCLUSIVE TO THOSE ATHLETES RECOMMENDED BY THE NOC [31].

TWO ESTONIAN UNIVERSITIES, IN TARTU AND TALLINN, PROVIDE SPECIALIST EDUCATION FOR ELITE ATHLETES, WHICH INCLUDES TAILORED CURRICULA AND TIME EXTENSIONS [30].

DENMARK HAS A PROGRAMME CALLED STUDY4PLAYER, AS MENTIONED UNDER "MOBILITY", WHICH IS INTENDED SPECIFICALLY TO FLEXIBILISE ATHLETES' EDUCATION BY PROVIDING A DIGITAL LEARNING ENVIRONMENT AND ALLOWING FLEXIBILITY IN COURSE AND EXAMINATION SCHEDULES.

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## Sport

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*This section describes opportunities and arrangements for Dual Career provided by sports associations, clubs and federations, for athletes in all stages of their sporting career. We considered the following topics:*

- *whether long-term development plans and goals (LTAD) are in place;*
- *whether associations are aware of and equipped to enhance Dual Career;*
- *whether coaches are aware of and equipped to enhance Dual Career;*
- *whether balancing exertion and rest is taken into account;*
- *opportunities for flexibility in training schedules;*
- *the certification of athletic staff; and*
- *the composition of the athletic workforce.*

Research suggests that, from the sporting perspective, the concept of a dual career should be viewed not only as a means to ensure a career transition out of sport but also as a way to develop an athlete's identity by taking account of all aspects relevant to that [36].

A large proportion of the countries surveyed indicate that some form of personal support is provided by their sports associations. This ranges from medical support to coaching and career counselling.

For example, Italy, Sweden, the Netherlands (CTO), Denmark (Team Danmark), and the United Kingdom (TASS) provide tailored medical and lifestyle support for their athletes. Austria (KADA), Belgium, Denmark, Portugal, Spain (CAR), and Germany give career guidance. Team Danmark provides help with educational and career choices, course applications, and support at the end of the sporting career. KADA provides career counselling and vocational training to improve employability; career guidance, job application training and job placement are its main focus. CAR (Spain) organises meetings at which companies can scout athletes for future employment, with CAR promoting their special skills and competencies.

Our consultations reiterate sports organisations' central responsibility in facilitating successful services for Dual Career. Interviewees frequently pointed out that the world of sports operates independently from that of education. This obliges coaches not only to let the athlete reach their full sporting potential, but also their full educational one. However, one problem here is that most sports systems are run by people on a sports organisation's payroll or volunteering for it, who therefore have no vested interest in advancing an athlete's academic career. To commit coaches and other personnel to Dual Career, they need to be educated on the importance and role of Dual Career within the athlete's life and indicators should be formulated to measure coaches by their athletes' academic performance. NOCs should take responsibility for raising awareness of this theme among athletes and coaches, and for helping athletes prepare for the jobs market.<sup>12</sup>

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<sup>12</sup> Source: Athletes' Expert Meeting, interviews EOC, IOC, Randstad, FISA, CAR, LOOT Foundation, EAL

Research suggests that it is in the interest of a sports organisations to support Dual Career. A study of athletes from France, Finland and the United Kingdom reveals that they experience sports and education in a Dual Career-format not only as compatible, but as complementary. The respondents listed several rationales for this. First and foremost, a dual career benefits them as it broadens their perspective, boosts confidence about the transferability of their current skills to a new career and creates a feeling of security and balance. Balanced Dual Career also stimulates interest in and commitment to the sport, and encourages better athletic performance [31, 33]. Other research suggests that elite athletes are rarely focused entirely on their success in sports and that their development in multiple domains is an indicator of a balanced and successful sporting career [36]. In short, athletes should not be judged by their sporting prowess alone and an “obsession” with sport is not necessarily a driver of performance. In fact, it is often counterproductive [33].

Conversely, a study of elite athletes in Australia reveals that, in an environment where sport takes precedence over education, the athletes themselves start rationalising this decision. They see themselves as having little agency over how they spend their time, and prioritise sport at the cost of academic achievement [43].

The study of athletes in England, France and Finland suggests that sports organisations can be of great assistance in negotiating terms for Dual Career [28]. Other recent research has found that athletes in states whose national sports federations negotiate academic admissions and flexibility with educational institutions have greater athletic *and* academic motivation. This suggests that sports organisations are effective and capable in promoting academic success for their athletes through such negotiations [32].

## Practices

IN CROATIA, ITALY AND FRANCE, SPORTS FEDERATIONS ARE INVOLVED IN SUPPORTING DUAL CAREER. FRANCE REQUIRES ITS FEDERATIONS TO DEFINE POLICIES FOR DUAL CAREER, BOTH AT THE NATIONAL LEVEL AND FOR REGIONAL CENTRES.

THE STUDY4PLAYER PROGRAMME IN DENMARK WAS INITIATED BY SEVERAL SPORTS ORGANISATIONS. IN GERMANY, SPORTS FEDERATIONS PROVIDE CAREER MANAGEMENT SERVICES TO ATHLETES.

IN FINLAND AND HUNGARY, THE NOCS PROVIDE DEDICATED SERVICES FOR DUAL CAREER. IN FINLAND THEY OFFER ACADEMIC COUNSELLING AND IN HUNGARY STUDY ARRANGEMENTS IN COLLABORATION WITH A NUMBER OF HIGHER EDUCATION INSTITUTIONS.

IN SPAIN, CAR PROVIDES SPORTS FACILITIES TOGETHER WITH THE NECESSARY NEARBY SUPPORT FOR ATHLETES’ EDUCATIONAL DEVELOPMENT.

SSERVICES FOR DUAL CAREER IN HIGHER EDUCATION IN GREECE RELY ON NEGOTIATIONS BETWEEN THE ATHLETE, THE NATIONAL SPORTS FEDERATION AND THE UNIVERSITY. ONE POSSIBLE OUTCOME IS THAT ATHLETES WITH A DISTINGUISHED PERFORMANCE RECORD ARE GRANTED EXEMPTION FROM UNIVERSITY ENTRY REQUIREMENTS [31].

ONE SUGGESTED GOOD PRACTICE FOR THE PROMOTION OF DUAL CAREER IS ACTION THROUGH PLAYER ASSOCIATIONS SET UP BY ATHLETES. THESE CAN APPOINT PLAYER DEVELOPMENT MANAGERS (PDMS) TO ENCOURAGE PERSONAL DEVELOPMENT OUTSIDE THE SPORTING ARENA. A PDM DOES NOT HAVE TO BE AN EXPERT, BUT DOES REQUIRE THE SKILLS NEEDED TO IDENTIFY



PROBLEMS AND TO AFFORD THE APPROPRIATE ASSISTANCE. HE OR SHE CREATES AND MAINTAINS DEVELOPMENT PLANS TAILORED TO INDIVIDUAL ATHLETES, JOINTLY WITH THEM. NATURALLY, THE PDM SHOULD ADHERE TO CERTAIN STANDARDS [44]. SEVERAL PLAYER ASSOCIATIONS HAVE SET UP PDM-LIKE STRUCTURES, AMONG THEM THE IRISH GAELIC PLAYERS' ASSOCIATION (GPA) AND THE FRENCH BASKETBALL PLAYERS' ASSOCIATION (SNB).

WE NOTE THAT THE SPORTS COACH, UNLIKE OTHER PROFESSIONALS AROUND AN ATHLETE, IS OFTEN HIRED THROUGH A SPORTS FEDERATION (SUCH AS CTO, TASS OR TEAM DANMARK) .THIS MAY MEAN THAT THEY ARE LESS AWARE OF THE IMPORTANCE OF DUAL CAREER AND/OR LESS COMMITTED TO IT. IT CAN ALSO RESULT IN A VISION OUT OF LINE WITH THAT OF THE REST OF THE ENTOURAGE. TEAM DANMARK AIMS TO TRAIN COACHES TO REALISE THE IMPORTANCE OF ASSOCIATING SKILLS DEVELOPMENT WITH OVERALL DEVELOPMENT. TO THIS END, THEY RECEIVE CLASSES IN SPORTS PSYCHOLOGY. IT IS IMPORTANT EITHER TO EDUCATE THE COACH OR TO EMPLOY ONE WITH PROFESSIONAL SKILLS THAT GO BEYOND SPORT-SPECIFIC COMPETENCIES AND PERFORMANCE.

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## Labour market

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*This section describes opportunities and arrangements for Dual Career provided by labour-market actors, such as employers, trade unions and employers' organisations. We considered the following topics:*

- *the provision of flexible and suitable traineeships, complementary to a training schedule;*
- *private-sector commitment to educating athletes and scouting talent;*
- *early involvement during athletes' career development;*
- *whether human resource professionals are equipped for providing supporting services in the field of Dual Career;*
- *whether part-time positions are available for athletes;*
- *whether competency recognition is part of recruitment and transition strategy; and*
- *the availability of flexible opportunities to bridge the skills gap.*

Of the countries surveyed, Austria, Belgium, Bulgaria, Croatia, Denmark, Estonia, Finland, France, Germany, Italy, the Netherlands, Portugal, Spain, and Sweden indicate that they have some form of labour-market involvement in Dual Career.

In Belgium, France, Finland, Italy, and Sweden, employment agency Adecco provides dedicated information and support services for individuals, often in collaboration with local sports federations or government organisations. In Germany, Croatia and Austria, the national employment services or chambers of commerce assist in finding athletes a vocation.

Research among French former athletes reveals that those attempting to combine a job with a sporting career find full or part-time work a successful continuation of their studies but also have difficulties balancing training schedules with employment [36].

Our consultations suggest that most labour markets are not currently flexible enough to provide elite and former elite athletes with traineeships and part-time jobs. Moreover, there is a reluctance to appoint athletes to full-time positions. For the large part, this is because they are considered unattractive as prospective employees – especially those who enter the jobs market at a relative late age. Common specific reasons cited are a skills gap and lack of experience.

Numerous labour organisations state that awareness of the abilities of elite athletes needs to be raised, as they possess valuable (life and other) skills for potential employers. In the Netherlands, for instance, partners from the private sector are involved in the athlete's educational process. This raises awareness of their abilities at an early stage in their career. Another example, is the organisation of career days by Adecco, to connect athletes and businesses. Such efforts could be encouraged by NOCs. Additionally, a legal framework providing conditions for employing athletes would greatly aid the creation of job and traineeship opportunities. Finally, the use of role models (elite athletes who have successfully transferred to a new career) can create awareness among

athletes and employers alike. To better understand this topic, it is advised that former elite athletes are followed up in order to see where they end up.<sup>13</sup>

## Practices

CAR (SPAIN) AND KADA (AUSTRIA) HIGHLY VALUE THEIR FOCUS ON FUTURE CAREERS. THESE ORGANISATIONS INVEST HEAVILY IN CAREER COACHING, IN NETWORKING OPPORTUNITIES WITH THE PRIVATE SECTOR, IN RAISING POTENTIAL EMPLOYERS' AWARENESS OF THE SPECIFIC COMPETENCIES OFFERED BY ATHLETES, AND IN COURSES FOR ATHLETES TO IMPROVE THEIR EMPLOYABILITY.

THE IOC ATHLETE CAREER PROGRAMME ATTEMPTS TO FACILITATE ATHLETES' TRANSITION INTO THE LABOUR MARKET IN EU MEMBER STATES BY TEACHING THEM TO TRANSFER SKILLS AND COMPETENCIES INTO OTHER DOMAINS. SEVERAL PRIVATE COMPANIES ARE ASSOCIATED WITH THIS PROGRAMME AT THE NATIONAL LEVEL. IN THE NETHERLANDS, EMPLOYMENT AGENCY RANDSTAD OFFERS A SIMILAR PROGRAMME WITH ADDITIONAL COUNSELLING IN THE EDUCATION PHASE.

IN FRANCE, INSEP OFFERS THE "PACTE DE PERFORMANCE", WHICH CONNECTS PRIVATE-SECTOR EMPLOYERS TO ELITE ATHLETES TO FACILITATE THEIR TRANSITION INTO THE LABOUR MARKET.

IRELAND OFFERS ADVISORY SERVICES ON EDUCATION AND CAREER PATHWAYS TO ATHLETES THROUGH THE INSTITUTE OF SPORT. THESE SERVICES INCLUDE JOB INTERVIEW PREPARATION, TESTING AND CAREER PLANNING.

IN GERMANY, THE LAUFBAHNBERATUNG DER OLYMPIASTÜTZPUNKT OFFER SERVICES IN THE SAME VEIN. IN CROATIA THEY ARE HANDLED BY THE NATIONAL EMPLOYMENT SERVICE, AND IN CYPRUS AN OCCUPATIONAL PLACEMENT SCHEME HELPS FIND JOBS FOR ATHLETES WHO MEET CERTAIN CRITERIA.

ITALY OFFERS ATHLETES THE OPPORTUNITY TO COMBINE A SPORTING CAREER WITH A MILITARY ONE. THE ARMY PROVIDES A SALARY AND THE ATHLETES CAN TRANSFER TO A REGULAR MILITARY POSITION ONCE THEIR SPORTING CAREER IS OVER.

<sup>13</sup> Source: Athletes' Expert Meeting, Adecco, ACP, IOC, LOOT Foundation, FISA and CAR.

## 2.3 Comparison of support organisations for Dual Career

Country data reveals that seven MSs have organisations established specifically to support Dual Career. These are in Austria (KADA), Belgium (BLOSO), France (INSEP), Spain (CAR), the United Kingdom (TASS), the Netherlands (CTO), and Denmark (Team Danmark). An analysis of each of these organisations is given in the Annexes, but we introduce their main similarities and differences in this section.

### Structures and principles

In our analysis of the data collected through the survey, consultation interviews and expert sessions, we identified ten categories to structure our data. From the analysis of the existing models within Europe, it has become clear that the mandate, responsibilities, governing structure, key principles and focus of each organisation differ. All are independent, whether or not a governmental body. It is observed that each focuses on either support services or sport (and related facilities), or both. Some models are more comprehensive than others. In general, TASS and CTO seem to have the most extensive reach, including services covering the entire development and well-being of the individual athlete: lifestyle, educational and career coaching, as well as high-quality sports facilities close to educational facilities. Team Danmark is comparable with TASS and CTO in the support services they offer, but they do not provide the facilities. KADA also provides services only, mainly focusing on career counselling and raising awareness of future employment opportunities. Other organisations only focus on facilities; they include INSEP and CAR. Additionally, CAR provides career guidance and facilitates job placement. Finally, BLOSO concentrates on making education sports-friendly, as well as offering education and career counselling and high-quality sport facilities.

***Key features: independent organisation, individual support, career counselling, improved mobility.***

### Education

All models apart from INSEP and CAR include educational services. Support may focus on the structure of education, the services actually offered or accessibility. BLOSO facilitates special classes and schools for elite athletes, complete with access to dedicated services. Formal agreements with the schools ensure support from the education sector for Dual Career. This same principle is applied by CTO, TASS, Team Danmark and KADA, although the type of agreement with educational institutions differs in each case. CTO and Team Danmark target accredited educational institutions and sign formal agreements with them to assure awareness for Dual Career and institutional support for the elite athlete, according to his or her needs. In both cases, special coordinators are appointed to facilitate this process; to set and reach educational goals. TASS has set a set of specific educational criteria a Programme has to meet to become a Recognised Educational Programme (REP). This ensures that athletes choose a study of sufficient quality. KADA has formal agreements with several educational institutions, their principal aim being to raise the awareness for Dual Career and encourage future employment.

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**Key features: formal agreements, coordinators for Dual Career services, high-quality education.**

## Facilities

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CAR and INSEP focus on providing good quality sports facilities close to educational provision. CTO and TASS also include this concept in their policy and programmes for Dual Career. The main aim is to bring the education close to the facilities. A secondary objective is to improve communication and cooperation between stakeholders by bringing them closer to each other and into a wider network of high-performance training centres (INSEP, CTO, TASS, CAR)

**Key features: improved athlete mobility, education near sports, communication and cooperation, DC network.**

## Entourage and staff

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There is a clear division between those organisations that take the athlete's entourage and staff experts into account and those that do not. The reasons for this lie mainly in the core principles of the organisations themselves, as discussed above. CTO, KADA and Team Danmark, for example, focus strongly on the concept of Dual Career as a part of an athlete's overall development. Staff experts are brought in to support him or her in certain life phases, where needed. This is in line with the Wylleman model discussed earlier. Based on either criteria (TASS) or qualifications (CTO), psychologists, physiologists, nutritionists and other experts are hired to contribute to the individual athlete's development and well-being. Monitoring them is, therefore, an important aspect of the support matrix. At CTO, staff experts and account managers (personal athlete coordinators) meet regularly to discuss these factors. If issues occur, whatever their nature, action is taken in order to maintain and further encourage the development process. Parents are kept informed. Staff themselves are appraised every few years to ensure that they are still delivering high-quality support (TASS, CTO). At KADA, raising awareness among the entourage is included in the support provided. At CAR, the easy accessibility of all facilities improves communication and cooperation between all relevant stakeholders, which in turn results in a well-informed entourage.

It is striking that coaches do not receive as much attention as educational and staff experts. This may result in them not being perceived as being as supportive of the concept of Dual Career as they could be. At Team Danmark, however, they are given special training.

**Key features: competent staff, awareness and information for the entourage, staff monitoring**

## Support services

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*Lifestyle support.* As mentioned before, several organisations support overall athlete development and well-being. This encompasses lifestyle support. Since this is a core principle of the Sports Act in Denmark, it is hardly surprising that Team Danmark provides the most comprehensive lifestyle support services. The type of support depends on the personal goals of the athlete, as well as on other issues that may arise (CTO,

TASS, Team Danmark, CAR). At CTO, the account manager is primarily responsible for monitoring the athlete's well-being.

*Career support.* KADA and CAR both have 'career counselling' as core principle in athlete support. This focuses mainly on raising private-sector awareness of current and former athlete's particular competencies as prospective employees, as well as on improving their employability through special courses. Something similar is offered by BLOSO and Team Danmark, with the aim of improving prospects when entering the labour market. Other relevant forms of support include counselling on educational choices and in the transition phases of an athlete's career (Team Danmark, BLOSO). While CTO and TASS are very active in lifestyle support, assistance with enhancement of individual athlete's careers receives less attention.

**Key features: support adapted to individual needs, development monitoring, employer awareness, career and educational coaching to improve employability.**

## 2.4 Conclusions at system level

The above analysis leads to the following four conclusions at system level.

### 1. Variety in policies and programmes for Dual Career across Europe

Looking at existing policies and practices across the EU MSs, a scattered pattern with a large variety is observed. The fact that athletes have to combine their athletic careers with building an educational curriculum and / or work is not new. Yet, it is only recently that it has been addressed by a growing number of MSs as a topic for action and policy.

Several countries have some initiatives in or intentions of support for Dual Career, but do not label them as a system per se, let alone, monitor or guide this from the perspective of monitoring and enhancing Dual Career. In three countries, it was not possible to reach an expert or national programme officer with an insight into support arrangements for Dual Career, but most other countries have elements of it and some countries are starting to develop an official policy support system for Dual Career.

### 2. Diverse ownership – skills gap versus education gap

MSs differ in the extent of their initiatives and policies. They also vary in the main actors on the scene: sometimes these are sports or athlete organisations, sometimes education centres, and sometimes it is the government.

In the inventory phase, we consulted the respondents about the role of four different groups of stakeholders (domains): (1) governments, (2) the education sector, (3) the sports sector and (4) the labour market. The inventory shows that the policy domains with primary responsibility at the national level are most likely to be education and sports (19 countries). Stakeholders responsible for effective transition into the labour market are clearly missing. Yet the employability of an athlete beyond their sporting career

should be a joint responsibility, since it relates to skills, professional education and the opportunity to obtain a degree. In the majority of countries, multiple institutions are active in this domain, but there exists a lack of cooperation between them. Even when the education gap is covered, a skills gap often remains.

### **3. No consistent definitions: room for a European-wide framework**

Most MSs consulted show to have ambitions that reach further than actual current provision for athletes in Dual Career. Practical support facilities that are effective in one nation can also be relevant in others. With increasing international student and athlete mobility between MSs, it would help to have a Europe-wide framework, which could be deployed uniformly in individual MSs. Such a system would guide and help athletes and students in making their career decisions. However, at present even the definitions for Dual Career– including underlying terms such as “athlete student” – differ between EU countries. There is an urgent need for clear terminology and interpretation across Europe for this new policy domain.

In the next chapter we develop a framework applicable to the assessment and improvement of arrangements for Dual Career in all MSs.

### **4. Governmental and non-governmental policy programmes**

Alongside government programmes at national, regional or even local level, non-governmental structures add to the depth and breadth of the initiatives found across Europe. These initiatives can add extra value to effective systems for Dual Career. Having observed the different systems in place, we see that high-value non-governmental programmes can be very supportive of, and even replace, government ones. Our surveys show a great variety of such systems filling gaps in state provision in various countries. At this level, policy actors – sometimes including government – in numerous MSs have official documents setting out relevant intentions and key ambitions and goals. In some countries, the subject of Dual Career is addressed as a cross cutting theme involving cooperation between government, the education sector, sports organisations, and players in the labour market.



## 2.5 Conclusions at service level

The service organisations discussed in 2.3 all have one feature in common: they are independent bodies focusing on a wide range of aspects of an athlete's Dual Career. Some have features in common, some do not. Yet, all have decided upon a structure, the one more comprehensive than the other, to promote at least some aspects of Dual Career for a talented or elite athletes. Our survey, desk research, consultations, and expert meetings highlighted various factors to take into account in this respect. Several of these factors were found in the different organisational models, making them key or at least very important features of successful systems to enhance Dual Career.

This leads to the following conclusions at service level.

6. **There should be an independent organisation responsible for DC.** This organisation ensures the availability of career counselling services to improve future employability for every athlete participating in a Dual Career program. Potential employers are made aware of the particular abilities of current and former elite athletes, as also advised by other sports organisations [44]. Career training and counselling improves the athlete's employability. Courses and support during life transitions prepare them for their future careers.
7. **Formal agreements have to be made with educational institutions to ensure their support for DC.** This is important because a lack of such support can adversely affect the athlete's performance and well-being [43]. The educational institutions will then appoint personal coordinators to support enrolled athletes to finish their education program. Athletes participating in a Dual Career program will only take courses that are government accredited or meet set quality criteria.
8. **All support is adapted to the needs of the individual athlete** and considers the Dual Career as part of a whole-life development plan, taking into account the well-being of the individual athlete. Their requirements can be very diverse [12]. As part of that plan, the athlete's development is monitored on a regular basis and action is taken when necessary.
9. **Sports facilities should be situated close to educational facilities, to facilitate athlete mobility.** This proximity also improves communication and cooperation between relevant stakeholders. Entourages, including parents, staff and coaches, are kept aware and informed about the athlete's dual career. Coaches receive additional training. The personal, athlete-centred approach includes support from competent expert staff (psychologists, nutritionists, physiologists, etc.), whose work is evaluated on a regular basis to assure quality, as substantiated by research on managing athletes' transitions [36].
10. **The formation of a DC network is encouraged** (like ASPC, the association of high-performance training centres). This is relevant since sharing knowledge, best practices and developing systems together has proven more powerful than every MS on its own.

It can be concluded that it is crucial that national policy actors take ownership, act responsibly and cooperate on this topic. None of them can achieve successful Dual Career alone. Building a framework that fulfils ambitions for athletes should begin by describing the minimum quality requirements from an athlete-centred perspective, focusing on

different stages of their individual sporting development. From there a framework can be constructed that eventually incorporates a wide range of responsibilities for policy actors.

## 2.6 Recommendations

This research report shows that there is a need for a Europe-wide framework on support systems and facilities for Dual Careers, which could be deployed uniformly in individual MSs. We have designed this framework but the success of such a framework and list of minimum requirements depends strongly upon how it is implemented. In this respect, we recommend:

- Develop this framework into an easily accessible online tool for all stakeholders. This will enable them to assess elements of an effective system for Dual Careers, in each EU MS and thereby compare the quality of their own services with others and share best practices easily. Athletes and coaches in particular should be made aware of this tool, so that they can assess different providers of education and training in their own and other countries.
- Support the development of a network of national contact points to implement and monitor the quality framework in their own domestic contexts, to guarantee the quality of stakeholder assessments and self-assessments and to provide statistical monitoring of athletes.
- Additional research, specifically targeted at the level of the services for athletes with Dual Careers and interpersonal and environmental aspects, could support effective policy making for Dual Careers.
- With regards to the diversity of related policy domains on dual career (youth, sports, education, labour market, health etc.) and the extensive amount of reports and research in these domains, the topic of dual career is in need of a virtual library

## CHAPTER 3: QUALITY FRAMEWORK

In Chapter 2, we compared and analysed the organisations, programmes and services for Dual Career in different EU MSs. Looking at these, we see an increased level of support for this new policy domain across Europe. This reveals a shared ambition to facilitate Dual Career for athletes, but there are also great differences between the organisations responsible. In part, that is due to national configurations at the system level.

In most MSs with support organisations, the education system is expected to adapt to the sports system: schools have to be flexible to allow young athletes to fulfil their sporting commitments. This is a risk: if education is unable to adapt, the youngster can fall behind in their schooling or fail to reach the level consistent with their intellectual abilities. In our opinion, the sports sector must, therefore, also take responsibility and allow the flexibility needed to pursue a satisfactory educational career.

Four national organisations have compiled lists of criteria that, in their view, have to be met to facilitate Dual Career to the maximum. These criteria can also be used to label existing or new Dual Career systems. These organisations are: KADA (Karrieredanach) in Austria, which delivers professional counselling and custom-tailored programmes to individual athletes; INSEP (Institut National du Sport, de l'Expertise et de la Performance), the national institute for sports and athletes in France; Sport England TASS (Talented Athlete Scholarship Scheme), which has an accreditation system for training centres at universities (25 are now accredited); and CTO (Centrum voor Topsport en Onderwijs), which runs four centres in the Netherlands.

These four organisations and programmes originated in specific nations, reflecting the needs of athletes in their particular national circumstances. The only international model is that of the International Association of High-Performance Sports Training Centres (HPTC). Its secretariat is at Spain's CAR (Centre d'Alt Rendiment), which also operates its own high-performance training centre in Barcelona.

We compare these Dual Career programmes in the Annexes. Each has a list of criteria used in the accreditation of national centres. To produce a quality framework for EU-wide application, we have assessed these programmes, combined elements from each and enriched them with new items. In so doing, we used three methods, as listed below.

1. Input from our analysis of practices and services in different EU MSs. The analysis revealed some new items that should be stimulated, or at least captured, by a pan-European quality framework. Our research also provided some insight into important practices and obstructive barriers, both of which are relevant to a framework of quality requirements.
2. Feasibility analysis. Our framework has to be interoperable and implementable across numerous countries. They need to be able to fit different national situations. In our analysis, we examined the particular aspects of national systems and their influence on Dual Career. We incorporate the results of that exercise into the EU-wide quality requirements developed in this chapter.
3. Evaluation from the perspective of the individual athlete. This was done in part by our own team of experts, but we also gathered athletes from different MSs to reflect on

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their own needs. A report of this meeting is in the Annexes. Their experiences and requirements, thus, also inform our quality requirements.

In the past few years, most EU research and recommendations related to the subject of Dual Career have tend to focus on national systems at the legislative and policy levels, and on higher education. Consequently, they are biased towards the responsibilities and actions by governments and universities.

One of the main findings of our study is that many countries do now have (some) legislation or policy system in place, and many have closed the gap between sport and higher education that was identified eight years ago in the Taj/Ineum study. Although policies and services vary widely, we have been able to translate this diversity and numerous best practices into a comprehensive quality framework for EU MSs and stakeholders in need of and interested in developing policy at the national and/or higher-education levels, or for those wanting to improve current policies and services for enhancing Dual Career.

Even if all MSs were to implement appropriate legislation and policies in the coming years, this would still not give all future elite athletes full access to educational and career development services in combination with their sporting activities ambitions. Also, would it serve the thousands of talented athletes who do not win medals at the end of their years of investment in sports? It is clear that other stakeholders can play a major role in access to and the success of services for Dual Career and that these services should be open to talented athletes as well. While previous studies and recommendations were very specific and elaborative when it came to government and education, they tended to overlook the sports sector and the athletes themselves.

Our study and the resulting quality framework are intended to take the previous studies and recommendations one step further, towards a comprehensive framework including all relevant stakeholders. The survey provided marginal information about stakeholders other than governments and the education sector. So we took extra time to conduct in-depth interviews with athletes, sport associations, coaches and training centres. The aim was to reach into the heart of the sport sector in order to determine its key indicators for success. These interviews produced a strong case for adding two key issues to our original analysis: *responsibility* and *communication*:

#### *Responsibility*

It is essential that the quality framework address the responsibilities of all stakeholders as individual and in as much detail as possible. After all, while they are crucial to any system and therefore covered in the quality framework, neither legislation nor policies make any difference to individual athletes at the personal level if not implemented by every relevant stakeholder within the entire system. Instead of working down from legislation and policy at the national and organisational levels to the athlete, we build our framework around him or her, with responsibilities defined in his or her interests.

#### *Communication*

One of the key issues, raised in the interviews and discussions with athletes and coaches, was communication coupled with awareness. Even with a comprehensive system in place, many athletes and coaches remain unaware of the possibilities and arrangements it offers. Communication between systems, stakeholders and individuals is, thus, an

equally important part of the quality framework as any other component. Again, it is being built around the individual athlete.

### 3.1 Quality framework: dimensions and subdimensions

In comparison to previous studies and recommendations, the benefits of this quality framework are intended to lie in the application possibilities. We want to provide each stakeholder<sup>14</sup> with a set of actions, tools and possibly best practices to fulfil the responsibilities required of them within an overall system of Dual Career for athletes.

The potential of the quality framework lies in the possibility:

- to enable organisations to conduct self-assessments of their “DC-friendliness”;
- to provide a support tool for new arrangements for Dual Career (i.e. for new countries);
- to provide a support tool for the advancement of existing arrangements for Dual Career; and
- to provide a long-term monitoring tool, with scorecard and/or labelling possibilities.

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<sup>14</sup> P. Wylleman

Below are brief descriptions of the different dimensions of the quality framework.



**6. Athlete:** the athlete is at the centre of our quality framework. This is because each sport and each individual athlete is different. They need different services at different career stages at both system and personal levels. Those services should, therefore, be as personalised as possible. At the same time, full personal commitment on the part of the athlete is also essential.



**7. Entourage:** the impact and success of policies, programmes and services for Dual Career depend on their implementation at personal and professional level close to the athlete. The direct influencers in this respect are the coach and manager, together with the teacher or employer, and the social network of parents and friends as the athlete's entourage. This entourage is crucial in providing the support and flexibility needed to successfully develop as an athlete and a professional.



**8. Stakeholders:** we have identified stakeholders at both the organisational and the sectoral (i.e. sports, education, labour market) levels. Ideally, they should bear responsibility for the implementation of existing national legislation or policies and should translate these and their own policies to the entourage and athlete. This requires communication between stakeholders and between different organisational levels (from policy to practice).



**9. National government:** national governments provide the legislation and policy framework needed to encourage sectors to take responsibility for talented athletes to assure the safe professional development of student athletes. The quality framework offers governments a comprehensive overview of services to be developed (if they are not already in place), including tools to initiate them from the government's perspective, taking into account its responsibilities. It also offers those governments with an established system a tool for its monitoring and improvement.



**10. European Union (EU):** as students and athletes throughout Europe become more and more mobile, and education less confined to physical institutions due to new technologies, such as massive open online courses (MOOCs), there is a growing need to monitor student athletes. It is also important to connect with trends and development in the education and labour markets. The EC can play a key role in this respect, actively facilitating the sports world and its athletes in connecting with those changing global markets.

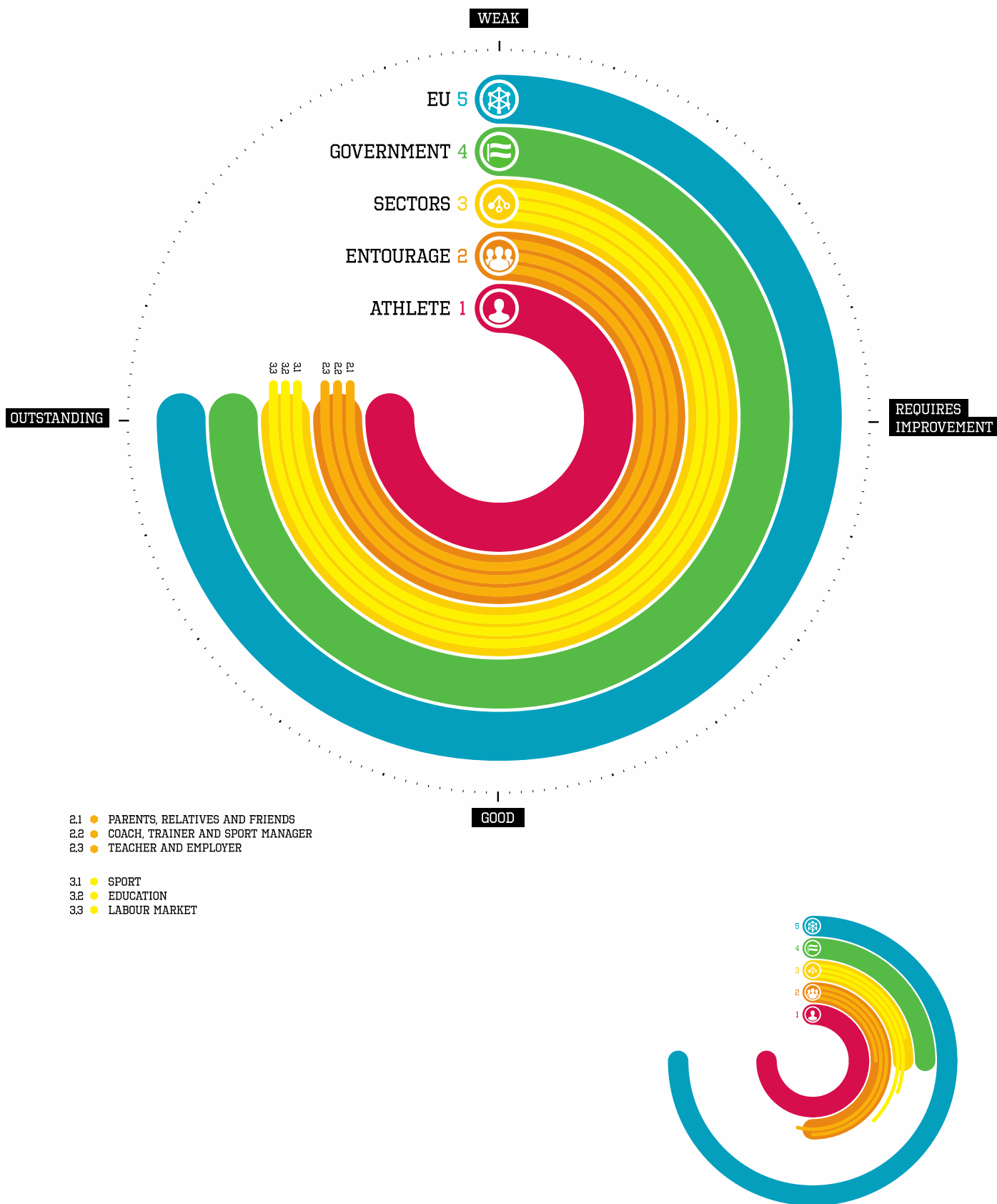
Following the consultation workshop held on 2 September 2015, we defined a four-point rating system: **weak – requires improvement – good – outstanding**. Each dimension and subdimension can be rated using this. Note that the scale is not applied to

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every subdimension in the summary below, as that would make this section too lengthy without adding value to the report at this stage.



# DUAL CAREER QUALITY FRAMEWORK





### Dimension 1 : The athlete (at the centre)

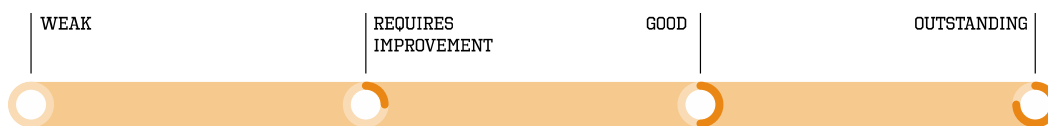
1. The individual athlete is informed and educated about his/her (DC) situation from early age.
2. The athlete is aware of and responsible for his/her own career development.
3. The athlete is empowered to speak up about his/her situation.
4. The athlete is able to act as role model for his/her peers and successors.
5. The athlete is committed to the DC arrangements he/she is provided with.





## Dimension 2: The entourage

1. The entourage reaches consensus and commits to a personal developmental plan.



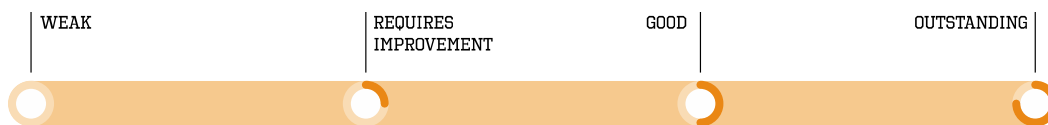
### 2.1 Parents, relatives and friends

1. Parents, and relatives and friends, if applicable, are educated about the goals, benefits, impact, and requirements of Dual Career.
2. Information on arrangements for Dual Career is available to parents, relatives, and friends.
3. Parents are involved in important decision-making by coaches and teachers (and employers) concerning the athlete's Dual Career.



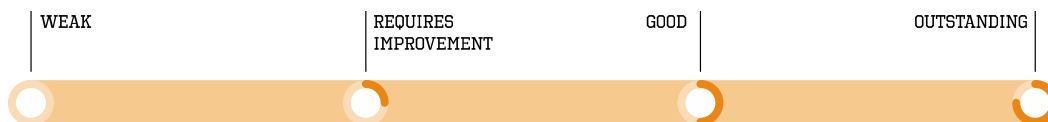
## 2.2 Coach, trainer and sport manager

1. Coaches, trainers and sport managers are educated about the (DC) situation of the individual athlete.
2. A teaching module on the goal, benefits, impact, and requirements of Dual Career is available for coaches, trainers and sport managers, preferably online.
3. Coaches, trainers and sport managers take responsibility for the athlete's educational development, not just their sporting development.
4. Coaches, trainers and sport managers involve parents and teachers (and employers) in important decision-making concerning the athlete's Dual Career.



## 2.3 Teacher and employer

1. The teacher, manager or employer is educated about the goals, benefits, impact and requirements of the athlete's Dual Career.
2. A teaching module on the goals, benefits, impact and requirements of Dual Career is available for teachers, managers and employers, preferably online.
3. Teachers and employers involve coaches, and parents if applicable, in important decision-making concerning the athlete's Dual Career.





### Dimension 3. The sectors (sport, education and labour market)

THIS DIMENSION CONCERNS WHAT THE DIFFERENT SECTORS (ORGANISATIONS) CAN OR SHOULD DO TO PROMOTE EFFECTIVE DC POLICIES, PROGRAMMES AND INITIATIVES.

#### 3.1 Sport

##### A. National Olympic Committees

1. The NOC has an explicit vision and strategy on Dual Career
2. Funding mechanisms exist to enhance arrangements for Dual Career at the federation, association and club levels.
3. The NOC develops outreach programmes about Dual Career for educators of coaches, teachers, employers and parents.
4. The NOC has a multimedia strategy (online, offline and social media) to reach, inform and educate athletes and their entourages.

##### B. Sports federations and associations

1. The subject of Dual Career is part of the long-term development plans and goals of sport federations and associations.
2. A classification system is in place for talented, elite and post-elite athlete statuses.
3. National sports federations establish a management committee for Dual Career or appoint someone with responsibility for organising services for athletes, together with teachers and employers (and parents, if applicable).
4. National governing bodies of sports federations implement educational programmes on relevant issues for Dual Career, for staff, coaches and trainers.
5. Coaches are made aware of their responsibility in the development of the individual for life.
6. Athletic staff hold the highest appropriate certification.
7. National sports federations establish minimum sporting and general requirements for facilities like high- performance training centres.

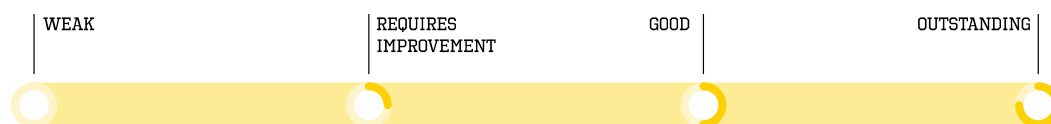
8. A multimedia strategy is in place to reach, inform and educate athletes and their entourages.

### C. Sports clubs

1. Through outreach and awareness programmes, coaches and trainers are informed and educated about the goals, benefits, impact and requirements of Dual Career.
2. The club has a multimedia strategy (online, offline and social media) to reach, inform and educate athletes and their entourages.
3. The club establishes a management committee for Dual Career or appoints someone with responsibility for organising services for athletes, together with teachers and employers (and parents, if applicable).
4. Coaches are made aware of their responsibility in the development of the individual for life.
5. Athletic staff hold the highest appropriate certification.
6. A multimedia strategy is in place to reach, inform and educate athletes and their entourages.

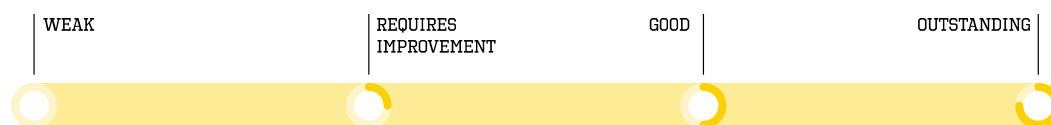
### D. Training centres

1. Educational facilities are within a reasonable distance of the high-performance training centre (HPTC).  
From the DC perspective, we divide HPTCs into three types:
  - Training facilities are within the educational institution.
  - Training facilities are adjacent to the educational institution.
  - Training facilities are within reasonable distance of the educational institution.
2. Training facilities are of international standard so that athletes and national teams can train in the best possible conditions.
3. Living accommodation is within reasonable distance of the HPTC.
4. Living accommodation is adequately equipped for athletes to live, study and rest
5. Athletes are informed and educated about healthy lifestyle management, and can consult experts on such matters as, managing the balance between training, education or work, rest, and social life.
6. The HPTC has agreed partnerships with educational institutions in the home countries of visiting athletes.
7. The HPTC organises its services for Dual Career in accordance with international standards.
8. HPTC services are provided by nationally or internationally accredited trainers, physiotherapists, biomechanical specialists, dieticians, medical staff, etc.



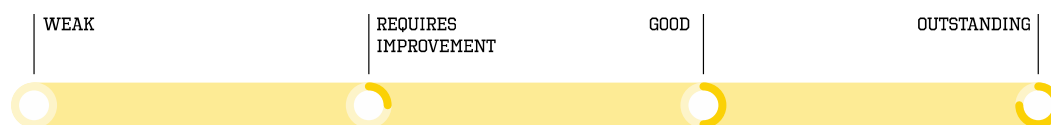
### 3.2 Education

1. The subject of Dual Career is included in the institution's vision, strategy and policy.
2. Athletes in Dual Career have access to all available educational programmes.
3. The institution has a point of contact and/or counselling for student athletes.
4. An educational tool is available to enhance tutors' awareness and understanding of Dual Career, preferably online.
5. Flexibility is provided with regard to deadlines, examination dates, and attendance.
6. A system is in place to validate informal learning through sports.
7. Talented, elite and post-elite statuses are understood and recognised, preferably internationally.
8. Sports and training facilities are within reasonable distance of the educational facilities.
9. Accommodation can be provided on campus for qualifying student athlete groups.
10. Post-educational lifelong learning programmes are provided to keep knowledge and skills up to date.
11. The institution encourages and supports blended learning using new technologies, social media, etc.



### 3.3 Labour market

1. Part-time working will be facilitated and is encouraged as a way of combining work with elite sport.
2. Employers offer flexible traineeship opportunities to bridge skills and knowledge gaps.
3. Recognition of competencies acquired by informal learning through sports is part of recruitment and transition strategies.
4. Human resource professionals are equipped for offering support to individuals in Dual Career.
5. A transition fund (i.e. savings scheme) is available to cover the gap between education and entry into the labour market.



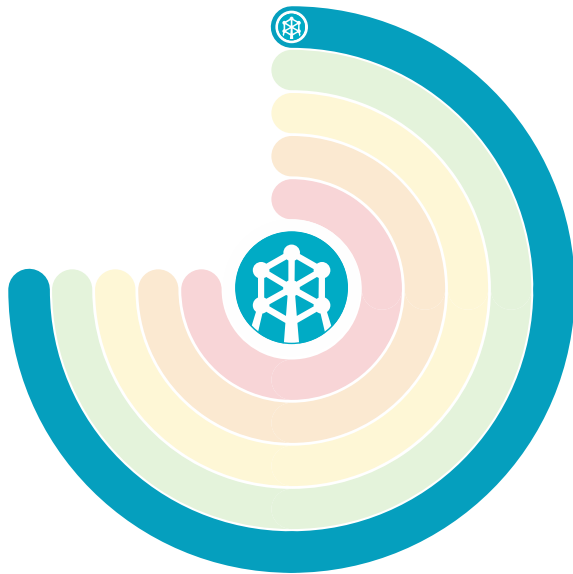




#### Dimension 4: National government

1. Responsibility for policies or programmes for Dual Career policy is part of a national or regional sports strategy.
2. A full policy cycle is in place, covering responsibilities, implementation, monitoring and evaluation of its programmes
3. The Subject of Dual Career is sufficiently embedded in national legislation and policy making, especially for the protection of minors.
4. The policies for Dual Career are comprehensive (all-inclusive) and makes no distinction based on gender, social, ethnic background or religious beliefs.
5. The implementation structures of Programmes for Dual Career have sufficient autonomy to act upon this strategy.
6. Funding is available to support athletes in maintaining Dual Career.
7. Funding and resources are available to develop and maintain an adequate infrastructure and governance arrangements for implementation of the support framework for Dual Career.
8. Quality indicators for success are in place, based on academic and/or sporting performance.
9. A monitoring and evaluation cycle for initiatives to facilitate Dual Careeris in place and is implemented.
10. Legislation and policy are formulated for employers to offer temporary, part-time or flexible work, or shadowing or traineeship opportunities for non-students.
11. The government actively engages all relevant stakeholders (sectors) in a continuous dialogue.





### Dimension 5: International/ EU

1. Efforts are made at EU level to recognize the athletes' social status in the labour market.
2. The International Olympic Committee promotes blended learning (e.g. distance learning, e-learning, etc.).
3. International associations raise awareness for the subject of Dual Career among their members through information, education and outreach programmes.



## 3.2 Potential for implementation

First of all, we would like to emphasise that this framework is an initial model, intended to define and draw in all the stakeholders relevant for facilitating Dual Career, from their own different positions and perspectives. The success of such a framework depends heavily on its use and monitoring. Therefore, we make the following recommendations in respect of its implementation.

- Develop this framework into an easily accessible online tool for all stakeholders. This will enable them to assess elements of an effective system for Dual Career, in each EU MS and thereby compare the quality of their own services with others and share best practices easily. Athletes and coaches in particular should be made aware of this tool, so that they can assess different providers of education and training in their own and other countries.
- Support the development of a network of national contact points to implement and monitor the quality framework in their own domestic contexts, to guarantee the quality of stakeholder assessments and self-assessments and to provide statistical monitoring of athletes.

### 3.3 Minimum requirements

The quality framework as described in previous chapter intends to function as a comprehensive tool for all relevant stakeholders in the domain of Dual Career. It addresses individuals, stakeholder organisations and (national/international) governments. The ultimate objective is to improve Dual Career systems taking into account the different roles and responsibilities of each player in this system (the individual; the entourage; the stakeholders; governments and EU). It is not a list with minimum quality requirement.

Below is a (non-comprehensive) list of minimal needs in the establishment of High Performance Training Centres (HPTCs). These Centres aim to provide facilities and services combining opportunities to follow education and practicing sports at high level. The success of these centres depend on the awareness at the level of both the athlete and HPTC of each other's goals and services.

The minimum requirements of the HPTC should consist of at least the following 5 pillars: accommodations, education, staff, facilities and services. Please note that these are starting points, and implementation of these minimum requirements depend on national configurations.

#### Accommodation:

- Sleeping facilities, suitable for athletes' dimensions and size
- Restaurant, serving healthy, fresh and well-prepared food
- Sport facilities of the highest international training level
- Rooms to study - ICT and Internet equipped- and to relax

#### Educational facilities

(should be international exchangeable), which offer programmes that are:

- Progressive (for the individual), courses can be linked and combined
- Relevant (for the individual), concerning the desired learning career
- Encourage employability (of the individual), are linked to industry-recognised providers
- Encourage commitment (of the individual), minimum amount of learning hours
- Accredited, by national education standards and ministry

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## Staff

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all specialists are nationally accredited, committed to the Dual Career of the individual athlete and full time available:

- Physiotherapy
- Coach (Strength, Conditioning, Recovery)
- Nutritionist
- Sport Psychologist
- Medical support

## Facilities:

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All facilities mentioned at 'accommodation' should be located close to each other to improve the athlete's mobility. The basic principle here is that the athletes in an HPTC should not lose time travelling from one facility to another but be able to use their training-study time schedule most efficiently. Recommended is a 15 minute rule, meaning that all facilities should be within a 15 minute biking distance from each other (preferably at the same location).

## Services

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all services should be centered around the individual athlete and delivered by nationally certified experts.

- Lifestyle support
- Career support
- Nutrition support
- Medical support
- Psychological support

## ANNEX I: COUNTRY PROFILES

# COUNTRY PROFILE DUAL CAREER SYSTEM

## AUSTRIA

### NUMBER OF ELITE ATHLETES

4000

### NUMBER OF STUDENTS

UNIVERSITY: IN THE KADA  
STUDY PROGRAMME "SLS"

124

(OVERALL NUMBER UNKNOWN)

VOCATIONAL

67

(KADA ONLY)

HIGH SCHOOL

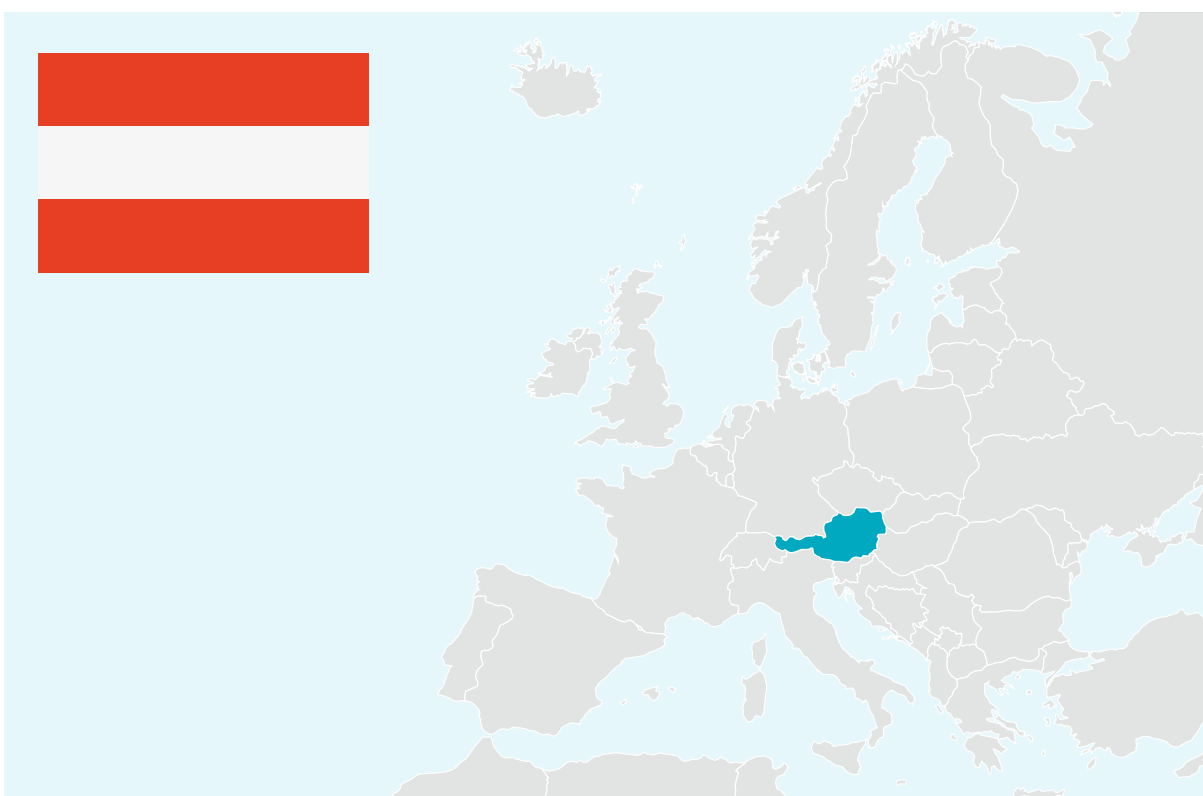
UNKNOWN

### DUAL CAREER POLICY (Y/N)?

YES

### SCOPE OF POLICY

NATIONAL, REGIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC





In Austria, there is a comprehensive (national, regional, local, sports specific, education specific) Dual Career policy. This approach is reflected in three major programs:

1. **KADA:** KADA is an independent association that works together with government, labour market and education to provide dual career services for athletes.

KADA helps athletes safeguard their future by actively preparing for a post-competitive career. KADA supports athletes with counselling and custom-tailored programmes adapted to the concerns of each individual. They assist athletes in Dual Career through three pillars in all phases of their career:

- Prevention of injuries
- Career counselling
- Vocational integration

These pillars include including digital education orientation for junior athletes, a tailored training for elite athletes ("vocational matriculation examination in competitive sports" in the KADA academy), signed partnerships with universities, a nationwide career coaching service and a cooperation with the Public Employment Service Austria. The programme is free of charge for students.

KADA is financed through the Ministry of Sports (roughly 2/3) and the Ministry of Education together the Austrian Employment Services (AMS) (roughly 1/3).

2. **Nachwuchskompetenzzentren:** There are 9 so-called Nachwuchskompetenzzentren, elite schools of sport and football academies. On top of this there are 4 Spezialeinrichtungen, special secondary schools that support Dual Career, which work in collaboration with KADA.

3. **SLS universities:** The universities in partnership with KADA are the SLS universities. There are 8 partnered universities (the main universities in Austria) that provide study and career coaching through KADA for their students with elite athlete status, which encourages their mobility. The programme establishes routes and routines for the university, depending on willingness and readiness to implement these. They often sign a declaration of intent for Dual Career, but in practice this does not necessarily mean a well-functioning Dual Career programme.

There are 2 other universities with their own DC programme (University of Innsbruck & University of Klagenfurt).

COMMON PRACTICES	BARRIERS
Vocational integration Prevention of injuries Career coaching within and beyond school & university All phases of the athlete's career	

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## Quality control system

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There is no official evaluation parameter. Nevertheless, KADA annually has to report the number of serviced athletes in all service pillars (prevention, career development, vocational integration). In case of vocational integration the placement rate of elite athletes is annually evaluated by the Public Employment Austria.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## BELGIUM

### NUMBER OF ELITE ATHLETES

FLANDERS

1574

WALLONIA ABOUT

1500

### NUMBER OF STUDENTS

FLANDERS

UNIVERSITY

116.786

STUDENTS

VOCATIONAL

108.920

STUDENTS

HIGH SCHOOL

435.631

WALLONIA

UNIVERSITY 87112 +

"PROMOTION SOCIALE"

497

HIGH SCHOOL 91829 +

"PROMOTION SOCIALE"

30174

ELEMENTARY SCHOOL

312921;

SECONDARY SCHOOL

338510

"PROMOTION SOCIALE"

122857

### DUAL CAREER POLICY (Y/N)?

YES

### SCOPE OF POLICY

REGIONAL, SPORTS SPECIFIC,  
EDUCATION SPECIFIC



In Belgium, there is a comprehensive (regional, sports specific, education specific) Dual Career policy, which involves sports organizations (NOC, Sport Federations), governmental departments, and educational bodies. The policy presents different features in considering the Flanders and the Wallonia regions of the country as follows:

## FLANDERS

### Introduction

The strength of dual career in Flanders is the cooperation between different organisations: for instance universities, colleges, HR companies, sports federations, NOC (Athlete Career Programme), experts in domains related to DC and BLOSO.

BLOSO is a governmental body that promotes the sport participation in Flanders. BLOSO consists of 13 sports centres, accessible for athletes at each level. Additionally BLOSO funds the sports federations. Within BLOSO the High Level Sports department ("department Topsport") advises the high level sports policy for Flanders. Within this department a section, called "BLOSO Carrièrebegeleiding Topsport", is in charge of the development and the implementation of Dual Career for the high level athletes in Flanders.

### History

Long before the start up of Carrièrebegeleiding Topsport (Topsport Career Guidance) in 2007 as a project at the Vrije Universiteit Brussel (VUB) some universities and colleges provided already specific flexibilities for high level athletes.

During the first 1,5 years the focus of Carrièrebegeleiding Topsport was on the development of the support on the combination of elite sport and education. In 2009 the project was expanded with one consultant which focussed on the development of support regarding the combination of elite sport and employment and/or the post-career transition.

In 2011 the project was positively evaluated and integrated in BLOSO. This had the effect that the sustainability of dual career support in Flanders was forced up, that the policy of the service was aligned with the elite sport policy in Flanders and that the significance of the service improved for the partners. The vigour of Carrièrebegeleiding Topsport improved a lot.

### Present

At present the dual career service within BLOSO, is managed by 1,5 FTE. It is a stable team and has a clear mission and vision. Since 2014 the offer of BLOSO Carrièrebegeleiding Topsport was redefined based on the demand of our target group and the Flemish reality.

As explained above, since the start the main focus has been on the development of the support on the combination of elite sport and education. Since 2 years coaching on the combination of high level sport and employment and/or the post-career transition expanded. More than 150 high level athletes were individually coached during at least

one academic year on the combination of high level sport with education or high level sport and employment and/or the post-career transition.

### High level sport with education

Topsportschools are secondary schools embedded in legislation via a separate agreement between the education sector (ministry of education) and the sports sector (ministry of sports, BLOSO etc.). Topsportschools fit in a program of talent development for young promising athletes aiming to develop to high level athletes capable to reach international high level sport success.

Within Topsportschools the sports federation have the primary responsibility to take measures to establish and maintain the quality of new entries to the Topsportschools. In secondary schools a minimum package of teacher occupation is being strived in order to enable schools to, independent of the number of students/elite athletes, make separate classes for students/elite athletes including flexibility and special coaching.

Within BLOSO Carrièrebegeleiding Topsport the focus lays on the transition from high level athletes from the secondary school to the higher education (at the age of 18). Besides the individual coaching of high level athletes other initiatives are taken regarding to high level sport and education: raising awareness and inform high level athletes and their entourage, creating possibilities together with the network of universities and colleges, strong cooperation and intensive communication with trainers and managers of the national sport federations, creating tools, cooperation with projects that support athletes/students.

### High level sport and employment and/or the post-career transition

Although the coaching on the combination of high level sport and education is more developed, it seems that BLOSO Carrièrebegeleiding Topsport made a very good start regarding employment of high level athletes and the coaching of the post athletic career. Since 2015 a program on career guidance has been managed by BLOSO with external partners, specialised in the Human Resources. The purpose of this program is to support elite athletes in their professional career development & career planning in the context of sport and employment and/or the post-career transition. Furthermore collaboration between BLOSO Carrièrebegeleiding Topsport, the BOIC Athlete career Programme and the Adecco facilitate the transition to the labor market.

### Employment contracts for high level athletes within BLOSO

In order to stimulate high level athletes to combine high level sports with higher education (to get a Bachelor or Master degree) a specific project called "BLOSO-Topsportstudentenproject" has been created. This project enables high level athletes to study and enjoy a part-time salary (under strict conditions and well defined entry level criteria). On the other hand, universities and college get financial support to provide coaching on the combination combine high level sports and higher education.

For non-students another project called "BLOSO-Tewerkstellingsproject Topsport" has been created. Under strict conditions and well defined entry level criteria some high level

athletes can sign employment contracts within BLOSO. The remuneration is calculated based on the level of their educational degree.

Most of the Flemish participants in the Olympic Games in 2008 (Beijing) and 2012 (London) and at the 2006 Winter Olympics (Turin) and 2010 (Vancouver) were at that time in one of both BLOSO employment project.

## WALLONIA

In Wallonia, the "Projet de vie des élites sportives" financed by the French Community General Administration of Sport helps student athletes with a specific status (i.e., recognized by the Minister of Sport: «sportif de haut niveau» (senior) (SHN), «espoir sportif» (junior) (ES), «partenaire d'entraînement» (sparring partner) (PE)) to combine sport and education/training/part time job. To note, athletes with a status can get reimbursement of a part of their tuition fees. In particular, the Service provides:

- individual support for athletes with a contract;
- development of specific arrangements (education, training, employment) for athletes with a recognized status (i.e., SHN, ES, PE);
- career guidance;
- development and piloting of a network of people responsible for dual career in each sport federation;
- information.

Furthermore, specific arrangements (allowed absences, flexible timetables) are in place in the field of education or vocational training as presented in the following table:

**Table of possible educational and academic facilities for recognized athletes in Belgium Wallonia:**

FUNDAMENTAL	HALF-DAY ABSENCES	HOUR AMENITIES
From 1 <sup>st</sup> to 6 <sup>th</sup> , primary education	30 (and more if there is a derogation for competitions or special trainings)	-

SECONDARY (GENERAL AND TECHNICAL TRANSITION)	HALF-DAY ABSENCES	HOUR AMENITIES
1 <sup>st</sup> grade	30	Complementary activities (maximum 4 periods) and physical education (3 periods max.) through a ministerial exemption, max = 7 hours .
2 <sup>nd</sup> et 3 <sup>rd</sup> grade	30	Two options on a simple basis or one group based option (up to 8 periods) and physical education (3 times max ) = 11h max.

SECONDARY (VOCATIONAL AND TECHNICAL QUALIFICATION)	HALF-DAY ABSENCES	HOUR AMENITIES
1 <sup>st</sup> grade	30	Physical education through a ministerial exemption
2 <sup>nd</sup> grade	30	Physical education
3 <sup>rd</sup> grade	30	Physical education

POST-SECONDARY	HOUR AMENITIES
Higher Education University	Spreading of studies Minimum 16 credits/year
Professional education (IFAPME)	Spreading of studies Inter-center Modularity
Social Promotion ("Promotion sociale")	Waiting

Finally, the ACP (Adecco-COIB) facilitate the transition of athletes into the labour market.

COMMON PRACTICES	BARRIERS
<p>Flanders: Topsportschool, Bloso Carrièrebegeleiding,</p> <p>Wallonia: "Projet de vie des élites sportives", Specific arrangements in each sector of education, training or employment, Career guidance Individual and financial support.</p>	DC support during transition in and after sport career

### Quality control system:

In Flanders, the student athletes, parents and coaches evaluate quality of the initiatives as they are users and an advising team of the Minister of Sport (Taskforce Topsport: NOC, BLOSO, Kabinet en Departement Minister van Sport.) evaluates every year the entire service. Conversely, in Wallonia the policy is not evaluated.



# COUNTRY PROFILE DUAL CAREER SYSTEM

## BULGARIA

### NUMBER OF ELITE ATHLETES

UNKNOWN

### NUMBER OF STUDENTS

UNIVERSITY

277 000;

HIGH SCHOOL

132500

(SECONDARY 8-12 GRADE);

OTHER EDUCATION, NAMELY

473800

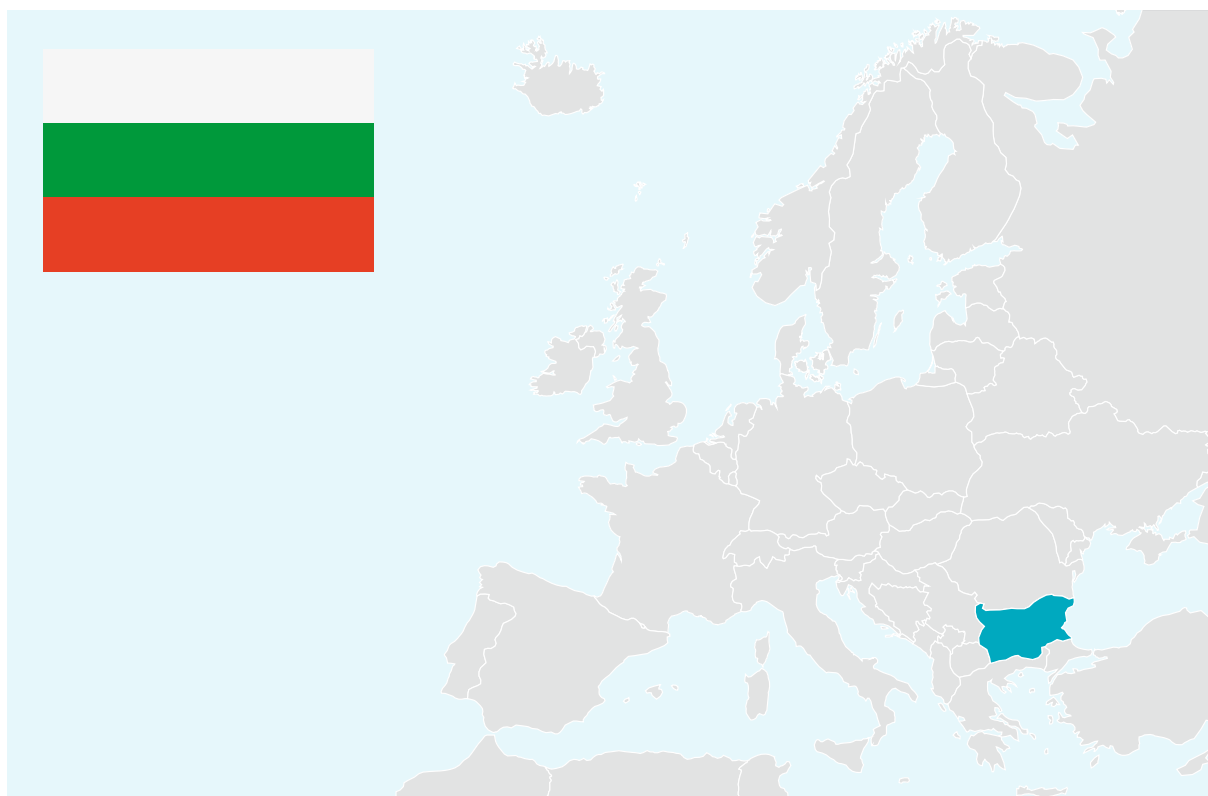
BASIC (1-8 GRADE)

### DUAL CAREER POLICY (Y/N)?

THERE IS NO POLICY. THERE ARE RECCOMENDATIONS TO THE SPORT ORGANISATIONS AND THE EDUCATIONAL INSTITUTIONS.

### SCOPE OF POLICY

NATIONAL



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In Bulgaria, there are national and regional Dual Career initiatives, involving sport federations and educational bodies. Sport schools are present for secondary education and the National Sports Academy is present for higher education. They provide individual programs, distance learning, and personal coaches for improving performance.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## CROATIA

NUMBER OF *PERSPECTIVE*<sup>1</sup> ATHLETES

2.000

NUMBER OF STUDENTS

UNIVERSITY

149.000

VOCATIONAL

24.000

HIGH SCHOOL

51.000

DUAL CAREER POLICY (Y/N)?

YES

SCOPE OF POLICY

NATIONAL LEVEL

SOURCE

HRVATSKI OLIMPSKI ODBOR, MINISTARSTVO ZNANOSTI, OBRAZOVANJA I SPORTA



Dual career in Croatia is regulated at national level involving both educational and sport bodies. In particular:

- In the sport environment, the National Olympic Committee, sport federations, local sports governments, the Commission for athletes, and the Club of the Olympians are actively involved in promoting and supporting Dual Career;
- In the educational environment, the Ministry of Science, Education and Sport of the Republic Croatia and several Universities/schools provide dual career services, especially in secondary education with some schools offering sport classes and Sports High Schools. Furthermore, elite athletes are allowed to study one academic year longer than other university students and they can arrange exams with their professors;
- In the labor market, the Croatian Employment Service facilitate the transition into the labor market at the end of the sport career.

To note, to build a proactive and institutional approach to support top athletes, in cooperation with the National Olympic Committee and sports federations a legislative, strategic and action plan (i.e., Classified Athletes in the Education System) was launched I 2012 to encourage the education and employment of athletes.

Nevertheless, scholarships for former and active athletes, a dual career programme at national level, the cooperation with different stakeholders at national, regional and local levels, support services in educational institutions, and mentoring in the sport environment should be implemented.

COMMON PRACTICES	BARRIERS
Legislation Projects (i.e., Athletes and Education 2012-2016 project and its activities, Promotion day Career after Sports career (2013-2014), Career support program(2015), Signed agreement between the Croatian Olympic Committee and Rector's Conference (2014) Financial award for top-level sporting achievements	To ensure support and special conditions for young athletes in educational institutions, especially in higher education

## Quality control system

The policy is not officially evaluated. Nevertheless, the number of athletes that study, the academic achievements, the number of educational institutions (universities and schools) who offer support and special conditions for the athletes are monitored.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## CYPRUS

### NUMBER OF ELITE ATHLETES

35

### NUMBER OF STUDENTS

UNIVERSITY

2

VOCATIONAL

UNKNOWN

(MAJORITY OF ELITE ATHLETES)

HIGH SCHOOL

UNKNOWN

### DUAL CAREER POLICY (Y/N)

YES

### SCOPE OF POLICY

NATIONAL, REGIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

### SOURCE

CYPRUS SPORT ORGANISATION



In Cyprus, there is a comprehensive (national, regional, sports specific, education specific) Dual Career policy still under construction. The little support now is regulated mainly at national level by the Cyprus Sport Organization (CSO), which provides an High Performance Scheme and subsidies to elite athletes. This includes assisting high level athletes to combine high level performance in parallel with their education. This approach involves different bodies as follows:

### 1. **Cyprus Sport Organisation**

The Cyprus Sport Organisation is the Governmental Sport Authority and as the Highest Sport Authority in Cyprus amongst many other responsibilities deals with the development of dual career for athletes. At present, the following schemes are provided:

- **Occupational Placement scheme:** This scheme provides elite athletes who meet certain criteria with an occupational placement in a relevant field of their educational/ occupational competencies (i.e. coaching, sport managers, sport Federations Associates). It must be noted that this scheme is no longer offered for new entrants. However it is on-going and active for those who have already been inducted.
- **Scholarships:** This scheme offers elite athletes with monetary scholarships in order for them to pursue an academic or vocational education of their own choice.

### 2. **Ministry Of Education & Culture**

High school student-athletes (ages between 13 – 18) are being offered the opportunity to enrol and attend a special educational programme which provides them with the possibility of training in the morning hours during the school programme hours and attend the classes that they miss during their morning practising hours, in the afternoon. They are also provided with the possibility to attend and take their examinations at another period, if it coincides with any competition that they participate in. Finally any absences for participating in competitions are excused.

### 3. **Local Universities:**

The Universities in Cyprus (Public and Private) offer sport scholarships to elite athletes in order for them to pursue an academic or vocational education.

To note, the National Olympic Committee is an autonomous body and it is partially financed by the government. Regarding any dual career program it offers scholarships through the I.O.C. "Olympic Solidarity" program.

COMMON PRACTICES	BARRIERS
Sport Scholarships Occupation/ Vocational Placement Public & Private sport schools for high school students	Career counselling Limited budget Not adequate monitoring

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## Quality control system

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There is no official evaluation or monitoring system.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## CZECH REPUBLIC

### NUMBER OF ELITE ATHLETES

—

### NUMBER OF STUDENTS

—

### DUAL CAREER POLICY (Y/N)?

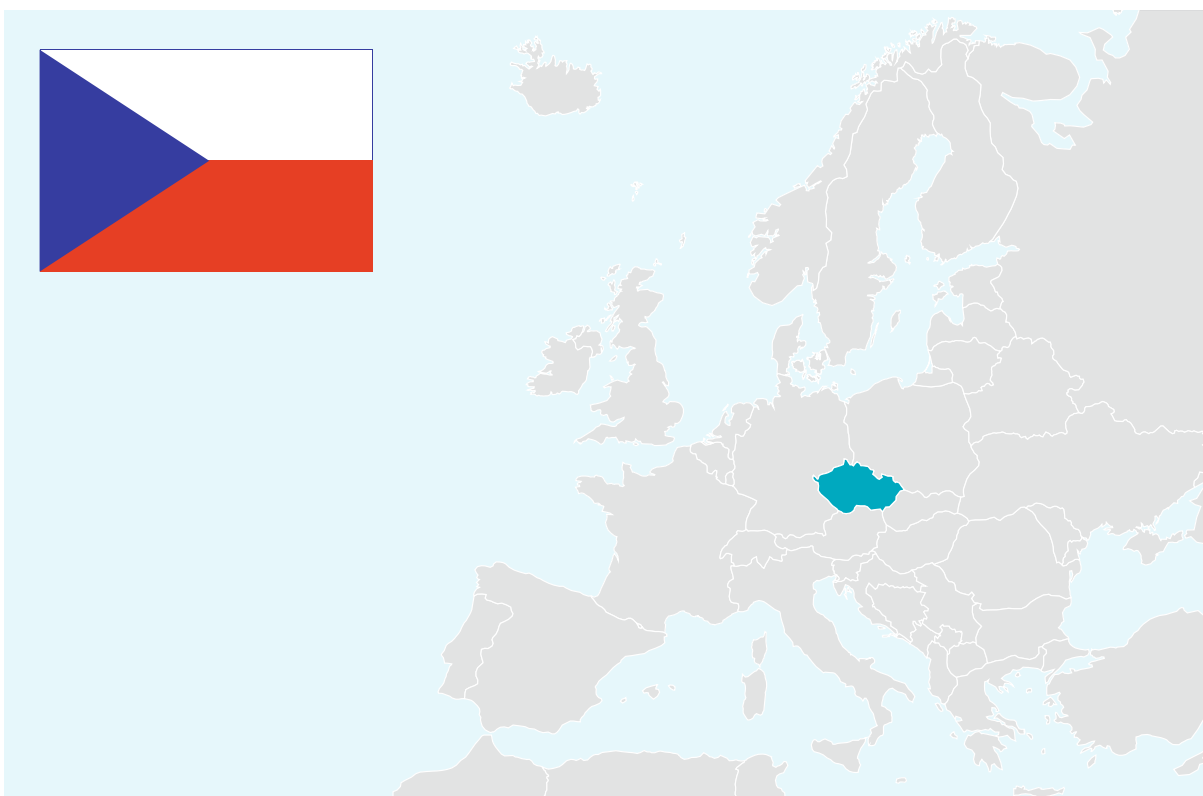
**YES**

### SCOPE OF POLICY

NATIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

### SOURCE

MINISTRY OF EDUCATION, YOUTH AND SPORTS; NOC





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In the Czech Republic, there is a comprehensive (national, sports specific, education specific) Dual Career policy, involving the National Olympic Committee and the Ministry of Education, Youth, and Sport. In particular, Sport High Schools regulated by the Ministry, special conditions provided by certain Universities for elite athletes and some private universities offer studentships and individualized study plans to elite athletes. The Sport High Schools provide talented athletes with special conditions and individual plans as part of the system. However, the mentioned Universities provide special plans on individual case by case basis so (no state regulated systematic approach). Furthermore, a dual career pilot initiative of the National Olympic Committee could facilitate the transition into the labour market.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## DENMARK

### NUMBER OF ELITE ATHLETES

1000

### NUMBER OF STUDENTS

UNIVERSITY

200

HIGH SCHOOL

400

OTHER EDUCATION, NAMELY

50

### DUAL CAREER POLICY (Y/N)?

YES

### SCOPE OF POLICY

NATIONAL, REGIONAL, LOCAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

### SOURCE

TEAM DENMARK, STUDY4PLAYER



In Denmark, there is a comprehensive (national, regional, local, sports specific, education specific) Dual Career policy. This approach is reflected in three mayor programs:

**Team Danmark:** Team Danmark is a *knowledge institution*, which employs a number of professional experts. The program focusses on knowledge sharing with all relevant stakeholders in the aim of developing Danish Elite Sport. Financial support: Direct financial support from Team Danmark to the federation. This may also include indirect financial support to cover the costs of third party agreements (rental of facilities, additional training for elite athletes, etc.) Expert services and development of competencies. Offers such as expert consultancy, knowledge sharing and education consult is made available by Team Danmark to athletes during their entire career.

In cooperation with the National Olympics Committee and Sports Confederation of Denmark (DIF) Team Denmark implements the following measures concerning Dual Career

- ensuring the development of elite sport in a manner compatible with cultural policy,
- ensuring the sound physically, personally and socially sound development of elite athletes,
- providing individual financial support for elite athletes,
- providing advice, conducting research and disseminating results,
- offering educational opportunities for elite athletes,
- establishing employment and social support schemes for elite athletes,
- providing advice and financial support for DIF's member federations,
- collaborating with local and regional authorities on elite sport, including facilities, and
- collaborating and entering into agreements with media and sponsors, e.g. on the sale of rights and services

**Athlete Career Programme (ACP):** Adecco and IOC Athletic Career Programme focusses on the later life stage of the athlete, where access to the labour market is important. Athletes learn how to transfer those UNIQUE skills and assets, acquired during their sports career, into the labour market. Companies gain access to world-class employees who have accumulated extraordinary traits and skills combined with the determination to excel in whatever they do.

**Study4Player:** Started by the Danish Football Players Association. Members of the Danish Football Players Association, the Danish Handball Players Association and the Danish Elite Athletes Association are entitled to help and support from 4player. The program provides second career guidance and support to both current and former elite athletes and helping them in the crossing from an active sports career to a second career. Therefore Study4Players offers:

- *Guidance and support*  
Study4player helps each individual athlete in identifying his/her educational needs and the possibilities at hand, along with applying for the education and putting the athlete in contact with the Study4player contact person at the educational institution.
- *Local projects*  
Some educational institutions are running a local project in cooperation with Study4player, helping elite athletes in combining sports and studies by offering support and flexibility. When facing challenges and needing flexibility - e.g. an extended study plan or moving an exam due to the sport - the athlete has a central

place to apply. In some cases Study4player hires a co-student (a so-called 'buddy') to share notes and keep the athlete updated.

- *Study4player Online Academy*

Study4player Online Academy gathers a series of flexible Danish online educations that meet the needs of an elite athlete. By studying online there are less (or none) attendance requirements, and the athlete can structure his/her own time to fit in lectures, assignments etc. when it's convenient during the day.

- *FIFPro Online Academy*

In cooperation with the international football players union FIFPro, University College of Northern Denmark (UCN) offers the education Sport Management in English online to football players all over Europe. As it is 100% online, lectures are recorded and put online, assignments are handed in online and exams are done online via webcam, making the education extremely flexible and accessible for elite athlete

COMMON PRACTICES	BARRIERS
<p>It's a very important part of 4player's work to go to the clubs to speak to players/athletes about education, career planning job opportunities etc. Working with state law and through local university guidance</p> <p>In Denmark every person is getting about 800 euro per month to study. In some cases Team Denmark is giving extra scholarships</p>	<p>Combining elite sport and education on all educational levels</p> <p>Combination primary and secondary school and sport</p> <p>Education, career planning, transition, job, cooperation with companies</p>

## Quality assurance systems

On the basis of the number of athletes that Studies, On the basis of sporting achievements, On the basis of academic achievements

# COUNTRY PROFILE DUAL CAREER SYSTEM

## ESTONIA

### NUMBER OF ELITE ATHLETES

2600

### NUMBER OF STUDENTS

#### UNIVERSITY

59 998

(IN SCHOOL-YEAR 2013/2014)

#### VOCATIONAL

25 237

(IN SCHOOL-YEAR 2014/2015)

#### HIGH SCHOOL

142 515

(IN SCHOOL-YEAR 2014/2015)

### DUAL CAREER POLICY (Y/N)?

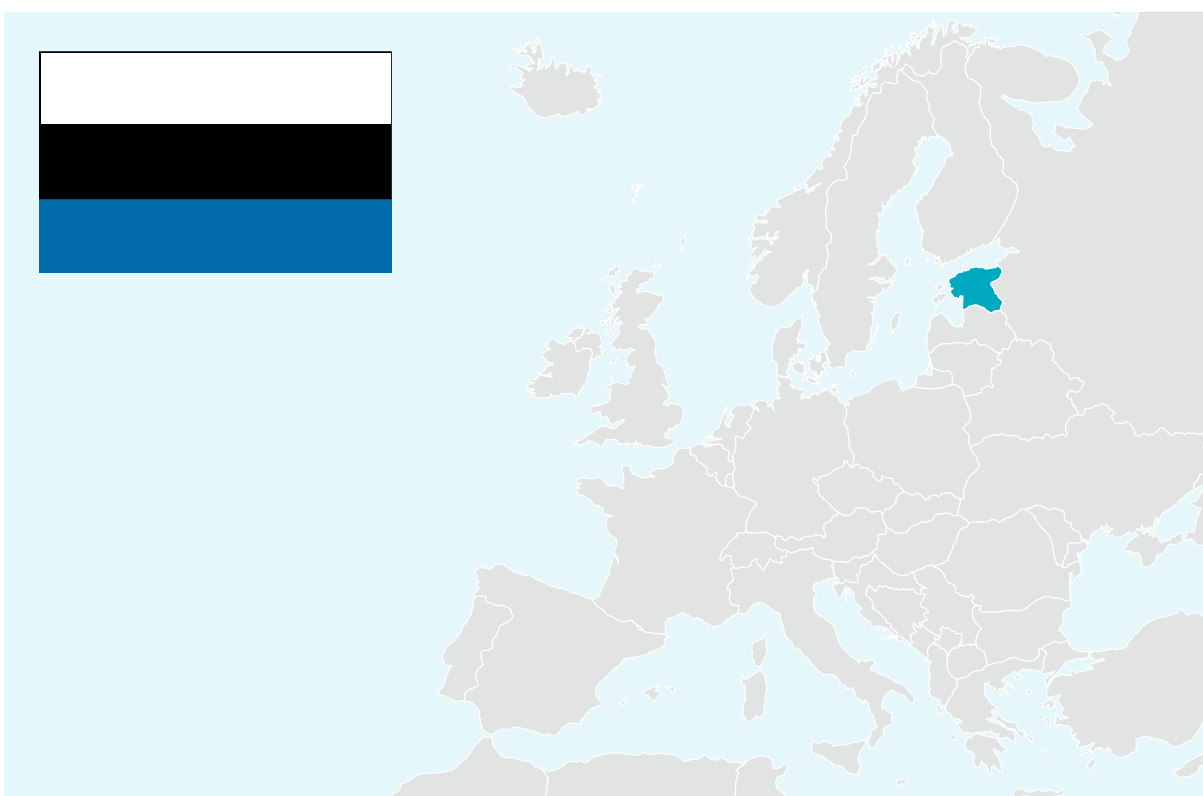
YES

### SCOPE OF POLICY

NATIONAL

### SOURCE

NOC, MINISTRY OF EDUCATION, FOUNDATION SPORDIKOOLITUSE  
JA -TEABE SIHTASUTUS, UNIVERSITY OF TARTU



In Estonia, the Dual Career policy is organized at national level, involving governmental departments and the world of sports (National Olympic Committee, sport federations) to provide flexible study plans and scholarships in Universities/schools. This approach is reflected in the following features:

- A Cross-sectorial, inter-ministerial approach at national level: in Estonia, sports are in the administrative field of the Ministry of Culture. There is good cooperation between the Estonian Olympic Committee, the Ministry of Culture and the Ministry of Education and Research. The topic and its importance are well acknowledged by all parties;
- Sport organisations (sport academies and high-performance training centres; coaches and other members of performance teams; supporting services): Dual Career issues are less well acknowledged than in other countries but good progress has been made in recent years. There is mainly good understanding and supportive attitude towards Dual Career at the coaches and staff level;
- Education (school education; vocational education and training; higher education; distance learning): Estonia has one state-supported special sports school named Audentes, which provides young sportsmen with the opportunity to combine high-level training with obtaining secondary education. Across Estonia, there are some special sport classes, which also allow flexibility in combining training and education but further expansion of this practise would be desired. The co-operation with universities depends on the university and faculty concerned. The higher education institutions are mostly sports friendly but there are also exceptions;
- Employment (combination of work and sport; transition to the post-sport career; social dialogue): there are no special policies and programmes in this field in Estonia. Nevertheless, courses for coaching qualifications are provided to elite athletes for their professional development.
- Health (psychological assistance; medical support; prevention programmes): there are no special policies and programmes in this field in Estonia;
- Financial incentives for athletes (scholarships; other financial support; social security, health protection and pension plans): Ministry of Education and Research in co-operation with the Estonian Olympic Committee has a special scholarship programme to support the studies of top athletes in vocational and higher education institutions.

To note, relevant discrepancies in dual career services exist in Estonia between non-Olympic and Olympic athletes. In particular, 80% of all funding goes to Olympic disciplines, although 90% of Estonian medals are won by non-Olympic sports athletes. These athletes have to pay everything by themselves (travel, equipment, food etc.) and have no support for dual career, except the above named scholarship programme, which is equally eligible for top athletes from all sports, including non-Olympic sports and disciplines.

COMMON PRACTICES	BARRIERS
Educational scholarships Flexible study plans	To help adaptation to the labour market

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## Quality control system

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The policy is evaluated on the basis of the number of athletes at studies, on the basis of sporting achievements and on the basis of academic achievements.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## FINLAND

### NUMBER OF ELITE ATHLETES

5500

### NUMBER OF STUDENTS

#### UNIVERSITY

167 200

#### VOCATIONAL

314 000

#### HIGH SCHOOL

105 900

#### BASIC &

138 900

#### HIGHER

#### COMPREHENSIVE SCHOOL

542 900

### DUAL CAREER POLICY (Y/N)

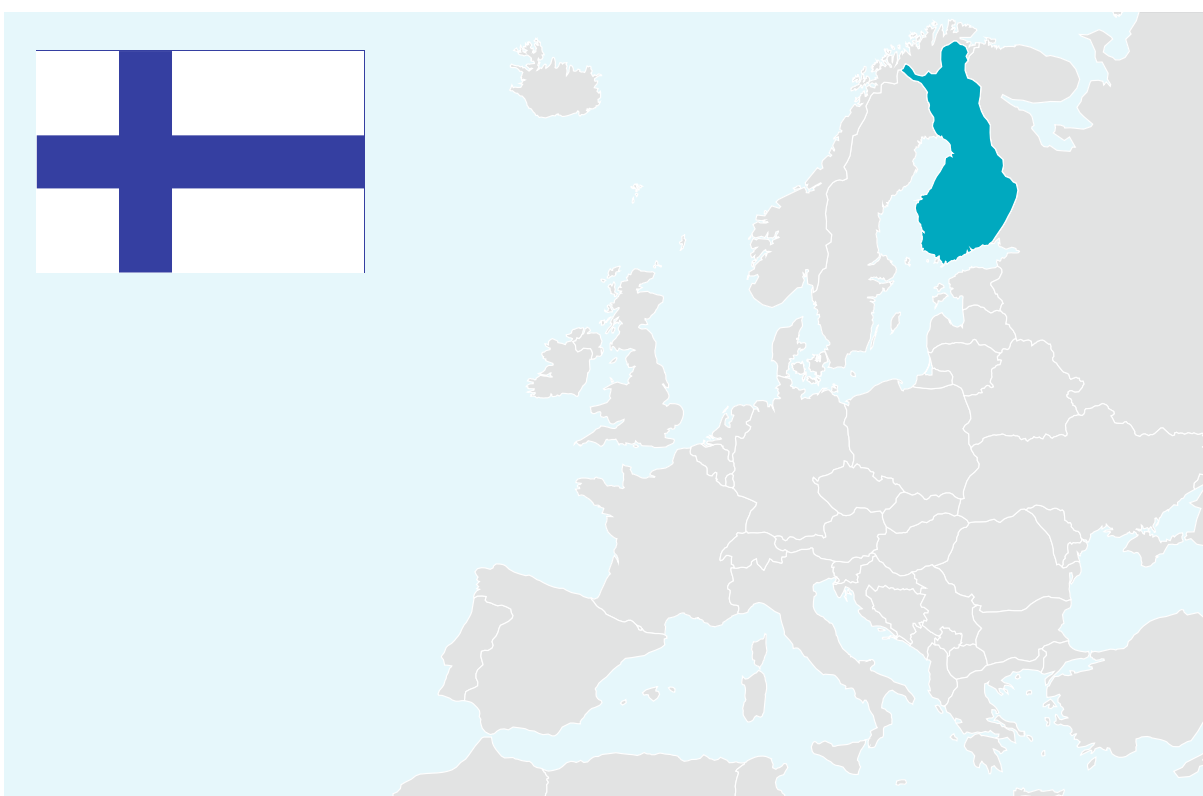
YES

### SCOPE OF POLICY

NATIONAL, REGIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

### SOURCE

NOC





Finland has a general law on sport - The Sport Act (1979) – which establishes the state's "funding jurisdiction" over sport and sets out the basic government structure and responsibilities for sport. It has a variety of structures in place to stimulate athletes in Dual Career.

1. **Ministry of Education and Olympic Committee:** There is good mutual understanding and cooperation between sports organisations and the Ministry of Education, which is the responsible ministry for sports at the governmental level. The Ministry of Education also takes care of cooperation with other ministries involved in the Dual Career issue.

The Finnish Ministry of Education awards grants for athletes proposed by the Olympic Committee and the Paralympic Committee who on the basis of their international performance have potential for winning a medal in the Olympic or Paralympic Games, or in the World Championships. The level of the tax-free sport grant is either €12,000 or €6,000 per year. Grants are allocated in both summer and winter Olympic sports as well as in non-Olympic and Paralympic sports. The total amount of sports grants for the year 2004 was €558,000. An athlete who is awarded a grant must sign a training contract with the given Sports Federation and the Finnish Olympic Committee, in which the athlete agrees to follow the existing anti-doping rules as well as other requirements such as having a personal study programme (Aquilina, 2009). Since 2001, the Olympic Committee offers a Study counselling service.

Furthermore, higher education is free for the Finnish in general, helping athletes to ease their financial burden to some extent.

2. **Education institutes and sport academies:** The Dual Career issue has been acknowledged at the organisational level by sports organisations and special programmes have been set up to support sportsmen. There is mainly good understanding and supportive attitude towards Dual Career at the coaches' and staff level. Finland has a wide-coverage network of educational sports institutes which provide sportsmen with an opportunity to merge sport and education at both the school and the vocational.

A regular high school career usually lasts three years, however elite athletes have the option to extend this to either four or five years in some cases. The school provides training three to four times per week, usually in the morning.

Elite athletes who enter the sport schools on the secondary level or schools on a higher level that belong to a network of sport academies have access to counselling, personal tutoring and flexible timetables. All major schools within the regions are involved with the network via a designated contact responsible for coordinating student's training and study programme.

3. **Labour market:** The Olympic Committee created an Athlete Career Program (ACP) together with Adecco since 2004. The objective of this programme is to let athletes transfer competences from their sports career to the labour market and to find specific job placements that fit those competences.

COMMON PRACTICES	BARRIERS
<p>Under 19 year Sport is integrated into schools without big problems.</p> <p>Free studies and schools and training are part of official education policy</p> <p>Sports schools and sports academies in every region</p>	<p>national high performance strategy</p>

## Quality control system

On the basis of the number of athletes that Studies, On the basis of academic achievements

# COUNTRY PROFILE DUAL CAREER SYSTEM

## FRANCE

NUMBER OF ELITE ATHLETES

7000

NUMBER OF STUDENTS

UNKNOWN

DUAL CAREER POLICY (Y/N)?

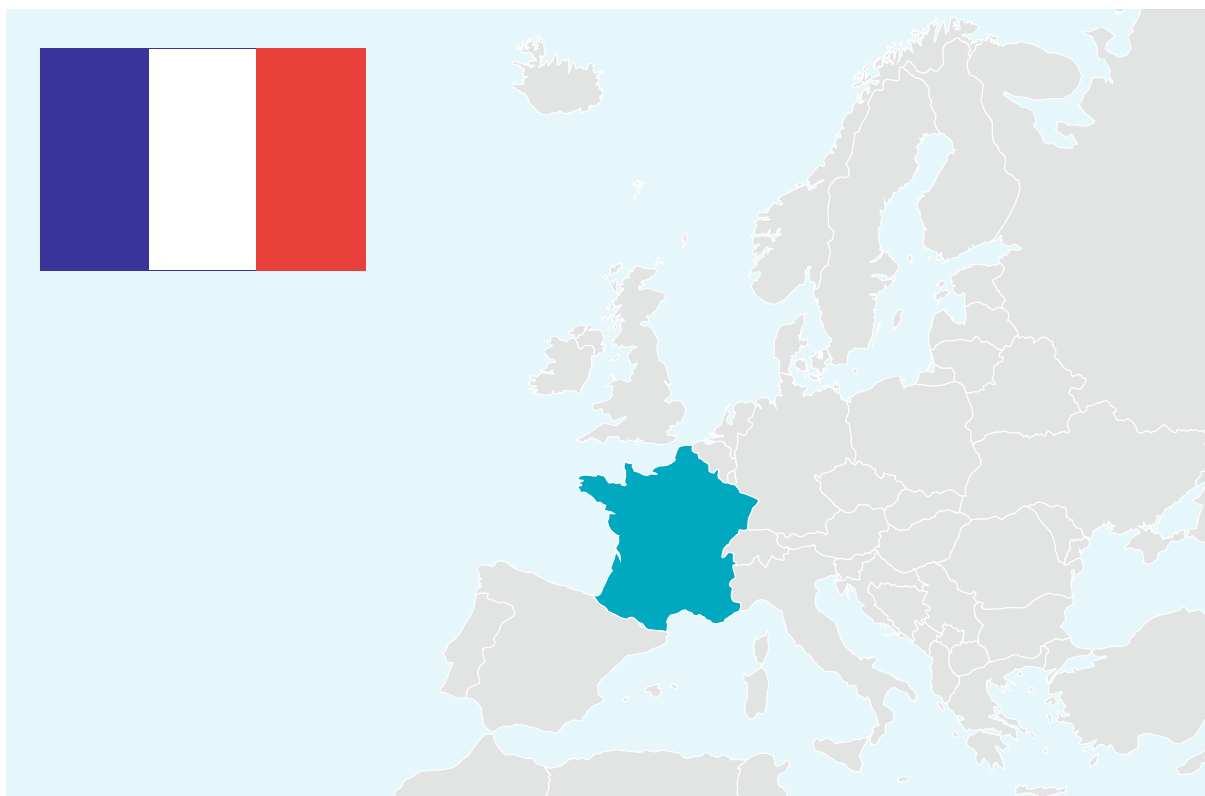
YES

SCOPE OF POLICY

NATIONAL

SOURCE

INSEP



In France, there is a national Dual Career policy through an integrated approach involving the Ministry of Sports and the Ministry of Education.

Dual career is mandatory: several legislative texts request Universities and Sports institutions to enable athletes to follow a dual career pathway - through studies arrangements and individualized follow-up (1984 Sports law, 2015 law proposal on athletes' protection for instance).

Under the Sports Ministry request, Federations define their high level policy with national and regional elite centres (hosting Aspirant, Young and Elite athletes identified on ministerial lists). Both Federations and elite centres then report to the Sports Ministry on how the mandatory dual career is implemented.

This approach is mainly reflected in the *Institut National du Sport, de l'Expertise et de la Performance* (INSEP), a public body under the sport governmental department and the "Grand INSEP" network gathering 17 regional Sports Elite Centres (CREPS). This organization support the Olympic and Paralympic federations for the dual career of their athletes. Furthermore, in INSEP elite athletes develop not only their sport, but also their careers, thanks to the training and educational programmes offered on a one-to-one basis. In INSEP, the individualized support given to athletes involved in a dual career project includes e-learning and tutorship provisions.

INSEP and "Grand INSEP" network, each regional Ministry of Sports representation and each Federation have one person responsible of the dual career implementation.

Finally, the Adecco program, schemes developed with specialised companies (Capformance, Mac Erci International), the possibility to have an individualized job contracts through the "Convention d'insertion professionnelle", INSEP career guidance unit and a new program launched by the current Sports secretary of sport called "Pacte de Performance" (bringing private companies and Olympic potential athletes closer to sign either "image"contract with mandatory vocational training or job contracts) facilitate the transition of athletes into the labour market.

COMMON PRACTICES	BARRIERS
e-learning Studies arrangements and exams adjournment Individualized support through interviews and orientation assessment Financial support by Federations to pay school fees	The dual career implementation may be a bit complicated due to the necessity to deal with both Ministry of Sports and the Ministry of Education Ministry. Therefore, there might be multiple stakeholders to involve.

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## Quality control system

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There isn't a scheduled evaluation of the dual career policy in France. But, the ministerial departments may cyclically order an evaluation report, the last report on dual career policy implementation has been made in 2013 (Monnereau Report) Besides, INSEP and its network have performance indicators on the dual career success (number of athletes succeeding in their studies, number of athletes studying, number of elite athletes involved in a dual career project, and number of elite athletes in France).

# COUNTRY PROFILE DUAL CAREER SYSTEM

## GERMANY

### NUMBER OF ELITE ATHLETES

ABOUT

4000

### NUMBER OF STUDENTS

UNIVERSITY ABOUT

2.700.000

VOCATIONAL ABOUT

1.500.000

HIGH SCHOOL

11.000.000

### DUAL CAREER POLICY (Y/N)?

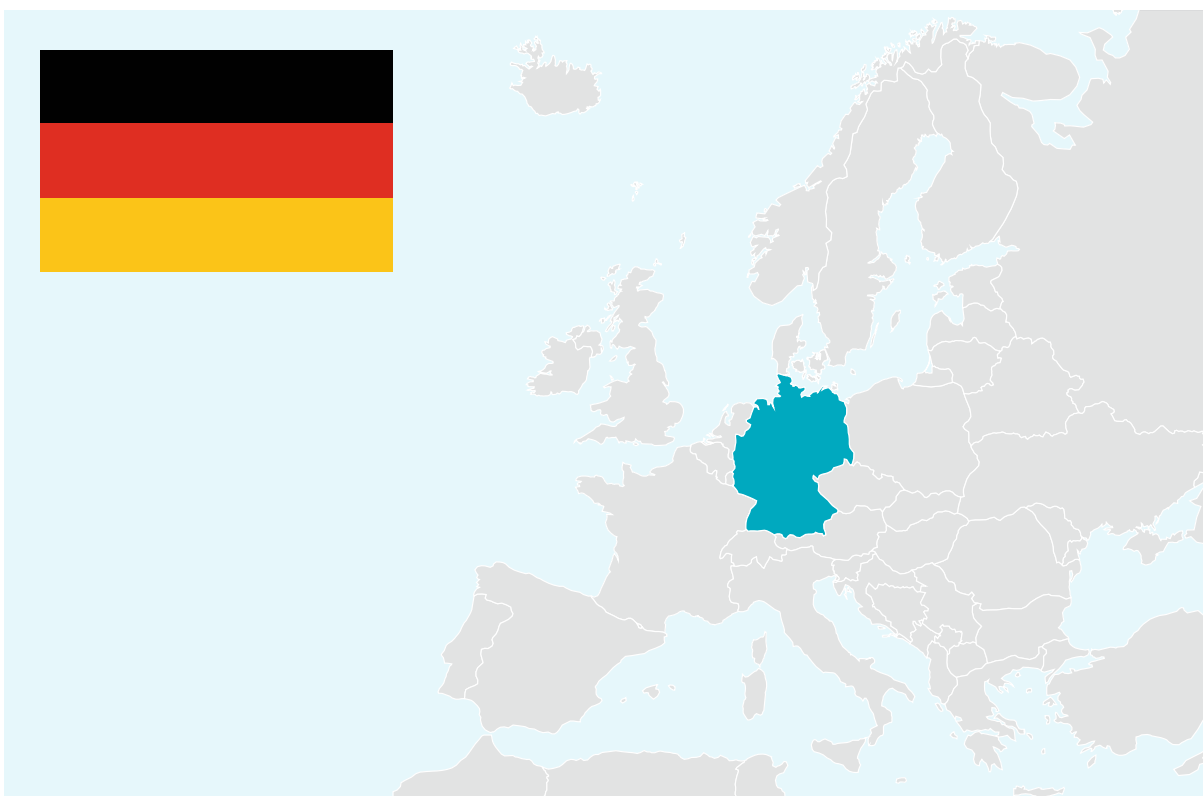
YES

### SCOPE OF POLICY

NATIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

### SOURCE

NOC, OLYMPIASTÜTZPUNKT, DEUTSCHE SPORThILFE



In Germany, there is a comprehensive (national, sports specific, education specific) Dual Career policy, involving Government departments (i.e., Ministry of Interior Affairs), the world of sports, universities/schools, and private companies. This approach is characterized as follows:

- At educational level, the Elite Schulen des Sports represent a form of cooperation between schools and organised sports (clubs and associations) designed to provide the best possible athletic and academic support to young athletes along with social support, usually offered at part- or full-time boarding schools. Similarly, also the 'top level sport partner schools' (Partnerhochschulen des Leistungssports) allow athletes to train, attend competitions and fulfil school requirements. The so-called top level sport partner universities pursue a very similar approach, providing adapted schedule and rules for studying and individual counselling to elite athletes;
- The world of sports provide career management services at the Olympic training centers. Furthermore, athletes can use sport facilities for free;
- The German Sport Aid (Sporthilfe) ensures financial support and individual counselling for elite athletes, whereas the Laufbahnberatung der Olympiastützpunkt and the Chamber of commerce facilitate the transition into the labour market.

COMMON PRACTICES	BARRIERS
Career management at the Olympic training centers for individual support and counseling of athletes. Adapted schedule and rules for studying and individual counseling at partner universities of Elite Sports Financial support and individual counseling (German Sport Aid (Sporthilfe)) Support to find scholarships, job, and sponsors (Chamber of commerce on local, regional and national level)	Prevent dropout by supporting the Dual Career on different stages of education

## Quality control system

The policy is not evaluated.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## GREECE

NUMBER OF ELITE ATHLETES

—

NUMBER OF STUDENTS

—

DUAL CAREER POLICY (Y/N)?

YES

SCOPE OF POLICY

NATIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

SOURCE

MINISTRY OF SPORTS





In Greece, there is a comprehensive (national, sports specific, education specific) Dual Career policy, involving the Ministry of Sports, sport federations and universities/schools. In particular, the Ministry of Sport is active in regulating dual career policies and athletes can benefit of particular admission criteria to the university, justified absences, and geographical mobility to train and study in the same city.

COMMON PRACTICES	BARRIERS
Admission to University Mobility to train and study in the same city Justified absences	Financial support Opportunity for extra exams if there is a competition at the same days of exam

### Quality control system

The policy is not evaluated.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## HUNGARY

### NUMBER OF ELITE ATHLETES

5.000

(ESTIMATED)

### NUMBER OF STUDENTS

UNIVERSITY

**2.000**

(ESTIMATED)

VOCATIONAL

**UNKNOWN**

HIGH SCHOOL

**3.000**

(ESTIMATED)

### DUAL CAREER POLICY (Y/N)

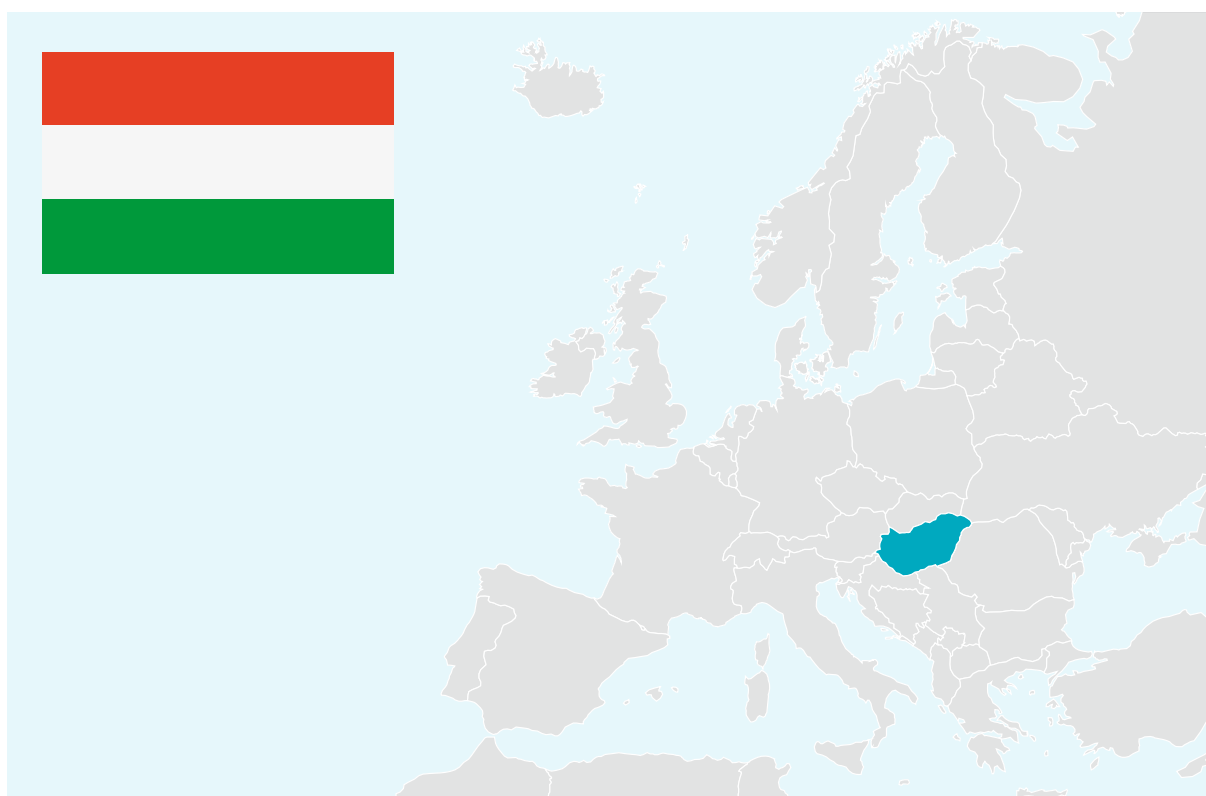
**YES**

### SCOPE OF POLICY

NATIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

### SOURCE:

NOC



In Hungary, there are several programs that support the dual career of athletes.

### HOC "Olympic Pathway Programme"

Bi-lateral agreements initiated by the Hungarian Olympic Committee to involve higher educational institutions in an athlete's dual career. It officially started in 2002. In the interest to establish mutual cooperation, both, the HOC president and the rector at the University sign agreements. Today, a number of 26 establishments, involving all significant Hungarian higher educational institutions, provide sportsmen with specific study arrangements and services. In turn, higher educational institutions receive positive publicity through the general media.

### "Hungarian Sport Stars" Scholarship Program

In 2013 the Hungarian government established this program for athletes of Olympic and Paralympic sports, who are enrolled in higher education and have the potential to win medals in world championships, European championships or the Olympic and Paralympic Games. The athletes should have the support of their respective national sports federation and the HOC to apply. The minister responsible for sport decides who is given the monthly scholarship fee.

### HOC Adecco Programme

Launched in 2005 by the Hungarian Olympic Committee and Adecco, the program has so far supported 20 top level athletes with career building advice and national or international job placement.

COMMON PRACTICES	BARRIERS
	<p>Top-down movement has slow reaction in response to needs of athletes</p> <p>Lack of activity from athletes</p> <p>DC is not included in the short- and long-term plans of sport clubs and sports federations</p> <p>The HOC „Olympic Pathway Programme” is for the best. The DC program is not for all levels of athletes</p> <p>Relatively poor publicity for the programs, no branding, no marketing for general audience</p> <p>Lack of innovation in administration (more statistics could be done, studies written and published)</p>

### Quality control system

There is no systematic quality assurance system in place. However the both the general education and higher education quality assurance system ensure the transparent and documented way of providing the elite athletes as student of primary, secondary and tertiary education all the special benefits and flexibility that is necessary for matching the

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daily sport practice and schooling. For example in higher education by signing an agreement by the rector of the university and the president of the Hungarian Olympic Committee, the internal regulations are changed accordingly, making it safe for all actors, and most importantly: the special treatment of high-level athletes is transparent and documented. The Hungarian Government annually reports the number of serviced athletes in all dual career programmes in Hungary through the appropriate professional organisation.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## IRELAND

### NUMBER OF ELITE ATHLETES

APPROXIMATIVELY

80

ATHLETES FUNDED BY THE IRISH SPORTS COUNCIL DIRECTLY

APPROXIMATIVELY

250

ATHLETES FROM DEVELOPMENT TO ELITE AND INCLUDING TEAM BASED SPORTS

### NUMBER OF STUDENTS

-

### DUAL CAREER POLICY (Y/N)?

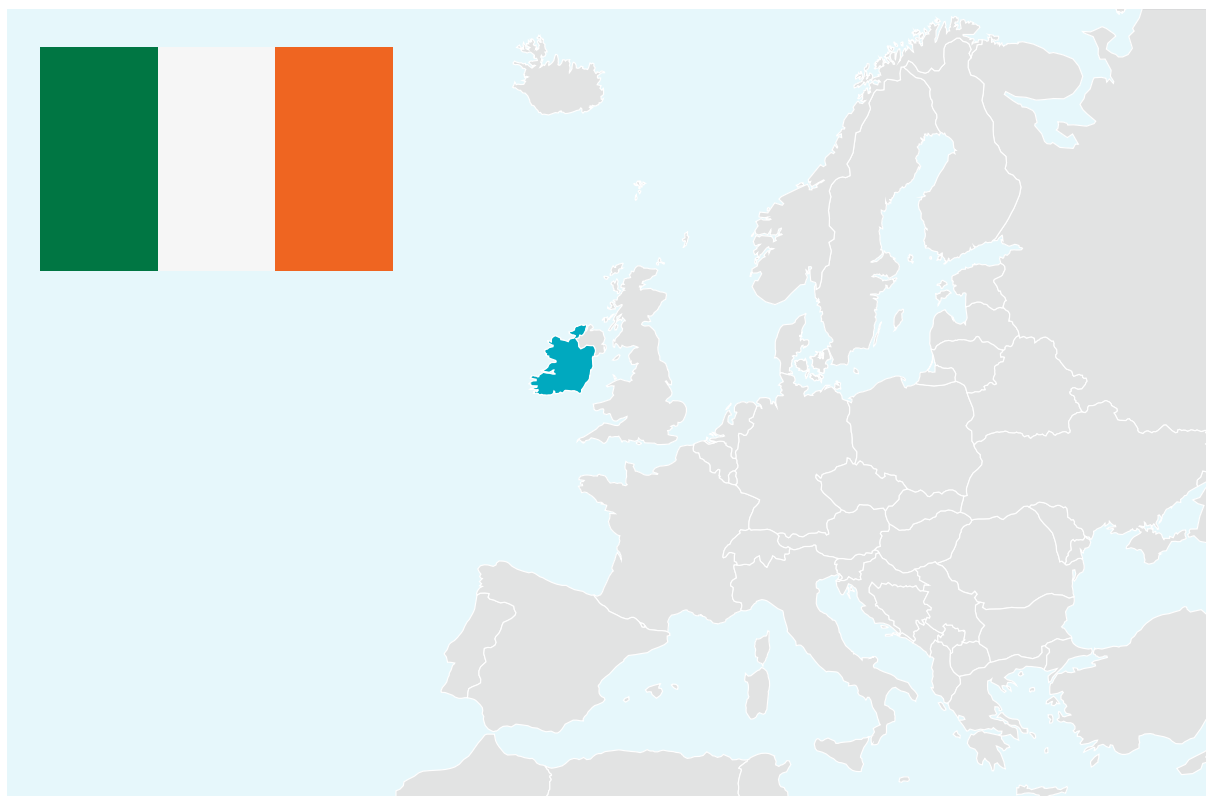
NO

### SCOPE OF POLICY

-

### SOURCE

IRISH INSTITUTE OF SPORT



In Ireland, there is no Dual Career policy in existence and there is no formal government support of education and elite sport. However, elite athletes receive all performance services from the Institute of sport. One of those services is Life Skills, which offers an advisory service on education and career pathways including:

- Assisting athletes to manage both education and sport and in some case work and sport
- Exploration of learning options – full time, part time, online, blended
- Psychometric testing and career planning
- Job interview preparation
- Company introductions and recruitment company partnering
- Mentoring and support through the transition post sport and into normal life

COMMON PRACTICES	BARRIERS
Life Skills services from the Institute of sport	-

# COUNTRY PROFILE DUAL CAREER SYSTEM

## ITALY

### NUMBER OF ELITE ATHLETES

NATIONAL DATA REPORTED A TOTAL OF

**4,5 MILLIONS**

OF ATHLETES, BUT NO OFFICIAL NUMBER IS PROVIDED FOR ELITE ATHLETES

### NUMBER OF STUDENTS

UNIVERSITY

**1.669.803**

HIGH SCHOOL

**2.500.000**

### DUAL CAREER POLICY (Y/N)?

**NO**

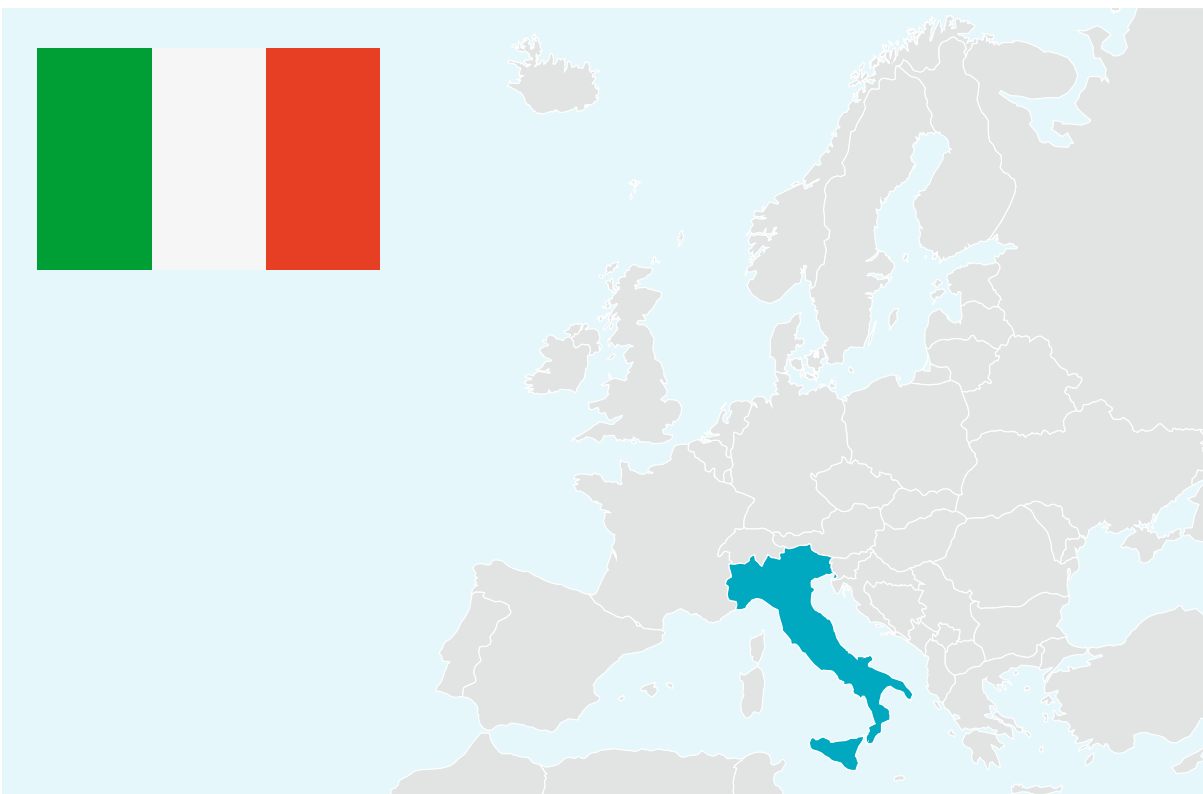
THERE ARE INITIATIVES BUT NONE IS DEVELOPED  
AND MANAGED AT NATIONAL LEVEL

### SCOPE OF POLICY

REGIONAL, LOCAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

### SOURCE

EAS



In Italy, there is a comprehensive (regional, local, sports specific, education specific) approach toward Dual Career. In particular, DC policy in Italy lacks interventions coordinated at national level (ministry of sports + NOC + ministry of education) and is mainly based on agreements and single initiatives between and within sport and educational institutions at local level. Agreements exist between single National Sport Federations and universities, although Dual career programs are in place just in few universities, which are all members of the EAS Network. Furthermore, the Italian sport system strongly relies on military sport organizations supporting mainly athletes in their athletic career. In particular:

- At University level the University of Trento, the University of Rome Foro Italico, the LUISS University, the University of Insubria, the University of Pavia, the University of Foggia, and the University of Ferrara recognize the student-athlete and provide some academic flexibility. At high school levels, sport high schools have been recently established through an agreement between the Italian Ministry of Education and the National Olympic Committee.
- Few sport federations (i.e., Fencing, Rowing, Triathlon, Track and Field) established agreements with some universities to support their student-athletes;
- The Adecco supports former athletes to enter the labour market through the Athlete Career Programme.
- The Italian Military System provides the opportunity to combine elite sport with a military career. In this framework, elite athletes competing at International and national levels (mainly involved in individual sports) apply to an Italian Army through a public competition. The Italian Army provides the military athletes a salary corresponding to their army rank. At the end of the sport career athletes may decide to pursue a regular military career.

COMMON PRACTICES	BARRIERS
Agreements between single National Sport Federations and Educational Bodies (high schools/Universities). Agreements between the National Olympic Committee/National Sport Federations and the Italian Army. Elite athletes enrolled in the Italian Army can combine sport and work.	Lack of: cooperation between sport and education bodies, recognition of the student athletes status, flexible educational paths for student athletes, recognition of sport as a means of informal education, financial support for dual career paths.

## Quality control system

There is no policy control.



# COUNTRY PROFILE DUAL CAREER SYSTEM

## LATVIA

### NUMBER OF ELITE ATHLETES

—

### NUMBER OF STUDENTS

—

### DUAL CAREER POLICY (Y/N)?

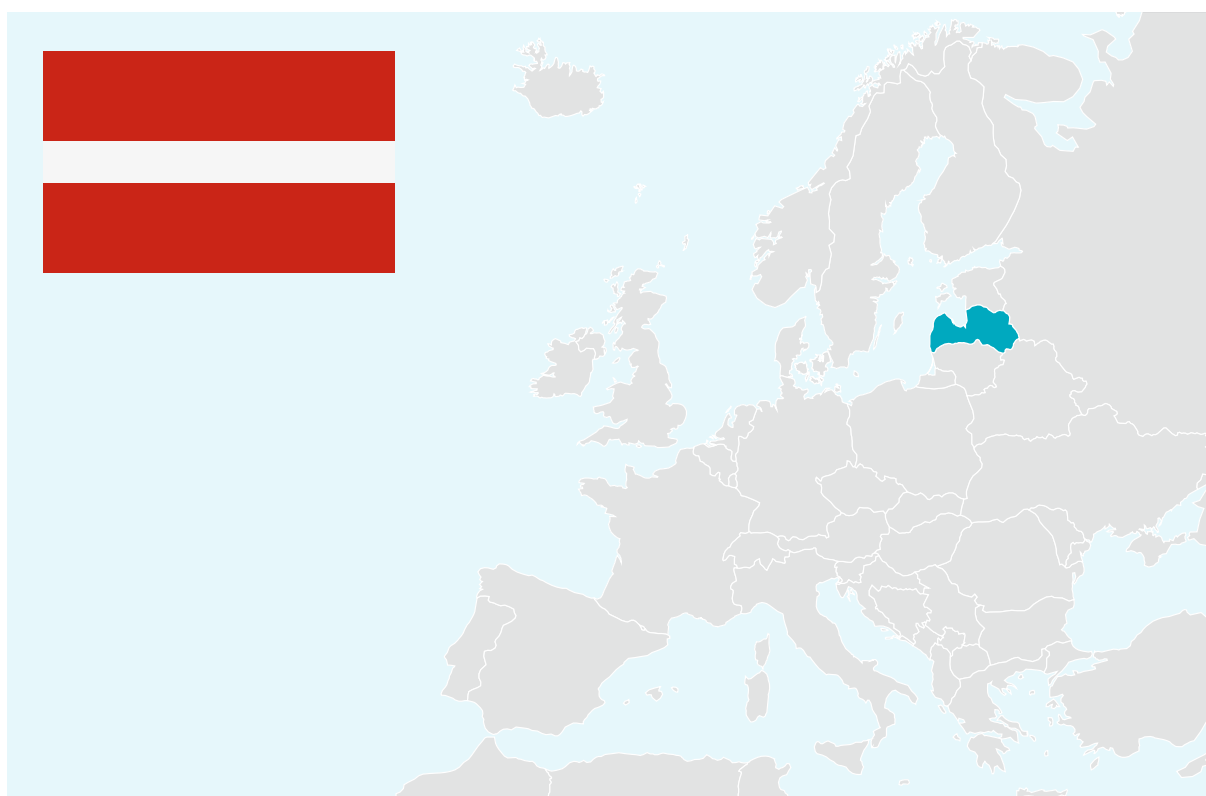
**YES**

### SCOPE OF POLICY

NATIONAL, EDUCATION SPECIFIC

### SOURCE

UNIVERSITY OF LATVIA, LATVIAN UNIVERSITY SPORTS FEDERATION,  
LATVIAN ACADEMY OF SPORT EDUCATION



In Latvia, there is a national and education specific Dual Career policy. This approach is characterized as follows:

- Cross-sectoral, inter-ministerial approach at national level: in Latvia, sports are in the administrative field of the Ministry of Education and Science;
- Sport organisations (sport academies and high-performance training centres; coaches and other members of performance teams; supporting services): the Dual Career issue is acknowledged at the organisational level but there are no special programmes yet. There is mainly good understanding and supportive attitude towards Dual Career at the coaches and staff level;
- Education (school education; vocational education and training; higher education; distance learning): Latvia has one state-supported special sports school named Murjāņi Sports Gymnasium, which provides young sportsmen with the opportunity to combine high-level training with obtaining secondary education. Across Latvia there are 67 vocational training institutions providing the opportunity to combine sports and vocational training. There are also several special sport classes in schools. The co-operation with universities depends on the university and faculty concerned. The higher education institutions are mostly sports friendly but there are also exceptions;
- Employment (combination of work and sport; transition to the post-sport career; social dialogue): there are no special policies and programmes in this field;
- Health (psychological assistance; medical support; prevention programmes). There are no special policies and programmes in this field;
- Financial incentives for athletes (scholarships; other financial support; social security, health protection and pension plans): The Latvian Sports Federation's Council has a special funding programme to support top sportsmen's vocational and higher education.

COMMON PRACTICES	BARRIERS
Scholarships, discounts on tuition fees at universities, flexible academic curriculum	-

## Quality control system

The policy is not evaluated.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## LUXEMBOURG

NUMBER OF ELITE ATHLETES

450

NUMBER OF STUDENTS

UNIVERSITY

6000

VOCATIONAL

4000

HIGH SCHOOL

36000

DUAL CAREER POLICY (Y/N)?

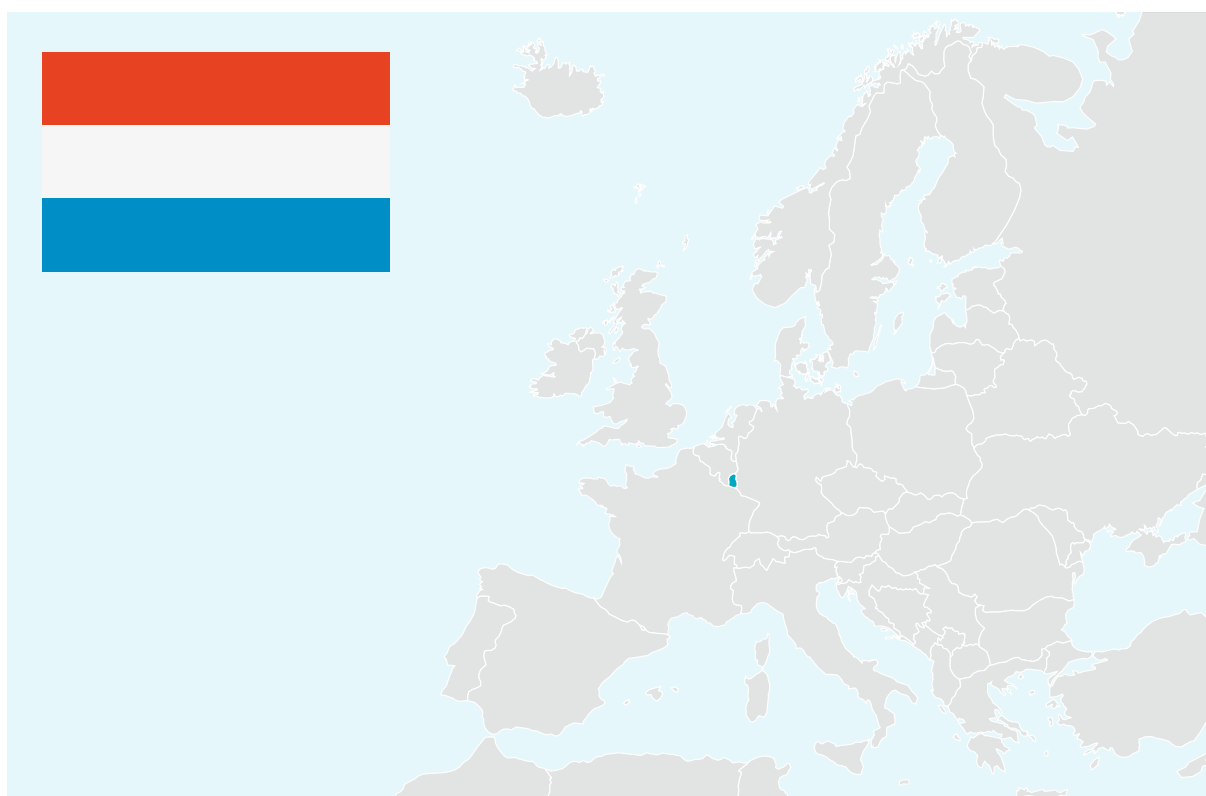
YES

SCOPE OF POLICY

NATIONAL

SOURCE

SPORTLYCÉE



In Luxembourg, there is a national Dual Career policy involving both the Ministry of Sport and the Ministry of Education. Nevertheless, dual career services are provide only at one secondary school level (Sportlycée).

COMMON PRACTICES	BARRIERS
Sport school is free of charge, transport system between all the training facilities and the school, special arrangements in the school program for athletes, free medical and paramedical support, mental coach	Only one special sport school to combine secondary school and sport; No special dual career organization; No specific dual career programs for postsecondary studies or to combine work and sports or to get athletes to business after their career

### Quality control system

The policy is not evaluated.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## MALTA

NUMBER OF ELITE ATHLETES

—

NUMBER OF STUDENTS

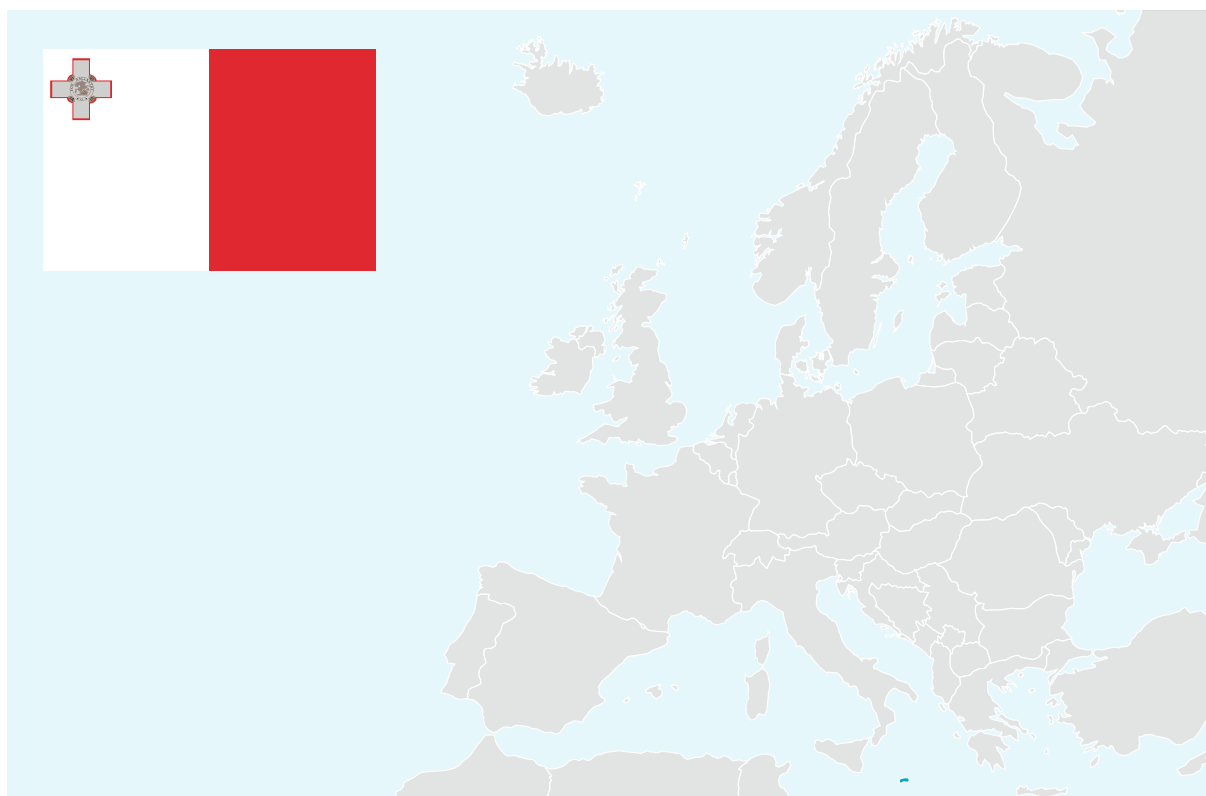
—

DUAL CAREER POLICY (Y/N)?

—

SCOPE OF POLICY

—



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No information is available on Malta. At present, Malta is involved in a European funded project known as ESTPORT “European Sports Tutorship model for the dual career of athletes”, that will be developed over the course of thirty months with a budget of 390,000 euros. It will enable the insight and experience gained by the Catholic University of Murcia to be transmitted to representatives of five other universities: Panepistimio Thessalias (Greece), Università ta Malta (Malta), Università degli Studi di Roma Foro Italico (Italy), Leeds Trinity University and EuroPartnership Foundation Limited (UK). One of the key points of the project is to implement and transfer the mentoring program for athletes, known as “Sport Tutorship”.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## NETHERLANDS

NUMBER OF ELITE ATHLETES

7000

NUMBER OF STUDENTS

UNIVERSITY

634.000

VOCATIONAL

1.000.000

HIGH SCHOOL

500.000

DUAL CAREER POLICY (Y/N)?

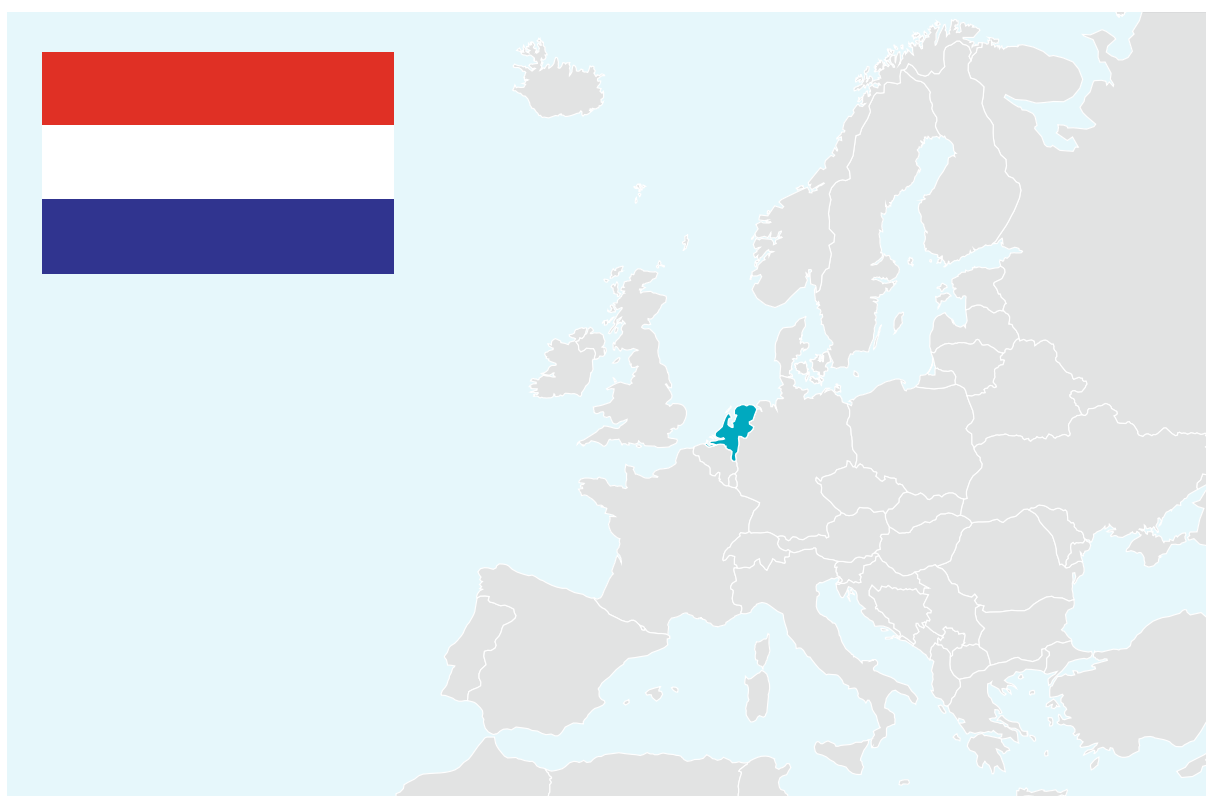
YES

SCOPE OF POLICY

NATIONAL

SOURCE

NOC



Dual career policy in the Netherlands is organized both at national and regional levels, involving the world of sports (National Olympic Committee and sport federations) and education (regular universities/schools and Talent schools for youth athletes) and government departments. They are recognizing the “athlete” status and allocating special funding for dual career. In general, schools near the training field and special classes and curriculum are provided. Furthermore, the Randstad help the athletes in the transition to the labour market.

In the Netherlands, Dual Career is embedded in the sports system in different ways. On one hand through the elite sports infrastructure. On national level, 4 centres for elite sports and education (CTO) and 4 national training centres (NTC) provide fulltime elite sports programs containing social studies from the age of 16. These CTOs and NTCs have arrangements and partnerships with educational institutions to enable dual career at each educational level. Within the centres staff like life style coaching and educational tutors are active. Coaching towards and within labour is done in collaboration with Randstad.

At regional level Regional Elite sports Organizations maintain contacts with the educational institutions in their specific region. They mediate, if necessary, between elite athletes and educational institutions.

Additionally, there is a lot happening within the educational institutions at different educational levels:

### **Secondary School**

On an elite sports talentschool education can be followed with an adjusted programme. 30 elite sports talentschools enable the combination of studying while doing elite sports in secondary education. These schools take into account the sport ambitions of the students by offering different educational facilities, namely:

- A flexible educational program, that provide opportunities for training and competitions.
- (partly) dispensation for specific courses
- Postponement or reduction in homework
- Facilities to compensate delays, caused by absence related to sport training or competitions
- Postponement or modification of tests and school examinations.
- Coaching from a special LOOT-coach
- Spread exams over two school years.

These facilities are available especially for elite athletes with a A, B or HP-status for international talents, national talents and promises. This has been captured by the ministry of education, culture and science in national policy. The elite sports talentschool are united in a foundation called *Landelijk Overleg Onderwijs en Topsport (LOOT)*. This foundation determines for example the applications of candidate elite sports talent schools.

### **Vocational education**

In the vocational education it is legally established that schools can participate in the combination of elite sports and education. The most important arrangement is that



schools may deviate from the legally established amount of educational hours, if the school can prove the quality of the certificate is guaranteed.

There are 37 vocational education schools in the Netherlands that offer elite sports friendly education. For the target group of elite athletes no standard arrangements are set, because each sport had its own specific training intensity and each study has its own program. All these 37 institutions have a elite sports coordinator that set arrangements with the elite athlete(s) about the combination of elite sports and study.

### **FLOT**

At the end of 2013 10 universities and 15 universities of applied sciences together with the national Olympic committee (NOC\*NSF) have agreed upon the improvement of education and career perspective of elite athletes. The arrangements are integrated in the *Actieplan FLOT (Flexibel Onderwijs en Topsport)*. More specifically, they are focusing on two phases: "talent and student" and "elite athlete and student." In this framework, for secondary education Talent Schools for youth athletes (aged 12-18 yrs) are present.

With the FLOT document agreements are made on the organization of education around elite athletes, who needs extra time next to their study to prepare for participating in big international sports events. The actionplan has 3 objectives:

1. Competence targeted study choice: it is important that an elite athlete can do a study in the direction that fits his or her interests and competences. Free choice of study and attention for elite sports competences will prevent failure and big delays, and additionally will stimulate the sport performances.
2. Flexible education: an elite athlete should be able to follow flexible education, within reasonable borders. Doing this the elite athletes is enabled to do their training and competitions in- and outside their country in combination with study and exams.
3. Financial feasibility: From a financial perspective an elite athlete should be enabled to perform his/her sport at the highest lever, without disproportional extra costs for sports or study.

Within these objectives the undersigned of the action plan make arrangement on what they are together going to implement within their own organization. Additionally they establish a structure wherein anchoring can take place in synergy with elite sports and education.

COMMON PRACTICES	BARRIERS
At the institutions where the whole educational pathway is organized around the athletes and where elite athletes have an official status and are thus recognized as a special group who can effectively use special funding.	To create a national responsibility for Dual Career

# COUNTRY PROFILE DUAL CAREER SYSTEM

## PORTUGAL

### NUMBER OF ELITE ATHLETES

**589**

(SEPTEMBER 2015)

### NUMBER OF STUDENTS

**2.139.977**

(2013)

### VOCATIONAL

**UNKNOWN**

### HIGH SCHOOL

**371.000**

(2013)

### DUAL CAREER POLICY (Y/N)

**YES**

### SCOPE OF POLICY

NATIONAL

### SOURCE

NOC, PORTUGUESE INSTITUTE FOR SPORT AND YOUTH



In Portugal, there is a national Dual Career policy involving government departments, National Sport Federations and the National Olympic Committee to help the elite athletes to combine the sport training and competition demands and their academic activities or professional demands. This policy is under the control of the Portuguese Institute for Sport and Youth and allows some benefits in the school activities. In particular, tutoring measures at school for training and competitions and educational benefits (absence and extra support with tutor (in several educational institutions), awards for excellence (in some higher education institutions), absence from classes in case of official competitions or special training periods) are in place. Furthermore, the National Olympic Committee with National Lottery offer a financial support for all Olympic athletes related to their academic success. Finally, there are some governmental support to facilitate the transition into the labour market. Portuguese Olympic Committee have also some programmes related with ACP programme from IOC/ADECCO.

COMMON PRACTICES	BARRIERS
<p>The athletes have the chance to:          choose the class schedules that better suits their training demanding's;          follow an alternative schedule for the examinations;          ask for supplementary classes to be better contextualized with the contents.          National Teams are training and studying at same location in some sports</p>	<p>The level of policy implementation;          Lack of monitoring of the system;</p>

# COUNTRY PROFILE DUAL CAREER SYSTEM

## SLOVAKIA

### NUMBER OF ELITE ATHLETES

—

### NUMBER OF STUDENTS

—

### DUAL CAREER POLICY (Y/N)?

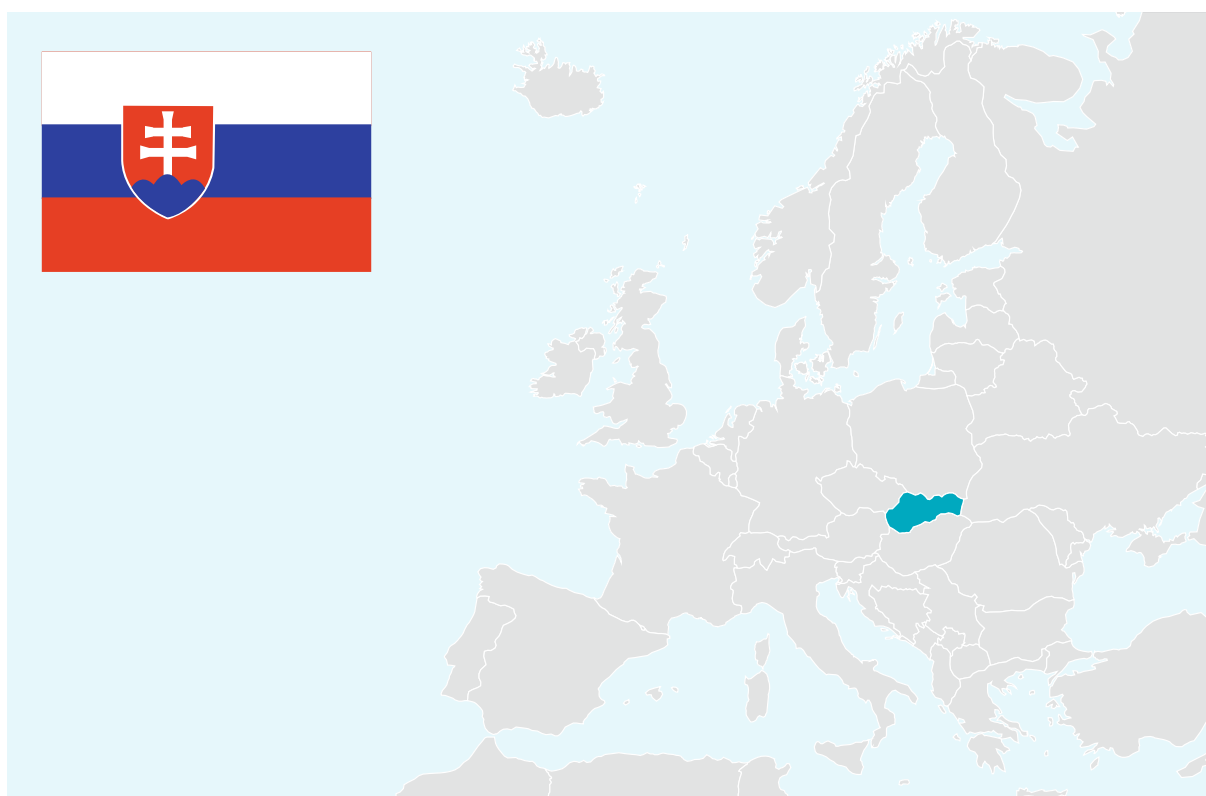
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### SCOPE OF POLICY

—

### SOURCE

SLOVAKIAN MINISTRY OF EDUCATION, SCIENCE, RESEARCH AND SPORT



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In Slovakia, the Ministry of Education, Science, Research and Sport of the Slovak Republic finances elite athletes and talented athletes and physical activities of youth.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## SLOVENIA

### NUMBER OF ELITE ATHLETES

5588

### NUMBER OF STUDENTS

	University	Vocational	High school
	5000	2070	242
			2688

### DUAL CAREER POLICY (Y/N)?

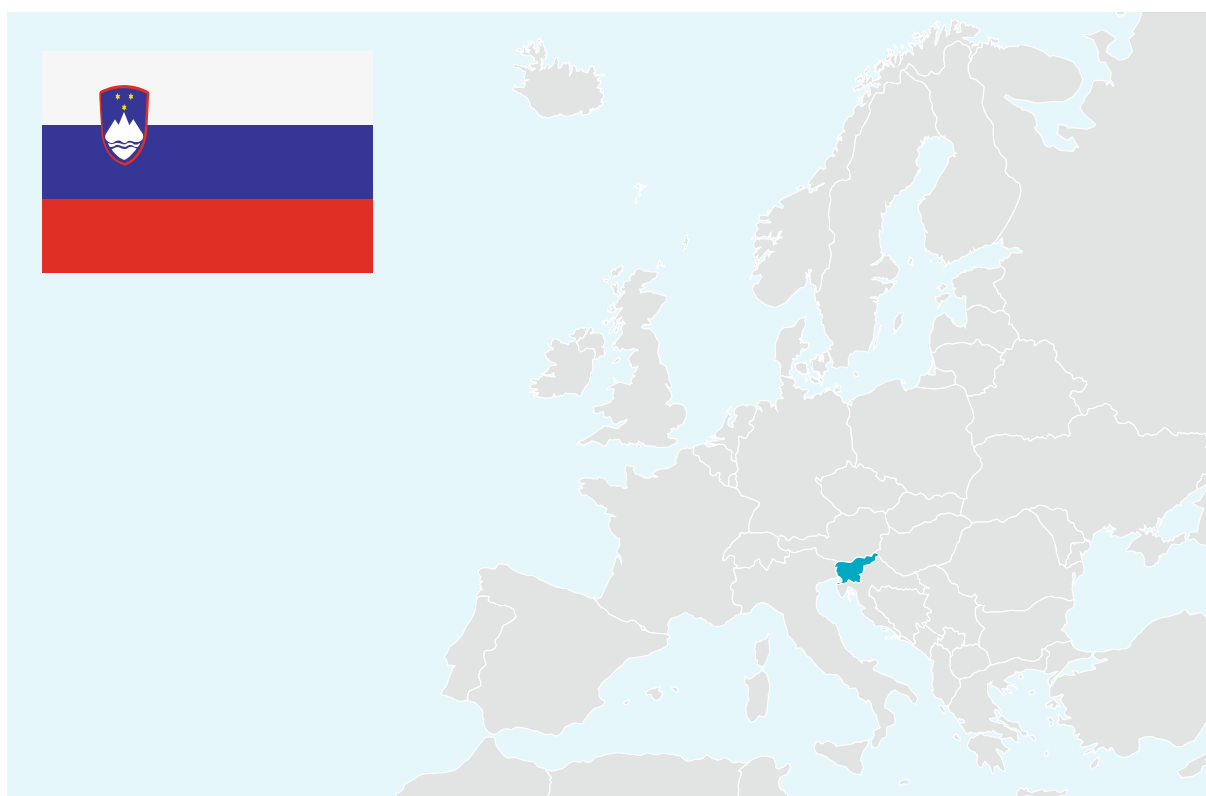
YES

### SCOPE OF POLICY

NATIONAL

### SOURCE

NOC



In Slovenia, there is a national Dual Career policy, involving the Ministry of Education, Science and Sport, sport bodies and educational institutions.

The National Olympic Committee implemented a project of distance learning for students of some secondary schools in Slovenia since 2002. Currently, the e-learning project includes three high schools.

Regarding educational institutions, application of dual career arrangements are not centralized, but offered by individual schools. In high schools, individual adjustment of learning commitments are formally defined for athletes recognized to have the status of student athlete. In particular, to obtain this status elite athletes must submit an application accompanied by a certificate of membership in a sports club, sports achievements and objectives, a national inter-professional association's certificate of categorization and achievements in competitions, and a certificate of the status of an elite athlete and categorization obtained by the National Olympic Committee. Additionally, in some secondary schools so called sports classes are offered to athletes which offer many forms of coordination of teaching obligations and sports career: a smaller number of students in the class, support of teaching and sports coordinator in coordinating commitments, individual assistance, personalized teaching methods and forms of learning, foreseen assessment, schedule adjustment, adjustment of some content to the needs of sports training - part of the training at school, the possibility of increased absence from classes, conditional advancement, exams by the end of the school year, an extension of student status for two years, the possibility of multiple attending the same year, the possibility of entry in the maturity preparation course, option to stay in students hostel or at home and individual education assistance in his/her spare time in the sports classes of hostel type. 1,521 students from all Slovenian 74,907 high school students (2%) attended sports classes in last school year.

Many universities provide adjustments of academic and sports obligations depending on informal or individual negotiations with each student athlete.

Promising young athletes who achieve exceptional results already in the youth category have a possibility to get a scholarship (currently 163 young athletes).

An important measure of dual career is also employment of top athletes and top coaches in the state administration bodies.

COMMON PRACTICES	BARRIERS
Lessons in sports departments Adjustments of school obligations (the possibility of arranged oral examination, longer absence, knowledge testing and assessment by exams). Contracts with young elite athletes on the coordination of school work and sporting commitments Sport classes in high schools Employment of top athletes and top coaches in the state administration bodies	Lack of monitoring

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## Quality control system

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Not applicable, but the number of athletes that studies, the sporting achievements, and the academic achievements are considered. However, in the near future a system of monitoring making use of indicators is planned.



# COUNTRY PROFILE DUAL CAREER SYSTEM

## SPAIN

### NUMBER OF ELITE ATHLETES

10.000

HIGH PERFORMANCE (DAR)

3.893

ELITE ATHLETES WITH  
ACHIEVEMENT (DAN).

741

ATHLETES COVERED  
BY PROAD

### NUMBER OF STUDENTS

UNIVERSITY

1.361.340

VOCATIONAL

748.588

COMPULSORY

SECONDARY EDUCATION

1.840.071

HIGH SCHOOL

690.228

### SCOPE OF POLICY

NATIONAL

### SOURCE

PROAD & CAR



In Spain there is a dual career policy with a national scope, where national and regional governments are responsible and coordinate with schools and universities to implement and maintain dual career policies. On a national level, the Spanish High Sports Council is the body that administers sports policy and has the most developed policy regarding athletes' dual careers. Regional governments administer sports policies aimed at their regions, which include measures to facilitate dual careers such as counselling and guidance. Evaluation of this policy is based on the number of participating athletes and their academic achievements.

Athletes are recognised as either elite (DAN) or high performance (DAR) established by a Royal Decree. Recognition depends on achieving specific sports performances as set out in regulations specified for each sport, is valid until five years after having achieved said performance and renewed each time the athlete performs another achievement. These athletes receive a number of benefits. In terms of education, elite and high-performance athletes have a quota of places reserved, providing them access to varying educational levels. Certain Spanish Universities offer programmes including measures aimed at making the continuation of studies at University both easier and more flexible. Being categorised as DAN counts as merit points in the selection process assessment for the Spanish National Police, Civil Guard, Army, Airforce and Navy or for civil service in positions related to sporting activity.

Primary dual career service and coordination agency is the PROAD, an elite athletes assistance programme established by the Spanish High Sports Council. The objective of PROAD is the socio-occupational integration of Elite Spanish athletes through the counselling and support of personal tutor-counsellors, specialised in education, training and employment. These tutors are meant to activate the transferral of skills acquired in sport into the business world, provide occupational intermediation and promote ongoing education and training during and after the athletes' careers. As such, the programme accompanies athletes throughout their entire elite sports careers and, once these have finished, meets their educational and occupational needs. PROAD has multi-disciplinary teams at its disposal, working jointly from a social perspective. Among the DAN athletes represented by PROAD are athletes with disabilities, athletes in the process of retirement and minors for which it provides specific tailored programmes. Also, efforts are made at PROAD to promote dual careers of athletes located abroad, contacting other educational centres and employers in their destination countries. PROAD maintains a partner network of over 9.000 organisations from diverse fields such as education, sports, employment and public management. Through this it positions athletes as good professionals through its programme of providing work experience in general and providing specific placements for individual athletes.

Furthermore, Spain has High-Performance Centres (CARS) and Technical Sports Centres spread across the country, which include educational facilities for medium-level studies of any athletes at these centres holding a scholarship. PROAD provides a specific programme for the protection of minors that operates primarily from the High-Performance Centres and provides training, medical services, psychological services and involves the family. In Catalonia for instance, the CAR provides Athletic Care Service (SAE), a free service to support the preparation of the athlete on their sporting, academic and/or professional career.

COMMON PRACTICES	BARRIERS
Academic and professional guidance Tailored approach to individuals with recognition of phases (a specific minor or retirement programme) Job seeking opportunities support	Effective legislation in education and labour market

## Quality control system

Evaluation of this policy is based on the number of participating athletes and their academic achievements.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## SWEDEN

### NUMBER OF ELITE ATHLETES

—

### NUMBER OF STUDENTS

—

### DUAL CAREER POLICY (Y/N)?

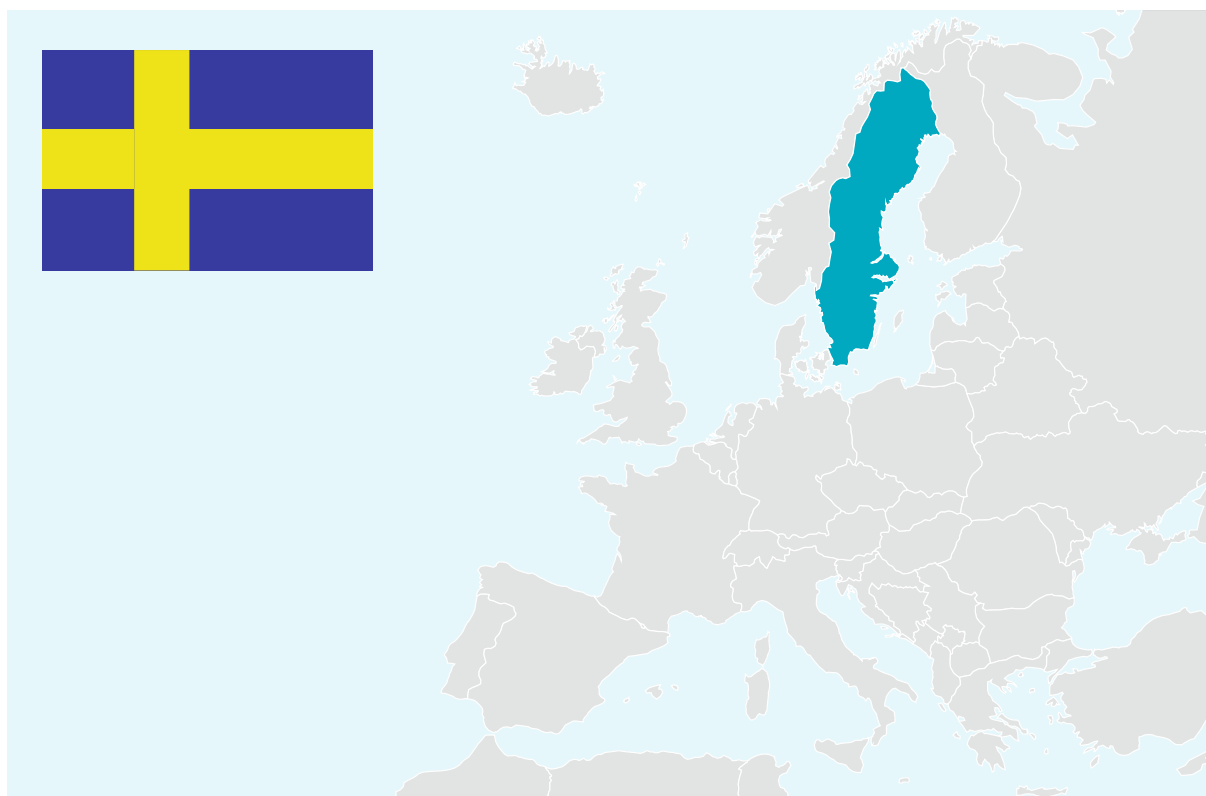
YES

### SCOPE OF POLICY

NATIONAL, SPORTS SPECIFIC

### SOURCE

SISU, SWEDISH SPORTS CONFEDERATIONS



In Sweden, there is a comprehensive national and sports specific Dual Career policy. In particular, the Swedish Sports Confederation established national elite sport schools (RIGs) where talented adolescent athletes of about 16-18 years old could practice sport, go to school, and live on campus. Since the 1970s when the first RIGs were established, the Swedish RIG-system has expanded and was complemented by a number of regional and local certified sport schools that are closer to the athletes' homes and allow them to live with their families and stay in their sport teams/clubs. Currently, the RIG-system consists of 51 RIGs across the country with some RIGs being specific to one sport and others covering several sport disciplines. The RIG-system is a main avenue for athletes to reach the Swedish national/Olympic teams. All RIGs also provide educational programs allowing the students to proceed to the university level after graduation. Therefore, the RIG-system can be defined as a network of dual career programs facilitating adolescent Swedish athletes' combination of sport and studies.

University student-athletes may have flexible studies' regimen adjusted to their sport schedule. Elite athletes also have a possibility to receive financial support from the National Olympic Committee for combining higher education and sport.

Regarding post athletic career, There is no special national programme that provides support to retired athletes. Some recruitment agencies help elite athletes to find flexible employment. The National Olympic Committee has one career adviser who helps the retired Olympic athletes in searching for a job. Some big sport clubs "advertise" their retiring athletes at the job market. Swedish companies tend to hold employees with high education grades; thus, education is of great importance for the elite athletes who want to succeed in securing employment after sports career. Opportunities to get paid jobs in sport are very limited because one of the basic principles of the Swedish sport system is volunteer coaching/administration throughout children/youth sports.

COMMON PRACTICES	BARRIERS
National elite sport schools (RIGs) Flexible academic path Financial support	-

## Quality control system

The policy is not evaluated.

# COUNTRY PROFILE DUAL CAREER SYSTEM

## UNITED KINGDOM

### NUMBER OF ELITE ATHLETES

**2000**

PERFORMANCE  
(OLYMPIC/PARA)- UK

**400**

PLUS TOP TALENT  
(ALL SPORTS) –  
ENGLAND TASS

**100**

PLUS TOP TALENT  
(ALL SPORTS) –  
SCOTLAND WINNING

**6000**

TALENT (APPROX) –  
UK (2000 ON AASE)

### NUMBER OF STUDENTS

APPROX

**90-95%**

OF TALENTED ATHLETES ARE ALSO STUDENTS

### DUAL CAREER POLICY (Y/N)?

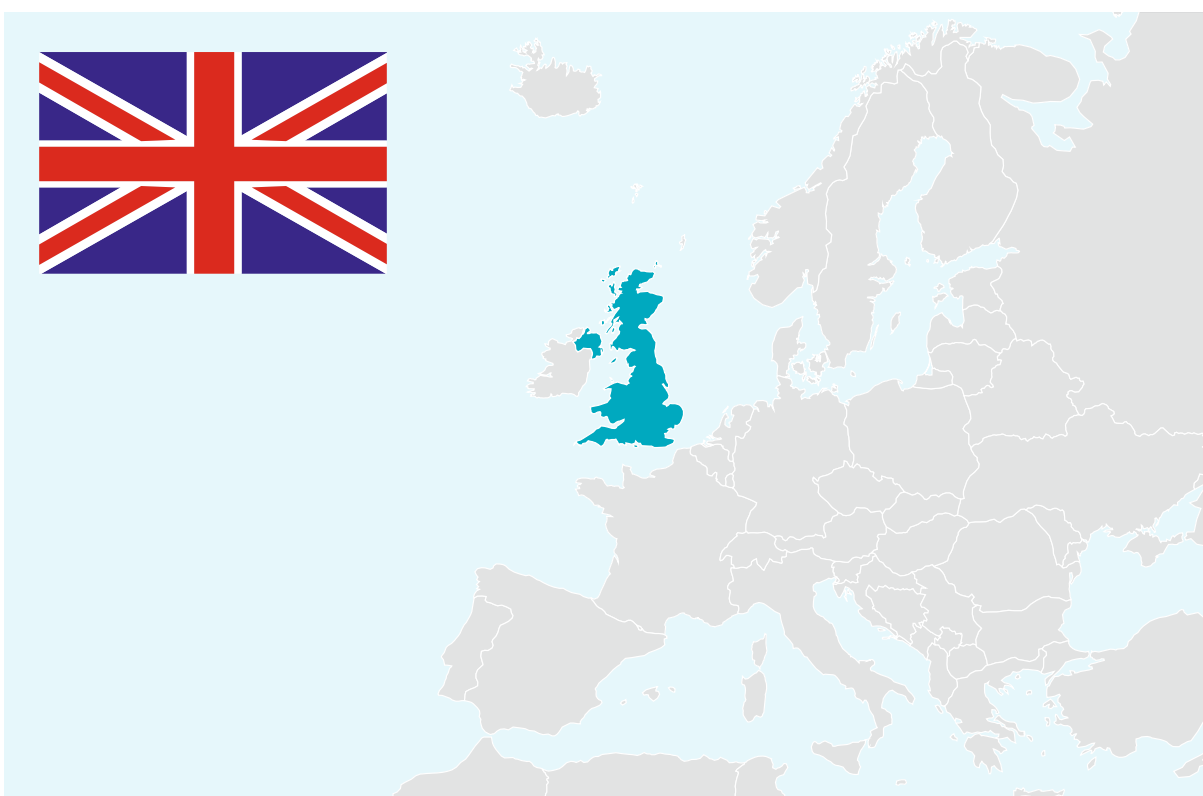
**YES**

### SCOPE OF POLICY

SPORTS SPECIFIC, EDUCATION SPECIFIC

### SOURCE

TASS



In United Kingdom, there is a comprehensive sports specific and education specific Dual Career policy involving the world of sports, educational institutions, and a specific Dual Career organisation.

- **Talented Athlete Scholarship Scheme (TASS)** (16 year old plus) is the national lead on Dual Career development and advice and supports athletes during their dual career based on their sporting/academic achievements. Sport England TASS is a Government funded programme that represents a unique partnership between talented young athletes, National Governing Bodies of Sport (NGB's) and the Higher (University) and Further (college/school) Education sector. TASS aims to help its athletes to balance academic life with training and competition as a performance athlete. The programme was established in 2003. Since 2004, when the first TASS awards were made, the scheme has invested over £24million into athletes and the supporting network around them, providing up to 6000 awards enabling thousands of talented athletes to fulfil their sporting potential and become medal winners of the future. This type of scholarship is reviewed yearly and athletes can apply for a maximum of three years. In 2015-16 there will be 400 athletes across 30 sports on TASS. In addition, flexible learning policies, support staff, strength & Conditioning facilities, physiotherapy services, lifestyle and psychological support are provided.
- **Winning Students** (18 years old plus) closely mirrors the TASS programme and is supported by Sports Scotland
- **English Institute of Sport** provides Performance Lifestyle support for performance level athletes, which can include some support for education, however there principle area of activity is supporting athletes in planning for retirement.
- **Advanced Level Apprenticeship in Sporting Excellence** (16 to 18 years old) allows/supports an athlete to use there experiance and knowledge gained training to achieve recognise qualifications along side more formal education.
- **University and other Education Institutions Scholarships** on a ad-hoc bases a number of institutions offer 'scholarships' to individual athletes. This support can range for service provision, financial support, fee wavers, reduced entry requirements etc. Each is specific to the institutions and is normally conditional on the athlete representing the institution in competitions.

COMMON PRACTICES	BARRIERS
Grant towards competition expenses/travel/sport equipment Geographical spread of dual career support so do not need to travel far Flexible learning policies and support staff Services (Strength & Conditioning, physiotherapy, lifestyle support, psychology support)	-

## Quality control system

The policy is evaluated based on the number of athletes that studies and their sporting achievements.

## ANNEX II: SEMI-STRUCTURED SURVEY

### EU / Dual Career POLICY in Europe

Welcome to our study on Dual Career policy in the European Union Member States, done on behalf of the European Commission, DG-EAC. Aim of this study is to develop an inventory of dual career policies, programmes and initiatives in all 28 EU member states.

*An Elite athlete* is considered to be any athlete selected to represent their country in their chosen sport at either senior or junior international level.

*Dual career* is a comprehensive term that refers to periods with high training and competition volume during which the athlete is also systematically and actively involved in studying and/or working.

*A dual career policy* is aimed at facilitating the combination by athletes of periods with high training and competition volume and a systematic and active involvement in studying.

### QUESTIONNAIRE (± 45 min.)

- 1. Are you familiar with policies, programmes or measures that facilitate the combination of elite sports and studies?**
  - Yes → proceed to question 2
  - No → proceed to question 27
- 2. Do you know of any other organisation or person in your country that is involved in national dual career policies?**
  - Yes → proceed to question 3
  - No → proceed to question 4
- 3. Please provide us with the name, email address and telephone number of the appropriate person(s) or organisation(s), so we can present this questionnaire to them.**
  - Contact 1
    - Name organisation:
    - Name Contact person:
    - Email address:
    - Telephone number:
  - Contact 2 (optional)
    - Name organisation:
    - Name Contact person:
    - Email address:
    - Telephone number:
  - Extra: (text field)
- 4. Is there a policy or initiative on 'Dual Career' in your country?**
  - Yes, I know one policy or programme → proceed to question 6
  - Yes, there are more → proceed to question 6



- 
- No → proceed to question 5
  - Don't know → proceed to question 27
- 5. Why do you think there is no policy or initiative on 'Dual Career' in your country?**
- (text field) → proceed to question 27
- 6. Are the policy documents in the field of 'Dual Career' available in your country?**
- Yes, → proceed to question 7
  - No → proceed to question 8
  - Don't know → proceed to question 8
- 7. Where can one find these policy documents? (multiple answers possible)**
- Internet: (open text field) → proceed to question 8
  - Other namely, (open text field) → proceed to question 8
  - Don't know → proceed to question 8
- 8. What are the core elements of the policy or initiative in your country?**
- (text field)
- 9. What is the scope of Dual Career policy in your country?**
- National
  - Regional
  - Local
  - Sports specific
  - Education specific
- 10. Which domain is responsible for any 'Dual Career' policy in your country?**  
(multiple answers possible)
- The world of sports
  - Education
  - Private company
  - Government departments
  - A specific Dual Career organisation
  - Other, namely
- 11. Which organisations regulate the combination of elite sports and studies?**  
(multiple answers possible)
- Government departments
  - Universities/schools
  - NOC
  - Sport federations
  - Dual Career organisation
  - Labour Market
  - Other....
- **Which stage of the sports career has facilities to combine sports and studies? (Please name these Dual Career initiatives) → description 100 w. + column including source)(multiple answers possible)**
  - Talent stage, namely...

- Elite sports stage, namely...
- Former elite sports stage, namely...
- Other, namely...
- Don't know

**12. Which public government is active in any Dual Career policy (Please name the (different) types of Dual Career initiatives? →description 100 w. + column including source) (multiple answers possible)**

- European, namely...
- National, namely....
- Regional, namely....
- Local, namely...
- Other, namely...
- Don't know

**13. Which specific Dual Career organization(s) are active in your country? (Please name the (different) types of Dual Career initiatives) →description 100 w. + column including source)**

- Text field

**14. Which labour organization(s) does the Dual Career policy apply to? (Please name the (different) types of this Dual Career initiatives)→description 100 w. + column including source)**

- Text field

**15. How is the success of the Dual Career initiatives evaluated? (multiple answers possible)**

- The policy is not evaluated
- On the basis of the number of athletes that studies
- On the basis of sporting achievements
- On the basis of academic achievements
- Other, namely...
- Don't know

**16. What practices in the field of Dual Career in your country are most effective?**

- Text field

**17. What type(s) of support is available to elite athletes who combine sport with study in your country, can you name the types and specify the reason why this type of support is offered?→ (description 100 w. + column including source)**

- Financial, namely...
- Logistics, namely...
- Educational facilities, namely...
- Personal coaching, namely...
- Other, namely (open text field)

**18. How many elite athletes are there in your country? (Look at intro for definition elite athletes; If you don't know the exact numbers, could you please give an estimate?)**

- (open text field)
- Don't know

**19. How many students are there in your country? (broken down by education level)**

- University...
- Vocational...
- High school...
- Other education, namely...
- Don't know

**20. How many elite athletes combine sports and studies (Dual Career) in your country?** *(Look at intro for definition elite athletes; if you don't know the exact numbers, could you please give an estimate?)*

- University...
- Vocational...
- High school...
- Other education, namely...
- Don't know

**21. How many elite athletes use the Dual Career support?** *(Look at intro for definition elite athletes)*

- University...
- Vocational...
- High school...
- Other education, namely...
- Don't know

**22. Do you see any possibilities for improving the combination of top sports and study within your country?**

- Yes, → proceed to question 24
- No, → proceed to question 26

**23. In what field do you see a possibility for improvement?**

- Financial, namely...
- Logistics, namely...
- Educational facilities, namely...
- Personal coaching, namely...
- Other, namely (open text field)

**24. How can the EU play a role in realizing these improvements?**

(Open text field)

**Following are several personal questions about your role within the framework of elite sports and studies.**

**25. In which way (through which organisation) are you involved in the field of elite sports and studies?**

- (Open text field)

**26. Which country do you represent?**

- (Drop-down menu of the 28 EU member states)

**27. What is your (job) position?**

- (Open text field)

**28. Do you have any additional remarks about the subjects in this questionnaire?**

- (Open text field)

## ANNEX III: LIST OF CONTACT PERSONS APPROACHED FOR SURVEY

NAME	COUNTRY REPRESENTED
Herbert Wagner	Austria
Wolfgang Stockinger	Austria
Hans-Peter Muckenschnabel	Austria
Kristel Taelman	Belgium/Flanders
Koen de Brandt	Belgium/Flanders
Ellen Schouppe	Belgium/Flanders
Stephane Dehombreux	Belgium/Wallonia
Paul Wylleman	Belgium/Wallonia
Stefka Djobova	Bulgaria
Kresimir Samija	Croatia
Martin Lukavský	Czech Republic
Jana Janotova	Czech Republic
Nikos Kartakoulis	Cyprus
Demetris Araouzos	Cyprus
Ole Keldorf	Denmark
Magnus Wonsyld	Denmark
Rasmus Haagensen	Denmark
Jens Bundgaard	Denmark
Madis Lepajoe	Estonia
Tõnu Seil	Estonia
raivo Puhke	Estonia
Toomas	Estonia
Margus Klaan	Estonia
Ando Pehme	Estonia
Siim Sukles	Estonia
Tõnu Seil	Estonia
Markus Kalmaki	Finland
Heikki Hannola	Finland
Risto Keskitalo	Finland
Janne Vuorinen	Finland
Juuso Toivola	Finland
Veronique Lesseur	France
Christine Rott	France
Stéphanie Authier	France
Eric Srecki	France
Markus Baumgarten	Germany
Jorg Forster	Germany
Sven Baumgarten	Germany
Norbert Stein	Germany
Stefan König	Germany
Torsten Weiden	Germany
Andreas Huelsen	Germany
John Andrianos	Greece
Stavros Kontoni	Greece
Kyriaki Giannakidou	Greece
Tibor Kozsla	Hungary
Romana Caput-Jogunica	Hungary
Biserka Vrbek	Hungary
David McHugh	Ireland
Phil Moore	Ireland
Eoin Rheinisch	Ireland
Michael McGeehin	Ireland
Laura Caranica	Italy
Marco Arpino	Italy
Flavia Guidotti	Italy
Paolo Bouquet	Italy

Ivars kravalis	Latvia
Agita Abele	Latvia
Andra Priedniece	Latvia
Ilvis Abelkans	Latvia
Egils Purins	Latvia
Goda mancuté	Lithuania
Pascal Shaul	Luxembourg
Marc Cutajar	Malta
Cees Vervoorn	Netherlands
Els van Kernebeek	Netherlands
Jolanta Zysko	Poland
Wojciech Cynarski	Poland
Marek Jedrejek	Poland
Bogdan Wenta	Poland
Mario Moreira	Portugal
Antonio Figueiredo	Portugal
Duarte Lopes	Portugal
Irina Tonca	Romania
Dragoş Cosmin-Lucian PREDA	Romania
Dragoş Cosmin-Lucian PREDA	Romania
Adriana Ciorbaru	Romania
Daniel Stoian	Romania
Elena malikova	Slovakia
Mojca Doupona Topic	Slovenia
Andrej Pils	Slovenia
Edvard Kolar	Slovenia
Gregor Jurak	Slovenia
Suzanna Regala	Spain
Guillermo Perez Recio	Spain
Miquel Torregrosa	Spain
Ana Ruth Dominguez	Spain
Kent Lindahl	Sweden
Helena Carlsson	Sweden
Peter Mattsson	Sweden
Maja Uebel	Sweden
Guy Taylor	United Kingdom

## ANNEX IV: LIST OF ORGANISATIONS APPROACHED FOR IN-DEPTH INTERVIEWS

SPORTS		
IOC	Chantal Buchser Adam Pengilly Sarah van Ballekom Kirsty Coventry Claudia Bokel	IOC staff/project manager sports department IOC Sports Department Member IOC athlete commission Chair IOC athlete commission, IOC executive board
IPC	Nick Fuller Arnoud Assoumani	Chair education committee Member at Large
FISU	Claude Louis Gallien Alison Odell	President executive committee President committee for the education service
European Athletics	Bill Glad	President, Directeur General
FISA (rowing)	Lenka Wech	Athletes commission
UCI (cycling)	Brian Cookson	President
FIH (hockey)	Michael Green	President athletes committee
EU athletes	Yves Kummer	President
EOC	Folker Hellmund Jean Michel Saive Jana Janotova	Director
High performance centres	Josep Escoda	Association Sport Performance Centres (ASPC)
Athletes	See Annex	
Government		
Representative Lux	Alexandre Husting Pascal Schaul	Luxembourg Presidency of the EU Sportlycée
Ministry of Social Affairs	Mark Jacobs	Deputy Head of Unit European Affairs
Ministry of Education	Patrick Leushuis	Senior Policy Advisor
European Commission	Yves Le Losteque	
Permanent Representation of the Netherlands to the EU	Bart Ooijen	
Labour market		
Adecco	Claudia Bokel Chantal Buchser Karl Meesters	via IOC Via IOC Athlete career program
FESI	Alberto Bichi	Secretary general
EASE	Rene van den Burg	President
ecoDa	Roger Barker	President education committee
ECC	Karen Geysels	ECC director
Arbetsgivaralliansen (SWE)	Annika Eidfeldt	
VNO-NCW (NL)	Winand Quaedvlieg Sven Bontje	permanent delegate Brussel secretaris beleidsteam Arbeidsvoorwaarden, Arbeidsmarkt, Arbeidsomstandigheden, Sociale Zekerheid en Pensioen
Education		
EUA	Michael Gaebel	Director - Higher Education Policy
LOOT (NL)	drs. T.M. de Groen	Landelijk coördinator LOOT
EAS network	Laura Capranica	Director

## ANNEX V: ELITE ATHLETES' MEETING REPORT

### **Dual Career – Elite Athletes' Consultation Meeting**

Amsterdam, 9 June 2015

#### **Participants**

Ten current and former elite athletes from France, Hungary, Ireland, Denmark, the UK, Estonia, Germany, Finland, Slovenia and Spain.

#### **Project team**

Cees Vervoorn, Amsterdam University of Applied Sciences.

Elvera Overdevest, Amsterdam University of Applied Sciences.

Guy Taylor, TASS.

Guus Stevens, Birch Consultants.

Daphne den Hollander, Birch Consultants.

#### **Welcome**

Prof. Cees Vervoorn, project leader, welcomes the elite athletes from ten different EU countries, representing ten different sports, and explains the background to the research project Developing Minimum Requirements for Dual Career Services across Europe. Guy Taylor explains the role of TASS in facilitating dual-career (DC) pathways in the UK and his role in this project

During the first part of the meeting, the individual athletes are asked to present themselves and to elaborate on their sporting and academic successes, as well as the support they received (or missed) in their own countries. These presentations are summarised below.



## Part I. Individual presentations

<b>Country:</b>	<b>Ireland</b>
<b>Sport:</b>	<b>Athletics</b>
<b>Education/profession:</b>	<b>Sport Psychology</b>

This athlete experienced no real support in her dual career in Ireland. There is some government funding for elite athletes, but you really have to look for it yourself and forge your own path. Dublin University is an exception and gives sport scholarships, but there is no "set policy" among universities. She was the only athlete in her class, and support from the institution and teachers was poor. She did a Master's degree in the UK and noticed the difference, with TASS being very supportive there.

Her current coach is also her PhD supervisor, and she is experiencing more support and understanding now. She chose Psychology because she was interested in this field, not because of flexibility. Her goal is to become an applied sport psychologist in the future.

<b>Country:</b>	<b>Great Britain</b>
<b>Sport:</b>	<b>Paraswimming</b>
<b>Education/profession:</b>	<b>Law student</b>

This athlete is funded through TASS. She studies Law at Manchester, and in the past studied History. She did not pick a university based on flexibility, but for the programme on offer. Her History course was flexible about balancing education and sport, but her Law school is not as supportive. There is inconsistency between universities. No consistent policy or guidelines on DC support services for universities in UK. TASS helps with funding and medical support. Unfortunately, there is not much support and awareness – from either sport or education – for young athletes. She stresses that early awareness of DC paths is important. Also, it is a lot easier to gain institutional support (from education) once you are more visible.

Parasports receive less support than able-bodied sports. But awareness has increased in the past few years, so there is improvement. Even in the UK, though, where parasports are well-supported, there is still a gap in provision between them and able-bodied sports.

<b>Country:</b>	<b>France</b>
<b>Sport:</b>	<b>Fencing</b>
<b>Education/profession:</b>	<b>Studied Politics, now Project Coordinator at INSEP</b>

This athlete wanted to study Sound Engineering after leaving school, but the course was not compatible with elite sports. So instead she chose to combine sport with education and opted for her second choice of study, Politics. INSEP does not operate in regional centres in France, so she received no support from them. She had to plan and organise everything herself, to manage the combination of education and fencing. Her universities

were quite supportive though. Timings of classes were flexible. The “Grand école” where she took her Master’s degree made flexibility in scheduling possible as well, but at the same time treated her just like other students (subject to the same rules and regulations).

The athlete was awarded her Master’s degree in 2009. She started working after graduation, while still fencing, but it was difficult to combine the two. A year later she quit her job to focus entirely on fencing. Education has improved its support services over the past few years; there is more coordinated policy and support from all universities. The loose connection between the four domains could be strengthened by, for example, training sports professionals in order to raise their awareness of support services. Federations in France are disconnected from the world outside sport. They need training and awareness about education and the importance of DC services.

This athlete now works at INSEP, which only supports the Olympic sports. The regional network is improving, however, allowing more sports to be supported at its centres. Paralympic sports receive the same treatment as able-bodied sports.

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<b>Country:</b>	<b>Denmark</b>
<b>Sport:</b>	<b>Rowing</b>
<b>Education/profession:</b>	<b>Master’s student, International Law and Politics</b>

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This athlete is still in the national rowing team, and studies part-time.

Team Denmark provides support services for elite athletes in Denmark. In cooperation with external partners, it offers a variety of flexible programmes and services in the educational and careers domains. But it does not support every sport; niche sports receive less assistance. In practice, it is difficult to convince relevant parties to become involved in support activities. There are a lot of rules at universities, which make it hard to support DC services for elite athletes. Yet student athletes progress better in their studies than normal students, according to a study by the University of Aarhus. General guidelines for DC services provided by universities are needed.

In Denmark, there is a clear need for integrated policy on DC services and cooperation between domains. The support provided currently depends both on the individual’s ability to plan and organise their life as a student athlete and on understanding from the other parties involved (e.g. teachers and counsellors). In the world of rowing, there is a good understanding of how to combine sports with education (and work).

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<b>Country:</b>	<b>Hungary</b>
<b>Sport:</b>	<b>Curling</b>
<b>Education/profession:</b>	<b>Master’s student, Sport Management; first degree in Economics</b>

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This Hungarian athlete felt forced to choose between sports and school, because it is generally difficult to combine both. When you finish school, you face a tough decision: do I opt for a career in sports or continue my education? You have to make the right choice. As a professional athlete, it is practically impossible to study on the side. There is not

enough time for that, since it interferes with sports-related activities. Nor is there any support from the government, since curling is a relative minor sport. Everything has to be paid for by the individual athlete. This athlete is now considering giving up his job in order to prepare for the Olympic Games. In practice, if you have not been successful as an athlete it is very difficult to find a job once that career is over. The employment prospects for ex-elite athletes very much depend on the number of medals they won during their sporting career. In other words, in Hungary job opportunities are linked to sporting success. Athletes who have won Olympic gold receive more support and money.

This athlete now studies at the university which provides the greatest support for student athletes in Hungary. The tutors are quite supportive.

To summarise, there is no policy on Dual Career. Only if you win a gold medal might some support be forthcoming, but even that depends on your sport. By law, there is assistance for the development of some sports. Only medal winners receive lifetime support after the age of 35. Curling traditionally receives no support, although this may change due to its potential for success in the upcoming Olympics.

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<b>Country:</b>	<b>Spain</b>
<b>Sport:</b>	<b>Hockey</b>
<b>Education/profession:</b>	<b>Product Manager, High-Performance Centre (CAR)</b>

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This athlete encountered several DC services during his sporting career. First, the government offers performance-related grants to encourage athletes to focus on their studies and on developing vocational skills. These are small amounts, but they do help. There is also an organisation within the Catalan government which backs young athletes in combining education and sports. This athlete's first study, Business Administration, provided little support; he was forced to convince his tutors of the importance of providing more flexibility. The education sector has improved a lot over the past couple of years, in terms of the services it provides: greater flexibility, mentors, etc. But although the universities may have developed certain services at the institutional level, in practice individual tutors may not be as supportive. The government provides a number of courses to help athletes prepare for the jobs market, such as how to write a CV and interview skills, but employers rarely accept the combination of elite sport and work.

There have thus been clear improvements in DC services from an educational point of view, but society and businesses need to better understand the combination of sport with work. In that respect, education is the lesser of the two evils for the athlete. There is still plenty to be done, though, because when this Spanish athlete played and studied in the Netherlands it was much easier to combine the two.

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<b>Country:</b>	<b>Finland</b>
<b>Sport:</b>	<b>Ice hockey</b>
<b>Education/profession:</b>	<b>???</b>

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In Finland it is difficult to combine school and sports, especially for a female ice hockey player. There are great facilities in both domains, though. Sporting facilities are located close to schools. The Sports Academy provides elite athletes with a gold card, which gives them access to these facilities. But they receive no money. And few teachers care about providing flexibility, even for elite athletes. In some cases online courses can be followed. Money is the big issue for Finnish athletes: there is no financial support. You need to be resourceful yourself. One big advantage is that education is free of charge and the government provides financial support to enable people to study. This support is provided for all students, though, so student athletes receive no preferential treatment. To fund the cost of their sport, most combine study and sports with a job. The extent of any assistance available depends largely on the athlete's own ability to plan, communicate and organise. Only high-level elite athletes may be eligible for a special scholarship, worth €2000 a year, from the National Olympic Committee. The government does have a policy on DC services, but a lack of information for athletes means that no-one knows about these services, what they are or how to access them. This could be due to the fact that it is not clear who is responsible for their implementation.

This athlete is moving to Canada soon, because she is sick of the system in Finland. It is impossible for her to combine study, training and work any more. Another issue is the inequality between men's and women's hockey in Finland. The men receive more financial support.

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<b>Country:</b>	<b>Slovenia</b>
<b>Sport:</b>	<b>Canoeing</b>
<b>Education/profession:</b>	<b>Student</b>

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Most athletes in Slovenia are students, since as a student you do not have to pay taxes. Some work for the government, though. As a student you also receive a scholarship, which is a great benefit for an elite athlete. The amount depends on the type of course you are taking, and you only qualify if you have good academic marks. At the Faculty of Sport, they are highly supportive of this athlete; he is allowed to miss 50 per cent of lessons. But it is hard for his tutors to accept this: he has a tough time convincing them to understand his situation as a student athlete. Many elite athletes prefer to stay in education, because of the scholarships available, rather than combining their sports with a job. Higher-ranked athletes are allowed more time to finish their studies. In his own case, as an elite athlete he is being funded for six years of college. After that he will have to pay the fees himself.

Then he needs to find a job, which is almost impossible as a high-level athlete. There is no support from employers to enable the combination of sport with work. A total of 80 athletes receive funding from the government and federations. All equipment is paid for by the federations, however. Really, though, both education and a job are needed to survive as an elite athlete in Slovenia! The sporting facilities are poor, too, because of limited funding and bad infrastructure. For example, there is no Olympic-size swimming pool in the capital, Ljubljana.

<b>Country:</b>	<b>Estonia</b>
<b>Sport:</b>	<b>Bodybuilding</b>
<b>Education/profession:</b>	<b>Coach, owner of nutritional supplements company, VP of bodybuilding federation</b>

Because of his extensive life experience, this contributor has a broader view of the situation than a purely athlete-centred perspective. He is also the only athlete here today who is not involved in an Olympic sport. In Estonia, there is a big difference between DC services for Olympic and non-Olympic athletes. Eighty per cent of all funding goes to Olympic disciplines, even though 90 of Estonia's world championship medals are won in non-Olympic sports. But their athletes have to pay everything by themselves: travel, equipment, food, etc. The situation is improving slowly, though: the bodybuilding federation received no funding at all until five years ago, but is now given €10,000 a year. Bodybuilding is a successful sport in Estonia, so it is odd that it does not receive more support than that. The sport itself helps its athletes enter the labour market by training them as professional coaches. This athlete also makes a living helping others with nutritional advice. In his view, you can teach yourself the competencies necessary to find employment, become a professional and grow in that capacity by drawing upon the experiences and skills you gain from performing elite sports.

The best way to make the transition into the labour market is for prospective coaches to receive training and obtain qualifications. The model you use to succeed in sport can be applied in life as well: you have to start with small steps, as you do in a sporting career.

<b>Country:</b>	<b>Germany</b>
<b>Sport:</b>	<b>Water polo</b>
<b>Education/profession:</b>	<b>Soldier</b>

In Germany, money is not the biggest issue for elite athletes. They can live from their sport if they play in a national team. But even though they have enough funding, they do not really receive full support to enable them to study. Some universities back elite athletes, but not all. At one point this athlete had to choose between education and sport. It is hard to raise tutors' awareness of the need to provide better services for elite athletes at universities. Nor does the government provide much assistance. *Sportshilfe* is the most supportive system in terms of DC services; it starts providing these as soon as a sporting talent is identified at school. There are also some elite schools with sports programmes.

After identification, the talented athlete is followed and supported during the different phases of their education in order to prepare them as effectively as possible to enter the labour market (tutoring). *Sportshilfe* provides both advice (on finding traineeships and jobs, for example) and financial assistance to help build a working career once the sporting one is over. After retirement, its advice is available for a period of five years. The problem is that not every athlete is aware of this scheme. *Sportshilfe* is entirely funded by sponsors and receives no money from the government.

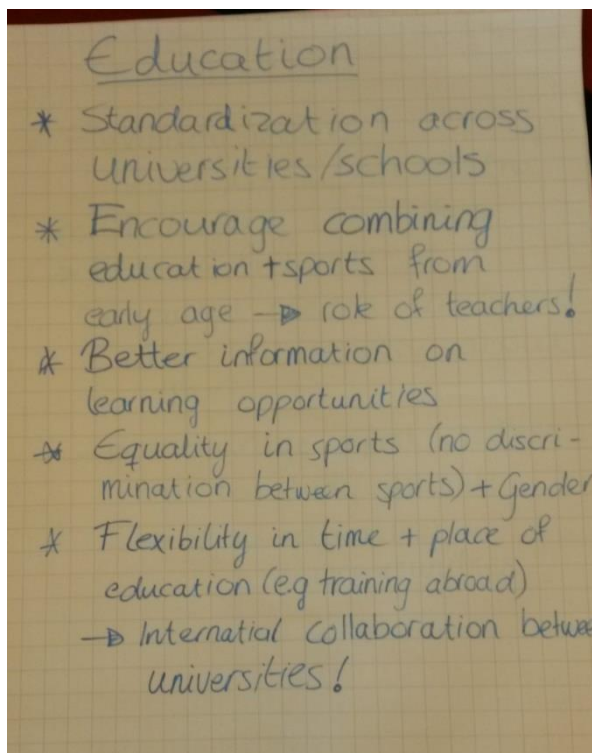
There are several well-equipped high-performance training centres (Olympic sports centres) in Germany, but not every sport benefits from these. At state level,

Laupbahnberatung (career counselling) offer personal counselling services from a young age onwards.

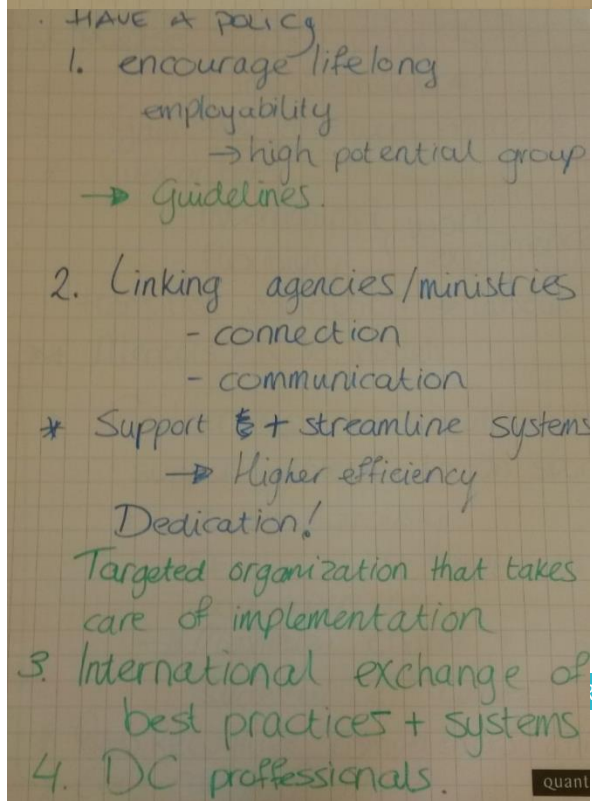
## Part II. Brainstorm

For the second part of the meeting, the group is divided into four subgroups to discuss the roles and responsibilities of the four different stakeholder groups in DC: education, government, sports and the labour market (private sector). See the posters for the key recommendations formulated for each of these groups.

### Education



- There is inequality between sports at universities, as well as gender inequality.
- Consistent policy across educational institutions is needed, as well as consistency in its implementation.
- Create DC awareness at a young age, through information, counselling, parents, etc.
- Encourage international cooperation and mobility between educational institutions in Europe.



### Government

There are both "benefits" and "needs" associated with DC policy and policymaking.

- *Benefits.* Securing a good education facilitates lifetime employment, which generates taxes during the post-sporting career. Moreover, the group in question is motivated, hard-working and disciplined: it is "low-hanging fruit".
- *Needs.* The system determines the possibilities and potential. An

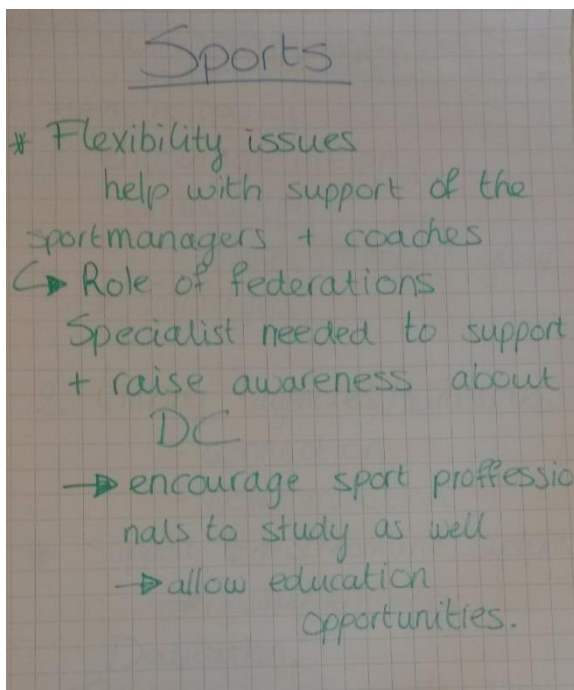


interministerial approach is required. An organisation to create linkages and communication between stakeholders. For effective policy, best practices need to be shared.

Other needs:

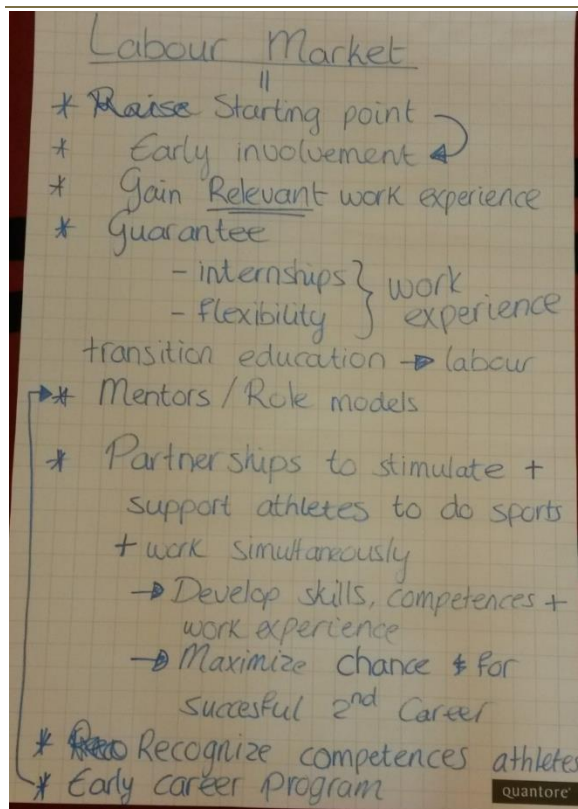
- focus on lifelong learning;
- policy (starting point);
- international exchange of best practices;
- development of DC professionals.

## **Sport**



- Federations, managers, coaches and trainers need to be taught to be more flexible towards education (everyone says schools need to be flexible, but sport is not flexible at all).
- Coaches and trainers also need to be educated in providing DC support.
- Raise awareness about "forming" young people for lifelong productivity.

## **Labour market**



- The age 15-16 is a major milestone: do we go to the gym, to college or to work? Employers should be more involved at this stage, to link people to their organisations by offering traineeships, scholarships and flexible work experience. Every day counts!

- Mentors and role models are needed, especially in the early (talent) phase

- Germany: as an elite athlete, you are given a certain "key word" which guarantees that you reach the interview stage in a job application procedure, where otherwise you would probably be rejected in the preliminary selection round due to lack of relevant work experience.

- Incentives for the private sector: stipends to offer jobs or work experience.

- Sponsorship of Olympic committees with job opportunities rather than money.

- Partnerships (labour market, sport, schools).

How to encourage employers to recognise the competencies athletes have?

- It is "low-hanging fruit": the government invests, the private sector can harvest at the end.



## ANNEX VI. MEETING REPORT: CONSULTATION WORKSHOP (2/9/2015)

### Consultation Workshop Dual Career Quality Framework

#### *Final report*

Venue: Renaissance Hotel, Brussels.  
Date: 2 September 2015.

*The objective of the consultation workshop on Dual Career was to assess stakeholder and individual views from across Europe on the draft Dual Career Quality Framework (QF), which is currently being developed. This draft QF is one of the deliverables of the Study on the Minimum Requirements for Dual Career Services, funded by the European Commission (EC). The workshop was organised by the project team from TASS, EAS, VUB, AUAS, and Birch Consultants, and attended by 30 people from 10 different countries.*

#### Part I: Plenary session

#### Cees Vervoorn – Project Leader



Vervoorn opens the meeting with a warm welcome to everyone. He begins by stating that this is a joint effort by the following project partners: the Talented Athlete Scholarship Scheme (TASS), the Vrije Universiteit Brussel (VUB), the European Athlete as Student Network (EAS), Birch Consultants, and the Amsterdam University of Applied Sciences (AUAS).

He invites everyone in the audience to be both proactive and critical today. This will assist the research team in improving the final product, which is currently under construction as a deliverable of the study. He thanks the audience for taking the effort to come to Brussels for this event. The workshop should be a fantastic and timely opportunity to translate the research findings into practice. A special word of welcome and thanks goes to Yves le Lostecque and Agata Dziarnowska from the European Commission for their support during this journey.

## Yves le Lostecque – European Commission (DG Education and Culture)



Le Lostecque starts by thanking the organisers for this event. Dual Career is an important subject for the EC, among and related to many others. The EC is becoming more ambitious in this field, especially now that there is a Commissioner responsible for sport (Mr Tibor Navracsics – Commissioner for Education, Culture, Youth and Sport), who was inaugurated under the leadership of President J. C. Juncker. This appointment sends a strong signal that sport has become a fully recognised policy domain at EU level. Le Lostecque also informs the audience that the newly appointed Director-General (who took office on 1 September) has expressed his ambition to

better develop a European dimension in sport. These are positive signs and developments.

### *EC contribution to sport and related domains*

The EC's main task is the promotion of sport and related aspects. Sport is considered an important tool to reach other objectives and to promote other policies, in the fields of employment, health, social inclusion, education, etc. Sport can function as an effective tool to enhance these other fields, especially in the context of the current economic crisis. Le Lostecque states that an appropriate environment for the combination of education and sport, as well as the combination of employment and sport, is really needed.

He would like to remind the audience of the work done thus far. In 2012, an expert group compiled the EU Guidelines for Dual Career. This was a year after the adoption of Council Conclusions on Dual Career, which provide the political basis for actions taken at EU level within the legal mandate of operation. Additionally, the current EU Work Plan for Sport includes the subject of Dual Career. Special attention has been given to employment, as well as education and training.

### *Looking to the future*

Looking to the future, the EC plans to allocate more funds – an extra €265 million – to the Erasmus+ Programme. This will be spent in steady annual increments. However, it should be noted that the EC does not receive a great number of project proposals concerning Dual Career; it hopes this will change in the future. Le Lostecque is pleased to hear about the work carried out by the project team thus far and is looking forward to seeing the model quality framework. In this respect, he considers today's workshop a very important step towards meeting the objectives for this study.

As a final point, he stresses that the EC is looking more and more carefully at the use and usefulness of all the studies being carried out on its behalf. He gives a word of advice to the research team: Dual Career now has momentum, so use this opportunity to open

up new perspectives for this important policy domain. Finally, he informs the audience that the Commissioner is expected to release a Directive on the subject later this year.

Vervoornt is pleased to hear about these developments, and opens the floor for questions.

## Q&A

Karl Meesters from Belgium's Adecco ACP programme asks when Erasmus+ will be open for new projects. Le Lostecque answers that the deadlines will be about the same each year, so it is expected that there will be one call in January and another in May. The specifications of the January call will depend on an ongoing evaluation of the process. The one in May will include opportunities for DC-related projects.

Simon Taylor from EU Athletics asks whether the EC applies the concept of DC equally to Olympic and professional sports. This query is addressed by Agata Dziarnowska on behalf of the EC, who answers that this is indeed the case. The EC exists to assist wherever this is considered relevant, regardless of the nature of the sport.

## Jessie Barr – elite athlete from Ireland



Jessie Barr was an Olympian in 2012, competing in the 4x400m relay. She opens by stating that she was very pleased to have been invited. Until recently, she had never heard of the term "Dual Career" as she always considered herself to be a student who also happens to be an athlete – or an athlete who also happens to be a student. In her experience, policy discussions normally take place at a distance and rarely leave the room in which they are created. She hopes that the voice of the athletes will be

taken into consideration and is thankful for the invitation to address the audience today. Her story is her personal experience in two different EU countries.

### *A student and/or an athlete?*

Barr was led by her choice of studies (Psychology) and considered herself lucky to be able to combine this with her athletic career. Even though she was already competing at a high level at the age of 18, the combination of sports and education was still feasible. She trained hard during the day and studied at night. She was an exceptional case, though, as she was one of only two students in the Irish national team. Now she realises that she is considered to be in a "dual career" situation. The momentum that is currently created has given her hope of achieving her ambitions: to perform well in sports while obtaining her PhD.

Up until now, Barr has had to rely mainly on family and close friends for the necessary support in combining her two careers. She received her Bachelor's degree in Ireland, at the University of Limerick, and moved to Bath (UK) to do a Masters in Sport Psychology, while also training with a top coach. Compared with what she experienced in Ireland, she was "blown away" by the services TASS offered its English athletes. However, as a foreign athlete, she was unable to make use of these. Barr is complimentary concerning

the work of the liaison officers, who student athletes can use as a “middle men”. Such an environment, she believes, is of tremendous help in pursuing a dual career.

Since her return to Ireland, Barr has picked up positive signals that the subject of Dual Career is receiving more attention there. Though, in her view, this further requires a new culture in which different stakeholders communicate with each other with more awareness about the subject among the general public, and athletes in particular.

Now that she is starting her PhD, Barr really hopes that some sort of DC service will be able to support her in combining her two pathways in the years to come.

### *Recommendations*

In terms of DC support for athletes, the most important thing is to share information with talented young student athletes about their situation. Create awareness of the concept of “dual pathways” and involve the family in this, as well. Other members of the entourage are also of crucial importance at this stage, such as the schoolteacher, trainer and coach. The bottom line: if you only start thinking about your dual pathways in your twenties, it is too late. In Barr’s case, her friends, family and coach helped her a lot in making the right decisions.

Her second recommendation is to create awareness among college and university staff, so that the educational institution also becomes a more supportive environment for this group of youngsters. One example of a direct need is some flexibility with regard to study hours, project due dates and exams. Barr says that her classmates knew that she was always willing to work hard, however she might be a few days late at times due to competitions. She concludes by stating that young student athletes could really use career and personal guidance and supervision, especially related to time balancing and time-management skills, in order to maintain this lifestyle.

In addition, she recommends the appointment of liaison officers (like those at TASS) to act as “middle men” at educational institutes. These officers should have an understanding of sports, of athletes, and of university or college life. On top of this, educational institutions could do more at the organisational level. Every university or college has committees and societies across faculties, so why not establish a committee on Dual Career to address the various issues related to the combination of study and practising high-level sports?

Social media is an important tool to create more awareness among athletes, and also to invite them to come forward. Barr recommends that the audience actively uses social media to reach athletes. Finally, she states that, in the end, nothing beats giving information to athletes face to face, so that it cannot be missed. She wishes the audience good luck for meeting and is looking forward to hearing more about the follow-up.

Vervoorn opens the floor for questions.

### **Q&A**

Bart van Ooijen (Ministry of Health, Welfare and Sport, the Netherlands) asks about the role of the sports federation in creating awareness of Dual Career. Barr responds that there seems to be little communication between the Irish Sports Council and Athletics

Ireland. Additionally, as athletics is an individual sport, this might explain the lack of organised support. The sports federation is advised to be more aware of the fact that elite athletes are becoming younger and younger.

As to whether it was simple to move to Bath (UK), Barr states that, as an Irish athlete, she did not have access to the services offered in the UK. She observed a brilliant system, however, and wishes that arrangements had been in place enabling her to make use of it.

Agata Dziarnowska from the European Commission is interested to hear more about her career before going to university, and whether she received good advice in those times. Barr answers that before she went to university, she was seen as being lucky to have talent, and training was done in the evening. She never considered herself an elite athlete: she always did it as a hobby. Only once she became better she realised that it was going to be more than that. She decided to choose the study she wanted to do: psychology. If the sports facilities had not been there, it would have been fine and she would have let it go. Then she heard that there were two coaches at the University of Limerick. It was mere luck that she ended up there and they happened to have the sporting facilities needed to continue her athletic career.

At this point, David McHugh from the Irish Institute of Sport explains that a system does exist in Ireland, but it is the culture that needs to change. Change is needed at the level of the coaches. They currently act in a responsive manner, but need to be more active and reach out. The sports system is also very performance-focused, and it is a real challenge to change the culture to create more awareness about the education side.

Barr reiterates her earlier message that it should have been addressed at younger age. Career guidance teachers should give options, or at least be aware of pupils in dual-career situations, as early as secondary school. This should start as early as 13-14 years of age. Parents, too, should be more informed and aware of the options for their children. At the age of 15-16, you already need to choose the classes and subjects that will determine what direction you take in terms of higher education. The current culture in Ireland is: sport is a hobby, what will you do afterwards? Coaches need to be encouraged to safeguard the educational development of the athlete as well. Everyone in the close support circle needs to be informed and aware, so you do not only learn about it when you are already there.

Vervoorn closes by offering one piece of advice. Barr states that it is crucial to listen to athletes, but on the other side of the coin, athletes need to learn to speak up!

## Pascal Schaul – Luxembourg Presidency



Schaul is an official representative of the Luxembourg Presidency of the Council of Europe, and in this capacity he is very pleased to be invited to speak today. Formerly, he played tennis, but since then his career has taken him into teaching, coaching, management and policy.

Luxembourg has put the subject of Dual Career on its Presidency agenda. The country had 12 participating athletes at the Beijing Games and 11 in London. Given the country's population, these are excellent figures. Luxembourg has invested a lot in high-level sports, and is improving in individual sport. The European dimension of Dual Career is important. With more than 80 per cent of its athletes studying or training abroad, Luxembourg loses these individuals for its own high-level sport. Thus, the nation would benefit from arrangements with other countries.

### *International mobility*

The EU Guidelines state that athletes are some of the most internationally mobile students. Often, this is temporary mobility. However, Luxembourg athletes currently do not have access to specialised schools and services in talent programmes in other member states. This is due to the fact that these are nationally organised systems, in competition with each other, and are paid for by national structures. Schaul understands this principle and the fact that it needs to be applied to elite athletes.

However, for talented athletes it is about (European) capacity development. Schaul is interested to know whether arrangements can be made between countries. Because competition limits cooperation, it is obvious that such arrangements for talented athletes need financial backing and support and this is where the national, regional or local systems play an important role. With an increasingly mobile student population, at both vocational and academic levels, this is becoming a more and more important issue for the future.

Schaul points out that some good partnerships do exist across Europe. These are often based on close relationships built up over many years. This is by far not sufficient to nurture the existing talent base, and the result is often that the athlete either ends their sporting career or drops out of school. An early termination of either sports career or educational development is the main rationale for placing the subject on the sports agenda during the Luxembourg Presidency. It will also be discussed in a one-hour session during the 15 September meeting of Sport Directors from all the EU member states. The main focus will be giving athletes better opportunities for mobility and for combining their sport with education or work.

Schaul also announces a Presidency event to be held on 20 November this year, and invites attendees to participate. The title will be "The European Dimension of Promoting Dual Career in Sport" and one of the objectives is to set up a network of partners in participating member states to improve the DC offer in different countries, especially with regard to talented athletes who are internationally mobile. Athlete mobility is an important aspect of an ongoing labelling discussion, especially regarding talented athletes. DC services are normally confined to home-based athletes, but in a more mobile world the question is: who should take care of the Dual Career of talented young individuals on the move?

### Onno Bieleman – Birch Consultants

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Bieleman is a partner with Birch Consultants, the Netherlands.



Over the past few years he has been involved in the establishment of joint initiatives to enhance dual-career arrangements between the sports sector and educational institutions. He is currently working on the development of a sports research agenda in the Netherlands.

Bieleman introduces the definition of a dual career formulated by the project team, which places the individual athlete, with their different personal needs in various stages of their development, at the centre. He then moves on to the different dimensions covered by the study: geography, career paths and policy domains. He also explains that this framework is “a system to structure, develop and evaluate the services in place for Dual Career”. Finally, he guides the audience through the methodology of the study, introducing the semi-structured survey, the individual interviews, the focused group discussions and the literature research. This process has resulted in the draft quality framework being discussed today.

### *The draft quality framework*

Bieleman presents the nine dimensions of the draft quality framework: leadership, policy, funding, impact evaluation, recognition, mobility and logistics, sports, education, and the labour market.



On the right-hand side are the most important stakeholder groups: sports, education, and the labour market. The dimensions in the middle relate directly to the individual, and on the left are those which are more policy and system-related, touching upon the importance of the “DC culture” and the very notion of Dual Career in different countries. The two slides below show how each dimension is broken down into subdimensions or indicators.



To enable assessment of these indicators, the QF includes an applicability rating system with a scale of 1-5. These two slides are presented as examples to show how each dimension of the framework is structured. That structure will be tested and operationalised this afternoon.

## Q&A

Ooijen asks at what level the audience is expected to comment on the Framework. Vervoorn answers by stating that it should be applied at different levels: an individual can use it, but also organisations. Training centres can assess themselves, and in future it could become a monitoring instrument for member states.

Bieleman adds that many different approaches to sport, education and – where applicable – DC policies exist within member states. The research team has therefore tried to create a framework that can both assist those countries at the beginning of the process and challenge established practices where DC systems are already more advanced. The QF can be seen as a methodology for the self-assessment of current practices, set against examples from across the nations of the EU. It should be a source of inspiration for improvement. Vervoorn closes by pointing out that developing this framework has been a challenging task, since this is a new policy domain linked to many others. Our model QF may be the first to be released, but it will not be the final one.



## Part II. Working sessions

### Introductory speaker I: Paul Wylleman



Paul Wylleman is Professor of Sport Psychology and High-Performance Management at the Vrije Universiteit Brussel. He starts by warming up the audience with a bit of confusion, as this prompts questions, which in turn produce interesting suggestions for the working sessions. He is pleased to introduce the first session by briefly presenting his development model. The slides will be distributed after the workshop.

In Wylleman's model, different forms of development (including athletic, psychological, academic, and vocational) take place simultaneously and a dual career is about more than just combining two elements. It is essential to cope with transitions. *A dual career is not only an organisational challenge, but also a personal challenge.* As a talented athlete, you need to be prepared for and able to cope with multilevel transitions. This relates to the societal perspective on Dual Career in particular, as well as talent development in general.

#### Recommendations

At the structural (governmental) level, Wylleman recommends recognising "elite athlete" as a vocation like any other, and, thus, able to draw upon regular support services in the fields of education, employment, social security and so on. He also points out that, from a holistic and developmental perspective, DC is related to multiple policy domains and, hence, to their different governing ministries. These include education, sport, employment and economic affairs. This means that DC is not only a new policy domain, but also one complicated in terms of its ownership by the many stakeholders involved.

At the higher-education level, research has shown that the first year is crucial for the rest of the dual career. Needs are different at each phase in this career, so the educational institution needs to focus not only on the early stages of a DC, by sharing information and creating awareness, but also on the way in which student-athletes are prepared for their post-education career.

At the stakeholder level, Wylleman recommends setting up a DC platform and providing high-quality support services for different stakeholders. He also suggests establishing DC pathways in secondary and tertiary education, as well as providing information on DC and incentives for employers. Lastly, research should support evidence-based policymaking on Dual Career.

At the individual level, he recommends identifying and optimising DC competencies through joint ventures between the different actors in the entourage, as well as providing high-quality lifestyle support services.

### Working Session 1: The Nine Dimension of the Draft QF

THE GROUP IS GIVEN THREE COLOURS TO PROVIDE INPUT ON THE DRAFT QF. THEY CAN EITHER SUPPORT A DIMENSION (GREEN), LEAVE QUESTIONS (ORANGE), OR INDICATE WHAT THEY FELT WAS MISSING (RED).

Input from the group

- **The headings are good for an inspirational model.**
- **Nothing is missing; it is about the balance between the different dimensions (they may vary in weight).**
- **Advice: start at the athlete (the athlete in the centre) and define how to optimise DC support over the course of their life. From the inside out.**

With regard to the dimensions, the following issues were discussed.

The *development of the individual* in close interaction with their entourage is very important.

- Reach consensus on a developmental plan for the athlete (in cooperation between parents/guardians, coaches/trainers, sport managers and teachers/educators).
- Create awareness at a young age, and place the direct influencers at the forefront. Outreach activities are important, including information for parents and coaches as well as for clubs and schools.
- Create a reference list of scientific evidence regarding the benefits of a DC for both sport and educational performance.

*Sport* is an important stakeholder group and dimension of the draft QF.

1. Coaches and trainers have an important role as they spend a lot of time with the athlete. It is recommended that national governing bodies implement DC-inclusive educational programmes for staff.
2. The education of coaches is important, but so too is raising DC awareness at management level and among schoolteachers.
3. National sports federations should put the subject of DC higher on the agenda and create an owner for the development of a vision and a strategic plan. Ideally, educators (accreditation scheme including DC), coaches, management representatives, strength and condition trainers and medical staff should be involved in developing this plan.
4. Sporting bodies (e.g. clubs, associations, federations) and labour-market bodies should educate parents regarding DC.

Policy: legislation

Legislation is a strong instrument; it might be better to speak of “rules”. This would make it easier for countries to participate in agreed action. If you call for legislation, the majority can be expected to drop out. What are the objectives of legislation? It starts with shared commitment by stakeholders and agreed “rules”.

Best practices

INSEP, TASS and the CTOs could function as examples in organising a network of centres across a country or region, with commitment from various key stakeholders to rules and regulations allowing for individual DC pathways.

## Introductory Speaker II: Guy Taylor, TASS



TASS celebrates 14 years of existence. The establishment of TASS was government- driven, inspired by the idea that the individual should not be asked to choose between two pathways in life.

Taylor explains how TASS works in England. A **Dual Career Partnership** is composed of actors from sport and education, along with the athlete. They come together and each actor contributes a package of services. The athlete also needs to commit to the full programme, otherwise they will be removed from it.

Taylor cites the 45-minute rule as an example. The partnership can only function if this is complied with. It is about setting standards and committing to what you do. In fact, the rowing federation was recently removed from the programme because it did not commit to what was agreed. Hockey was once removed, too, because the hockey federation decided to let all its talented players train at one location. This goes against the 45-minute rule. Commitment is vital to these partnerships, in order for them to function as a system.

TASS has a number of so-called delivery sites across the country. These comply with national standards for service delivery, investment and monitoring, which are set by the different actors involved (e.g. academia, sport, medicine, psychology, nutrition). The money comes from Sport England to improve the sport system (not the education system!). TASS receives this funding to deliver the system and to monitor compliance with the standards.

### Working session 2: Testing the Model

THE GROUP IS ASKED TO TEST THE QF FOR THEMSELVES OR ON BEHALF OF THE ORGANISATION THEY REPRESENT.

Input from the group.

- **More clarity in definitions.**
- **Assessment could be done on a four-point scale: outstanding, good, requires improvement, weak.**
- **“Not applicable” can mean two things: it is not there, or it is there, but not applied.**
- **As an individual, only a few dimensions are directly applicable.**

The definitions need further specification and clarity. The definition of being an elite athlete differs much between countries, and so does the level of financial support. It is also recommended that the indicators be made more practically oriented and address what the different stakeholders actually need to *do*. The group supports the idea of creating a four-point scale.

With regard to funding and quality systems, the group would like to safeguard DC support for the athlete in the different phases of their career. This includes the periods

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before and after elite performance. The focus currently is on the elite phase. If DC services are related more and more to the sports career, to what extent are they getting more closely relate to performance, injuries, etc.? To what extent is sport performance critical in providing access to DC services, and can the system be flexible enough before and after elite performance?

#### Recognition and classification

To develop more professional DC services in each country and at different federations, it is absolutely essential that there are clear and common definitions of “talented athlete” and “elite athlete” in each sport. Exploring the boundaries of DC systems and services brings up a number of questions. For example, what needs to happen to end DC support for those in a programme, and who decides on this? This also raises issues related to the maintenance of DC support after an injury or a pregnancy. How can you return to elite performance without the support system?

#### Communication, information and outreach activities

One of the big issues, is that elite athletes are often unaware of existing DC services. Much can be done in providing information to athletes and their entourages, and in organising outreach activities. The education and sport sectors need to do this more proactively and systematically, otherwise individual athletes may not easily find all the services in place. A platform or network could also help. The use of social media and new media is encouraged (this applies to all stakeholders).

## Part III. Debate

VERVOORN LEADS THE DISCUSSION BY REFLECTING ON THE WORKING SESSIONS AND PUTTING A VARIETY OF QUESTIONS TO THE GROUP FOR INTERACTIVE DISCUSSION.

### Q1 - Where to start?

An audience discussion arises about the starting point for DC as a policy domain. A representative from EU Athletes states that the athlete should be motivated to demand a dual career. In existing discourse on the subject, the athletes themselves are not addressed. Barr confirms that the athlete's role is crucial: they need to speak up, but they also need to be empowered to do so.

A representative from the Irish Sports Council adds that the education sector is the place to start, at a young age (13-14). Educational institutions could offer facilities and a DC programme as part of their outreach model to recruit students.

In the past years, most European research and recommendations concerning DC tended to focus on national systems at the legislation and policy levels and on the education sector, particularly higher education. Consequently, the focus in the discourse and in actions is on government and/or educational institutions. The sport sector, never mind the individual athlete, is rarely addressed. Instead, what is required are commitment from individuals and organisations, a strong support system and engagement by the different stakeholders (in sport, education and the labour market), as well as resources. It requires a responsible body and commitment as well as communication between the different players.

### Q2 - Where does the labour market come in?

There are different views on how much the labour market can do to facilitate transition to the next stage of a career. Some participants state that this market stands on its own. The labour market is not being forced to give athletes jobs, but it could start by changing its perception of their skill sets. Support for athletes to gain the necessary competencies to find a job is what is needed. You can only open doors.

A representative from Adecco states that the labour market does have an important role to play. Many athletes focus solely on sport for years, acquiring no education in the process. At some point they will need the labour market, so it is better that they familiarise themselves with life outside sports early on. Some recommendations in this respect:

- Better arrangements for combining work with sport (e.g. traineeships, part-time working). In Belgium, for example, traineeships are only available in an educational context; if you are not in education, you are not eligible. However, traineeships can offer flexible, "lean and mean" mechanisms to create links between athletes and employers.

- Another productive approach could be through corporate social responsibility, appealing to companies to develop a DC-friendly profile. Role models would greatly assist in initiating this dimension.

A TASS representative adds that DC needs to be more commonly known. Not necessarily by offering dedicated programmes, but in terms of general awareness at the level of the individual athlete. This is important so that there is always an alternative plan in place should their sporting career fail or come to an end. With the involvement of the labour market in this, any skill gaps would be filled.

The labour market does have an important role to play, then. However, some in the audience still believe that that of the sport sector is more important. The reason for this is that, even when the education and employment systems “function well”, it is sports that takes people out of these systems at a young age. So the biggest cultural change needs to occur in the world of sports and among its various stakeholders.

### Q3 - What about leadership?

Vervoorn asks the audience who should take the lead. The individual, one or more stakeholders or a national programme?

Many support the idea that they need to be brought together. You only bring about a systemic and/or cultural change if the issue is addressed at national level. The sport sector will only respond to national programmes, not to individual actions.

The representative from INSEP states that it leads a national network of about 20 centres. Together, they are developing a labelling scheme for these centres, covering such aspects as its facilities and scholarship opportunities. Ten years ago, the student athlete would normally study a subject related to sport. Now it is up to the individual and their own ambitions beyond their sporting career. This is a cultural change. Draw on examples like INSEP, TASS and the CTOs to develop national networks with high standards, and secure commitment at the national level from different stakeholders to build a DC-friendly environment nationwide.

### Q4 - Athletes first

Many times today we have heard that it is important to put the athlete in the centre of the process. In creating awareness, it is advisable to distinguish between information, education and empowerment of the individual, and of institutions. Depending on the stage of development in different countries, we need to make sure the information reaches the athletes. Start by sharing information about this topic to make people more aware of DC situations and arrangements at the national, regional or local level. In more developed countries, enhance the education of parents, coaches, TLS, etc., and encourage the active education of practitioners, whether centralised or not. This will make DC more sustainable and enduring.

### Q5 - Who is responsible?

Vervoornt observes that only ten EU member states are represented here today. Is the issue not important enough for the others? The conclusion from the audience is that this is still a new policy domain. In many countries there is low capacity to enhance it or to attend meetings in Brussels. Also, this subject cuts across other policy domains, such as sport, education and employment.

It is suggested that the existing systems are used and that attempts are made to improve them. An example is given from the education ministers; this would involve taking the ongoing Bologna Process a step further, with more focus on talent development, integration and social development. The labour market could highlight athletes' different skill sets. From Ireland: you want athletes with the best education. Employers want people with the best skills. So it is not about shortcutting the system, but about the value of doing things right. Make sure you improve the system where you can. It is OK to start with a small group. The sport sector should develop an eye for other aspects of an elite athlete's developments: educational, cognitive, personal and so on.

## **Recommendations**

Overall, there seems to be support for the dimensions as presented. However, the QF needs to bend more towards the individual athlete's needs and responsibilities. They should be at the core, but they also have their own responsibility in this regard. This point has been raised multiple times during today's workshop. The direct entourage, including parents, friends, teachers, the coach, the trainer and others who engage with the individual on a day-to-day basis, needs to be better informed, educated and empowered about Dual Career.

The second layer of influence is composed of those stakeholders important to the individual in combining sports with studies, and later in life with a job. Three dimensions contribute to this layer of support: education, sport and the labour market. It is recommended that practical subdimensions or indicators, requiring vision and/or action, be created. The sport sector, especially, has much to gain from greater awareness of DC situations in respect of individual athletes.

The outermost sphere of influence is an effective system, which identifies, recognises and classifies DC target groups, puts in place support mechanisms and organises the policy framework needed to monitor and evaluate success. This comes with a responsibility to inform and educate stakeholders about the existence of that framework and its use.

Spanning all the different layers of influence is a need to raise awareness at the individual, stakeholder and systemic levels. Ideally, this would be complemented with a monitoring system for DC implementation plans and with communication between member states to share problems, best practices and solutions. That can be achieved by establishing a network of representatives from each country; this would also help to encourage communication between student athletes themselves. As stated earlier, in an athlete-centred model QF they need to be empowered to speak up about their situation. It always helps to have peers to encourage this.

## **Recommendations for the EU**



The working sessions and plenary discussion produced a variety of recommendations for the EU. In general terms, five roles were identified for it.

#### Funding

The EU can allocate funding for various purposes: to create DC networks across member states; to fund research; to support the establishment of national monitoring systems; and to create international DC awareness programmes for sports organisations and associations.

#### Policy and legislation (to develop, implement and monitor DC programmes)

The EU has an important role in setting the agenda. For example, bodies like the Council for Education could reach Council Conclusions, which are powerful policy tools to motivate member states into taking actions and monitoring them. The EU could also work in partnership with the Presidency of the Council of Europe to set the agenda – as it recently did in the case of Luxembourg, for example. Due to the size of Luxembourg's population, it has high student and athlete mobility. This requires good partnerships and agreements with other countries. The EU can organise events and special weeks to address matters transcending internal European borders. It can also stimulate progress in implementing the European Qualifications Systems, which will enhance student mobility within the union.

#### Portals and websites

The EU could play a more communicative role by establishing informative websites and portals proving access to and information about the 28 member states. This would facilitate the exchange of DC information and best practices, as well as motivating relevant parties to take action because they are assured visibility.

#### Link to education and other systems in place (sport is only one aspect).

Promotion of networks (and communication activities between educational institution and athlete, sport club/federation and athlete, educational institution and sport club/federation).



## ANNEX VII: LIST OF INVITEES FOR CONSULTATION WORKSHOP

Guy Taylor	UK	TASS National Scheme Director
Alison Brown	UK	TASS National Lead - Dual Career
Peter Mattsson	SWE	Director of Sport, Swedish Sports Confederation
Wolfgang Stockinger	AT	Head of Career Development, KADA
Markus Kalmari	FI	Sports Academy Programme Director, Finnish Olympic Committee
Dominique Delon	FR	Deputy Head of DSPSHN, INSEP
Veronique Leseur	FR	Manager, Guidance and Professionalisation of elite athletes, INSEP (tbc)
Charles Urbanus	NL	General Manager, CTO Amsterdam
Michael McGeehin	IRE	Coaching Ireland
Tom van 't Hoff	NL	General Affairs and Accounts, CTO Amsterdam (tbc)
Mark van den Broek	NL	Account Manager, CTO Amsterdam
Cees Vervoon	NL	HvA (Amsterdam University of Applied Sciences)
Dennis van Vlaanderen	NL	HvA (Amsterdam University of Applied Sciences)
Els van Dam	NL	HvA (Amsterdam University of Applied Sciences)
Ingrid van Gelder	NL	NOC*NSF
Leonore Perrus	FR	European projects, training and funding, INSEP
Jari Savolainen	FI	Finnish Olympic Committee
Kent Lindahl	SWE	Operations Manager (tbc), Swedish Sports Confederation
Morgan Jacquemin	FR	INSEP
Juha Dahlstrom	FI	Elite Sports Coordinator, Metropolitan NOC, Elite Sports Academy
Katja Saarinen	FI	Development Manager, Finnish Paralympic Committee
Annika Johansson	SWE	Swedish Sports Confederation (tbc)
Anna Soderlind	SWE	EU Athletes (Swedish Ice Hockey Players Association)
Hans-Peter Muckenschnabel	AT	Career Coach, KADA
Simon Wombwell	UK	Loughborough University
Hugh Sproston	UK	Birmingham University (Sport Scholarship Manager)
Phil Moore	IRE	Director of Performance Services, Irish Institute of Sport
David McHugh	IRE	Lead Life Skills Consultant (contracted to Irish Institute of Sport)
Mika Korpela	FI	
Janne Vuorinen	FI	
Claes Annerstedt	SWE	University of Gothenburg
Jenny Svender	SWE	Swedish Sports Confederation (tbc)
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Roswitha Stadlober	AT	Head of KADA - presented at and present during KADA Orientation
Ingrid Rumpfhuber	AT	KADA employee, helped organise and was present at KADA Orientation
Klaus Guinther	AT	Red Bull Academy, Salzburg
Susana Reguala	SPA	CAR
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Patricia Vandewalle	FRA	
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## ANNEX VIII: COMPARISON DUAL CAREER SYSTEMS

ORGANIZATION (COUNTRY)	KADA (AUSTRIA)	BLOSO (BELGIUM)	INSEP (FRANCE)	CAR (SPAIN)
<b>Main focus</b>	Career coaching	Education/Career coaching + Sport facilities	Accreditation of facilities + HPTC Network	Facilities + Career counselling
<b>Target group</b>	15+	12+		12+ talented- and elite athletes
<b>Principle</b>	Career development and vocational integration + raising awareness of a dual career.	Governmental body taking care of the development of the support on the combination of elite sport and education	Join forces for the development of high performance training centres, which will identify, attract and nurture young talent, and create the best possible environment for their protection and the development to elite sport.	The physical reachability of all facilities related to a Dual Career. Cooperation and tuning between different stakeholders are being simplified by geographical reachability.
<b>Education</b>	<p>Structure:</p> <p>KADA is a cooperation between government, labour market and education to provide dual career services. There is a signed partnerships with universities (SLS universities) which mainly provide study and career support.</p> <p>There are 9 so-called Nachwuchskompetenzzentren, elite schools of sport and football academies. On top of this there are 4 Spezialeinrichtungen, special secondary schools that support Dual</p>	<p>Structure:</p> <p>More than 150 high level athletes were individually coached during at least one academic year on the combination of high level sport with education or work.</p> <p>Formal agreements between secondary schools (Topsportschools) and sport (BLOSO/ministry of sport)</p> <p>In secondary schools a minimum package of teacher occupation is being strived to make separate classes for student-athletes</p>	<p>Structure:</p> <p>3 quality labels, gold, silver and bronze. Criteria set for Entourage, Training, Education, Medical Support and Communication.</p> <p>Grand INSEP ensures a network of high performance training centres that serve as open platforms to improve the cooperation, communication of stakeholders and mobility of the athlete.</p> <p>INSEP provide training and educational programmes offered on a one-</p>	<p>Structure:</p> <p>CAR its focus on mobility, guarantee the secondary education nearby the training centre where special courses are provided (and higher education/university?)</p> <p>Special academic guidance is provided by the Athletic Care Service (SAE) located within CAR. Guidance include: Academic guidance Coordination of tutoring programs for athletes The services offered by the SAE are</p>

	<p>Career, which work in collaboration with KADA</p> <p>Partnerships to raise awareness of DC.</p> <p>The support provided by KADA focuses on lifelong learning and future employment. KADA supports athletes with highly professional counselling and custom-tailored programmes adapted to the unique concerns of each individual.</p> <p>KADA assists athletes in Dual Career through three pillars in all phases of their career:</p> <ul style="list-style-type: none"> <li>• Prevention of injuries</li> <li>• Career counselling</li> <li>• Vocational integration</li> </ul>	<p>providing flexibility and special coaching.</p> <p>Monitoring:</p> <p>The sports federation have to take the measures to establish and maintain quality of new entries to Topsportschools.</p>	<p>to-one basis by a tutor.</p> <p>One type of service includes e-learning</p> <p>Monitoring:</p> <p>The ministerial departments conduct an evaluation report every 4 years, after evaluation there is a new rating for labelling.</p>	<p>personalized and individualized according to the sporting stage and needs of each athlete.</p> <p>Several individual universities provide dual career support services</p>
<b>Facilities</b>		BLOSO owns 13 sport centres in Flanders (for all athletes).	INSEP, consisting of 17 training centres (CREPS)	CAR consists of 4 high performance training centres in Spain
<b>Entourage + staff experts</b>	KADA raises awareness of the entourage of the athlete about having a Dual Career.		INSEP Qualified and multilingual staff	Coaches and educators are located nearby each other so issues are identified and solved easily.

<b>Support services</b>	Lifestyle support:	Lifestyle support:	Lifestyle support:	Lifestyle support:
	<p>Career support:</p> <p>KADA provides career counselling and vocational training to improve employability. Career guidance, job application training and job placement are the main focus.</p>	<p>Career support:</p> <p>BLOSO carrierbegeleiding focuses on the transition from secondary school to higher education. Entourage and sports are well informed! Encouragement to cooperate and communicate between stakeholders (raise awareness on DC and about employability of elite athletes) Special programmes are provided to improve employability and job opportunities.</p>		<p>SAE is an advising organ that can be addressed when issues of any nature occur. There is guidance on issues related to the life project of an individual athlete. Special support in process of withdrawal of athletic career is provided by SAE.</p> <p>Career support:</p> <p>Meetings are organized where companies can scout athlete for further employment. CAR promotes the special skills of athletes to the labour market.</p>

ORGANIZATION (COUNTRY)	TASS (UK)	CTO (NETHERLANDS)	TEAM DANMARK (DENMARK)
<b>Focus</b>	DC support services + facilities with the athlete at the centre	DC support services + facilities with the athlete at the centre	DC support services with the athlete at the centre
<b>Target group</b>	16+ talented- and elite athletes	12+ talented- and elite athletes	
<b>Principle</b>	Individual centred approach, lifestyle broad, education and school nearby	Individual centred approach, lifestyle broad, education and school nearby	Main mission to develop the Danish elite sport in a socially responsible manner. Team Danmark takes care of the support services according to the needs of the athletes
<b>Education</b>	<p><i>Structure:</i></p> <p>TASS Athletes are required to undertake a Recognised Education Programme (REP) at a recognised Institution in England</p> <ul style="list-style-type: none"> <li>A REP should meet the 5 principles of learning; Education should be:</li> <li>Progressive; it should extend the learning and skills of an individual.</li> <li>Relevant; it should meet the desired learning/career goals of an individual.</li> <li>Encourage employability; by provision of professional courses and work places</li> <li>Entail commitment; a minimum number of credits and learning hours should be met (50% per year)</li> <li>Accredited; courses that are universally recognized to obtain official qualifications.</li> <li>A REP may be of any level</li> </ul>	<p><i>Structure:</i></p> <p>CTO have signed contracts with educational institutions from secondary educational until University;</p> <ul style="list-style-type: none"> <li>Secondary education include the LOOT agreement for elite athletes</li> <li>Higher education and universities have signed the FLOT, an agreement on offering dual career services in education</li> </ul> <p>Vocational institutions are not included in the FLOT or LOOT arrangements so they have signed individual contracts with their athletes</p> <p>To get support from the CTO, the education programme being followed should meet the individual development goals of the athlete. The accountmanager, together with the DC</p>	<p><i>Structure:</i></p> <p>Support is provided to negotiate with schools and recommendations for educational institutions and workplaces</p> <p>Team Danmark has formal partnerships with 5 universities and good informal relations with a number of other schools. Regarding the partnership schools have a number of basic support and services they have to offer. This is mainly based on counselling activities, flexible exams, extra courses and study buddies.</p> <p>The support from the schools is done by special counsellors with a strong knowledge about elite sports.</p> <p>Team Danmark support these partnerships by a steering committee in the first 3 years. The support also consists of financial support for the permanent partners.</p>



	<ul style="list-style-type: none"> <li>• A REP may be completed full-time, part-time or via distance learning. Individual arrangements are set with the help of TASS.</li> <li>• A REP may include coaching qualifications</li> </ul> <p>Monitoring:</p> <p>Through the accreditation system for REPs.</p>	<p>coordinator from the educational institution is responsible of monitoring the development of the individual athlete in education. The DC coordinator should agree upon the arrangement being offered with the individual athlete meeting the FLOT/LOOT criteria.</p> <p>Additionally, the educational institutions under contract of the CTO include studies and programmes that lead to acknowledged qualifications An educational programme may be of any level but should be a study at an institution under contract of the CTO Individual goals related to education and DC arrangements are set between the athlete and accountmanager of the CTO with personal goals and agreements. Distance learning is partially available (depends on the study and courses involved) Coaching qualifications may only be included on vocational level</p> <p><i>Monitoring:</i></p> <p>The arrangements made between the CTO accountmanager, the DC coordinator at the educational institution and individual athlete is being monitored regularly (through a team-around-team meeting)</p>	<p>Team Denmark supports around 1000 athletes. About 450 on high school level and 250 on higher educational institutions. Around 100 of the athletes on higher education are students on partnership universities</p>
<b>Facilities</b>	<p>There are 24 TASS accredited centres (TACs)</p>	<p>CTO has 3 trainingscentres across the country (for elite</p>	

		athletes only)	
<b>Entourage and staff experts</b>	<p>The TACs constituted of competent experts guarantee the full development of the athlete.</p> <p>All types of experts must meet the person specifications specific for their function.</p> <p>In general; all practitioners across all areas of core support are required to understand and demonstrate practical application of meeting the legal and ethical requirements arising from working with talented athletes.</p> <p><i>Monitoring:</i></p> <p>TAC is responsible for the implementation of the services provided by the experts, where TASS should be informed on those on a regular basis.</p> <p>The TAC monitors its delivery of support services and the engagement of athletes on a regular basis.</p>	<p>CTO appoint different experts to form a team-around-team construction and ensure the full development of each individual athlete.</p> <p>CTO is responsible for the implementation of the programme and parents of all athletes should be informed about the programme.</p> <p>All experts are hired by the CTO based on their qualifications.</p> <p><i>Monitoring:</i></p> <p>An annually team-around-team meeting to discuss the progression of the individual athlete. The educational development is being monitored by the account manager.</p> <p>Once in four years the NOC monitors and tests all experts objectively to guarantee high quality services.</p>	<p>Team Danmark is a knowledge institution, which employs a number of professional experts</p> <p>Coaches: Receive sport psychology classes</p>
<b>Support services</b>	<p><i>Lifestyle support:</i></p> <p>An expert is hired at the TAC specialized in the lifestyle support. For each individual athlete a life style support action plan is created to guarantee the full life development of the individual. When issues occur of any nature, the athlete can address those to the life style coach.</p>	<p><i>Lifestyle support:</i></p> <p>The accountmanager is the contact person to talk to by an athlete when issues are experienced of any nature. In this the accountmanager is responsible for monitoring the wellbeing of an athlete and to refer the athletes further to specialized experts.</p> <p>Athlete has to take</p>	<p><i>Lifestyle support:</i></p> <p>In the Danish Sports Act recorded: ensuring physically, personally and socially development. The objective is to improve the condition of athletes in training, competition and everyday life. Team Danmark provides guidance, education and training that is related to the individual athlete and its development goals. Also issues in any</p>

		<p>own responsibility. Only part of the programme if athlete takes responsibility on its own progression in development. Self regulation!</p>	<p>other field may be discussed.</p> <p>Team Danmark experts collaborate across disciplines to optimize all parameters around the individual athlete. The efforts are knowledge-based and holistic, and implemented with the athlete at the center.</p> <p>Team Danmark also contribute to skills development of athlete, coaches and sports managers through training</p> <p>Career support: Guidance for educational and career choices, application courses and support at end of sports career.</p>
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