

SURVEY ON BEST EUROPEAN PRACTICES IN DUAL CAREER OF ATHLETES

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Sofia, October 15, 2018

Co-funded by the
Erasmus+ Programme
of the European Union



Introduction

SMART SPORT promotes the implementation of EU Guidelines on Dual Careers of Athletes in the partners' countries as the project envisages the elaboration and dissemination of a comprehensible online tool describing best practices and the EU Member States' effective systems for Dual Careers. SMART SPORT contributes to raising awareness of national and local stakeholders for the importance of Dual Career (DC) of athletes as well as increase the athletes' and coaches' knowledge for the existing EU DC programs by elaborating for the first time this ready to use online tool.

“Dual careers in sport encapsulates the requirement for athletes to successfully initiate, develop and finalizes an elite sport 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. Dual careers generally span a period of 15 to 20 years. Different stages of athletes' development have been identified in a range of models starting from the introduction in a sport to the development towards a talent, the perfection of performance in the mastery stage, and the stage of ending a high-level sport career and looking for a new career.” (EU DCA Guidelines) SMART SPORT will build on previous EU funded projects in DCA aiming at further explore the existing EU practices in DCA and make them more visible and accessible for the athletes. The Survey on DCA is the first project step towards reaching the project main objective. The main subject of the survey is studying the EU best DCA practices that are really effective, actual and working in favor of athletes at the time of the project development.

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Abstract

Dual career development of elite athletes in EU has gained wide attention in the past two decades. Smart Sport WP 2.1 foresees: “A survey to identify the existing EU best policies, practices and effective systems in DC of athletes. “ The activity will be led by FYROM. The task will be to survey on the EU best policies, practices and effective DC systems, as they are constantly developing in order to be able to fulfill the WP 2 main objective. The survey will be carried out in all partners’ countries. The

research methods of the survey will be literature and document reviews, mail and Internet survey, and interviews with representatives of main stakeholders in sport. The literature and document materials can include EU and other relevant publications, on-line databases and other published materials. Appointed experts from each organization, listed in F.6. will prepare reports.” The purpose of this study is to employ a qualitative meta-synthesis method to explore the literature on dual career policies, best practices and effective schemes in the European Union. A total of 27 existing articles and studies were examined in regard to what the main policies, practices and effective schemes exist in the EU countries subject of this survey. Inclusion and exclusion criteria were developed during the process to produce a clear statement of applicability of this study. A thematic synthesis was performed and a map of constructs reflected that DC policies differ a lot in the surveyed EU countries as well as the DC practices and paths. Main stakeholders in DC policies and practices in the surveyed countries were identified. A Questionnaire was elaborated based on the needs of the project objectives and 10 organizations from 10 EU countries were interviewed. The answers were analyzed and summarized according data analysis plan and shown in a Table and Map in the section 5 of this Survey. Graphical method of analysis - Plot was used for the purpose of graphical representation of the answers and looks for differences in response patterns with respect to different themes on Questionnaire. To allow for a more systematic analysis, we first group the questions by “Themes” and we relate every comment to one of the chosen themes. We also extract possible proposals or critics from the comments. Finally, we structure the information pictorially by grouping the comments according to whether they answer some specific questions.

Background

Much research has been done in identifying, analyzing and monitoring on the DCAs available policies, practices and effective schemes in EU countries. Despite of this fact there is still not a single online tool or platform where all available policies, practices and paths for DC of athletes can be reached with one click.

“Dual Career’ should be understood to mean that an athlete can combine, without unreasonable personal effort, their sporting career with education and/or work in a flexible way (...), without compromising either objective (...).” Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on dual careers for athletes (2013/C 168/04)

Smart Sport project Specific Objective 2 is: To identify, describe and present in a ready to use way the EU best policies, practices and effective systems in DC of athletes by elaborating and disseminating a comprehensible online tool describing them. This report provides a review of examples of best practices in dual careers of elite athletes to promote DCA effective policies, politics and schemes in several EU countries, with a particular emphasis on countries participating in Smart Sport project implementation. The report will be used as a background document to elaborate Smart sport online tool content.

SMART SPORT ONLINE TOOL EU ADDED VALUE is set to be: The proposal will bring added value at EU level as for the first time SMART SPORT project will elaborate and disseminate a comprehensible online tool describing best practices and the EU member states effective systems for Dual Careers; The EU Commission “ Study on the minimum quality requirements for dual career services”, (in 2016), recommends to develop the study “framework into an easily accessible online tool for all stakeholders.” Smart Sport project team takes into consideration the study recommendation. The present report aims at expanding the content of the described above tools with DC for athletes existing programs’ detailed presentations.

For the purpose of reaching Smart Sport Specific Objective 2 the project design includes Work Package 2 as follows:

2 WP) Elaboration of a comprehensive Online Tool for Best Practices and the EU Member States’ effective systems for Dual Career of Athletes. The WP2 objective is: To identify, describe and present in a ready to use way the EU best policies, practices and effective systems in Dual Careers of athletes; The activity is divided in subtasks, which will be led by different partners. It comprises as follows: 2.1) To carry out a survey to identify the existing EU best policies, practices and effective systems in DC of athletes. (The activity will be led by FYROM.) The task will be to survey on the EU best policies, practices and effective DC systems, as they are constantly developing in order to be able to fulfill the WP 2 main objective. The survey will be carried out in all partners’ countries. The research methods of the survey will be literature and document reviews, mail and Internet survey, and interviews with representatives of main stakeholders in sport. The literature and document materials can include EU and other relevant publications, on-line databases and other published materials. Deliverables: 1 survey report drafted on the identified EU best practices, policies and effective systems on DC of athletes.

2.2) Elaboration of the content for the online tool Activity will be led by BOC and will be implemented in Bulgaria. The content of the online tool will be totally new with updated information about the EU best practices, policies and effective DC systems. After reviewing of the reports from all the partners countries 2 experts from BOC will assemble the relevant data and will elaborate the content for the online tool. Deliverable: Content of the online tool.

Methodology

Smart Sport foresees: “The research methods of the survey will be literature and document reviews, mail and internet survey, interviews with representatives of main stakeholders in sport. The literature and document materials can include EU and other relevant publications, on-line data bases and other published materials.”(Smart Sport project description). For reaching the objectives of the Survey a Questionnaire was elaborated and answered by main stakeholders in DCA from 10 EU countries.

Systematic Literature review

Overview of the method

The present study used a qualitative meta-synthesis method to explore the literature on dual career policies best practices and effective schemes in EU. A total of 490 existing studies, peer reviewed articles, presentations and data sets were examined in regard to what the main policies, practices and effective schemes exist in the EU countries subject of this survey. Inclusion and exclusion criteria were developed during the process to produce a clear statement of applicability of this study. A thematic synthesis was performed and a map of constructs reflected that DC policies differ a lot in the surveyed EU countries as well as the DC practices and paths. Main stakeholders in DC policies and practices in the surveyed countries were identified. European Dual Career of Athletes’ best policies and effective systems were grouped according the four-fold typology: (i) a state-centric provision backed by legislation, (ii) the state as a facilitator fostering formal agreements between educational and sporting bodies, (iii) National Federations / Sports Institutes as facilitator / mediator engaging directly in negotiation with educational bodies on behalf of the individual athlete, and (iv) a ‘laissez faire’ approach where there are no formal structures in place”(invented by Aquilina and Ian Henry in “Elite athletes and university education in Europe: a review of policy and practice in higher education in

the European Union Member”). The method employed to gather data for this research was qualitative meta-synthesis, which focuses on selecting qualitative studies on a specific body of knowledge and translating those findings into one interpretation offering a richer, more complete understanding of the phenomenon (Sherwood, 1999). The systematic literature review involved four stages: literature search; setting inclusion and exclusion criteria; critical appraisal; and synthesis of findings.

Literature Search

Before conducting the literature search, it was essential to identify published articles and studies in order to meet research objectives (Hammell, 2007). Erwin, Brotherson, and Summers (2011) suggested that in this step of conducting a meta-synthesis it is critical to complete as comprehensive a search as time and resources would allow. Considering the main study objective relating to dual careers, searches were conducted in academia.edu (2015–present), <https://www.researchgate.net> (2015 - present), SCOPUS (social science: 2015–present), SPORTDiscus (sport sciences: 2016–present), PsycINFO (psychology: 2016–present) and Sociological Abstracts (sociology: 2016 –present) using detailed strategies (see Appendix 1) and supplementing with several articles from Google Scholar. Prisma Flow diagram mapped out the number of records identified.

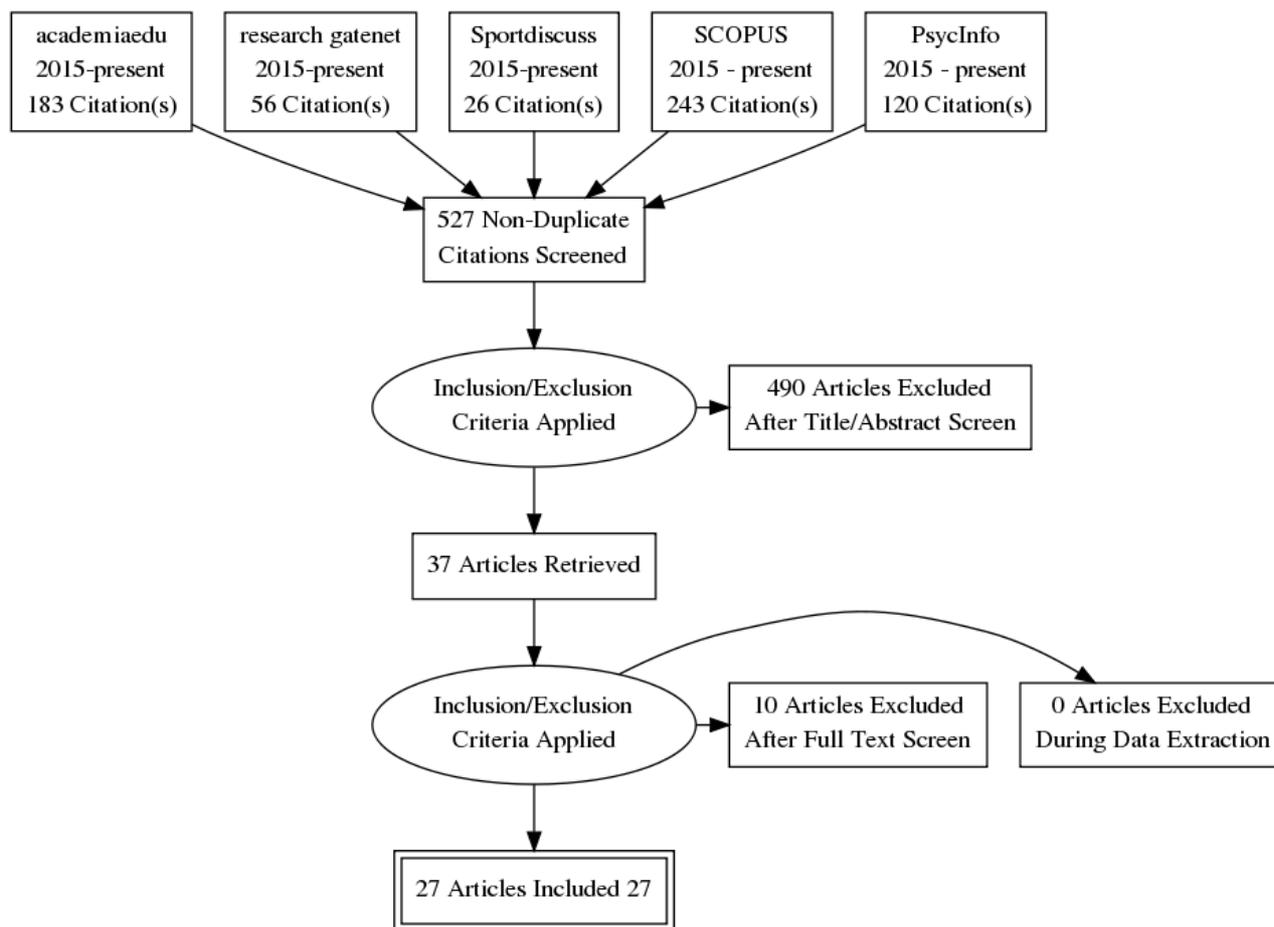


table 1 Prisma Flow diagram

Inclusion and Exclusion criteria

A necessary part of meta-synthesis analysis was using predetermined criteria to evaluate the relevance of the studies (Popay, Rogers, & Williams, 1998). The inclusion and exclusion criteria are described in a Table 2. Searches were limited to papers published from 2015 to 2018 so that a 3 -year period would present an all-round current situation of research in dual career development of elite athletes. Non-English articles were excluded to prevent cultural and linguistic bias in translation. The search was limited to European studies and words and phrases like dual career of athletes, best practices and policies for DCA were searched on in the above mentioned data bases.

Table 2 Inclusion/exclusion criteria

Inclusion criteria	Exclusion criteria

Critical Appraisal

There was consensus that there were no uniform guidelines on reporting the quality appraisals of qualitative studies (Noblit & Hare, 1988; Tong, Flemming, McInnes, Oliver, & Craig, 2012). Generally, the appraisal involved developing a means for determining the similarities of studies by using comparison parameters such as stated research purposes, research questions asked, data collection techniques, data analysis and types of findings reported (Erwin et al., 2011). Therefore, studies were included only if there were adequate perceptions from participants to clarify the reasonable interpretations of the researchers. We used the checklist presented in Table 3 to evaluate the clarity and transparency of the research process, and to document whether credibility and trustworthiness were addressed (Erwin et al., 2011). The aim of our synthesis was not just to assess the quality of each study; rather, we intended to assess the explicitness and comprehensiveness of reporting.

Table 3/ Check list

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Synthesis of finding

First-order constructs were defined as the direct quotes from participants in each original study. Second-order constructs were defined as interpretations of participants' quotes expressed as themes, developed by the original researchers and summed up either in results or discussion parts of the original research (Knowles et al., 2014). Third-order constructs were derived from the process of identifying first-order and second-order constructs (Atkins et al., 2008). The author has read Articles repeatedly separately and the first-order constructs summarized. Then second-order constructs were identified and crosschecked separately by researchers. Constructs were reviewed to see how the concepts or themes were consistent or varied across the articles. Reviewers independently decided the second-order constructs and meanwhile developed new third-order constructs that encompassed various concepts or themes across articles. The following analysis used thematic synthesis, which has three stages for synthesis: the free line-by-line coding of the findings of primary studies; the organization of these free codes into related areas to construct descriptive themes; and the development of analytical themes (Thomas & Harden, 2008).

Questionnaire

The researcher Kristiana Kazandzieva has elaborated a Questionnaire based on the needs of the project objectives and 10 organizations from 10 EU countries were interviewed. The questions were based on the authors' combined years of experience in Dual Career of Athletes and knowledge of the current evidence-based literature. The answers were analyzed and summarized according data analysis plan and shown in a Table and Map in the section 5 of this Survey. Graphical method of analysis - Plot was used for the purpose of a graphical representation of the answers and looks for differences in response patterns with respect to different themes on Questionnaire. To allow for a more systematic analysis, we first group the questions by "Themes" and we relate every comment to one of the chosen themes. We also extract possible proposals or critics from the comments. Finally, we structure the information pictorially by grouping the comments according to whether they answer some specific questions. We have used Open question questionnaire. Open questions differ from

other types of questions used in questionnaires in a way that open questions may produce unexpected results, which can make the research more original and valuable. However, it is difficult to analyze the results of the findings when the data is obtained through the questionnaire with open questions.

Answers obtained to open-ended questionnaire questions are analyzed using qualitative methods/Qualitative data analysis/QDA and they involve discussions and critical analyses without use of numbers and calculations. Questions need to be formulated in an unambiguous and straightforward manner and they should be presented in a logical order. Advantages of questionnaires include increased speed of data collection, low or no cost requirements, and higher levels of objectivity compared to many alternative methods of primary data collection. However, questionnaires have certain disadvantages such as selection of random answer choices by respondents without properly reading the question. Moreover, there is usually no possibility for respondents to express their additional thoughts about the matter due to the absence of a relevant question.

We have used the following type of Questionnaires:

Computer questionnaire. Respondents are asked to answer the Questionnaire that was sent by mail. The advantages of the computer questionnaires include their inexpensive price, time-efficiency, and respondents do not feel pressured, therefore can answer when they have time, giving more accurate answers. However, the main shortcoming of the mail questionnaires is that sometimes respondents do not bother answering them and they can just ignore the questionnaire.

Telephone questionnaire. Researcher may choose to call potential respondents with the aim of getting them to answer the questionnaire. The advantage of the telephone questionnaire is that, it can be completed during the short amount of time. The main disadvantage of the phone questionnaire is that it is expensive most of the time. Moreover, most people do not feel comfortable to answer many questions asked through the phone and it is difficult to get sample group to answer questionnaire over the phone.

In-house survey. This type of questionnaire involves the researcher to visit respondents in their houses or workplaces. The advantage of in-house survey is that more focus towards the questions can be gained from respondents. However, in-house surveys also have a range of disadvantages including being time consuming,

more expensive and respondents may not wish to have the researcher in their houses or workplaces for various reasons.

Main Findings of the literature review.

1. Theoretical transitional models in literature

1.1. Schlossberg's transition model

Sports career termination and the respective outcomes of it are well described in sport psychology literature. Here down we present several theoretical models developed to describe the mechanism of athlete's exit out of sports career and its consequences. Sports psychologists first adopted Schlossberg's (1981) transition model to the sports context but found that it lacked operational details of the specific components related to the adjustment of the retirement process of athletes. Dr. Nancy K. Schlossberg is an expert in the areas of adult development and adult transition. Dr. Schlossberg introduces the transition theory (then called a model) in her article, "A Model for Analyzing Human Adaptation" in the *Counseling Psychologist* journal (1981). A transition has been defined as an event which results in a change in assumptions about oneself and the world and requires a corresponding change in behaviour and relationships. Schlossberg's (1981) model for analyzing human adaptation to transition focuses on three major aspects of an individual involved in a transition:

- 1) The individual's (health, past experience, social status);
- 2) The individual's perception of the transition (whether or not the transition was wanted); and
- 3) The characteristics of the setting (formal and informal support systems) (Pearson and Petitpas, 1990, p. 7).

Regarding the perception of a particular transition, Schlossberg (1981) suggested that role change, affect, source, onset, duration, and degree of stress are all important factors to consider. This aspect of Schlossberg's model emphasizes the phenomenological nature of transitions, in that it is not just the transition itself that is of primary importance, but also the individual variables that have different salience depending on the transition. Schlossberg identifies four major sets of factors that influence a person's ability to cope with a transition: Situation, Self, Support, and Strategies. They are known as the "4 S's". A person's "assets and liabilities" in each of these sets are the determinants for evaluating how well they will cope with the transition.

According to Schlossberg (Transitions, 1984) there are two types of transitions as follows:

Table 1 Types of athletic transitions

normative	Non normative
Predictable and anticipated	Do not occur in a set pattern or schedule but are the result of important events that take place in an individual's life.
Part of a definite sequence of age related biological, social and emotional events or changes	Unpredicted, unanticipated and involuntary, non events,
i.e. junior to senior, regional to national, amateur to professional, active to retired	i.e. season ending injury, loss of a coach, unexpected cut from the team

A number of researchers used this model in an attempt to understand the career transition process of athletes (e.g., Baillie & Danish, 1992; Parker, 1994; Sinclair & Orlick, 1994; Swain, 1991). As empirical findings revealed that the adjustment process to post-athletic life was mediated, among others, by the voluntariness with which athletes retired and their preparation for a life after sport (e.g., Alfermann & Gross, 1997; Webb, Nasco, Riley, & Headrick, 1998; Wheeler, Malone, VanVlack, Nelson, & Steadward, 1996), the focus of research gradually broadened to the pre- and post-career ending phases. While transition models incorporated a wider range of influence than gerontological and thanatological models, and allowed for the possibility of both positive and negative adjustment (Crook & Robertson, 1991), they were still found to lack operational detail of the specific components related to the adjustment process among athletes (Taylor & Ogilvie, 1994).

1.2. Taylor and Ogilvie athletic career termination model

Taylor and Ogilvie (1994) developed the *athletic career termination model* that deals specifically with retirement from elite sport and proposes that the quality of the transition is dependent upon the reasons for termination, factors related to the adaptation, and the available resources for the transition. Taylor and Ogilvie (1994) introduced a conceptual model, which outlines five stages important to address with athletes who are transitioning out of sport either expectedly or unexpectedly.

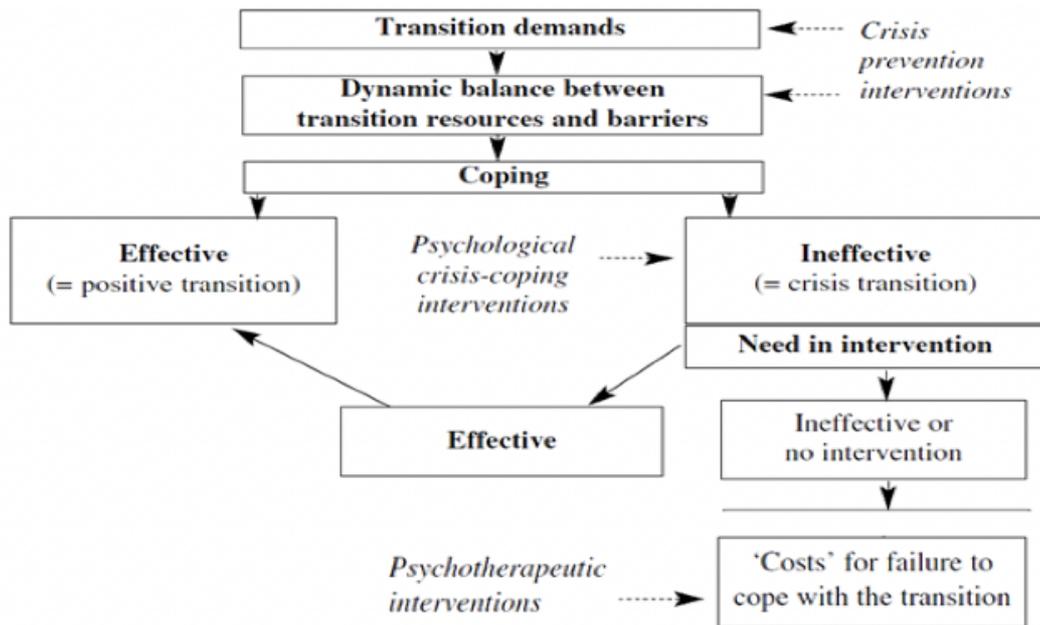
Table 2 Taylor and Ogilvie athletic career termination model

Reasons for transition	Age Injury Deslection Free will/choice
Factors related to adaptation to career transition	Developmental contributors self identity Perceptions of control Personal, social and Environmental factors
Resources for athletes	Coping Strategies Social support Pre -retirement planning
Quality of transition	Healthy Distressful
Intervention Strategies	Transferable skills Career counselling Sport Psychologist/Consultant Career

1.3. Stambulova's (2003) *athletic career transition model*

This model has also been used to explain retirement from sport. Her model emphasizes that effectiveness in coping with transitions is dependent on a dynamic balance between transition resources and barriers. Since Taylor and Ogilvie developed their model more than 20 years ago, a great number of variables have been related to the adaptation quality of the transition; thus, the model needs to be updated according to recent advances (Knights, Sherry, & Ruddock-Hudson, 2016; Park et al., 2013; Stephan & Demulier, 2008).

Table 3 Stambulova's (2003) *athletic career transition model first theoretical framework for the 5CPS / five step career planning strategy*



Furthermore, there is still a lack of consensus among researchers as to how to measure the quality of the transition (Stambulova, Franck, & Weibull, 2012). Some researchers measured it through athletes' adaptation difficulties and distress (e.g., Blinde & Greendorfer, 1985), while others considered life satisfaction, job success, or satisfaction with the end of the athletic career (e.g., Alfermann et al., 2004; Dewenter & Giessing, 2014; Stambulova et al., 2007).

1.4. Willeman and Lavalée's (2004) developmental model

In the developmental model of transitions faced by athletes (Wylleman & Lavalée, 2004), Bloom's talent development stages are adopted as athletic career stages but also complemented by stages and transitions in athletes' psychological, psychosocial, and academic-vocational development. In fact, this model views an athlete as a person doing sports but also other things in life. "Wylleman and Lavalée (2004), for example, have proposed a developmental model that outlined a series of predictable or 'normative' transitions throughout the athletes' careers. These normative transitions are part of a definite sequence of age-related biological, social, and emotional events or changes and can be said to be generally related to the socialization process, as well as the organizational nature of the setting in which individuals are involved (e.g., school, family). During this type of transition, athletes exit one stage and enter another stage that makes these transitions generally predictable and anticipated. Non-normative transitions, on the other hand, do not occur in a set plan or schedule and are the result of important events that take place in individual's lives and to which they respond. As a result, these transitions are generally unpredicted, unanticipated and involuntary. Examples of non-normative transitions include the loss of a personal coach or an unanticipated de-selection from a team. Non-normative transitions also

include those that were expected or hoped for, but which did not happen – labeled non-events (Schlossberg, 2004) – such as not making the World Cup or Olympic Games.” (Gordon, S., & Lavalley, D. (2012). Career transitions. In T. Morris & P. Terry (Eds.), The new sport and exercise psychology companion (pp. 567-582). Morgantown, WV: Fitness Information Technology.)

Table 4 Wylleman @ Lavelle, 2004 developmental model. (Cited from Alferman @ Stambulova, 2007, p. 716)

Age	10	15	20	25	30	35
Athletic Level	Initiation	Development	Mastery		Discontinuation	
Psychological Level	Childhood	Adolescence	Adulthood			
Psychosocial Level	Parents Siblings Peers	Peers Coach Parents	Partner Coach		Family (Coach)	
Academic Vocational Level	Primary education	Secondary education	Higher education	Vocational training Professional occupation		

1.5. Stambulova and Colleagues Cultural framework for the transition out of elite sport

Stambulova and colleagues (2007) developed a cultural framework for the transition out of elite sport when comparing French and Swedish athletes’ reactions to their career end. This framework emphasizes that certain macro-dimensions (e.g., cultural dimension, welfare systems) and features of the sports systems (e.g., financial support, athlete career- and educational programs) influence the transitions and careers trajectories of elite athletes, including retirement from sport. Comparative studies about elite sport systems (De Bosscher, Shibli, Westerbeek, & van Bottenburg, 2015; Houlihan & Green, 2008; Petry, Steinbach, & Tokarski, 2004) showed that the support elite athlete receive different substantially between countries, especially in terms of athlete career programs (Digel, 2005) and educational opportunities (Aquilina & Henry, 2010, 2014) that facilitate the combination of the athletic with the

educational/vocational career, the so- called ‘dual career’. There has been a growth of interest in studying athletes’ dual careers and transitions (e.g., Stambulova, Engström, Franck, Linnér, & Lindahl, 2015; Tekavc, Wylleman, & Erpic, 2015). However, little research has been conducted on how national dual career settings influence athletes’ dual career trajectories and their transition out of elite sport across countries. This thesis intends to provide a better link between athletes’ dual career trajectories and their transition and adaptation to the post-sport life.

Table 4 Theoretical models for Athletic Dual Careers in Literature

Year	Author	Model
1981	Schlossberg, N. K.	The model for analyzing human adaptation to transition. <i>The Counseling Psychologist</i> , 9(2), 2e18.(athlete’s transition model)
1994	Taylor and Ogilvie	The athletic career termination model
2003	Stambulova	Athletic career transition mode
2004	Willeman and Lavallee’s (2004) lifespan/developmental model	Wylleman, P., Alfermann, D., & Lavallee, D. (2004). Career transitions in sport: European perspectives. <i>Psychology of Sport and Exercise</i> , 5, 7-20.
2010	Wylleman, P., & Reints, A.	A lifespan perspective on the career of talented and elite athletes: perspectives on high-intensity sports. <i>Scandinavian Journal of Medicine & Science in Sport</i> , 20(Suppl. 2), 88e94.
2012	(Stambulova, N. Franck, A. & Weibull, 2012)	Assessment of the transition from junior to senior sports in Swedish athletes. <i>International Journal of Sport & Exercise Psychology</i> , 10(2), 1e17. (the quality of the transition in sports context)
2013	Stambulova, N., & Ryba	Athletes' careers across cultures. London: RoutledgeT. V. (Eds.). (2013a)
2013	Wylleman, P., & Reints, A, De Knop	Holistic Athlete Career model, A developmental and holistic perspective on athletic career development. In P. Sotiaradou & V. De Bosscher (Eds.), <i>Managing</i>

		high performance sport (pp. 159–182). New York, NY: Routledge.
2014	Stambulova, Engström,,Linner,@Lindahl	Athletes Dual Careers and Transitions
2015	De Bosscher, Shibli, Westerbeek @ van Bottenburg	Comparative study about elite sport system
2015	Tekavc, Wylleman, & Erpic,	Athletes dual careers and transitions
2015		

Brief Brief descriptions of the first version of the 5-SCP were published in 2007 as short abstracts in conference proceedings (Stambulova, 2007a, 2007b). Since that time, the author has conducted several international workshops on this strategy, including some for the European Master’s Program in Sport and Exercise Psychology (2008–2010), and received a number of reflections from international students and colleagues. She also collected feedback from the athlete-clients engaged in the 5-SCP career planning. Athlete-clients involved in the 5-SCP career planning most often found it interesting and insightful. They appreciated the “whole person” approach, bridging the different spheres of their lives and taking into account their past, present, and projected future.

2. Dual career of European student - athletes: a systematic literature review / Flavia Guidotti, Cristina Cortis, Laura Capranica

The below information is directly cited from the above mentioned document.

2.1. Regarding policy/organizational-related aspects of the sport and educational environments, studies showed a variety of approaches and policies in place across Member States.

Year	author	Source/page
2007	Radtke and Coalter	
2009	Christensen and Sørensen	Eur Phys Educ Rev, 15, 115-133

2009	Emrich, Fröhlich, Klein and Pitsch	Int Rev Sociol Sport, 44, 151-171
2009	Jonker, Elferink-Gemser and Visscher	High Abil Stud, 20, 55-64
2010	Aquilina and Henry	Int J Sport Pol Politics, 2, 25-47

2.2. Actually, the EU recommendations on DC (EC, 2012) could relate not only to the sport area but also to the workers' rights, the protection of minors, the safeguard of the free movement of citizens, and the abolishment of discrimination (code: 17, 28).

Year	author	Source page
2013	Henry	Int J Hist Sport, 30, 356-373
2009	Platts and Smith	Int J Sport Pol Politics, 1, 323-339

2.3. Some authors (code: 26, 28) claimed that a barrier could derive from the sport environment due a lack of financial resources and its determination in maintaining a well-established autonomy.

Year	author	Source page
2008	Petry, Steinbach and Burk	
2009	Platts and Smith	Int J Sport Pol Politics, 1, 323-339

2.4. Furthermore, at academic level the observed substantial differences of DC between and/or within countries (code: 1, 5) could determine a number of national strategies, systems and/or special arrangements, which render difficult the definition of minimum quality requirements for DC services (EC, 2014a)

Year	author	Source/page
2007	Radtke and Coalter	
2010	Aquilina and Henry	Int J Sport Pol Politics, 2, 25-47

Year	author	Source/page
2009	Jonker, Elferink-Gemser and Visscher	High Abil Stud, 20, 55-64
2012	Breslauer, Bujan and Horvat	Zbornik radova Međimurskog veleučilišta u Čakovcu, 3, 7-13
2012	Romar	Acta Universitatis Palackianae Olomucensis.Gymnica, 42, 5-41
2014	Stambulova, Engström, Franck, Linnér and Lindahl	Psychol Sport Exerc (in press)
2014	Wartenberg, Borchert and Brand	Sportwissenschaft in press
2014	Stambulova and Ryba	Int Rev Sport Exerc Psychol, 7, 1-17

2.5. Concerning the evaluation of DC programmes across Member States and issues and challenges of a DC path, contrasting results emerged. In fact, some studies

reported that athletes' involvement in DC programmes in special schools of sport (i.e., where athletes are able to combine sport and academics) determine positive academic outcomes and perceived satisfaction.

3. Athletes Career Assistance Programs in literature

International research findings are consistent, suggesting that talented and elite athletes who continue into upper secondary and higher education find it challenging to reach their potential simultaneously in two areas of achievement (Christensen & Sorensen, 2009; Lally & Kerr, 2005; O'Neill, Allen, & Calder, 2013; Stambulova, Engström, Franck, Linnér, & Lindahl, 2015. (20.01.2016, Tatiana V. Ryba, Kaisa Aunola,, Sami Kalaja, Harri Selänne, Noora J. Ronkainen and Jari-Erik Nurmi, A new perspective on adolescent athletes' transition into upper secondary school: A longitudinal mixed methods study protocol)

3.1 What is athlete career assistance program?

Athlete career assistance programs (CAPs) can be described as an "integrated and comprehensive combination of workshops, seminars, educational modules, individual counseling and/or a referral network providing individualized and/or group-oriented multidisciplinary support services to athletes regarding to their athletic participation, developmental and lifestyle issues, and educational and vocational development" (Wylleman, Theeboom, & Lavallee, 2004, p. 511).

3.2 Target groups for career programs or services of athletes

Target groups for career programs or services of athletes include prospective junior athletes, student-athletes, elite senior athletes, and retiring or already retired athletes. Career assistance is generally based on a set of principles such as a 'whole career' and 'whole person' approach, a developmental and an individual approach, as well as a multilevel treatment and empowerment approach (Alfermann & Stambulova, 2007; Wylleman, Harwood, Elbe, Reints, & de Caluwé, 2009).

3.2 Approaches in CAP for athletes

A multilevel approach means treating athletes in transition not only on the symptomatic level (e.g., negative emotional reactions), providing technique-based symptomatic relief, but also addressing a variety of issues behind the symptoms (e.g., perceptions, decisions, attributions, attitudes, meanings).

An empowerment approach means helping athletes to develop coping resources and strategies to allow them to become autonomous after psychological interventions as an alternative to making athletes dependent on consultants and their services.

3.3 CAP for athletes in research

Andersen and Morris (2000) presented an outline of some CAPs for athletes, including programs that have been started in Australia (*Athlete Career and Education Program*),

the United Kingdom (*Performance Lifestyle Program*), Canada (*Olympic Athlete Career Centre*), and the United States (*CHAMPS/Life Skills Program*).

3.4 Who provides CAPs for athletes?

According to Gordon et al. (2005), these programs are provided by five major sources, including

- National Sport Governing Bodies (e.g., Team Denmark, UK Sport),
- National Olympic Committees (e.g., Swiss Olympic Association),
- player unions within specific sport federations (e.g., Spillerforening),
- academic institutes (e.g., Aarhus University, AWF Gdansk) and
- independent organizations linked to sport settings (e.g., Adecco, KADA).

Launched in 2005, the International Olympic Committee (IOC) established its athlete support program and has started to provide guidance and information on athletes' life skills development and career transition issues via its official internet website (<https://www.olympic.org/athlete-career-programme>) together with the recruitment company Adecco. The Swiss Olympic Association started its partnership with Adecco in 2006; Team Denmark began its association in 2008. Poland is not part of the IOC Adecco athlete career program. In general, it is the aim of the CAPs to enhance elite athletes' successful daily lives both inside and outside sport. CAPs usually cover three major areas including education (e.g., basic skills for enhancing academic achievement), life skills (e.g., leadership, teamwork, effective decision-making, and mature career planning), and employment (e.g., CV writing and interview skills). All three areas of the CAPs will now be described in more detail to give an overview of the potential organizational and institutional services and opportunities that are provided to elite athletes.

3.4. Recently published documents where dual career of athletes is a main subject.

1. Supporting the Holistic Development of the Athlete: A Review of the Benefits and Current Status of Dual Athlete Career Programs (DACPs) Around the World; Christina Vasileiadou, Master's Program in Sport and Olympic Studies, Master's Program in Health and Sport Sciences, Graduate School of Comprehensive Human Sciences, University of Tsukuba, 1-1-1 Tennodai, Tsukuba, Ibaraki 305-8574, Japan, Corresponding Author: christinavass23@gmail.com ;
2. High performance athletes' education: value, challenges and opportunities ; GEORGE PAVLIDIS, DIMITRIS GARGALIANOS South East European Research Centre (SEERC), Thessaloniki, GREECE, Department of Physical Education & Sport Sciences, Democritus University of Thrace, Komotini GREECE Published online: June 25, 2014 (Accepted for publication June 15, 2014) DOI:10.7752/jpes.2014.02044;
3. Dual career motivation and athletic identity on elite athletes (Cristina López de Subijana, Maria Isabel Barriopedro and Isabel Sanz, Article in Revista de Psicología del Deporte · December 2015)

4. Dual-Career Management: Challenges and risks inherent in elite sporting careers (Dawn Acquilina, 30 June 2015, web search, "[Sport, Education and Training in Europe : A dual career for a dual life](#)" Under the direction of Sylvain Landa Foreword of Thierry Braillard, Secretary of State for Sports and Claudia Bokel, Chairwoman of the Committee on the CIO Athletes
5. Dual Career Pathways of Transnational Athletes (Tatiana V. Ryba a, Natalia B. Stambulova Noora J. Ronkainen Jens Bundgaard Harri SelanneArticle in Psychology of Sport and Exercise · June 2015 ,DOI: 10.1016/j.psychsport.2014.06.02

3.5 Why CAPs (career athlete programs) are important?

“Becoming an elite athlete is seen by many as a prestigious form of employment and evokes images of grandeur as it allows certain individuals to construct their “glorified selves” and these identities are recognised by the rest of the public as such. However, the choice of this particular career comes at a price and the researchers in this field have striven to uncover the darker aspects of this desirable career. These negative elements concern issues of intense, and at times, ruthless competition to achieve selection, the disparity between supply and demand where the former markedly exceeds the latter which often lead to wasteful and unsustainable player–development practices in elite training institutions. Moreover, the instability and short-term cycle of an elite career hampered by the pervasive risk of injury and the inescapable vulnerability to ageing diminish the future career prospects of these athletes.

This unfavourable situation is further exacerbated with those athletes who despite being very successful on the world sporting stage, are still unable to make a living out of their sport and therefore have to think of some alternative means to support themselves during and after their sporting career is over. Financial hardship is often cited as one of the critical challenges in athletes’ lives as considerable funds are needed to travel, train and compete in the right conditions in order to progress well athletically. Often, close relatives are burdened with this responsibility during the earlier years of the athletic career given that athletes spend significant amounts of their time training to qualify into the elite squad. The problem is further compounded when elite athletes opt for educational courses/degrees that are not covered by a scholarship. Alongside the financial strain that student-athletes have to endure, time management is often the determining factor that impacts significantly on how successful student-athletes negotiate their dual career path. Although, this usually did not depend entirely on them as individuals but also relied heavily on the kind of people and support structure they had around them. However, where time mismanagement does occur in a consistent manner negative repercussions do ensue, leaving the student-athlete with feelings of frustration and stress.

The elite sporting world is characterised by an overflowing sporting calendar which means that athletes sometimes need to travel for months at a time to qualify and compete for major events. Furthermore, the rampant short-term planning in sport constantly leaves student-athletes in a vulnerable position, held back by feelings of uncertainty, whether they were competing or not, whether they had to

travel for competitions, how many hours they would need to dedicate to their athletic preparation given that final selection only takes place just a short period before the actual major competition. Consequently short-term planning in sport makes it increasingly hard to plan ahead in other aspects of their lives since most decisions revolve primarily around their sport. Therefore, many athletes are often subject to a double threat – on the one hand they engage in an athletic career which is prone to instability often hampered by injury, de-selection and the inescapable impact of aging, while on the other they are forced to make sacrifices in terms of education and their subsequent work career. Given this eventuality, it becomes even more pertinent for elite athletes to take charge of their dual career from an early age in order to mitigate these risks.”(Dr. Dawn Aquilina, Dual-Career Management: Challenges and risks inherent in elite sporting careers,2015)

3.6. Dual Career of athletes in EU Dual Careers of athletes – the EU perspective, Agata Dziarnowska

"The EU background The development and promotion of the Dual Career concept started already in 2004, in connection with the European Year of Education through Sport (EYES). The experience gathered over that year showed the need for more concrete actions in this field. Some of the subsequent policy documents, i.e. Commission's White Paper on Sport (2007) and the Communication “Developing the European Dimension in Sport” (2011) confirmed the importance of sport and education. The documents also highlight that cooperation between sport organisations and educational institutes is beneficial for both sectors as well as employment. At the highest political level, the European Council in its Declaration on Sport (12/2008) called for strengthening the dialogue with the International Olympic Committee (IOC) and other representatives of the world of sport, in particular on the question of combined sports training and education for young people. 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. The particular situation of athletes requires the creation of favourable conditions for combining their sports career with education and/or work. In 2011, EU Ministers responsible for sport agreed on future priorities and adopted an EU Work Plan for Sport for 2011-2014.

Among the three priorities identified, 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. Further work on dual careers was part of the mandate of the EU Expert Group on Education and Training in Sport. The experts prepared EU Guidelines on Dual Careers of Athletes which were approved by the Expert Group on 28 September 2012. The document focused on ways to address the challenges related to the combination of high-level sports training with general education or work. The Guidelines seek to: Inspire national guidelines. Raise awareness about the concept of dual careers. Sensitise stakeholders at national and European levels to create the right environment for dual careers of athletes. The document promotes a cross-sectoral approach and focuses on 5 areas: sport, education, employment, health and financial incentives for athletes. This comprehensive document is a capstone of the works conducted at the expert level in the EU. Thanks to these Guidelines, the subject got increased attention at the political

level. They formed the basis for the discussion in the Council the following year. The political declaration in the form of the Council Conclusions was adopted under the Irish Presidency on 17 May 2013. EU Member States and the Commission are invited to take up various types of actions within their respective fields of competence. Among others these include: To develop a policy framework and/or national guidelines for dual careers (...).

To support the development of a set of minimum quality requirements. The document also addresses sport organisations who are encouraged to: Ensure support for the success of dual careers of athletes at all internal levels (e.g. by appointing qualified advisers to assist athletes from the start to the end of their sporting careers (...).

Cooperate with chambers of commerce and labour and businesses to raise awareness of what positive attributes and advantages athletes can bring to employers while also encouraging flexible working arrangements for athletes. Recent developments The economic and political changes of the last years have strongly influenced the priority setting in the area of sport policy. The EU is facing a number of challenges with early school leavers' and their (re)integration into education and the labour market, and there is a need for highly qualified employees on the European labour market. Therefore, in the 2nd EU Work Plan for Sport 2014-2017, attention is given to employment as well as to education and training. 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."

[Dual career programs basic approach and theory\ebook_final; Position: 47: 1941 - 50: 382; 29.10.18 11:03; Weight score: 0]

"In 2012, the European Commission issued a set of guidelines and recommended policy actions on Dual Careers of Athletes in order to confront challenges related to the development and protection of young athletes. The focus was on early specialization sports and disabled athletes, balancing sports training with education and professional endeavors, and finally, planned or unplanned retirement from sport. Considerations that should be taken into account in the design of dual career programs include athletes' ages, career stage, and financial status (European Commission, 2012). Such collective efforts as the European Commission guidelines may play a key role in the harmonization of DACPs across countries, creating more opportunities for internationally mobile athletes (Stambulova and Ryba, 2013b)."

"In modern times, the European Commission (EC): a) acknowledges the importance of balancing education and sport commitments, concept that is called dual career (EC, DG Education & Culture, 2004), b) aspires that sports participation promotes good physical / psychological health, personal growth, and at the social level influences positive social values and economic growth, c) accepts that education provides the basis for the human development and it is pivotal to passing on knowledge and values to future generations and d) emphasizes the importance of dual career training for

young HPAs "... in order to ensure their reintegration into the labour market at the end of their sporting careers" (EC, 2007, article 2, par. 3)."

3.6.1. Dual Career of athletes in UK

"United Kingdom. As mentioned earlier, the UK was one of the first European countries to recognize the impact of holistic athlete development on athletes' performance. Thus, UK Sport (the UK's major National Governing Body along with the British Olympic Association) introduced the Australian-inspired **Athlete Career and Education (ACE)** program in 1999. It was renamed Performance Lifestyle in 2004 and, as of 2009, is delivered by the English Institute of Sport (Park et al., 2013). The UK government recognized the need to provide high performance athletes with a sporting system that fosters the development of a balanced lifestyle and allows for "an athlete's sporting and non-sporting lives to work together and complement each other" (Harrison, 2016). Performance Lifestyle is available to eligible athletes up until 12 months after they exit the program, and the main services and areas of expertise include managing transitions, career development & planning, education, personal and professional development, finance supporting, well-being, and lifestyle management (English Institute of Sport, n.d.). Despite the long-term existence of the program, researchers point out that there is a need for a systematic evaluation of its effectiveness as well as an analysis of athletes' perceptions of program involvement (Park et al., 2013)." "**Performance Lifestyle**" is available to eligible athletes up until 12 months after they exit the program, and the main services and areas of expertise include managing transitions, career development & planning, education, personal and professional development, finance supporting, well-being, and lifestyle management (English Institute of Sport, n.d.)." The findings in sport research recently show that more and more elite athletes present at the world sporting stage in fact are current or recent graduates of higher education. In the UK the British Universities and Colleges Sport (BUCS) website published official statistics stating that over the last 20 years (Barcelona Games 1992 and London Games 2012), 61 per cent of Team GB were in fact products of higher education system (BUCS, 2012).

"There are five Sports Councils in the United Kingdom: Sport England, Sport Scotland, Sport Wales, Sport Northern Ireland and the UK Sport agency. These councils manage funding and create partnerships with the sports movement. The federations deal with leisure sport and with development, training and competitions. At the elite level, they work with the sports councils to produce performance. UK Sport is responsible for supporting performance in Olympic and Paralympic sport and also for developing campaigns to recognise talent. Approximately 1,300 athletes benefit from grants, for a total of nearly £100m.

Regarding schools, in addition to PE in the curriculum, the majority of private and state schools offer sports clubs aimed towards competition. A recent government initiative created 400 secondary schools specialising in sport, with funding for talented young athletes. A number of other schools and higher

education establishments have also become sports academies. In a third of these, athletes have access to personal learning counsellors who can help them to schedule their school timetable and keep an eye on how their dual learning plan is progressing.

In professional sport, all the football clubs in the Premier League have to provide an affiliated academy combining sport coaching and education. In rugby, twelve academies have been created in England and there are two regional academies.

In April 2004, the British government launched the *Talented Athlete Scholarship Scheme* (TASS), an initiative which makes sport-specific awards to talented young athletes between 16 and 25 who are in education. The annual budget is around £2m. The awards are revised every year and athletes can benefit for a maximum of three years, in conjunction with other grants and bursaries, such as those offered by universities.

Over the last ten years, partnerships have been formed between universities and professional sport. Degree courses have been created to attract sportsmen and sportswomen. These courses are seeing significant growth and diversification, both on site and in distance learning. More recently, full university curricula have been organised by professional sport itself, such as the University College of Football Business, which was created and funded directly by a group of football clubs, in association with the federations and leagues and with Buckinghamshire New University. Everything relevant to sport can be found in the 17 degree courses, and Masters degrees will soon be offered. All this shows that the United Kingdom offers a lot of different structures and approaches in the matter of the dual career plan. With these new areas of collaboration between different bodies, the British scene looks like one of the best examples of changes in strategies for developing the dual career." (**PANORAMA EUROPÉEN EUROPEAN OVERVIEW/Le double projet sportif et professionnel au Royaume Uni OLIVIER LAPLANCHE, p.135-142**)

3.6.2. Dual career of athletes in Germany

"Organizations involved in offering career assistance services and programs in Germany include the Olympic Training Centers (OTC), the Deutsche Sporthilfe, the Sports Aid foundation "whose central aim is to bring educational and occupational development into harmony with an athlete's sport career by providing financial support", the German Army, Federal Police, and Federal Customs (Alfermann and Preis, 2013, p. 109)." "The importance of receiving career guidance early on is being acknowledged in the German system where, since 2011, all junior elite athletes funded by Deutsche Sporthilfe are required to attend individual consultations to initiate educational/vocational planning parallel to their sporting career planning (Alfermann and Preis, 2013). With respect to combining sport and education, 39 elite schools of sport are available for younger athletes. For older competitors, around ninety "partner universities of top level sport" have existed since 2009 to facilitate athletes'

dual careers through financial aid and organizational adjustments to their academic curriculum, so as to meet the needs of their sporting obligations (Alfermann and Preis, 2013)."

" The way in which sport is organised in Germany brings together three main parties: the Ministry of the Interior, the federal governments, and private bodies. Their activities are coordinated by the powerful DOSB (*Deutscher Olympischer Sportbund* – German Olympic Sports Confederation). During the 90s Germany introduced a procedure entitled "*Verbundsystem*". This system is an enhanced mode of cooperation between schools and sporting bodies. The school is to provide a suitable, more flexible learning programme as well as a social and psychological framework. The athlete's sport club or association is responsible for all sporting activities and demands. Schools in the *Verbundsystem* fall into three categories: *Sportbetonte Schule* (schools with a sporting mission), where all the pupils are young athletes, *Partnerschule des Leistungssport* (schools which are partners with the sporting performance), where the athlete-pupils are integrated in non-sporting classes but enjoy special flexibility, and *Eliteschule des Sports* (elite sport schools). The DOSB awards the latter status according to performance and infrastructure criteria. The scheme is a real success: 75% of the medals won at the 2006 Turin Winter Olympics went to former boarders from these schools. When it comes to helping non-professional athletes in work, measures exist at the national and federal level. The cornerstone of the scheme is the private *SportHilfe* (SportAid) foundation. Its role is to mobilise and distribute funds to insure and help top-level athletes. About 3,800 elite athletes benefit from this support (the total budget is between 10 and 12 million euros per year). The foundation chooses sportsmen and sportswomen based on performance criteria, and also on social needs. In addition to this, the foundation is committed to providing financial compensation to athletes' employers when they are penalised by an absence or an incapacity caused by the sporting activity (training, competition and so on). Numerous measures have also been implemented in the area of top-level athletes' career change. On the initiative of the *SportHilfe* foundation, a club of former athletes was formed. It selects athletes who want to follow career change training or pursue new studies after their sporting career. They can be helped with financial and human support, since the training courses can be funded and support provided. This initiative is supported by a partnership of 140 national companies. The strong points of the way German sport is organised, then, are its flexibility and the cooperation between the public and private sectors, and these could be introduced more widely at the European level. (**PANORAMA EUROPÉEN EUROPEAN OVERVIEW/Le double projet sportif et professionnel en Allemagne ARTHUR LE FLEM**)

3.6.3. Dual Career of athletes in France

"Various measures have been developed in France to facilitate elite athletes' dual obligations. In 2014, 10% of top-level athletes benefited from agreements

that had been reached in both the private sector (CIP) and the state sector (CAE) to guarantee athletes' full-time job contracts with full pay, but with flexibility in setting work hours that do not compromise their demanding training and competition schedules (Karaa, 2015). In addition, elite French athletes also enjoy qualification and age requirement waivers in the entrance exam for pursuing a career in the public service. Apart from these schemes, the French Olympic Committee offers the "Parcours Athlète Emploi", which is the French version of the IOC Athlete Career Program. Doyen (2015) explains that the French version consists of four parts: (i) Raising awareness on career change (emphasizes the need for early preparation of a career change); (ii) Building (discovering customized professional options for an athlete's personality); (iii) Getting ready (becoming familiar with job application procedures and techniques); and (iv) Achievement (applying for jobs)."

3.6.4 Dual Career of Athletes in Sweden

"In a recent study initiated by the European Commission, it was reported that Sweden has both a national and a sport-specific dual career policy, with the main actors being the sport organization **SISU and the Swedish Sports Confederation** (European Commission, 2016)." "With regard to the present situation, athletes' perceptions of a lack of resources (as mentioned earlier) might stem from the fact that combining sport and education seems to have received more attention than providing opportunities to balance sport and other vocational pursuits. The **Swedish Sports Confederation has founded elite sports schools since as early as the 1970s, with a current total of fifty-one national elite sport schools across Sweden.** However, support of retired athletes does not appear to be as systematic. Some provisions are offered by recruitment agencies that assist athletes in finding flexible positions to fit their busy schedules, while the **National Olympic Committee has career advisors** dedicated to helping retired Olympic athletes with employment searches (European Commission, 2016)."

3.6.5. Dual Career of Athletes in Spain

"Since 2009, Spanish elite athletes have access to the **national support program (PROAD)**, which provides advice on educational, social, and employment issues through access to over seventy companies (de Subijana et al., 2015). The program, which boasts a yearly satisfaction rate of 90% to 95%, was evaluated by de Subijana et al (2015) and revealed a positive impact on athletes' achieved academic level. De Subijana and colleagues showed that PROAD athletes became more responsible, autonomous, and active compared to non-PROAD athletes and developed a closer relationship with the Spanish Sport Council. However, the program failed to improve athletes' time management skills, which is seen as a primary barrier to dual careers."

3.6.6. Dual Career in Finland - **Dual Career in Finland TUULI MERIKOSKI**

(“PANORAMA EUROPÉEN EUROPEAN OVERVIEWLe double projet sportif et professionnel en Allemagne , p.108-114)

In Finland, the Olympic Committee has the leading role in dual career issues and it is responsible for the national coordination. The development and improvement of study, career and employment services for the athletes has been and is one of the short and long term goals. This work is done in close collaboration with Sport Academies, sport organisations, players' associations and the Ministry of Education. The cornerstone of supporting athletes' dual career in Finland is the elite sport school system which consists of 13 upper secondary general elite sport schools (high schools or gymnasiums) and 12 upper secondary vocational sport schools. The system was established in 1986. Elite sport schools are nominated and financed by the Ministry of Education. In addition to the resources from the state educational budget (separate from the sport budget!) extra finance comes from local public authorities and national sports federations and local sport clubs. Eligibility for admission to sports-oriented schools is based on grades, sporting merit and an entrance exam/interview. Elite sport high schools have a special curriculum with up to 20-24 courses of athletic training out of 75 courses required for graduation/the matriculation examination. In the vocational sport schools student-athletes can have a special curriculum of 24 credits athletic training out of 120 credits required for the diploma.

In addition to the special curriculum there is a wide range of flexible study and guidance arrangements and other activities which help student-athletes to carry on their dual career: distance learning, video broadcasting of lessons (to be watched at distance either simultaneously or whenever convenient for the student in training camp, competition etc.), special study counselling, training of teachers and other personnel on the demands of elite sports and intense collaboration with student-athletes' parents and coaches. In addition to the educational support services elite sport schools provide also other services related to elite sports such as nutritional guidance, physiotherapy, massage, sport psychology etc.

If the upper secondary general education or the vocational diploma is not completed in three years which is the normal study time, students can have a fourth year (or in some cases even the fifth year). About half of the student-athletes in Elite Sport Schools use this extra year. For them it is very important in order to reach both athletic and academic goals.

At the moment there are around 2500 student-athletes aged 16-19 yrs in the Elite Sport School system. Statistics made by the NOC of Finland show that a high percentage of the athletes in the Olympic teams have studied (or some have been studying at the time of the Olympics) in the Elite Sport Schools. The number is particularly high in winter sports. For example over 50% of the athletes in Vancouver 2010 and Sochi 2014 were “Elite Sport School” alumni or current students. In summer sports the percentage has been around 40.

The elite sport school system is coordinated nationally by a commission chaired by the National Olympic Committee. The Olympic Committee is also responsible for the evaluation process of the elite sports schools. Under evaluation have been issues such as 1) activities in supporting athletes' studies (meaning development and use of flexible study methods, distance learning, special action to prevent drop out etc.), 2) co-operation with sport organisations and 3) athletic and 4) academic results of the athletes in the system. For example, as to the academic results (result of the matriculation examination) the evaluation indicates that there is no major difference of the student-athletes compared to the results of so called "normal" students. Student-athletes use in general slightly longer time to graduate but there is not a major difference.

Dual Career and studies in higher education

The elite sport school system is functional and flexible and all the stakeholders (athletes, parents, teachers, sport federations, NOC etc.) have been quite satisfied with the athletes' educational possibilities at the upper secondary level.

However, the elite sport school system does not provide the athletes with sufficient educational opportunities alone as more than three quarters of the young talented athletes wish to continue into higher education. To facilitate this transitional stage and to help athletes to continue dual career even in higher education co-operation networks so called Sports Academies were established in cities with large student and sporting populations during the first decade of the 2000's.

One of the main objectives of the Sports Academies is to help elite athletes to combine studies and training, particularly in higher education. Moreover, together with sport federations and local clubs the sports academies aim at intensifying daily training of athletes, improving training conditions and support services and providing opportunities for professional coaching.

A Sport Academy is not a building or an institute but a local network of different elite sport stakeholders: municipal sectors, educational institutions (upper secondary level, polytechnics and universities), local sports clubs, national sports federations and providers of services related to sport and education. The aim is not to create some big bureaucratic organisations, but to utilise existing structures, resources and knowhow and connect them together.

Sport Academies have written agreements with all the educational institutes within the network. There are no quotas for the entry of athletes to higher education but once admitted thru the official admission system student-athletes have access to extra study counselling, personal tutoring, flexible study arrangements and other support services needed. Every university and polytechnic/university of applied science has a contact person for student-athletes who helps student-athletes with dual career issues.

At present, there are 19 Sports Academies in Finland. Their financial models and basis vary from place to place. Some of the academies were started by means of EU funding, some are financed by municipalities and some are run with own network resources with little if any earmarked support from outside.

The Sports Academies are coordinated at the national level by the Finnish Olympic Committee. Couple of years ago Olympic Committee prepared a strategy for the sports academies as part of the Finnish elite sport training system. Olympic Committee has also evaluated all the sport academies and given a status of "NOC accredited Sport Academy" to ten Sport Academies. Accredited academies which have the most potential in regard to elite sport success receive also financial resources granted from the Ministry of Education.

Dual Career and studies in secondary level education

The "least" developed area in dual career system in Finland is the secondary level meaning grades 7-9 at age 12-15 years. There is no official system and only few upper secondary schools have special curriculum or services for elite athletes. There are schools with extra PE-lessons and collaboration with local sport clubs by which sport-specific training is organised during school hours either in the morning or afternoon, but creating a more developed and extensive system is one of the main short term goals of the Sport Academy network in the whole country.

Financial support for athletes' dual career

In addition to the normal government financed benefit for studies (state study grant) student-athletes (or even retired athletes) can apply for a special study grant. These grants are awarded by a Foundation financed by the Ministry of Education. Athletes studying at vocational upper secondary schools, at polytechnics and university are eligible for this grant of €2000. The grant is awarded a maximum of three times to the same individual.

Elite Athletes and Employment

Finnish elite have good educational background: many continue with their studies during sport career and eventually finish a vocational degree or a degree in higher education. The education is useful when seeking for employment. Athletes have also a lot of skills that are highly valuable in labour market which make them attractive for companies and other employers. However, there are many challenges athletes face entering labour market during or after sports career. Firstly, it has turned out to be very difficult to get a part-time job which could be combined with the training. In Finland there are few if any "special positions" for athletes in the public sector (army, police and other public institutions) and there are no special provisions in place for employment of athletes in the public sector. Nor are there any incentives for private companies to hire active or former athletes. Secondly, athletes often have little experience of the process of getting a job: incomplete CV's, never been to a job interview

etc. Thirdly, competitive sports require a huge personal investment and focus. Many athletes finish their sports career at an advanced age that makes the integration to the labour market difficult. Furthermore, some athletes have no degree and those who have often lack work experience from the field they have studied. Many times the only work experience they have is of elite sports which is not “counted” as official work experience.

To help athletes with these challenges Finnish Olympic Committee has been running a program called Athlete Career Program (ACP) with Adecco Finland since 2004. The contract was resigned in 2012 and will continue at least up to 2016. The ACP is a worldwide program running in over 25 countries and coordinated by the IOC. The program is divided into three pillars: education, life skills and employment.

The ACP helps athletes the employment challenges mentioned above. The ACP provides athletes support in searching a fulltime or part time job, writing CV, networking and defining personal skills etc. Career seminars and personal career coaching services are offered to all athletes and coaches that are in the Olympic and Paralympic programs but with cooperation with elite sport schools and Sport Academies, athletes that are not in Olympic level yet are also reached.

The ACP has made the athletes skills visible by translating these skills into the right language. It also helps athletes in other preparations for professional life and employment. The needs of athletes vary from getting little advice to some small detail to very intensive personal career coaching. In addition to the ACP some sport federations and player associations have their own programs for helping athletes with employment. But there is still room for improvement. Athletes need more possibilities to connect with employers during the sport career. At the moment a network of “athlete friendly” companies and other employers is being built by the Olympic Committee and Sport Academies in order to create new types of cooperation models for athletes and employers. The network is “opening the doors” to athletes after which it will be up to athlete and company to agree on the terms of cooperation. In addition, overall awareness and knowledge of the services should be raised. Information provision must be done on regular basis because athletes are likely to ‘recognize’ the service only when they have an urgent need for it. The way of delivering the services should also be improved, they should be brought closer to the athletes and the services should be made easier to reach and understand. The services should be “simple concrete and personal”. Moreover there is a need create a systematic way to facilitate the mental process of transition from sport career to post-sport career and to collect the highly valuable “silent knowledge” of the former athletes.

Pension schemes for athletes

The earnings-related pension acts do not cover professional athletes. Pension and accident insurance for athletes is regulated by a separate act (introduced in 1999, reformed in 2009). Any athlete earning more than €9400 per year is

allowed to contribute 30% of his or her salary to a tax-free pension fund. The maximum annual contribution to such fund is €50,000. This act was introduced in order to allow athletes to save some money during their active sports career in order to facilitate their life following retirement from sport, for example, to finance studies. Retired athletes can draw on their pension funds 5-10 years after ending their sports careers. Athletes in team disciplines are insured by the sports association which has concluded a contract with the athlete. Athletes in individual disciplines have to arrange pension insurance themselves and it is voluntary. This is an important issue since athletes stay longer and longer in sports and the time to “collect” earnings-related pension will be shorter than normally and the total pension low if the athlete is not taking the voluntary pension insurance.

3.6.7. Dual Career in Belgium (“**PANORAMA EUROPÉEN EUROPEAN OVERVIEW**Le **double projet sportif et professionnel en Allemagne** , p.123)

Belgium is a federal state, comprising three Communities and three Regions. Each Community has authority over sporting matters in the territory under its legal control and has its own Minister, its own administration and its own laws. For the French Community, **ADEPS** is in charge of promoting sport and physical education. This role is entrusted to **Bloso** for the Flemish Community, and to the department of **Sport (Sportdienst)** for the German-speaking Community. When it comes to questions concerning the dual career, Belgium is a good example. From the primary school onward, there are facilities for certain sports which are developed early. There are also centres of excellence for young, top-level athletes: **Humanities for top-level athletes in Wallonia and the Topsportnetwork in Flanders**. The school timetable is modified so as to include training periods. The pupil is also supported by a coach selected by the relevant sport federation. Gaining a place in the Sporting Humanities or the **Topsportnetwork** is conditional on obtaining special status. In Wallonia, this means the *Top-level athlete*, *Sporting Hope* status and the *Training Partner* status, and in Flanders, *Topsport A*, *Topsport B*, and *Sporting Hope*. In higher education, a lot of universities offer a special timetable for top-level sportsmen and sportswomen. To benefit from this scheme, it is sometimes necessary to sign a contract with the university, as is the case at the catholic University of Louvain. The contract specifies the rights and responsibilities of each party. Sometimes the French Community also proposes a professional contract to athletes who perform at a high level (nearly fifty top-level athletes are currently under contract). It will only be renewed if certain rules about work and sporting objectives set at the beginning of the year have been respected. Athletes with a contract are considered to be state employees. In addition to this, Adecco Belgique, the Belgian Olympic and Interfederal Committee and the Belgian Paralympic Committee jointly created the Athlete Career Programme, modelled on the scheme implemented by the IOC. Three elements are stressed: training, skills and employment. The Athlete Career Programme is structured around businesses and organisations, in order to prepare the athlete’s transition to the jobs market and to allow them to gain experience. Despite the administrative complexity and the fact that initiatives from the Communities

are quite distinct, a lot is being done in Belgium in favour of the dual career plan.

3.6.8 Dual Career in Hungary (**"PANORAMA EUROPÉEN EUROPEAN OVERVIEWLe double projet sportif et professionnel en Allemagne , p.125-131)**)

To make the first transfer easier, the Hungarian Olympic Committee (HOC) built up a system in which elite athletes can conduct both their athletic career and their non-sporting professional career. The "Olympic Pathway Programme" has been launched in May, 2002. The programme is based on an agreement – signed by higher education institutions and the HOC – expressing the mutual will to provide special conditions for high-level athletes in getting into and conducting studies on tertiary level in Hungary. The reception of the initiative from the side of education institutions was highly positive as all invited colleges and universities signed the agreement with the HOC, which means that currently 30 higher education institutions take part in the programme.

The content of the bilateral agreement varies due to the different profiles of participating colleges and universities, but the purposes and the objectives of the programme and the responsibilities of the HOC are always the same.

The participating athletes should be in the pool of national athletes preparing for Olympic Games or be in the first line of the under 18 years old generation. They can request their education institution to provide them special benefits based on the fact that they take part in the programme. These benefits can be for example: to abolish or reduce their tuition fee (in case the athlete was not accepted to the top 30%, where students' fees are waved); to have a flexible timetable and exam schedule which is compatible with their training and competing schedule; to ask for a tutor who can help them in catching up with their studies; to get dormitory room for a reduced price or for free of charge; to use the education institution's sporting facilities.

The programme is mutually beneficial for all parties involved: there are more athletes in higher education, which is a promotion for the college or university; there is less athlete-student drop-out from education institutions; and the programme is a good practice that the HOC can showcase at an international level. Another aspect to highlight is the transparent and documented way how athletes can receive the flexibility regarding their study and exam schedule. Since universities have different regulations, it is important to legally support such flexibility, also avoiding personal factors, when a disagreeing faculty would demand presence at classes and exams. By signing an agreement by the rector of the university and the president of the HOC, 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.

At the start of the programme, 43 athletes participated in it, while in 2013, 408 athletes benefited from it. Even though, it is getting more popular, there is still a great need for it to be promoted, as many athletes are not aware of it. It could

also be enlarged, involving not only the representatives of Olympic, but non-Olympic sports as well. A very recent tool to support high-level athletes in their full concentration of preparation for sports competitions is the university scholarship programme called "*Sportcsillagok*" (Sports Stars). This is a governmental programme, run by the Ministry of Human Capacities⁴⁵. It provides outstanding financial security and thus, allows them to better concentrate on sport and study by covering the recipient's tuition fees and living expenses. So far, such a transfer is not solved for general VET studies, partly because vocational studies can give less flexibility in school

presence and there is no significant demand from high-level athletes. However, sport-related VET studies are becoming more and more successful, after the recent change in school structure and financing scheme. Secondary school students can earn EQF Levels 4 and 5 coaching qualifications in one sport, their own sport by taking extra 1500 hours by following the VET sports coaching programme in those specialised and selected secondary schools, where such classes are opened. This very high number of contact hours and the validated knowledge (recognition of prior learning outcome from the 8-10 year of relevant sports) gives a great start to the job market, of course with a supervised coaching praxis.

Transfer Two

To make the second transfer happen, there have been two minor programmes in Hungary. In 2005, the HOC signed an agreement with Adecco, a world-known recruiting company to give support for high-level athletes in career building and national or international job placement. There have been another programme supporting the second transfer, it was a cooperation between the Hungarian Sports Confederation (HSC) and AXA Zrt., an insurance company. The agreement was signed in 2005 and provided career opportunities for athletes at AXA. As the HSC ceased its operation in 2012, the programme has come to an end.

In a non-formal interview, a dual career officer - who has been and is in contact with hundreds of athletes who benefited from the Transfer One programmes - stated, that high-level athletes are not so much keen on being supported in finding regular jobs by the dual career office/programme. There has been a long-time tradition that formerly successful athletes rather invest into small or larger scale businesses and become self-employed. At the same time, none doubts that in the future, just like until now, all athletes look for the opportunity to take part in seminars/courses, where their CV-s are upgraded, their general/transversal skills and competencies are tested and documented in order to have a proof of the legendary soft skills sportspeople possess: teamwork, concentration, dedication, perseverance, commitment, managing anxiety, managing emotions, managing time, etc.

Resources to grow and learn

A European Union-funded preparatory action project entitled “Athletes2Business” lead by the EU Office of the European Olympic Committees on the dual career of athletes was running in 2010-2011 with the participation of the Hungarian University of Physical Education (that time Semmelweis University). The project examined different national systems on dual career, including the Hungarian one. Four comprehensive questionnaires – for athletes, sport organisations, educational institutions and businesses – were put together and were analysed. The Hungarian analysis brought great and sometimes shocking findings. Efforts have been appreciated but also, former athletes of the older generation made bitter comments about how much athletes have been left alone when no income was made and family supported them only financially. The results of the survey clearly showed that existing dual career programmes, such as the Olympic Pathway Programme meant a big relief. The overall project outcome was much more complex, partly e.g. leading to the creation of the EU Guidelines on Dual Career. This project provided a great exposure for the Hungarian system as the findings of the research were disseminated in various ways throughout Europe.

Another international resource is from networking with similar sports and educational stakeholders in general and also via the European Athlete Student Network (EAS), the European dual career network. Conference participation, shared research and European projects proved to be beneficial. We got informed about best practices and took part in the dissemination on pieces of information gathered by EU-funded projects.

Policy support for management of national/club-based dual career programmes

In 2013 and 2014 a nation-wide project was conducted to prepare the quasi Hungarian White Paper on Sport. This has been the latest example of the evidence-based policy-making on a national level in order to revise the 2007 Hungarian Sports Strategy. Among many topics, dual career has been researched. The project team collected and analysed data used in the implementation process of the EU document on dual career. The EU Guidelines on Dual Careers of Athletes Recommended Policy Actions in Support of Dual Careers in High-Performance Sport was issued in Brussels on 16th November, 2012.

The 36 European guidelines has been taken one by one, got analysed based on compliance or non-compliance with the existing Hungarian practice, the mapped state-of-play and/or legal regulations. In case of non-compliance with an EU guideline, recommendations have been made addressing relevant stakeholders. All key issues and levels of the areas of sport, education, health and employment have been addressed, meaning that in case of a design or launch of a dual career action plan, any sports organisation can refer to the Project outcome by following the *Hungarian Guidelines on Dual Career – Recommended Policy Actions*⁴⁷. Since the target group is the Hungarian sports

and education sector, the language of the publication is Hungarian (the tables of compliance analysis and recommendations are on p. 18- 31).

3.6.8. Other DCA EU practice (“**PANORAMA EUROPÉEN EUROPEAN OVERVIEW**)

In Sweden, Dalarna University has been supporting top-level athletes since the 80s, using a very flexible system and online learning. The timetable is flexible and modified, and different services are available (advice, medical tests and so on). These methods have been very successful for the University, which has several Olympic champions among its former students.

Since 2009, the university has been concentrating on the transition between the end of studying and the arrival on the job market. It offers companies and organisations the possibility of employing students during the summer holidays. It also has links with recruitment organisations and their clients. Lastly, work has been done on creating a system of work placements in companies for top-level athletes.

In Luxembourg, the “Sportlycée” includes a lot of sport in the timetable every week (between 6 and 8 hours). A service known as ARS (absent because of sport) allows pupils who have had to miss lessons to catch up rapidly, by giving them tutorials. If they want to keep their status as sporting pupils, they need to keep up their level in both sport and school marks.

In the Netherlands, the *TopSport Talent Schools* adapt to the needs of athletes. Various arrangements are in place: flexible timetables, partial exemption from certain subjects, homework reduced in amount or postponed, exams postponed, help from a LOOT supervisor.... There are currently 30 LOOT schools with more than 3,000 students.

In Denmark, about 1,000 athletes benefit from support from Team Danmark, an organisation created in 1984. On top of the schemes which exist concerning the dual career plan, the *Study4player* and *Job4player* initiatives allow older athletes to combine sport and higher education with modified timetables and to help athletes regarding job opportunities during and after their career.

In Spain, the PROAD programme aims to give individualised aid to each top-level athlete, taking into account his or her own needs. A network of tutor-consultants has been established to analyse, with the athlete, the most suitable professional and educational path. There is also a branch devoted to underage top-level athletes (psychological, sporting and educational support).

Finally, in Austria, KADA supports top-level athletes during their career and also helps them when they join the world of work after their sporting career. KADA has developed numerous partnerships with companies and associations. It also provides a free service to companies that contact it to employ current or former sportsmen and sportswomen.

3.6.9. IOC Athlete Career Program

"To complement the above regional perspectives, 2005 saw the IOC Athletes' Commission present its continuously evolving initiative in cooperation with Adecco, a leading company in providing human resources solutions. **The IOC Athlete Career Program (ACP)**, "specifically provides resources and training to elite athletes in the areas of education, life skills, and employment", is delivered by NOCs and local Adecco branches in over thirty countries (see Table 1). Through global workshops and in-person training, it is developed internationally via the IOC ACP Outreach Programme (International Olympic Committee, n.d.). The IOC ACP program started with a reach of approximately 700 athletes in 2005. In 2014, it achieved the unprecedented number of almost 6,000 athletes in a single year and by 2015, the IOC ACP had benefited a total of over 28,000 elite athletes from more than 185 countries (Adecco Group, n.d.). The ACP also leverages the recently established Youth Olympic Games to raise awareness. The Youth Olympic Games have an inherent education component (outside of the actual sports events), which presents an excellent opportunity to introduce the importance of balancing sport and education to young elite athletes and to actively teach them how to achieve this balance. The IOC and Adecco, who provide the ACP as part of the Corporate Social Responsibility program, agreed to an eight-year extension of their cooperation in 2012 as a means of remaining committed to prioritizing the support of elite athletes away from the field of play.

Conclusion:

"Becoming an elite athlete is seen by many as a prestigious form of employment and evokes images of grandeur as it allows certain individuals to construct their "glorified selves" and these identities are recognised by the rest of the public as such. However, the choice of this particular career comes at a price and the researchers in this field have striven to uncover the darker aspects of this desirable career. These negative elements concern issues of intense, and at times, ruthless competition to achieve selection, the disparity between supply and demand where the former markedly exceeds the latter which often lead to wasteful and unsustainable player-development practices in elite training institutions. Moreover, the instability and short-term cycle of an elite career hampered by the pervasive risk of injury and the inescapable vulnerability to ageing diminish the future career prospects of these athletes."**(Dual-Career Management: Challenges and risks inherent in elite sporting careers, 30 June 2015, by Dawn Aquilina)**

"One of the main ethical concerns surrounding elite athletes within this context is that sometimes they remain 'spectators to their own career development'The literature highlights the importance for elite athletes to make serious plans in relation to a realistic post-athletic career opportunity while they are still active in sports in order to make a smooth transition into the labour market. The findings of another research study corroborated this fact and illustrated how each of the student-athlete interviewed (regardless of age, gender and nationality) had given careful

consideration to his/her post-athletic career prospects as they discussed their realistic chances of securing the occupation of their choice in the near future. It is thus argued that the student-athlete should assume a greater responsibility for how both his/her careers are to be managed. By becoming more independent, self-reliant individuals they can develop expertise in deciding and negotiating arrangements for the progression of their dual career, which should in turn have a positive impact on their lifestyle more broadly. Such expertise can be potentially enhanced through the development of life skills and gaining work experience in other professional settings outside sport which will broaden their options once they are faced with retiring out of sport. Hence, by engaging in discussion about decisions that directly affect them, elite athletes may be able to negotiate more control not only over their current choice of lifestyle but also influence their post-athletic career direction. It is imperative that elite athletes are aware that they are the primary focus in the development of policies and service provision within this context, and they play a crucial role in how successfully they manage their dual career.” (**Dual-Career Management: Challenges and risks inherent in elite sporting careers**, 30 June 2015, by Dawn Aquilina)

Results- Questionnaire

Based on the Literature Review and the researcher, Kristiana Kazandzieva experience in sports related policies and practices in the European Union, mainly in subjects concerning the Dual Career of athletes, a Questionnaire was prepared and distributed to main stakeholders in DCA in Smart sport participating countries as well as in some other European countries.

1. Study on PPCs (project participating countries) and 3 other EU Member States national policy guidelines and their implementation in DCA.

“National Governments in most EU Member States play an important role in national sport policies through their legal and/or financial frameworks. As political and often the main funding bodies, they can react to developments in sport and society and give direction to the implementation of the concept of dual careers by organizing inter-ministerial arrangements and distributing funding to sport organizations, federations and other stakeholders which recognize and support the importance of dual careers.”(EU Guidelines on dual careers).

We have studied the EU policy domains in DCA in the EU Member States. We have carried out a detailed research in the project participating countries, Bulgaria, Austria, Slovenia, Macedonia and Germany through personal meetings in the Ministries of

Sports and Youth, Ministry of education and the NOCs which have answered in written to our Survey Questionnaire 1 about the existing policies and practices in DCA. The same Questionnaire has been sent to 3 other EU countries, Spain, Italy and Denmark etc. , which have succeeded both in academic and sports terms to adapt their local systems by cooperation across policy domains, commercial, public and NGO providers of DCA.

SMART SPORT Survey Questionnaire first main objective is to find out the following:

1. Which public authorities responsible for policy domains are involved in DCA in the EU Member States?

Do the respective public authorities have developed and follow national guidelines in DCA respecting the national specificity of the national sports, educative system and cultural diverse and their content.

What the respective national guidelines on DCA in the EU MSs subject of the Survey include as specific educational arrangements, reward mechanisms, financial benefits and assistance in employment of Elite Athletes?

Please, state some legal frameworks in DCA in your country if they exist.

What the respective national guidelines for DCA in your country if any include as specific educational arrangements, reward mechanisms, financial benefits and employment assistance for EA (elite athletes)?

What the eligibility criteria for an athlete to be included in DC program in your country are?

Do personalized flexible educational paths for DCA to support student athletes in higher education exist in your country and they are?

Does an interdepartmental bodies exist in the EU MSs subject of the Survey to ensure the mechanism of cross-sectional cooperation, coordination and successful implementation and monitoring of dual career policies for talented and elite athletes including the retired ones? If yes which they are and what their current activity includes in practice.

What further policy initiatives the EU MSs responsible public authorities in DCA are developing and what their action plan includes for the period 2018-2020?

At national level does a monitoring system regarding student athletes and their career paths and employment exist and if yes, please, explain its main characteristics.

Does your national DCA policy have quality assessment procedures and if yes, please, explain them.

Do your national sport federations/ institutions act on behalf of elite student athletes and provide them with services and support and which federations they are and what they do?

Denmark

Magnus Wonsyld, Team Danmark, answered the questionnaire.

In Denmark the following public authorities are responsible for DCA: Ministry of Culture, Ministry of Education and the public but independent elite sport organization Team Danmark. Denmark is following National Guidelines for DCA. Elite Sport has its own act in Denmark including Dual Career. Elite sport is also included in the Acts related to education, supplemented by some Guidelines. Team Danmark support educational institutions in the country by seminars, advising and financial support. Athletes are allowed for advising, extended programs, flexible exams timetable and economical support from Team Danmark. Also they have the right to attend extra lessons, to visit different study bodies and to have extraordinary exams. No interdepartmental bodies exist in Denmark to deal with DCA. Team Danmark has an ongoing strategy in DCA. The development goals of the strategy are:

- Mentor program;
- Advising retiring athletes;
- Strengthening the politic relations;
- Integrating DC further in the sport setups;

Team Danmark does a yearly survey among athletes and high performance managers. Sometimes the organization carries on some extended analyses in partnership with

universities and private bureaus. There are not any other quality assessment procedures in place in Denmark. The Sport federations in Denmark act on behalf of the national guidelines in DCA. The biggest problem is the struggling with commercial sport as football.

Spain

The Questionnaire was answered by Christina

In Spain Spanish Sport Council (SSC) and Ministry of Education are responsible for DCA. The Spanish proposes policies (national laws- sport Law 1990) to be applied in the whole country.

The Royal Decree 2007/971 of elite athletes in its article 9 implies some DC policies to be applied in the access to university (3% at all studies and 5% at health and sport studies), mentorships at study centers, easy transfer of studies in case of relocation, flexibility of studies, flexibility of timetables, changing of exams dates due competition/training relocation, a % access to national forces, the inclusion in the social security (working activity of the government, as being working for being elite athlete), the recognition of the core courses of coaching in the national sport federations and exception of Physical Education in secondary school. The education ministry has some policies involving the DC athletes in their access to university and in flexibility in their secondary school. The respective public authorities have developed and follow national Guidelines in DCA as mentioned in art.9 of the Royal Decree. The Royal Decree 2007/971 of elite athletes in its article 9 implies some DC policies to be applied in the access to university (3% at all studies and 5% at health and sport studies), mentorships at study centers, easy transfer of studies in case of relocation, flexibility of studies, flexibility of timetables, changing of exams dates due competition/training relocation, a % access to national forces, the inclusion in the social security (working activity of the government, as being working for being elite athlete), the recognition of the core courses of coaching in the national sport federations. The Spanish National Guidelines include specific educational arrangements, reward mechanisms, financial benefits and assistance to employment of elite athletes. In secondary school, they may not take the PE course. To access the university they may enter with the % of places spared for them. Once they enter into the university, a mentor should be there to help the athlete. They may change exams, group of class in order to follow the dual career. They wont receive financial benefits

for studying in public universities. In private they may receive the payment of the course.

The elite athletes in Spain are sub classified into:

- High Level Athlete (in most of sport being top-10 in the world)- there is a sport criterion in the Royal Decree. It is not about earning money. (the professional sport- tennis-golf-football. Not really considered in the criterion). There is a public list (in this link) with all the previous and nowadays high level athlete. <http://www.csd.gob.es/csd/competicion/01deporteAltaCompeticion/03DepAltCompet/02DepAlNiv/consultasDAN/> These athletes are named in the National official bulletin (BOE).
- High Performance athlete (lower level) as for participating representing the country in an international event. The region government, the Spanish Sport Council or even the Sport Federation, certifies these athletes. No list available.

Different stakeholders provide DC services.

- 1) The PROAD is from the government and it has about 770 places. It is a requirement being high-level athlete. Not enough places for all the needs.
- 2) Athlete Office at the National Olympic Committee. For the Olympic athletes (200-280 athletes each summer games).
- 3) High performance center Sant Cugat- they provide support services for their athletes provides the SERVEI D'ATENCIÓ A L'ESPORTISTA (SAE) from the Catalanian Government (Region)
- 4) Autonomous University of Barcelona- tutor sport program where the senior students mentor the junior student with the guidelines of DC experts.

At the last year of secondary school the elite athletes may split the year course into two years.

At university they may choose a part time bachelor in each year course- as any student. The personalized depends on the support services provided by each university. But only some (46/74) of the universities (public or private) include the measures of the article 9 of the royal decree: <http://revistakronos.info/articulo/los-servicios-de->

[asesoramiento-a-los-deportistas-de-elite-en-las-universidade](#) espanolas-1752-sa-L57cfb27247bde. The services provide are normally based on null cost. No interdepartmental bodies exist to coordinate the national law with the regional laws (15 different). See this article where we analyzed the information gaps of the DC processes. <http://www.rpd-online.com/article/view/v23-n1-lopez-de-subijana-barriopedro-et-al>. There are further policy initiatives in Spain including Action Plan 2018-2020. Nowadays a new Sport Law is being developed.

There is a monitoring system on DCA policies and practices. The PROAD and the NOC do the monitoring of their athletes. PROAD does a report each year. (<https://proad.csd.gob.es/presentacion/memoria-anual-de-la-actividad>). The NOC makes studies with universities to reach that information. Currently in Spain there are not quality assessment procedures on public DCA policies and practices.

Italy

At present no authority is responsible for DCA. Recently, the Ministry of Education, University and Research (MIUR) started a DCA policy at high school level, in cooperation with the Italian Olympic Committee. The Ministry of Social Policies started a pilot project on DCA to help former athletes entering the labor market. No national DCA guidelines have been established and actions/policies are very fragmented, if any. No legal frameworks exist concerning DCA. No specific educational arrangements, reward mechanisms, financial benefits and assistance in employment of DCA exist in Italy nowadays. There are not any developed eligibility criteria for DC services in Italy. Personalized and flexible educational paths for DCAs to support student athletes in higher education exist in Italy. The panorama is very fragmented. Some Italian Universities took the initiative to include DCA policies. At high school level, the Ministry established the sport high schools, not necessarily accessed only by talented athletes. There are not any interdepartmental bodies in DCA services in Italy. No coordinated actions are in place. Recently, the Ministry of Social Policies in cooperation with the Italian Olympic Committee (CONI) started a pilot project to help former athletes entering the labor market (<http://www.lanuovastagione.coni.it>). No monitoring system on DCA policies and practices is in place. Some Italian Sport Federations took the initiative to include DCA policies and/or joined the pilot project of the Ministry of Social Policies and CONI.

Austria

The Questionnaire was answered by

In Austria some public authorities, responsible for policy domains, are involved in DCA such as KADA¹ (national dual career institution), Austrian talent athlete models, few additional punctual programs. Please note that detailed information on DCA at school level in Austria can be obtained from the umbrella body of the Austrian talent athlete models, the “VÖN” (contact here). The present remarks mainly refer to the national dual career support services provided by KADA. Funding: Ministry of Sports (KADA), Ministry of Labor respectively the Public Employment Service Austria (KADA), Ministry of Education (Austrian talent athlete models).

KADA connects elite sport, profound education and the labor market. Founded in 2006, KADA is positioned as an autonomous dual career organization (current legal form: non-profit association). In terms of size and relevance, only in 2017, KADA has delivered dual career services to 713 athletes out of 77 different sports. These services for athletes are free of charge.

The KADA scheme is an integrated bottom-up concept made of two progressive and intertwined pillars: dual career development and a national employment service. This means that KADA supports athletes in all stages of their sporting career. The career development service ensures the successful combination of an elite sports career, profound education and vocational experience, tailored to the individual situation of the athlete. The centerpiece of the operational work are 16 dual career counselors who operate nationwide.

In the Austrian talent athlete models, KADA conducts workshop series to sensitize pupils for the importance of a dual career. Subsequently, KADA very closely accompanies the transition from junior to senior level respectively from school to further education. Thereby, athletes can stay within a continuous support structure.

KADA’s in-house training programs, the vocational matriculation examination (from now on referred to as the KADA Academy) gives athletes of all ages the chance to complete their certificate of access to higher education. Three academies in Western, central and Eastern Austria either focus on the requirements of summer or winter sports. Continuative, the athlete higher education scheme “SLS” is composed of

¹ Legal denomination: Verein KADA

cooperation agreements with 10 (plus 3 on informal level) of the biggest universities in Austria increasing academic flexibility to currently more than 240 participating student athletes. Built on educational development and flexible vocational experience made possible parallel to the sporting career, KADA's employment service in cooperation with the Public Employment Service Austria (AMS) integrates retiring athletes into the labor market. This means that within this system every job-seeking athlete in Austria automatically gets connected with KADA. The eligibility criteria for dual career services in Austria can be seen at handout "KADA Qualification Criteria". Personalized and flexible educational paths for DCAs to support student athletes in higher education exist in Austria for example athlete higher education support scheme SLS. KADA is interdepartmental body acting in DCA. There are further policies initiatives of the responsible public authorities in DCA in Austria and action plan for the period 2018-2020. KADA is currently working on flexible athlete models in the area of apprenticeship. Furthermore, KADA is engaged in two Erasmus+ projects on entrepreneurship (AtLETyC 2016-2018) and mobility of athletes on higher education level (AMID 2018-2020). At a national level, a monitoring system regarding student-athletes and their dual career paths and employment exist. The KADA database monitors the dual careers of the participating athletes in the different programs (see demonstration). There are quality assessment procedures on Austrian your national policy for DCAs In addition to an extensive internal yearly statistical reporting (see KADA annual reports), KADA is annually externally evaluated by the Public Employment Service Austria on placement rates and the continuance of employment within a defined observation period.

Austrian national sport federations/institutions act on behalf of elite student athletes and provide them with services and support and As outlined above, the Austrian dual career support scheme, primarily delivered by the national dual career organization KADA, is one of the most extensive programs in Europe as it supports athletes in all stages of their sporting career (see figure below).



Slovenia

The Questionnaire is answered by

In Slovenia Ministry of education, science and sports is responsible for DCA policies. There are no national guidelines in DCA. In Slovenia there are some specific educational arrangements concerning DCA and reward mechanisms, as well as assistance and employment programs. In Slovenia, the concern of the state for the athletes' education is demonstrated by the adjustment of schoolwork and the organization of sports classes in primary and general upper secondary schools. This process is regulated by the Rules on Adjustment of School Obligations to Elite Athletes. In Slovenia, promising young athletes who achieve exceptional results already in the youth category have a possibility to get a scholarship and tuition fee for university. On most universities in Slovenia, adjustments of school and sports obligations more or less depend on informal or individual negotiations of each student. There is not any interdepartmental body engaged with Dual Career of Athletes. Also there are not any monitoring or quality assessment procedures on public policies as there are not national guidelines in DCA.

Germany

The questionnaire was answered by,,,,,

Officially the Federal Ministry of the Interior, Building and Community is responsible for DCA – in fact only the NGOs German Olympic and Sport Confederation (DOSB), adh, German Sport Aid Foundation (Deutsche Sporthilfe) and some regional/local foundations are working on this subject. The respective Some of the legal frameworks for DCAs are as follows: In 8 federal states (Bayern, Baden-Württemberg, Brandenburg, Berlin, Nordrhein-Westfalen, Hamburg, Schleswig-Holstein und Hessen / Rheinland-Pfalz in planning) exist a quota system for national athletes to facilitate their admission to universities. The main eligibility criteria for dual career services in Germany are : Recognition as member of the elite sport cadres / competing on international level in the certain sport. Personalized and flexible educational paths for DCAs to support student athletes in higher education exist in Germany as follows:

Within the cooperation agreements in the framework of the network of Partner University of High Performance Sport the participating universities commit themselves to support athlete students with following measures:

- More flexible examination dates
- Providing short-term leaves of absence for preparation of major sport events
- More flexible presence policy incl. options to adjust imbalances
- Individual academic counseling
- Additional long-term leaves of absence
- Free use of training facilities provided by the local university sport services

No interdepartmental bodies exist in Germany to ensure the mechanism of cross-sectional cooperation, coordination and successful implementation and monitoring of dual career policies for talented and elite athletes including the retired ones. There are further policy initiatives in Germany.

Mentions in the coalition agreement of the german government [https://www.bundesregierung.de/Content/DE/ Anlagen/2018/03/201814koalitionsvertrag.pdf;jsessionid=C50ABB753CB71465E5196004043FE62D.s3t1?blob=publicationFile&v=6](https://www.bundesregierung.de/Content/DE/Anlagen/2018/03/201814koalitionsvertrag.pdf;jsessionid=C50ABB753CB71465E5196004043FE62D.s3t1?blob=publicationFile&v=6). No monitoring system exists.

Main support and assistance to Elite Athletes is provided within the Olympic Training Centers of the DOSB where career counselors are working closely with athlete students.

2. Study on PPCs (project participating countries) and 3 other EU Member states players' associations best practices in DCA

We have made a list of all players' associations; federations and organizations in the PPCs involved in DCAs and have prepared Questionnaire part 2 with main objective to clarify the following subjects:

What the role of the respective organizations is in the national policy in DCAs .

What authority the respective organizations have to influence on the national DCA policy domains and what initiatives and plans they have to increase their role in the future.

What the respective organizations are doing as providers of DCAs, do they offer special programs in education or training of the elite athletes?

What the respective organizations' strategy involves as further steps to raise awareness about the DCAs.

Do they use international contacts with international federations to contribute to international educational networks linked to high performance training and sport locations?

Do they inform properly elite athletes about the existing online DCP and effective schemes in the EU?

“Sport policies should aim at talented and elite athletes participating in a combined career of sport and education or work. ...Alongside contributions from other sectors such as education, employment, health and well-being and finance, stakeholders in the field of sport such as sport organisations, sport centres and, in particular, coaches and parents play a key role in the successful implementation of dual careers for athletes.” (EU Guidelines on Dual Careers).

A strategy to involve athletes in governing bodies and integrate athletes' points of view in decision-making processes should be developed. In the retirement process of

athletes, sport organizations could support the athletes by providing a role in the organizations' activities. Good practices include athletes' committees, consultation processes of athletes in decision-making, specific election processes to include athletes in their governing body, facilities or programs to support and spread athletes' opinions, priority access for athletes to employment or voluntary activities in the sport organization's programs, and engaging with players' organizations and addressing dual careers in the framework of the social dialogue. In strategies, structures and programs for athletes' dual careers the different stages of career development in the particular sports discipline should be identified and clearly described, so that clear pathways from the beginning of practice to the highest level and retirement are foreseen. Such pathways should be flexible and recognize the different needs and rates of early and late development of athletes. This approach should be shared by all the relevant actors, recognizing the need to develop the responsibility and decision-making abilities of the athlete."(EU Guidelines on Dual Careers).

Denmark

Handball and Football Players' Associations have DCA programs. Elite athletes in Denmark are supported through advising and partnerships with schools and companies. FIFPRO Players' associations at European level is active in DCA in Denmark.

Spain

In Spain AFE (football association) teach them small courses (sport director, coach).

Italy

The Italian Soccer Players' association established initiative to help athletes managing transitions in career, not necessarily related to DCA. At high school level, the Ministry established the sport high schools, not necessarily accessed only by talented athletes

There is no available data on how many elite athletes were supported through players' organizations DCA programs and through what kind of support – online courses, personal development services, like PDM (personal development manager) or coaching, scholarship programs, etc. .The panorama is very fragmented. There is no information on which Players' associations at European level are active in Italy.

Austria

In Austria Sport Players' associations have DCA programs - Vereinigung der Fußballer (VdF) (Austrian football player association) in cooperation with KADA: Football camp for unemployed pro football players including career counseling and training programs (see here).

Players' associations, with the exception of the aforementioned VdF, do not play a prominent role in Austrian sports (cp. to countries like Ireland, UK, etc.). DCA programs on adult level are centrally delivered by KADA. These services comprise athletes that are members of players associations. For concrete numbers, please research the latest KADA annual report (for download here) and get in touch with these associations.

Slovenia

Ministry of Education, Science and Sports with cooperation of Olympic Committee of Slovenia have DCA programs in Slovenia.

Germany

In Germany there is no information about Players' Associations activity in DCA.

3. 3. Study on sport academies and high performance training centres in PPCs and 10 other EU countries involved in DCAs.

We have made list of sports academies and high performance training centres in PPCs and 3 other EU countries involved in DCAs. We have prepared Questionnaire Part 3 with main objective to clarify the following objectives:

What sport academies DCA s programs' main features are.

What the definition of DCAs programs' target group is.

What link their programs have with local and regional talent athlete programs.

What the state support they receive in regard with their DCAs programs.

Do the respective organizations accept international / EU elite athletes in their education and training programs and what the requirements for their acceptance of such athletes are.

“Sport academies exist in many modalities in EU Member States. Alongside schools, local multisport academies without boarding facilities deliver extra sport activities for talented athletes and talent identification in certain sports. Municipalities, schools and sport clubs are involved in these academies and local arrangements with all stakeholders involved are a key for their success. Clear objectives, definition of target groups and a link to regional and national talent programs are recommended. Local and regional sport academies set up by (professional) clubs and federations for selected talented athletes are common in the majority of Member States. It is only in a limited number of sports where private bodies other than sports clubs and federations are directly operating the training of talented athletes (mainly in tennis, golf and skiing). Even in those cases, a mix between private academies, national associations and clubs exists and may be different from one country to another. Besides the professional training of young athletes, special emphasis should be given to their personal development and all round education with the help of coaches, teachers and health experts. Sport academies should function according to time schedules, which allow for the reconciliation of the highest level of sports training with school education. In many Member States, National Olympic Committees or sport federations run (international high-performance training centers hosting different sports. The existence of such national training centers, where elite athletes train all year long, is essential in the organization of the training of elite athletes. In general a critical mass of talented athletes of a country (starting from the age of 12) is gathered in one place or in a few places on a full time or part-time basis. National associations play a key role in the organization of training, while the management of the training center can refer to different types of bodies (Ministry of Education, Olympic Committee, private company). Athletes should benefit from high-quality standards for sports training, medical 12 survey, education, and other supporting services, and proper and transparent arrangements should be made internally or with services in the neighborhood of the center. Sport science laboratories run in cooperation with universities could provide significant support. Training programs for the growing number of athletes from abroad, international training camps and sport apprenticeships could be offered in the centers, although the inclusion of the concept of dual careers for foreign athletes remains a challenge because of their different needs and backgrounds as well as potential linguistic and legal barriers.” (EU Guidelines on dual careers).

Denmark

Team Danmark has partnerships with 5 Universities and the programs are related to all kind of educations. There are 3 sport faculties in Denmark. Education is free for every one in Denmark and all students is getting a financial support on about 800 euros per month. Elite athletes have to meet the same academic requirements as every one else. Some of the educations as teacher, physiotherapist and nutrient is provided online by different institutions. Some of the higher academic institutions in Denmark provide elite sport infrastructure, professional training support or elite sport development programs for the elite student athletes - See this site <https://www.teamdanmark.dk/uddannelse/uddannelsespartnere/> for a list of all our educational partners.

Spain

In Spain there are higher education sport institutions - Link to Spanish Sport Council list of high performance center (multiple sport) or specialized centers (one sport): <http://www.csd.gob.es/csd/instalaciones/4CenAltRend/1CenAltRen/03DirCARYCE/>

There are 40-42 sport faculties. They have entrance numbers 100-200 students each for 2017. The sport academies do not offer much practices and support to the elite athletes. Higher education sport academies / faculties provide for financial feasibility or less entry requirements for elite student athletes - In the RD information 5% of the entries are reserved for elite athletes. One the Universidad Isabel II (private) offers VLEs (virtual learning environments) for the elite student athletes?

Italy

No data is available on the question - How many higher education sport academies exist in your country and which are they (please include name and website)? The panorama is very fragmented and no data are available. In Italy 34 Universities offer sport-related degrees, not necessarily attended by elite athletes and/or providing DCA paths. There is no data on 'How many students have been enrolled in these two types of institutions in the last academic year 2016-2017; and how many graduates in this academic year?' " I have no data on the actual students, especially on student-athletes because there is no data base on this issue. In 2016, B.A. in sports sciences: n=4336; Master's in sports sciences: n=1860. However, these data do not relate specifically to student-athletes, who might enroll in major different from sports sciences. Higher education sport academies /facilities provide scholarships or offer reduction of tuition for elite student athletes but the panorama

is highly fragmented and varies between universities, in case DCA is in place. In Italy, 11 Universities offer VLEs to their students, independently from being DCA.

Slovenia

High student dual career programs in Slovenia are UL, UMB in UP. In Slovenia there are 2 sport academies - University of Ljubljana, Faculty of Sport <https://www.fsp.uni-lj.si/>. 200 Student athletes have been enrolled in the first year – 2017 and 80 graduated. In Slovenia it is legalized that higher education sport academies / faculties provide scholarships or offer reduction of payment for elite athletes. ULMB – sport management

Which of the higher education sport academies/faculties in your country offer VLEs (virtual learning environments) for the elite student athletes? ULMB – sport management provide elite sport infrastructure, professional training support and elite sport development programs for the elite student athletes.

Germany

It is not possible to answer How many higher education sport academies exist in Germany by the reason, that “higher education sport academies” are not described for the institutional point of view. There are about 60 institutes for sport science in Germany. The answer to “How many students these sport academies educated in 2016, 2017 /respectively how many the sport faculties educated in 2016, 2017?” Should be forwarded to the German conference of sport science faculties (Fakultätentag Sportwissenschaft) Also German conference of sport science faculties can answer all questions regarding sport academies and high athletic training centers.

4. Study on High Education institutions in PPCs (project participating countries) and 3 other EU MSs (Member States) involved in DCAs policy. Study on Distance learning programs for EAs in PPCs and 10 other EU Member States.

We have made a list of high education institutions in PPCs and 10 other EU MSs involved in DCAs and have prepared a Questionnaire 4 with main objective to clarify the following subjects:

Do they have special arrangements for enrolling of elite athletes?

What benefits the elite athletes have such as extended studies, benefits as employed students, etc.?

Do they receive bonuses for exams or do they have the right for authorize absences.

Do they recognize the informal athletes' learning system and allow them to enroll without an entry exam.

Do the elite athletes have some rights to qualify for special certificates for example for National sport instructor or other without exam?

Do the respective high education institutions accept elite athletes from other EU countries, what the entry requirements for them are?

Do the respective educational authorities have developed platforms, curricula or programs for EAs distance learning? What these programs entry requirements are and what the respective certificates the EAs receive.

“The combination of education and training often becomes complicated when athletes would like to combine higher education with their sports career. More transitions are often taking place at this age as students move to another town away from home and family, make new friends, change clubs and have to make new training and sport arrangements. A substantial investment is needed in all domains. In most Member States, opportunities for pursuing an academic education and a sports career are not planned. Sports and Physical Education Faculties in Member States are adapted to training since their subjects are all sport-related. They generally lead to teaching and training jobs in sport and physical education. Some countries only have sports faculties as an adapted means for athletes to access upper education. In some cases, a sports faculty may not be the best path to follow as a dual career. If more sports have to be combined in the curriculum, the specific discipline of the athlete may suffer due to an overload of physical training and injuries, having a negative influence on the 17 Some countries have a dual VET system consisting of guided learning on the job and specific days at the educational institute, run and paid by the industry and by the educational sector respectively. The professional sport sector seems to be absent from these dual systems. However, it could be examined whether in the framework of a bachelor's degree in applied sport, the scientific preparation of

professional athletes could be recognized as an element of the curriculum.” (EU Guidelines on dual careers).

“Most Member States entitle elite athletes to benefit from specific advantages taking into account the specificity of their condition. But universities are autonomous and therefore entitled to regulate the status and support allocated to elite athletes and to set up their own arrangements on flexibility in timetables, distance learning, tutors etc. Some universities across the Member States have specific policies or programs in place to facilitate the entry for elite sportspersons. Either the Ministry of Sport or the Ministry of Education, depending on the Member State, has put these policies in place. Athletes must meet specific criteria to qualify for facilitated entry requirements, which vary between Member States but typically center on a top-three placing in the Olympic games, World Championships or European Championships. A number of Member States have an incentive scheme where ‘bonus’ points, based on sporting performance, may contribute towards entry requirements.” (EU Guidelines on dual careers). "The development of a range of flexible forms of education delivery is critical to meeting the needs of student-athletes in all types of education. Distance learning (or distributed learning) in particular may provide student-athletes with flexibility in terms of the timing and location of their sporting and academic activities. Student-athletes may equally profit from the development of Virtual Learning Environments (VLEs) in many educational institutes and the advent of cheap and functional means of providing tutorial support via the Internet. However, distance-learning programs require a heavy investment of resources for the development and testing of materials prior to the launching of a module. Costs can be reduced if educational authorities and institutes develop platforms, curricula and programs together.” (EU Guidelines on dual careers).

Denmark

There are 5 High education institutions in Denmark offering DCA programs - <https://www.teamdanmark.dk/uddannelse/uddannelsespartnere/> (the last 5 on the list). They offer individual educational plan, counseling, personal tutoring, flexible timetabling, distance learning, study bodies, mentors, extra lessons.

Spain

46 out of 76 existing teaching in class in 2014 high education institutions in Spain are involved in DCA. They offer academic support to the athletes.

Tabla 2. Distribución de las ayudas de tipo académico en las universidades que ofrecen algún tipo de ayuda a los Deportistas de Élite

	Si	No
	% (N=46)	% (N=46)
2. ¿Ofrece su programa un servicio de tutorías personalizado o tutor personal para dichos deportistas?	69,6	30,4
3. ¿Tiene estos deportistas cierta flexibilidad en los horarios lectivos?	69,6	30,4
4. ¿Ofrecen facilidades de acceso a los estudios a estos deportistas en el impreso de matrícula?	30,4	69,6
5. ¿Tienen estos deportistas la posibilidad de realizar cambios de las fechas de examen?	78,3	21,7
6. ¿Disponen estos deportistas de cierta libertad para elegir el número de asignaturas a las que se matricularán?	34,8	65,2
7. ¿Les ofrecen a estos deportistas la posibilidad de estudiar a distancia?	10,9	89,1

Some of them offer financial support to the athletes.

Tabla 3. Distribución de las ayudas de tipo económico en las universidades que ofrecen algún tipo de ayuda a los Deportistas de Élite

	Si	No
	% (N=46)	% (N=46)
¿Les ofrecen a estos deportistas una beca de estudios?	34,8	65,2
¿Les ofrece la universidad la gratuidad en el uso de las instalaciones deportivas para que puedan practicar su deporte?	54,3	45,7
¿Ofrece la universidad alojamiento (residencia) gratuito para estos deportistas?	13,0	87,0
¿Ofrece la universidad un programa de asesoramiento para el futuro laboral de estos deportistas?	15,2	84,8

Only 3 exclusively online universities.(UIDIMA-private; UOC-private; UNED public) offer distance learning. And these universities, offer online bachelors:

Universidad Virtual de Salamanca (USAL)

Universidad de Sevilla (US)

Universidad de Cádiz (UCA)

Universidad de Cantabria (UNICAN)

Universidad de Las Palmas de Gran Canaria (ULPGC)

Universitat Pompeu Fabra (UPF)

Universitat de Valencia (UV)

Universidad de Zaragoza (UNIZAR)

Universidad Rey Juan Carlos (URJC)

Universitat Jaume I (UJI)

Centro de Estudios a Distancia Escuela de Organización Industrial (EOI)

Escuela Europea de Dirección y Empresa (EUDE)

Universidad de Navarra (UNAV)

The private high educational institutions offer entry feasibility, financial support and bonus points for exams for EA.

Italy

High education institutions in Italy that are involved in DCA and which are they?

- ✓ University of Trento (Topsport programme)

<https://www.unitn.it/servizi/68356/topsport>),

✓ University of Foggia dual career UniFg (dual career UniFg programme <https://www.unifg.it/unifg-comunica/arte-sport-e-tempo-libero/sport/doppia-carriera-studente-atleta>),

✓ the private university LUISS (LUISS Sport Academy programme <http://sport.luiss.it/luiss-sport-academy-2/>),

✓ University of Bergamo (<https://www.unibg.it/campus-e-servizi/servizi-gli-studenti/diritto-allo-studio/doppia-carriera-studenti-atleti>),

✓ University Cattolica del Sacro Cuore (<https://www.unicatt.it/cattolicaperlospport/sport-tecnico-sportiva-dual-career-cosisi-allenano-i-talenti>), University of Messina

(<http://www.unime.it/sites/default/files/Regolamento%20sulla%20doppia%20carriera%20di%20atleti%20e%20studenti%20universitari.pdf>),

✓ University of Padua (<http://www.unipd.it/incentivi-merito>),

✓ University of Salento

(https://www.unisalento.it/documents/20143/84427/DR243_regStudAtleti.pdf/94516059-c2ef-3ea6-f111-4f3bea3daf38),

✓ University of Genoa

(<https://www.studenti.unige.it/unigepericampioni/>)

✓ University of Rome Foro Italico

✓ University of Chieti-Pescara

✓ University Parthenope of Naples

✓ University of Siena for Foreigners

Due to the considering the different approaches on DCA between Universities, it is difficult to answer this question.

Austria

How many high education institutions in your country are involved in DCA and which are they?

See figure below: University of Salzburg, University of Linz (JKU), University of Innsbruck, Management Centre Innsbruck (MCI), University of Vienna, Vienna University of Economics and Business (WU), Fokus:Zukunft Weiterbildungsges.m.b.H., Centre for Distance Studies Austria, Private University Schloss Seeburg, University of Graz, Medical University of Innsbruck and University of Applied Sciences Wiener Neustadt (degree programme "Training & Sport").

What kind of DCA they offer for elite athletes and how many EAs passed these programs in 2016, 2017? How many and which of them offer distance learning and what certification do they provide for the EA who passed these programs?

To be answered by University of Vienna. Figures as aforementioned.

Do the high educational institutions offer entry feasibility, financial support and bonus points for exams for EA and which are these institutions?

See above.



Slovenia – no information

Germany

Within the network of Partner University of High Performance Sport 107 universities are organized (an overview of all Partner Universities of High Performance Sport can be found here

<https://www.adh.de/projekte/partnerhochschule-des-spitzensports/partnerhochschulen.html>)

In addition to that, about 60 HEI do have bilateral partnerships with elite sport organizations /training centers.

There are regulations within the laws of some German Federal Countries, which do support the university entry of top athletes (“Profilquote”).

5. Study on Employment programs of Elite Athletes in PPCs (project partner countries) and 3 other EU Member States.

We have made a list of institutions and employers' associations in the PPCs and 3 other EU MSs and have prepared Part 5 of the Questionnaire with main objective to clarify the following subjects:

Do the governments of the EU MSs subject of the Survey provide for hiring elite athletes in public sector to work for the government or public institutions, such as in military sector, police, customs service or forestry sector ?

Do the MSs ' governments provide for financial support for elite athletes and what exactly the schemes is?

Do the governments in the respective EU MSs support in some way the private companies to hire retired athletes and athletes with disability with advantage to some athletes?

How the local chambers of commerce or which business associations help the elite athletes in finding jobs after sports?

Denmark

In Denmark the no formal structure that support DCA focused on their further employment is Team Denmark. The tax authorities in Denmark have DCA employment programs – 2 or 3. In Denmark no sport federations or NOC have contracts with recruiting companies in your country, focused on employment of EAs in internships while in higher education or after their graduation. 3-4 of the big companies in Denmark have the practice to support EAs while in higher education or after in their job finding on flexible terms. The active DC assistance organizations are The Players union and handball player union

Spain

No formal structures supporting DCA exist in Spain. Some public institutions have employment programs for EA, PROAD has more than 85% of job location at application. They have a network of enterprise that are supporters of the PROAD. Some sport federations, NOC or players' associations have contracts with recruiting companies in your country, focused on employment of EAs in internships while in higher education or after their graduation - PROAD and NOC offers. Some big companies in Spain have the practice to support EAs while in higher education or after in their job finding. The enterprises involved in the PROAD are more than 50:

<https://proad.csd.gob.es/empresas>

Italy

In Italy recently, the Ministry of Social Policies in cooperation with the Italian Olympic Committee (CONI) started a pilot project to help former athletes entering the labor market (<http://www.lanuovastagione.coni.it>). CONI and Army Corps have employment programs for EA. No sport federations, NOC or players' associations have contracts with recruiting companies in your country, focused on employment of EAs in internships while in higher education or after their graduation. No big companies in your country have the practice to support EAs while in higher education or after in their job finding.

Austria

The national employment service of KADA is something unique and further distinguishes the Austrian model from most of the dual career programs in Europe. Since 2006, KADA cooperates with the Public Employment Service Austria (AMS). This is not only a loose cooperation. In fact, KADA is an officially recognized counseling center of the AMS.

Process-related, the athlete first files an unemployment claim at the AMS. The AMS counselor then books the athlete directly onto the KADA online account. As a next step, KADA gets in touch with the client. From this moment on, KADA is the responsible counseling center for the athlete taking this work off the AMS. On the basis of this counseling KADA tries to precisely connect the athlete with the labor market. In 2017, 147 athletes were involved in this program. For further details, please see the KADA annual reports 2016 and 2017. As evaluated by the AMS, the average placement rate of KADA between 2010 and 2016 was 71%.

KADA (via its cooperation with sport federations, NOC, etc.) is the central institution to establish this kind of vocational experience next to educational measures, based on individual solutions between companies and athletes.

Apart from punctual solutions of sport stakeholders with the labor market (please contact the NOC, federations and players' associations to ask for potential collaborations), the Austrian skiing federation (ÖSV), since 2016, runs a trainee programs with SPAR (see here).

Slovenia – no information

Germany

Within the network of Partner University of High Performance Sport 107 universities are organized (an overview of all Partner Universities of High Performance Sport can be found here

<https://www.adh.de/projekte/partnerhochschule-des-sportensports/partnerhochschulen.html>)

In addition to that, about 60 HEI do have bilateral partnerships with elite sport organizations /training centers.

There are regulations within the laws of some German Federal Countries, which do support the university entry of top athletes (“Profilquote”).

6. Study on the conditions for the transition to post sport career of EA in project participating countries and 3 other EU member States.

We have studied the conditions for transition to post sport career of EAs in PPCs and 3 other EU MSs with main focus on the following subjects:

Do the sport associations, Olympic Committees and other organisations provide elite (retired) athletes with opportunities to meet-and-greet with employers and to gain information about jobs, expectations and requirements in enterprises;

Do the respective organizations have established a liaison officer for relations with human resources departments of interested employers;

Do the respective organizations have established opportunities for flexible internships, (part-time) employment, short-time employment, graduate trainee programs and mentoring by senior business managers;

Do the respective organizations have established a local and regional network of partnerships with interested enterprises, complemented with a network of recruitment partners;

Do the respective organizations have identified possibilities for elite athletes to develop their vocational competences while in another region/country (e.g. for training camps, after a club transfer, for a competition period of long duration);

Do the respective organizations have practice to organize specific events (e.g. seminars, conferences, workshops, networking events, job markets) to assist athletes in gaining insight into a vocational career in combination with, or after, their sporting career.

Denmark

In Denmark the elite sport high schools are running a network E

Spain

In Spain there are Dual Career assistance organisations, active in the country - PROAD-SEA-NOC-TUTORSPORT but inside their organizations. There are no DC networks.

Italy

In Italy there is EAS - the European dual career network.

Austria

At school level, the umbrella body VÖN of the Austrian talent athlete models unites 14 models which themselves are composed of different elite schools of sport. Here, you can find the respective website with detailed information.

Foreign athletes can take part in KADA programmes if they compete for an Austrian federation or club. Furthermore, KADA selectively supports other foreign athletes within SLS (cp. AMID). KADA itself is member of the EAS network.

Slovenia – No information

Germany

Partner Universities of High Performance Sport – network for the exchange of best practice and the further development of DC at HEI in Germany.

7. We have studied examples of social dialogue with EAs in PPCs and 3 other EU MSs and the role of social partners in policy setting and implementation of dual careers of athletes agenda. We have made a list of social partners in the respective countries and have researched their usual practices in DCAs if any. Mainly we have studied the following subjects:

What pathways the respective organizations have developed for the retired EAs after sport life;

What kind of social /health security the EAs have where the sport associations provide for some security against injury to help the injured athlete get an indemnification.

What the pension plans for EAs in the respective countries exist;

“Social dialogue is not as developed in elite sport as in other sectors as commercialism and professionalism are relatively recent phenomena in many sports. At the European level, a European Sectorial Social Dialogue Committee exists in the football sector and the European Commission proposed a test phase for a sectorial social dialogue committee in the wider European sport sector.¹⁸ At an informal European social dialogue meeting in June 2011, the European social partners, EASE (European Association of Sport Employers) and UNI Europa Sport, agreed to include the topic of dual careers in their future work program. There are many examples of provisions for dual careers in social dialogue at the national level. The Organization for Economic Co-operation and Development (OECD)¹⁹ points out that market failures arise in the market of training that prevent an efficient sharing of the costs and benefits of training between employers and employees. Alongside low-educated and older workers, it may be appropriate to add high-level athletes to the list of affected workers. This is due to the short term nature of sporting careers. Sport employer organizations should ideally provide time for athletes to educate and train for a career after they end their sporting career, but this aim is difficult to achieve in practice since it provides no benefit for the current employer.” (EU Guidelines on dual careers.)

“Regarding social security and pension plans, young professional athletes benefit from the general scheme of social security in a number of Member States, sometimes already from the age of 15. For amateurs, most countries do not have any specific plan with regard to their social security and pension plans. In the Czech Republic, the social security and health insurance premiums for pupils and students are paid by the State, including for student-athletes. In other Member States specific provisions have been launched for elite athletes. There are specific social security regimes for professional sports such as football, cycling and basketball. In Denmark, professional athletes may subscribe to pension plans with favorable tax regulations and spend the money on an education program or to establish their own business. Some countries oblige young athletes to subscribe to private insurance policies or pension plans. The French government launched a funding scheme in 2011 to support high-level amateur athletes by paying social security and pension contributions during their sports career. Between 2,500 and 3,000 sportspersons will benefit from this provision. The system compensates for the years that are 'lost' during full-time sports careers, when no pension contributions can be paid.” (EU guidelines on dual careers)

We are in process of receiving this information.

Main Findings of The Questionnaire and Literature Review

1. State support of Dual Career of Athlete

“According to the classification of Aquilina & Henry (2010) the analysis of dual career programs in place in France and Spain will represent examples of the State-Centric Regulation approach; Denmark, Germany and Sweden will represent examples of the State as Sponsor/Facilitator approach; (Research for cult committee qualifications/ dual careers in sports.) “

1) France - Best Example - 7000 elite athletes, Dual career policy scope - national, source INSEP.

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

Career is mandatory based on several legislative texts which require the Universities and Sports institutions to enable athletes to follow dual career pathway - through studies arrangements and individualized follow-up (1984 Sports law, 2015 law proposal on athletes' protection for instance). The Sports Ministry requests the sport Federations to define their high level policy with national and regional elite centers (hosting Aspirant, Young and Elite athletes identified on ministerial lists). Both Federations and elite centers 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 expertise et de la Performance (INSEP), a public body under the sport governmental department and the "Grand INSEP" network gathering 17 regional Sports Elite Centers (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 programs 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."(Dual Career framework quality- Research summery report)

Best practice 1 INSEP France

Strengths - e-learning, studies arrangements and exams adjustments, personal support and career orientation, financial support through federations to pay school fees.

Weakness - The necessity to deal with Ministry of Sports and Ministry of education.

INSEP -<http://www.insep.fr/insep-sites>, 11, avenue du Tremblay 75012 PARIS,

sylvie.authier@insep.fr, victor.dechelette@insep.fr,

Phone: (33) 1 41 74 42 38

Year of foundation: 1975

Name of the director: Ghani YALOUZ (CEO)

Institutional dependency: Ministry in charge of Sports

2) Spain - number of elite athletes 411, Dual Career policy scope - national, source CAR.

“In Spain (Catalonia) there is a national Dual Career policy, with athletes recognised by the government. The Higher Sports Council (CSD SPAIN) and the General Secretary of Sports (SGE CATALONIA) are involved in securing dual career opportunities to Spanish elite athletes. Available services are provided by the Athletic Care Service (SAE), a free service granted by the Secretary General of Sport to support the preparation of the athlete on their sporting, academic and/or professional career. The SAE is a point of reference and guidance on issues related to career planning, being available advising and supporting services. The services offered by the SAE are personalised and individualised according to the sporting stage and needs of each athlete. It is located at the CAR of Sant Cugat, a High Performance Centre with a financial agreement with the High Sports Council. The CAR provides athletes all the necessary help needed for their educational development, including: academic aid and / or professional guidance, guidance on creating a personal project, monitoring and coordination with tutoring programs for athletes at the Catalan Universities, Job seeking opportunities support, support in the process of withdrawal of the athletic career. Athletes may also receive a small grant from the the government, which depends on the academic results of the athlete. The Prorad program provides personalised attention through training courses to prepare to enter the labour market.” (Dual Career framework quality- Research summery report)

“In Spain, specific laws for elite sport are in place, regulating the status of the elite athlete, defining the educational, employment, and tax-related measures, and creating a Career Assistance Program (CAP) for elite athletes. In particular, within six months of an outstanding athletic accomplishment, athletes can apply for elite status, which has to be officially recognized by the President of the Superior Council of Sports (www.csd.gob.es/csd/). Elite athletes maintain dual career rights (i.e., access to higher education, a flexible attendance and exam schedule, and sport coaching certification) for five to seven years after recognition of their status.

In 2009, the Spanish Sport Council established the Programa de Ayuda al Deportista (Athletes' Support Program - PROAD) to provide elite athletes with group or individual e-counseling regarding education, employment, and career planning through a network of tutors-consultants (www.csd.gob.es). Furthermore, PROAD promotes agreements with institutions, organizations, agencies and companies

directly or indirectly involved in the dual career process. “ (Research for cult committee qualifications/ dual careers in sports.)

Best Practice 2 - Spain - High Performance Centre of Sant Cugat and its Athletes Care Service

“The High-Performance Centre of Sant Cugat in Spain has an Athletes Care Service (SAE) giving individual attention to the transitions athletes can expect in the course of their lives, in particular at the end of secondary education, the end of university education, and upon their retirement from sport. First work experiences are facilitated in local companies near the Centre. The public high school (IES CAR) which is located inside the training center offers lessons at adapted times for the training groups. (Website <https://sportperformancecentres.org/content/car-sant-cugat-contribution-eu-guidelines-dual-career>)

“Examples of good practice The High-Performance Centre of Sant Cugat in Spain has an Athletes Care Service (SAE) giving individual attention to the transitions athletes can expect in the course of their lives, in particular at the end of secondary education, the end of university education, and upon their retirement from sport. First work experiences are facilitated in local companies near the Centre. The public high school (IES CAR) which is located inside the training center offers lessons at adapted times for the training groups. “ (EU Guidelines on DCA)

3) Germany - Best Practice 3 - Best Practice 3 - Germany -Allgemeiner Deutscher Hochschulsportverband (e.g., the German University Sports Federation-ADH) is the umbrella organization of the German University Sport Institutions, which supports dual career for student-athletes (www.adh.de/en.html). In 1999, ADH launched the project “Partner University of Elite Sport”, which includes today about 100 partner universities providing special services, flexible curricula, individual counseling, and solutions for the fulfillment of the academic requirements of elite athletes. In particular, the German Olympic Team of London 2012 comprised 53% of student-athletes.

4) Denmark

Denmark - elite athletes 1000, Dual career policy scope - national, regional and sport and education specific.

According to their athletic achievements, elite athletes are classified as a World Class Athlete (i.e., ranked in the top-eight in recent World Championships/Olympic Games), an Elite Athlete (having the possibility to achieve a top-eight position at the next World Championships/Olympic Games), and a Team Danmark Athlete (included in youth or adult national squads). Specifically regarding dual career, Team Danmark cooperates with the National Olympic Committee and Sports Confederation of Denmark (DIF) to ensure that the development of elite sport is compatible with the Danish cultural policy and with a holistic development of elite athletes. In particular, it provides individual financial support, guidance, education and training to athletes. Recently, Team Danmark has appointed a dual career coordinator to help individual athletes to negotiate flexible academic paths. For youth student-athletes attending secondary education, a number of public schools offer special sport classes with integrated training sessions into the school schedule and allow them an extra year (i.e., four instead of three) to finish their secondary education (Henriksen and Christensen, 2013). Finally, Team Danmark cooperates with Adecco and the IOC Athlete Career Program for helping former athletes in their transition to the labor market.

In Denmark, there is a comprehensive dual career policy at national, regional, and local levels, including sport-specific and education-specific features. In particular, dual career policies are supported and implemented through different programs: Team Danmark, Study4Player, Job4player, and FIFPro Online Academy. Funded in 1984 by the Danish Government, Team Danmark aims to ensure the best services to elite athletes of 28 National Sport Federations (www.teamdanmark.dk). The Danish Ministry of Culture and Sports Federation, through the sale of broadcasting and media rights, sponsorships, and marketing rights, provides funds for ensuring several Team Danmark services for elite athletes (i.e., sports medicine, physiology and psychology, education and career consulting, housing, and training facilities). According to their athletic achievements, elite athletes are classified as a World Class Athlete (i.e., ranked in the top-eight in recent World Championships/Olympic Games), an Elite Athlete (having the possibility to achieve a top-eight position at the next World Championships/Olympic Games), and a Team Danmark Athlete (included in youth or adult national squads). Specifically regarding dual career, Team Danmark cooperates with the National Olympic Committee and Sports Confederation of Denmark (DIF) to ensure that the development of elite sport is compatible with the Danish cultural policy and with a holistic development of elite athletes. In particular, it provides individual financial support, guidance, education and training to athletes. Recently,

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Best Practice 4 - Denmark - Team Denmark -<http://www.teamdanmark.dk/>

5) Sweden - number of elite athletes - unknown, Dual career policy scope - national, sports specific. 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.

"In Sweden, a comprehensive national and sport-specific dual career policy is in place. In the '70s, the Swedish Sports Confederation established the national elite sport schools where talented youth athletes (i.e., 16-18 years) can pursue both sport and education (Stambulova & Johnson, 2013).

The Swedish Sports Confederation, Sport Federations, the Swedish School authority organization (i.e., Skolverket), and local communities finance 51 national elite sport schools operating across the country, some specific only to one sport and others including several sport disciplines. Athletes consider elite sport schools not only avenues to the Swedish national/Olympic teams, but also providers of dual career assistance to adjust their school program to suit training and competition. Furthermore, regional and local certified sport schools assist athletes competing in sport teams/clubs (Stambulova & Ryba, 2014).

In higher education, student-athletes could benefit from a flexible academic path adjusted to their sport schedule. Elite athletes also have the possibility to receive financial support from the National Olympic Committee for their dual career.

Despite not having a special national program to support athletes' post athletic career, the National Olympic Committee provides a career advisory service, agencies help elite athletes to find flexible employment, and some prestigious sport clubs "advertise" their retiring athletes in the job market. National sports federations award

a sporting excellence status to athletes eligible to attend a secondary sports school. “(Research for Cult Committee - Qualifications - Dual careers in sports).

Best Practice 5 - Sweden - Swedish Sport Confederation

6) Belgium

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.

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 vigor 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.

Best practice 5 - BLOSSO

Bloso was the shortened name for the Flemish sports agency. Within Belgium, it was the Flemish counterpart of French-speaking ADEPS. Both agencies were founded in 1969 to succeed the state-founded national INEPS/NILOS.

Online

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2. Players Associations Support on DCA

Dual career support needs to be a major area of focus for all Player Associations. This will bring many benefits to the associations including better relations with sports stakeholders; improved engagement and communication with players; and better support from members. Evidence is emerging from Australia that dual career preparation can also help improve current sports performance for players. It is also one of the major influences in how athletes adapt to their life after sport and the

contribution they go on to make to society. Dual career is a relatively new area for many professional sports but an exciting one which offers many challenges and opportunities. EU Athletes is here to help make sure that our members lead the way in developing and delivering best practice for the benefit of the professional and elite athletes in Europe.

Player Associations are set up and governed by players. It is essential for their effective operation that the players have ownership of their association and that they meet the key personnel involved in representing them. There really is no alternative to hitting the road for regular team visits to engage with the member athletes. If you are not doing regular team visits then you are not really functioning as a proper player association. Dual career advice and support for players should be one of the fundamental priorities for all Player Associations. It is often possible to work in partnership with the sports federation on dual career due to the recognition by all stakeholders that this is an important area. While this is welcome, it is important that PDMs remain independent of team structures so that the players' personal development remains the primary focus. Good governance and experience from different associations suggests that there is a clear benefit in Player Associations trying to separate out the role of dual career support and the potentially more confrontational functions of a sports trade union. Having different personnel involved, although this may of course not always be possible, perhaps best does this. There are a number of governance models used by Player Associations but one of the best is through a dedicated Player Development Manager (PDM) section. This is the preferred model of EU Athletes and many member Player Associations, though it may need to be adapted for different countries. Other models include the employment of outside education consultants (SICO in Sweden) and the setting up of a separate legal entity (such as the Jockeys Education and Training Scheme in the UK). Player Development Managers are the regular proactive interface between the player and their association. Their core job focus is on engaging with the member players and acting as a signpost for the Player Association's services. Obviously resources are an issue in almost every association. Whilst some associations have one PDM for three clubs, others have one for 30 clubs. Nevertheless there can be innovative ways of supporting athletes dual career and creating an effective volunteer structure.

Best Practice 6 Gaelic Player association –

<https://www.gaelicplayers.com/AboutGPA/OurAssociation.aspx>,

<https://www.gaelicplayers.com/Home.aspx>

The county hurlers and footballers that play for the love of Gaelic games and the love of place created the Gaelic hurlers and footballers elite amateurs player association. Following the increased commercialization of Gaelic games in the 1990s and a growing commitment on the part of the player, players to advance their welfare requirements and protect their interests created the GPA. Formally recognized as the official representative body for county players in 2010 the GPA, a not-for-profit organization, now represents over 2,300 current players and an increasing number of past players. The GPA operates a comprehensive Development Program, funded by the GAA, supporting players with their education, careers, health, life skills and welfare.

The GPA's Player Development Program (PDP) supports the lives of county players and helps them to realize their true potential off the field of play. With a central focus on Engagement, players are supported through a range of program in the areas of Education and Training, Life Focus/Career and Health and Wellbeing.

Supported by the GAA, the Program was implemented in 2010 as part of the Agreement between the GPA and GAA, which formally recognizes the contribution county footballers, and hurlers make to the commercial success of the GAA as a whole.

The rationale behind the PDP is that players are supported in their personal development to ensure that they achieve a sport-life balance. This can be extremely challenging for elite amateur players who require a degree of planning to ensure that their commitment to county football or hurling is not detrimental to their off-field careers.

Services are provided to players either internally through the GPA or by external professionals with expertise in specific field the GPA Education Program is designed to support athletes operating in a high performance environment to maximize their potential through education and develop the next generation of leaders.

The aim of the GPA Education Program is to ensure that county players maximize their career potential through education while simultaneously managing their substantial commitment to our elite amateur games.

"This time last year I contacted the GPA in a state of worry about funding for my Masters degree and was stressed out to the max. A year later I have Sigerson, Munster

and All-Ireland medals in my back pocket, I'm in line for a 1.1 in my Masters degree and I just got offered a fantastic job in my home town. This was made possible with the assistance of the GPA and I am forever grateful." Brian Kelly, Kerry footballer

The GPA is piloting a new program consisting of a publicly listed network of athlete friendly institutions that adopt the GPA's guiding principles within their policies and/or systems to support elite athletes to achieve academic excellence. These institutions will endeavor to commit fully to the principles of these guidelines during the pilot.

GPA has now opened applications for year 3 of this programme. If you are interested in taking part in the GPA - Jim Madden Leadership Programme in 2017/18 please contact niamh@gaelicplayers.com

Programme information

The Jim Madden GPA Leadership Programme will develop a group of county players from hurling, camogie, Gaelic football – men's and ladies – with the necessary skills, motivation and experience to become real leaders in the community.

Many of our Gaelic athletes have exceptional leadership qualities. These skills are honed through the experience and resilience developed as elite players in a highly competitive environment, where high performance is often predicated on the player's own ability to lead by example encouraging greater levels of performance from teammates. The Jim Madden GPA Leadership Program will now establish a learning pathway for players who wish to develop these qualities, which can be harnessed both for their personal development and for the benefit of society.

This Programme is made possible thanks to the support of Michael Madden and his family who are dedicating the new curriculum to the memory of their late father Jim who was a tireless grassroots GAA and community activist in Tipperary.

Through the Jim Madden GPA Leadership Programme, the Players Association is now in a position to support the next generation of young leaders – players who are considered to be successful in their lives and careers outside of their sporting endeavours, who understand the importance of civic and social responsibility and can see the benefit of 'giving back' in a host of different ways by optimising their status as role models in society.

Using a primary schools network by which the students can execute their new skills, the three-year course will encourage this cohort of young men and women to dream big and think bigger, to be as ambitious for what they can achieve in life away from the playing fields and to go on to do extra-ordinary things which will make a real difference in their own lives and in the lives of people they encounter.

The first group of participants of this programme have developed, in conjunction with St. Pats College in Drumcondra, 4 SPHE modules that can be delivered to 6th class primary school children. These modules focus on the child's local community and are delivered by the teacher with the assistance of a programme participant. For further information on the Réalta Programme please [click here](#).

The Programme

A bespoke, one-year blended learning Leadership Course which will be delivered by the Gaelic Players Association in conjunction with independent leadership experts. The Programme, which will run initially for three years, will be divided into four principal modules:

1. Leadership Masterclass
2. Personal Skills Module
3. Interpersonal Skills Module
4. Group Skills Module

Participants will have a GPA Personal Development Coach assigned to them and will undergo personal development training. Participants will have to design, construct and deliver a community project through the primary schools network.

The Programme has also been endorsed by the Irish Institute for Training & Development :IITD, as the professional body for learning and development in Ireland, is delighted to endorse the GPA – Jim Madden Leadership Programme. The strength of the collaborative approach to building the programme demonstrates excellence, best practice and innovation in the development of leadership competencies. The inclusion of an innovative delivery methodology, including peer learning, knowledge sharing, coaching and mentoring, will successfully support talented individuals to reach their leadership potential. We are confident that successful participation on this

programme will enable those individuals to lead others with greater confidence, initiative and commitment in order to achieve greater impact for elite athletes at community level.

To further underpin the success of this Programme the GPA has partnered with Maynooth University to create an accreditation pathway for participants. They will be able to pursue a Special Purpose Award in Professional Leadership which will allow them 10 credits at Level 9.

(niamh@gaelicplayers.com)

Personal Development

The GPA's Personal Development Programme is designed to support players in maximizing their potential off the field of play.

Increasingly underpinning many of the GPA services, Personal Development Coaching guides the individual on a journey of self-discovery, helping them to develop a keen awareness of their personal strengths and identify areas for improvement.

It assists players in recognizing the individual traits they possess as athletes which are transferrable into other important areas of their lives. Each player is also supported in the production of a personal development plan.

Through this programme players come away with a deeper understanding of their own individual identity which is separate to their athletic identity and are equipped to seek out and embrace new and exciting opportunities leading to a greater self fulfillment and a superior quality of life.

232 players were supported in intensive one-to-one Personal Development Coaching in 2014, a 30 percent increase on 2013 marking a steady rise in engagement with this programme.

The Personal Counselling Service is a key component of the GPA Health and Wellbeing Programme. The service is designed to support players who are experiencing distress in their lives as well as promoting good mental health within the playing body and in wider Irish society.

The Personal Counselling Service operated by a team of psychologists and counsellors and backed up by a 24 Hour Player Helpline supported 117 players in 2014 with a variety of issues ranging from simple stress-related problems to serious addiction and depression. Gaelic Players Association Launches Three Year Strategic Plan

Author: Media GPA/13 June 2017/Categories: Year 2015, Year 2016

GPA Forges New Direction Following Period of Consultation with players and stakeholders

‘Players Thrive On and Off the Field’ sets out the objectives for the organisation to enhance player representation and investment in their personal development over the next three years.

Tuesday 13 June, 2017: The GPA today launched a new three year strategic plan for the organisation which will focus on enhancing player representation and investing in the personal development of the intercounty players over the next three years. This follows a period of extensive consultation between players around the country and the new CEO, Dermot Earley, since he was appointed to the role in January. Dermot also consulted widely with other stakeholders of the GPA, including county team managers, GPA committees, GAA officials, Government and media.

The new strategic plan, ‘Players Thrive On and Off the Field’, sets out the objectives and desired outcomes for the organisation on behalf of its members under six main themes. These are:

Playing a Better Game – changing our games for the better through a united players’ voice, for example, delivering a revamped master fixture list in hurling and football.

Working Together for Players –increasing GPA engagement with our players, and promoting a culture of strong advocates for our players.

Investing in Players – managing available funds effectively and transparently and enhancing our range of sustainable funding sources.

Leaving Players in a Better Place – investing in the talent that contributes to a vibrant player-led organisation e.g. an expanded range of leadership programmes for players

that results in players and former players being engaged as community leaders at local, national and global level.

More Than Just a Player – working with players to unlock their full potential and become a game changer in their own lives, promoting a balanced lifestyle where players can thrive on and off the field, focusing on newer members to prepare them for future challenges and opportunities.

Celebrating Players – raising awareness of players’ contribution to society.

Speaking about the new strategy Dermot Earley said: “I was delighted to take on the role of Chief Executive of the GPA earlier this year as I felt it was a great opportunity to continue the GPA’s journey to improve the lives of our intercounty players. I set out immediately to take soundings from our players around the country with two purposes in mind, to hear firsthand about the things that are important to them, and to reiterate to them that the GPA exists solely to support them, both on and off the field of play. I also spoke with our many stakeholders around the country, including GAA officials, Government, Sports Ireland and many more, with a view to understanding their views about our organization and how they can help our members.”

“The result of this period of consultation is a detailed strategy which I believe will forge a stronger bond with our members and will deliver on the things that matter to our players, from an improved master fixtures list, to enhanced player development programs with greater participation, and greater public awareness of the contribution our players make to our wider society. Our members routinely give everything to our national games, and they deserve to be fully supported in their efforts during their playing careers and beyond. That is at the core of this strategy and, between now and 2019; we are determined to deliver on every aspect for the betterment of the intercounty player.”

Richie Hogan said “The support and programs provided by the GPA have helped me enormously, not just in my playing career, but also my own personal development. I believe that the sooner the GPA can get the player to engage with them and be encouraged to participate in the programs, from leadership to life skills to advice on how to manage their training with study or work, the easier it will be for that player to develop to their full potential, on and off the GAA field. I am delighted to see that part of the strategy announced today will see the GPA increase face to face

engagement with intercounty players to make sure they know what is on offer to them and to see that they use these services as much as possible.”

Tom Parsons said, “It’s very important that the GPA stays in touch with the player’s needs and listens to their concerns. That can only make this organisation stronger. Every player, even those at the very top of their game, faces challenges associated with playing the game at this level. Whether that is the challenge of combining playing with work or college, or dealing with the transition out of the intercounty game, the GPA can support each player at each step of his or her own personal experience. A lot is expected of intercounty players and it’s important that they feel the reassurance that someone has their back. That’s what this strategy is about and why it is so important.”

Best Practice 7 - Danish Football Players Association, Danish Handball Association, Danish Elite Athletes Association - Program Study4Players, Job4Players

To provide guidance and support for athletes during their transition to higher education and at the end of their sport career, the Danish Football Players Association, the Danish Handball Players Association, and the Danish Elite Athletes Association initiated a dual career programme for student-athletes (e.g., Study4Player) and a programme for athletes at the end of their sport career (e.g., Job4player). In particular, Study4player helps individual athletes in identifying their educational needs, in planning a flexible education path, and in establishing networking with other athletes. Furthermore, the Study4player Online Academy offers online courses with limited attendance requirements. To increase the employability of former athletes, in cooperation with Team Danmark and Adecco, the Job4player program aims to provide counseling on individual competences (Henriksen and Christensen, 2013).2/ Study Best DCA practices of sport organizations,(confederations, federations, associations, clubs) and their dual career programs.

EU Athletes -<http://www.euathletes.org/organisation/>,

EU Athletes is a federation of European players associations and athlete unions representing more than 35 national associations and 25,000 individual athletes across Europe. EU Athletes – Supporting Athletes Across Europe.

EU Athletes is a federation of European players associations and athlete unions representing more than 32 national associations and 25.000 individual athletes across the continent and across sport disciplines.

EU Athletes was founded in 2007 and has since taken a steep journey as an advocate for the athletes' voice on various issues such as anti doping, match fixing and education on the risks of sports betting, dual careers or good governance.

EU Athletes is an accepted stakeholder in the sport sector at the European Union, Member of the consultative committee EPAS and member of the various expert groups of the European commission

EU Athletes is also integrated into the wider labour movement as a member the World Players Association, the professional sports sector of UNI Global Union.

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Belgium EU ATHLETES Member Organization

EU Athletes is a Member of the World Player Association .

Best Practice 8 - FIBA - Time Out Erasmus Plus funded project , FIBA offers:

- A fast track to a range of qualifications in Leadership and Management in sport and business
- Combined on-site learning via workshops with online study by distance learning

- Credit for prior learning and experience
- Relevant assessments related to your role as a professional sportsperson and future career aspirations
- A second career
- Get ready to enter a new challenge
- Make the transition from elite player to top manager.

3) Sport academies and high performance training centers support on DCA

Best Practice 9 – Germany

At educational level, the Elite Schulen des Sports represent a form of cooperation between schools and organized 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 fulfill school requirements. The so-called top level sport partner universities pursue a very similar approach, providing adapted schedule and rules for studying and individual counseling to elite athletes;

- The world of sports provides 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 counseling for elite athletes, whereas the Laufbahnberatung der Olympiastützpunkt and the Chamber of commerce facilitate the transition into the labor market. (Dual Career Quality framework - research report summary)

Germany: The German Olympic training center in Berlin has elaborated a "Five Phase Concept" with the Beuth University of Applied Sciences Berlin facilitating the integration of athletes with Universities. A first stage includes career counseling by specialized staff of the Olympic training center in conjunction with a University information session taking into account individual preferences of the student-athlete. A third stage contains individual study advice provided by the relevant department head. In the subsequent phase, the student-athlete may benefit from a facilitated

registration process. Finally, student-athletes receive individual guidance by a team of experts from the Olympic training center and responsible athlete mentors at the educational institution. Success factors of this concept named “studies à la carte” are long-term individual guidance, special flexibility arrangements and effective communication between the involved actors.

Moreover, the Hamburg Chamber of Commerce is actively involved in the promotion of dual career. Via its internet job platform “partners of top sports”, both enterprises and athletes are provided an opportunity to meet and establish contact.

Germany: Spread throughout Germany there are about 35 professional career counselors who are based at the

“Olympiastützpunkte” (Olympic training centers). Every athlete receives free of charge support for his/her dual career project in these centers.

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Chamber of Commerce

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Best practice 10 – Belgium

Within its Master's programme in Physical Education, the Vrije Universiteit Brussel developed the individualized study path “Elite Sport Career”. This study path enables elite athletes not only to avoid the possible physical overload and injuries related to courses requiring a high physical effort, but teaches them also how to apply the theoretical knowledge and applied skills acquired in the courses of their PE programme (e.g. sport psychology, biomechanics, anatomy, management) to the analysis, evaluation and continued development of different aspects of their own dual career. In this way, elite athletes prepare for a post-athletic career as e.g. coach, sport manager, PE teacher or fitness manager, but also actively use the acquired competences to optimize their own dual career while at university. Elite student-

athletes have been shown to gain better academic results than the average student population at the Vrije Universiteit Brussel.

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,(Dual Career Quality framework - research report summery)

Best Practice 18 Blossos Belgium

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Best practice 11 – Italy

Despite the dual career policy in Italy lacking comprehensive interventions coordinated at national level, a number of sport-specific and education-specific agreements are in place at local and regional levels. In 2013, an agreement between the Italian Ministry of Education and the National Olympic Committee established the Licei ad Indirizzo Sportivo (i.e., sports high schools), which aims to enhance the sports culture at high school level (DPR n.52, www.gazzettaufficiale.it). However, no specific dual career is ensured and student-athletes have to individually negotiate a flexible path in relation to their sport needs. At university level, few institutions provide

academic flexibility for student-athletes and established agreements with specific national sports federations (i.e., fencing, rowing, triathlon, track and field) to support their student-athletes. In general, universities apply different eligibility criteria for dual career services and also very few offer scholarships for student-athletes (Guidotti et al., 2014).

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;

Best practice 11 – Netherlands

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:

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.

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.

Financial feasibility: From a financial perspective an elite athlete should be enabled to perform his/her sport at the highest level, 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.

Best practice 12 – Slovenia

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.

Best practice 13 – Sweden

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. (Dual Career Quality framework - research report summary)

Sweden: The Swedish Dalarna University is a supportive institution for dual career, currently hosting 80 student athletes. Flexibility involves the possibility for extended studies in terms of part-time curricula, a wide choice of study programs as well as an elaborate web-based learning system. This gives student athletes the opportunity to effectively balance sporting and academic commitment. In addition, coaches on the highest international level who are employed by the regional sport federation solely to the benefit of student athletes support them.

Best practice 14 – UK -TASS

United Kingdom

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 program 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.

(Dual Career Quality framework - research report summery)

United Kingdom: Funded by the governmental organization UK Sport, the English Institute of Sports (EIS) is a nationwide network of services involving sports, education and profession related support. Trained athlete advisors are available to give guidance on topics such as individual study planning and employment preparation to world-class level athletes.

“The development of a range of flexible forms of education delivery is critical to meeting the needs of student-athletes in all types of education. Distance learning (or distributed learning) in particular may provide student-athletes with flexibility in terms of the timing and location of their sporting and academic activities. Student-athletes may equally profit from the development of Virtual Learning Environments (VLEs) in many educational institutes and the advent of cheap and functional means of providing tutorial support via the Internet. However, distance learning programs require a heavy investment of resources for the development and testing of materials prior to the launching of a module. Costs can be reduced if educational authorities

and institutes develop platforms, curricula and programs together”. (EU guidelines for DCA).

Best Practice 15 – Spain

Spain

In 2009, the Spanish Sport Council established the Programa de Ayuda al Deportista (Athletes' Support Program - PROAD) to provide elite athletes with group or individual e-counseling regarding education, employment, and career planning through a network of tutors-consultants (www.csd.gob.es). Furthermore, PROAD promotes agreements with institutions, organizations, agencies and companies directly or indirectly involved in the dual career process. Qualifications/dual careers in sports. Around 760 elite athletes enroll annually in the PROAD mentoring/tutoring program, which has proved to be useful in providing information on work/study opportunities during their sports career (de Subijana et al., 2015).

4) High Education institutions DCAs policy. Distance learning programs for EAs

Best Practice 16 - Slovenia

In 2002, Olympic Committee of Slovenia and Telekom company established cooperation in order to facilitate the educational process of athletes with e-learning possibilities in three high schools namely: Grammar school France Preseren Kranj, Sports Gymnasium in Ljubljana Siska and II Gymnasium Maribor. Within the framework of the project and the signed agreement, the student-athletes are provided with adequate internet connection for the purposes of distance learning and school's adaptable e-learning programs. Distant learning means a lot to student's athletes, because education is carried out in agreement with the professors during their absence due to training and competitions around the world. In this year NOC of Slovenia upgraded their support and included one more Sports Gymnasium.

Best Practice 17 - Estonia

Estonia - distant learning -In the case of Estonia two universities offer specialist education to elite athletes – the University of Tartu and Tallinn Pedagogical University. Student-athletes are allowed extensions of time to complete their courses and follow an individual curriculum. Some universities also support top athletes by allowing them

to extend their period and timing of study, and in addition, many offer courses by distance-learning.

Best Practice 18 - Sweden - distant learning –

The Swedish Olympic Committee manages a support programme for elite athletes who wish to combine a sporting and an academic career in higher education. University degrees / courses are partly organised as distance learning education where the student-athlete has the responsibility to manage their own programme of study. Specially designed programmes across a number of universities are also available in order to fit the athletes' schedule.

Best Practice 19 - Denmark - distant learning

Since 2000, in Denmark the Ministry of Education has, according to Team Danmark and the Ministry of Science, Technology and Innovation, established some measures necessary for elite sports people at HE institutions. Student-athletes in Denmark can benefit from distance learning initiatives developed by their institutions while Team Danmark further supports its athletes by providing laptops for student-athletes so they can access materials while they are away.

Best Practice 20 - Belgium

Within its Master's program in Physical Education, the Vrije Universiteit Brussel developed the individualized study path "Elite Sport Career". This study path enables elite athletes not only to avoid the possible physical overload and injuries related to courses requiring a high physical effort, but teaches them also how to apply the theoretical knowledge and applied skills acquired in the courses of their PE program (e.g. sport psychology, biomechanics, anatomy, management) to the analysis, evaluation and continued development of different aspects of their own dual career. In this way, elite athletes prepare for a post-athletic career as e.g. coach, sport manager, PE teacher or fitness manager, but also actively use the acquired competences to optimize their own dual career while at university. Elite student-athletes have been shown to gain better academic results than the average student population at the Vrije Universiteit Brussel.

Best practice 21 Finland

Finland: Educational institutes (universities, polytechnics, universities of applied sciences) in the local elite sport networks (sport academy network) have a signed contract in which they state their commitment to dual career and indicate that they are willing to find flexible study possibilities for high performance athletes and to promote dual career. They have also nominated 33 a contact person who is helping the athletes in dual career issues acting as a “link” between athletes, professors, coaches, sport organizations etc.

Most Member States entitle elite athletes to benefit from specific advantages taking into account the specificity of their condition. But universities are autonomous and therefore entitled to regulate the status and support allocated to elite athletes and to set up their own arrangements on flexibility in timetables, distance learning, tutors etc. Some universities across the Member States have specific policies or programs in place to facilitate the entry for elite sportspersons. Either the Ministry of Sport or the Ministry of Education, depending on the Member State, has put these policies in place. Athletes must meet specific criteria to qualify for facilitated entry requirements, which vary between Member States but typically center on a top-three placing in the Olympic games, World Championships or European Championships. A number of Member States have an incentive scheme where ‘bonus’ points, based on sporting performance, may contribute towards entry requirements. Example of good practice French regulations requires universities to favor enrolment of elite athletes. They may benefit from the status of employed students, from an extension of the duration of their studies, from the granting of bonuses for exams, or from authorized absences. Furthermore, each year 20 elite athletes have access to schools that organise courses for physiotherapists without an entry exam, recognizing the informal learning experiences of athletes. Elite athletes may also benefit from specific arrangements to qualify for the National Certificate of Sports Instructor. However, they can only qualify for the certificates if they fulfill the general requirements related to the examination.

Best Practice 22 – UK

United Kingdom: Funded by the governmental organization UK Sport, the English Institute of Sports (EIS) is a nationwide network of services involving sports, education and profession related support. Trained athlete advisors are available to give guidance on topics such as individual study planning and employment preparation to world class level athletes.

“The development of a range of flexible forms of education delivery is critical to meeting the needs of student-athletes in all types of education. Distance learning (or distributed learning) in particular may provide student-athletes with flexibility in terms of the timing and location of their sporting and academic activities. Student-athletes may equally profit from the development of Virtual Learning Environments (VLEs) in many educational institutes and the advent of cheap and functional means of providing tutorial support via the Internet. However, distance learning programs require a heavy investment of resources for the development and testing of materials prior to the launching of a module. Costs can be reduced if educational authorities and institutes develop platforms, curricula and programs together”. (EU guidelines for DCA).

Germany -Germany: In Germany, the so called “Eliteschule des Sports” are very helpful to combine high-school education and sport at the same time. There are 39 schools spread throughout Germany with about 11.300 sport students who are trained by 480 coaches. As a result 29% of the Olympic team in Beijing are current or former sport students of these schools.

Germany: The German Olympic training center in Berlin has elaborated a “Five Phase Concept” with the Beuth University of Applied Sciences Berlin facilitating the integration of athletes with Universities. A first stage includes career counseling by specialized staff of the Olympic training center in conjunction with a University information session taking into account individual preferences of the student-athlete. A third stage contains individual study advice provided by the relevant department head. In the subsequent phase, the student-athlete may benefit from a facilitated registration process. Finally, student-athletes receive individual guidance by a team of experts from the Olympic training center and responsible athlete mentors at the educational institution. Success factors of this concept named “studies à la carte” are long-term individual guidance, special flexibility arrangements and effective communication between the involved actors.

In the case of Germany a contract between the Deutscher Sportbund, National Sport Federations, the University Sports Association and higher education institutions allows student-athletes attending one of the 48-élite sports universities to have access to a range of services and benefits. These include reduced entry criteria for athletes; flexible timetabling; flexible examination timetable; alternative means of completing course requirements such as discretion and flexibility for attendance at compulsory

seminars/lectures; and tutor monitoring, with students offered personal tutors and study counseling. It is estimated that approximately 850 national squad members (C, B and Asquads) are enrolled at these universities at any one time (Elite Athletes and Higher Education: Lifestyle, 'Balance' and the Management of Sporting and Educational Performance Ian Henry Centre of Olympic Studies and Research Loughborough University)

Hungary In the case of Hungary the state has adopted legislation facilitating entry requirements for elite athletes. In accordance with a governmental decree (246/2003. [XII.18.] on the General Regulations of Admission Procedures at higher education institutions Olympic medalists have the right to be admitted to any colleges/university without an entrance examination. In addition, in accordance with the same ministerial degree, during the allocation of points in the admission process five bonus points may be given to those athletes in medal places in world and European championships (though only in Olympic sports) and three bonus points may be given for winners and those placed second or third in national championships held in any Olympic sports (again exclusively in Olympic sports). Furthermore institutions offer exemption or reduction of tuition fees. Under the Course for Life Program launched in 2002 universities contract to exempt one to three gifted young sportsmen/sportswomen recommended by the HOC, from paying tuition fees and to reduce the fees in respect of other young sportspersons' tuition. Universities also offer elite athletes flexibility in relation to student athlete absence, and their study and examination timetable. These arrangements apply only to young sportspersons who are beneficiaries of the agreement between the HOC and colleges/universities. These student athletes have the opportunity to pursue their studies according to individual study and examination timetables. Page | 5 Finally monitoring of, and tutorial assistance for, elite athletes in respect of academic studies is provided. Study activities are scheduled to accommodate the needs of training and competition, textbooks, handbooks, manuals, special literature and other auxiliary educational materials are provided with the aim of promoting the opportunity to study during periods of absence for training or competition.(

(Elite Athletes and Higher Education: Lifestyle, 'Balance' and the Management of Sporting and Educational Performance Ian Henry Centre of Olympic Studies and Research Loughborough University)

Best practice 23 Spain

In the Spanish case also there is legislation (Royal Decree 1467/1997, 19 September) requiring universities to reserve 3% of the total places provided for accredited high performance sportsmen and women who have at least the minimum academic requirements. In addition the institutions, which provide degrees in the area of Physical Activity and Sport Studies, and the National Institutes of Physical Education, are required by law to reserve an additional number (equivalent to 5 % of their intake) of places for high performance sportsmen and women. Additionally services including individual tutor monitoring, reserving of places in university residences, flexible timetables and flexible schedules for the sitting of exams are offered to student-athletes. Some universities and higher education institutions provide additional student athlete support. The University of Oviedo for example in 2004 had 50 elite student-athletes at the university, most of whom were granted: registration scholarships; their own scholarship of the University of Oviedo; and, where necessary, a scholarship for accommodation in a Hall of Residence. They also received an allocation of free elective credits applied to the academic program they are studying, designed for athletes.

However, the French state also operates five state-run national sports institutes to accommodate elite athletes, namely: the National Institute of Sport and Physical Education (INSEP); the National School of Ski and Mountaineering (ENSA); the National School of Sailing (ENV); the National Equestrian School (ENE); and the National School of Cross- Country Skiing and Ski Jumping (ENSF). At the largest of these, INSEP, there are opportunities to combine high level sport with a whole range of academic programs from compulsory schooling to higher education diplomas and university degrees. It is estimated that about 50% of former pupil athletes stay at INSEP to pursue post-secondary education. INSEP offers different options to pursue college-level or university-level sports-related studies (e.g. diploma in coaching, sports and PE studies, sports administration, sports management). Rather than necessarily providing access to existing university courses, in the INSEP system, teaching staff come to the sports establishment to teach the student athletes depending on their level and subjects of choice, though a number of student-athletes living in INSEP also attend universities in the Paris region (Coalter and Radtke 2007).

5. Employment programs and their support to Elite athletes

Best Practice 24 Belgium

In Belgium the opportunity to combine elite sport and studies professionally has been facilitated since 2003 through an agreement, the 'Topsportconvenant HO', between the Ministry of Sport, Flemish Sport Governing body (Blosa), Belgian Olympic Interfederal Committee and Sport federations, where two universities and three polytechnics took on a range of responsibilities with regard to elite athletes. Through this formal agreement, Belgian Olympic student-athletes are eligible for a contract to the value of 70% of a full time professional Olympic athlete. Awards are made to student-athletes on Olympic lists specifically to allow them to combine elite sport and studies in higher education. This contract is an inclusive package comprising professional coaching, training at top facilities, professional support services and enhanced academic opportunities. Incorporated in this arrangement is a scholarship of €20,000 enabling student-athletes to pay for specific elements related to the combination of elite sport and study (e.g. registration fees) as well as specific support for sport (e.g. a sport psychologist). A second initiative established as part of the law began during 2004/2005 academic year. This included young Olympic athletes (i. e. those selected for the Belgian Youth Olympic team) who register at a university or at an academic institution of HE outside of university. While they will not receive a contract, they will receive financial support allowing them to combine HE and elite sport.

Denmark -In Denmark a two-year strategy 'Contract of Results' (2006–2008) was agreed between the Ministry of Culture and Team Danmark which reinforced once more the holistic development of the athletes through the creation of educational and job opportunities. Elite athletes affiliated to Team Danmark must comply with their job and education policy which requires them to either have a job or be enrolled in an education program alongside their sporting career. Athletes that do not meet this requirement are contacted by a study director to make a career plan and if they are not willing to adhere to this policy run the risk of being taken off the National team program (Falkentoft 2007).

Best Practice 25 - Finland

Finland -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 €6000 or €12,000 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 (Merikoski-Silius 2006). The criterion for allocation of a full (€12,000) Athlete's Grant is that the athlete has reached 6–8th place in the individual competition of the season's main event (Olympic Games, World Championships or World Cup overall competition). The criterion for the grant of €6000 is that the athlete has finished 8–12th place in individual competition for these same events. The criterion for the award of a young athlete's grant is that the athlete attain 12–15th place in the corresponding competitions. 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 program (Kanerva 2004).

Best Practice 26 - Netherlands

Netherlands - In Netherland despite the existence of study grants for students generally, special provisions or arrangements for elite athletes are not institutionalized. There is a study guarantee fund from the National Olympic Committee / National Sports Federations (NOC*NSF) for 'A-status' and 'B-status' elite athletes who do not have a stipend. In the Netherlands, each student is entitled to receive a study grant for four years. However, because of sporting commitments, elite athletes often require more time to complete their studies. A-status elite athletes may receive a maximum grant of €3267 for four extra years and B-status elite athletes a maximum of €1633 for two extra years. This assistance is thus sourced outside of the education system, and negotiation with educational institutions is still largely a matter of ad hoc 'bargaining' at the individual level.

Best practice 27 – Austria, Kada

KADA -Austria: The Austrian "Career After Sports (KA:DA)" initiative developed by the Austrian Sports Aid Foundation in association with the national employment service offers sportsmen a professional career perspective post sports.

Our mission

Elite sport happens at a time when, simultaneously, the groundwork is laid for a vocational career later on. Only very few athletes can rely solely on the proceeds from

their sport to secure their livelihood once that career ends. Only one out of 50 Austrian athletes is financially secure after ending his or her career in sports.

KADA ensures that 50 out of 50 athletes have secure and fulfilling prospects for the future. KADA is thus not a safety net but an important partner for athletes. As such, we respect and pay attention to the diverse lives and experiences of our clients. By opening up individual ways and opportunities, we demonstrate that sports and education can form a unit – after all, personal development constitutes a perfect prerequisite for success in sports. By actively preparing for a post-sport career, athletes are better able to concentrate on the present, thus achieving even better results.

KADA assists elite athletes before, during, or after their elite sports career by providing professional consulting, a series of tailored educational programmes and an economic network (see below). 18 career counsellors operate nationwide and individually support the athletes in pursuing their very own dual pathway. In this regard, KADA does not only serve Olympic sports or a selection of sports. In fact, the organisation delivers to athletes from all the 61 recognized sports associations in Austria.

Service

The programme of KADA consists of two pillars of service: „career development“ and „employment service“.

Career development

The purpose of the career development service is to promote the combination between a successful elite sport career, the best possible vocational/higher education and holistic personal development.

KADA's support starts by serving talent athletes (primarily from 15 years on) in competitive sports. KADA sensitizes and counsels young athletes and their surrounding networks in terms of dual career. To broadly reach talent athletes, their parents, sports coaches and sports associations the „KADA career planner“ gives digital information on all existing educational options specifically designed for elite athletes in Austria, from lower secondary school until higher education.

Furthermore, KADA collaborates with the Austrian elite schools of sport. Within the scope of these collaborations, KADA raises awareness of the topic of dual career and support the schools as an external partner in preventing early educational or sport drop out.

The KADAcademy was founded in 2012 to offer elite athletes a tailored blended learning training to access higher education. The KADAcademy is located in Vienna (to best serve athletes from summer sports), Salzburg (summer/winter sports) and Stams (winter sports).

Within KADA's national study framework SLS, a big part of the career development service is dedicated to student athletes. On an individual level, KADA offers elite sport-specific student consulting. On an institutional level, KADA cooperates with numerous public and private Austrian universities to systematically increase academic flexibility.

Employment service

KADA's employment service aims at integrating both elite athletes and former professional sports coaches into internships and fixed jobs. The way KADA gets access to job-seeking athletes and sport coaches is unique in Europe. Since 2006, the organisation cooperates with the Public Employment Service Austria (AMS). This is not only a loose cooperation. In fact, KADA is an officially recognized counselling centre of the AMS.

Sponsors and partners for cooperation

KADA acts as an autonomous puzzle piece connecting the Austrian sport, education and economy. The organisation is financed through the Ministry of Sports and the Public Employment Service Austria (AMS). The service for elite athletes is voluntary and free of charge. KADA sport partners for cooperation are the Austrian Olympic Committee (ÖOC), the Austrian Sport Aid (ÖSH) and the Austrian Federal Network Sports Psychology (ÖBS). Furthermore, KADA works with the Austrian National Sports Organisation (BSO), the Military Sports Center of the Austrian Armed Forces (HSLZ), and numerous Austrian sports federations.

The international dimension of dual career

Today, efforts to increase the level of compatibility of elite sports participation with an adequate education is no longer a purely national responsibility. Rather, favorable

conditions must also be created at an international level. KADA assumes a leading and special role in the dual career of athletes in Europe. KADA's years of experience in this field allows the organisation to play an instrumental role in the Europeanisation process of dual career.

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Best Practice 28 – Team Danmark

Examples of good practice Team Denmark has established cooperation with a 'golden network' of a wide range of companies, offering world-class athletes flexible jobs. In close cooperation with Olympic Committees in several Member States, Adecco offers part-time positions with in-built flexibility to take account of athletes' schedules.

6) Services for former athletes

"A majority of Member States support initiatives from sport organisations, academy networks and Olympic Committees in the field of supporting services, in particular with job placement companies and major sponsors. Such services can be continued

and strengthened by: - Providing (retired) elite athletes with opportunities to meet-and-greet with employers and to gain information about jobs, expectations and requirements in enterprises; - Monitoring available jobs and making information available to (retired) elite athletes; - Establishing a liaison officer for relations with human resources departments of interested employers; - Establishing opportunities for flexible internships, (part-time) employment, short-time employment, graduate trainee programmes and mentoring by senior business managers; - Establishing a local and regional network of partnerships with interested enterprises, complemented with a network of recruitment partners; - Identifying possibilities for elite athletes to develop their vocational competences while in another region/country (e.g. for training camps, after a club transfer, for a competition period of long duration); - Organising specific events (e.g. seminars, conferences, workshops, networking events, job markets) to assist athletes in gaining insight into a vocational career in combination with, or after, their sporting career." (EU DCA Guidelines).

Best practice 29 The Finnish "Sports Academy Network" informs athletes about the services available to them including additional advice on job placement services (www.huippu-urheilija.fi)

7) Financial assistance to EA

"A majority of Member States offer sport scholarships to students to support them financially throughout university and enable them to combine higher education with their sporting ambitions. The source and size of the scholarships vary considerably. Whether academic, sporting or both in nature, scholarships are often indispensable to ensure that dual career athletes can concentrate on their two main areas of focus – sport and education." (EU DCA Guidelines)

Best practice 30 - Lisbon - The University of Lisbon supports students who simultaneously obtain academic and sport success by offering them an annual scholarship (€400). To receive this financial support, the student must pass the academic year and obtain the title of "National" or "European" University champion by representing the University of Lisbon. At the "annual university gala of sport" students receive their scholarships from the Rector as a public recognition for excellence in sport and study.

Best practice 31 - TASS (Talented Athlete Scholarship Scheme) is a UK scholarship scheme aimed at talented athletes aged 16 upwards who are pursuing both sport at

elite level as well as education. Delivered through a network of universities, schools and colleges nationwide, it brings national federations and educational institutions together and provides strategy, staff development and funding to support athletes pursuing dual careers. A typical scholarship will consist in part of financial assistance for competition expenses, travel, sports equipment and coaching, together with the provision of a network of support services in the areas of strength and conditioning, physiotherapy and medical support/insurance and lifestyle/educational support.”(EU Guidelines DCA)

Best practice 32 - Austria - Sport Aid Austria supports 460 Olympic and non-Olympic athletes in 5 different categories including special categories for juniors and women. Around 3,800 talented and elite athletes in Germany get support from Sport Aid with a total budget between € 10 and 12 million per year (65% from donations, events, funding; 20% from the lotteries and 15% from a sport stamp). In Bulgaria athletes in the national elite athletes programme in preparation for the Olympic Games receive a monthly support (depending on medals won). An Olympic medal winner gets a sport pension.”(EU DCA Guidelines).

8) Insurance for EU EA

Best Practice 33 - Luxembourg - the State subscribes an insurance policy protecting all athletes who own a licence issued by a national sports association. This insurance covers injuries related to sports activity.

Best Practice 34 - The Italian Olympic Committee (CONI) introduced the Provident Fund for Athlete Insurance SPORTASS, which provides insurance cover and welfare payments for sports injuries. SPORTASS applies to professional athletes who are members of the 'Olympic Club'. National regulations on this theme vary from one country to another and efforts should be made to generalise the coverage of young athletes by insurance policies. For example, Member States may choose to have a minimum insurance scheme subscribed by sports associations, to allow any injured athlete to get an indemnification. They may also opt for a system in which the award of a scholarship entails health insurance coverage. For professional athletes and sports, this type of measures could be a theme for the social dialogue and could be included in collective bargaining agreements applicable to European professional athletes. In Italy a “Fondo” was collectively bargained as a “pre-pension” fund by the Italian basketball players association (GIBA), the Italian basketball league and the

federation (www.giba.it). Regarding social security and pension plans, young professional athletes benefit from the general scheme of social security in a number of Member States, sometimes already from the age of 15. For amateurs, most countries do not have any specific plan with regard to their social security and pension plans.

Best Practice 35 - In the Czech Republic, the social security and health insurance premiums for pupils and students are paid by the State, including for student-athletes.

In other Member States specific provisions have been launched for elite athletes. There are specific social security regimes for professional sports such as football, cycling and basketball.

Best Practice 36 - In Denmark, professional athletes may subscribe to pension plans with favourable tax regulations and spend the money on an education programme or to establish their own business.

Some countries oblige young athletes to subscribe to private insurance policies or pension plans.

Best Practice 37 - The French government launched a funding scheme in 2011 to support high-level amateur athletes by paying social security and pension contributions during their sports career. Between 2,500 and 3,000 sportspersons will benefit from this provision. The system compensates for the years that are 'lost' during full-time sports careers, when no pension contributions can be paid." (EU DCA Guidelines).

9) Dual Career networks in EU

"The four transnational dual career projects supported in the framework of the EU's 2009 Preparatory Action in the field of sport illustrated on a small scale the value of cross-sectorial cooperation and innovative partnerships and approaches to spread good practices, to foster learning across national borders, to raise awareness at national and international level and to develop new ideas about challenges in specific sports or smaller EU Member States. The implementation of the dual career concept depends to a large extent on the existence of networks with a high level of expertise that bring together athletes' organizations, educational institutions, sports

organizations and private enterprises at national and international level and can provide concrete and practical guidance. One or more European networks representing all the main dual career stakeholders would be a good basis for further development of dual career policies in the EU. In view of the useful role already played by the existing networks, networks active in the future should not supplant the existing networks but rather build on them. The exchange of information and good practice in the EAS (European Athlete Student) Network provides a useful model to emulate. The European Olympic Committees, athletes' and coach organizations and career assistance organizations should continue playing an active role. In the framework of EU funding streams for sport, the European Commission should provide support to the European activities of dual career networks. Project grants should be awarded on the basis of applications following a specific call for proposals. It should be kept in mind that the topic of dual careers is not an isolated topic that could be addressed exhaustively by networks created for that purpose. Organizations such as the European Association of Sport Management (EASM), the Association of Sport Performance Centers (ASPC), the European Federation of Sport Psychology (FEPSAC) and the European Network of Academic Sport Services (ENAS) could also play a useful role." (EU DCA Guidelines)

IOC and Adecco – Athlete Career program

Bulgaria

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