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EXECUTIVE SUMMARY
Executive Summary

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

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

The exact number of athletes in need of Dual Career services is hard to pinpoint. The definition of ‘elite athlete’ varies widely among MSs and very few MSs monitor these numbers and individual Career closely. The numbers we were able to collect already add up to more than 60,000. Taking into account the (large) missing MSs and the variety in definitions, the number of athletes in need of Dual Career, which should be safeguarded for future society, adds up to more than 120,000 per year!

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

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

Conclusions at System Level

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

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

Looking at existing policies and practices across the EU MSs, a scattered pattern with a large variety is observed. The fact that athletes have to combine their athletic careers with building an educational curriculum and / or work is not new. Yet, it is only recently that it has been addressed by a growing number of MSs as a topic for action and policy.
Several countries have some initiatives in or intentions of support for Dual Career, but do not label them as a system per se, let alone, monitor or guide this from the perspective of monitoring and enhancing Dual Career. In three countries, it was not possible to reach an expert or national programme officer with an insight into support arrangements for Dual Career, but most other countries have elements of it and some countries are starting to develop an official policy support system for Dual Career.

2. Diverse ownership – skills gap versus education gap

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

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

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

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

4. Governmental and non-governmental policy programmes

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

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

This leads to the following conclusions at service level:

1. **There should be an independent organisation responsible for DC.** This organisation ensures the availability of career counselling services to improve future employability for every athlete participating in a Dual Career program. Potential employers are made aware of the particular abilities of current and former elite athletes, as also advised by other sports organisations (EU Athletes, 2014). Career training and counselling improves the athlete’s employability. Courses and support during life transitions prepare them for their future careers.

2. **Formal agreements have to be made with educational institutions to ensure their support for DC.** This is important because a lack of such support can adversely affect the athlete’s performance and well-being (Cosh & Tully, 2014). The educational institutions will then appoint personal coordinators to support enrolled athletes to finish their education program. Athletes participating in a Dual Career program will only take courses that are government accredited or meet set quality criteria.

3. **All support is adapted to the needs of the individual athlete** and considers the Dual Career as part of a whole-life development plan, taking into account the well-being of the individual athlete. Their requirements can be very diverse (Wylleman & Reints, 2010). As part of that plan, the athlete’s development is monitored on a regular basis and action is taken when necessary.

4. **Sports facilities should be situated close to educational facilities, to facilitate athlete mobility.** This proximity also improves communication and cooperation between relevant stakeholders. Entourages, including parents, staff and coaches, are kept aware and informed about the athlete’s dual career. Coaches receive additional training. The personal, athlete-centred approach includes support from competent expert staff (psychologists, nutritionists, physiologists, etc.), whose work is evaluated on a regular basis to assure quality, as substantiated by research on managing athletes’ transitions (Debois, Ledon, & Wylleman, 2014).

5. **The formation of a DC network is encouraged** (like ASPC, the association of high-performance training centres). This is relevant since sharing knowledge, best practices and developing systems together has proven more powerful than every MS on its own.

Overall, DC services are most effective when they provide individual support, promote athlete mobility, are enshrined in formal agreements, combine facilities (e.g. education and training in the same place), and encourage professionalism, awareness, interaction and monitoring. In particular, it is vital that all concerned – not least the athlete – accept and live up to their responsibilities and that they communicate as openly and intensively as possible. Pitfalls include inconsistent definitions and qualification criteria, diverse ownership of an issue that involves a large number of stakeholders, and discrepancies between the great variety of policies and practices in place.
Our analysis of best practices, expert (including athlete) input and feasibility considerations has produced a Quality Framework, which builds upon the positives and seeks to overcome the pitfalls.

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

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

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

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

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

5. **EUROPEAN UNION (EU)**: as students and athletes throughout Europe become more and more mobile, and education less confined to physical institutions due to new technologies, such as massive open online courses (MOOCs), there is a growing need to monitor student athletes. It is also important to connect with trends and development in the education and labour markets. The EC can play a key role in this respect, actively facilitating the sports world and its athletes in connecting with those changing global markets.
We defined a four-point rating system: weak – requires improvement – good – outstanding. Each dimension and sub dimension can be rated using this.

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

**MINIMUM REQUIREMENTS**

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

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

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

**Educational facilities**
(should be international exchangeable), which offer programmes that are:
- Progressive (for the individual), courses can be linked and combined
- Relevant (for the individual), concerning the desired learning career
- Encourage employability (of the individual), are linked to industry-recognized providers
- Encourage commitment (of the individual), minimum amount of learning hours
- Accredited, by national education standards and ministry

**Staff**
all specialists are nationally accredited, committed to the Dual Career of the individual athlete and full time available:
- Physiotherapy
- Coach (Strength, Conditioning, Recovery)
- Nutritionist
- Sport Psychologist
- Medical support

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

**Services**

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

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

**RECOMMENDATIONS**

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

- Develop this framework into an easily accessible online tool for all stakeholders. This will enable them to assess elements of an effective system for Dual Career, in each EU MS and thereby compare the quality of their own services with others and share best practices easily. Athletes and coaches in particular should be made aware of this tool, so that they can assess different providers of education and training in their own and other countries.

- Support the development of a network of national contact points to implement and monitor the quality framework in their own domestic contexts, to guarantee the quality of stakeholder assessments and self-assessments and to provide statistical monitoring of athletes.

- Additional research, specifically targeted at the level of the services for athletes with Dual Career, could support effective policy making for Dual Career.
Les sportifs de haut niveau rencontrent souvent des difficultés à concilier leur carrière sportive et la poursuite de leurs études ou d’un travail. Ces difficultés persistent au moment de la reconversion, quand leur carrière sportive prend fin. Ceci est dur non seulement pour la personne concernée, mais également pour la société dans son ensemble.

Par contre, une combinaison réussie entre les études, la formation ou le travail et le sport peut permettre à la personne de réaliser pleinement son potentiel. Cette forme d’accomplissement personnel est connue sous le terme de « double carrière » (DC).

La double carrière est un domaine complexe qui relie plusieurs domaines des politiques publiques tels que l’éducation, la jeunesse, la santé et le marché du travail et doit au travers de ceux-ci favoriser un développement de carrière adéquat des sportifs de haut niveau.

Il est difficile de connaître le nombre exact d’athlètes ayant besoin de services de double carrière. La définition de « sportif de haut niveau » varie énormément au sein des États membres et ces derniers sont peu nombreux à s’intéresser de près à ces chiffres et à la carrière individuelle. Les chiffres que nous avons recueillis à ce jour portent le total à plus de 60 000. En tenant compte du (grand) nombre d’États membres manquants et des diverses interprétations, le nombre d’athlètes ayant besoin d’une double carrière et qu’il faudrait protéger pour la société future s’élève à plus de 120 000 par an !

Le présent document constitue le rapport final de l’étude sur les exigences de qualité minimales en matière de services de double carrière. Son objectif principal était d’élaborer un ensemble de ces exigences afin qu’elles puissent servir de point de référence pour les installations et services de DC nationaux au sein de l’UE. Celles-ci sont présentées sous la forme d’un cadre de qualité offrant une transparence et des garanties de qualité, sûreté et sécurité aux athlètes. Celui-ci inclut un système d’étiquetage et/ou d’accréditation concernant les installations et services aux niveaux national et européen. Des recommandations relatives aux développements futurs en matière de politique et recherche sont également incluses.

Les annexes au rapport présentent en détail nos outils de recherche (enquête, entretiens approfondis et discussions avec des groupes de consultation), 25 profils de pays, les rapports de réunions et les listes des organismes consultés.

L’étude a été menée par l’Université de sciences appliquées d’Amsterdam en partenariat avec Birch Consultants, le TASS (Talented Athlete Scholarship Scheme), la VUB (Vrije Universiteit Brussel) et le réseau EAS (European Student as Athlete), au nom de la Commission européenne (CE).

CONCLUSIONS AU NIVEAU SYSTÈME

À l’appui du cadre proposé est présentée une vue d’ensemble complète des politiques et programmes en faveur de la double carrière, actuellement en place dans les 28 États membres de l’UE. Celle-ci révèle que les systèmes étendus bien organisés se limitent à quelques États membres et qu’ils sont plus fragmentés et moins développés dans le reste de l’Union européenne.
Voici les conclusions auxquelles nous avons abouti au niveau système en comparant les programmes et politiques en vigueur actuellement dans les 28 États membres :

1. **Différents programmes et politiques de double carrière en Europe**

On observe une grande diversité dans les politiques et pratiques existantes au sein des États membres de l’UE. Le fait que les athlètes doivent poursuivre leur carrière sportive tout en continuant leurs études et/ou en travaillant n’est pas nouveau. Mais le fait qu’un nombre croissant d’États membres considèrent avec sérieux cette situation est un phénomène très récent.

Plusieurs pays ont mis en place des initiatives ou ont l’intention de soutenir la double carrière, sans toutefois aller jusqu’à leur donner l’envergure d’un système capable de les contrôler ou de les accompagner dans la perspective de suivre et d’améliorer la double carrière. Dans trois pays, il n’a pas été possible de joindre un expert ou un responsable de programme national pour connaître les mesures de soutien envisagées en matière de double carrière, mais la plupart des autres pays sont passés à l’action et certains d’entre eux ont commencé à élaborer un système de soutien officiel consacré à la double carrière.

2. **Appropriation divergente - déficit de compétences contre déficit éducatif**

Les États membres divergent sur le plan de leurs initiatives et politiques. Ils se différencient également par les principaux acteurs impliqués, qui peuvent être des organisations ou fédérations sportives, des centres d’éducation ou le gouvernement.

Durant la phase d’inventaire, nous avons questionné les personnes interviewées sur le rôle des quatre différents groupes (domaines) de parties prenantes : (1) les gouvernements, (2) le secteur de l’éducation, (3) le secteur des sports et (4) le marché du travail. L’inventaire révèle que les domaines ayant une responsabilité première au niveau national sont en général l’éducation et les sports (19 pays). Les parties prenantes en charge de la transition efficace vers le marché du travail sont clairement absentes. Pourtant, l’employabilité d’un athlète après sa carrière sportive devrait constituer une responsabilité conjointe car elle implique des compétences, une formation professionnelle et la possibilité d’obtenir un diplôme. Dans la majorité des pays, plusieurs institutions sont actives dans ce domaine, mais il existe un manque de coopération entre elles. Même si le déficit éducatif est comblé, le déficit de compétences demeure bien souvent.

3. **Aucune interprétation homogène : un cadre à l’échelle européenne reste à définir**

La plupart des États membres consultés envisagent de faire des efforts supplémentaires pour améliorer la situation actuelle sur le plan de la double carrière pour les athlètes. Les mesures d’accompagnement qui sont efficaces dans un pays peuvent aussi l’être dans d’autres pays. Face à l’augmentation de la mobilité des étudiants et athlètes internationaux entre les États membres, il serait utile de déployer un cadre à l’échelle européenne et de façon uniforme dans chaque pays. Un tel système guiderait et aiderait les athlètes et les étudiants dans leur choix de carrière. Mais actuellement, même la double carrière - y compris des termes sous-jacents tels que « étudiant-athlète » - est interprétée différemment au sein des pays de l’UE. Il devient urgent de définir une terminologie claire et précise en Europe concernant ce nouveau domaine politique.
4. Programmes gouvernementaux et non gouvernementaux

Parallèlement aux programmes gouvernementaux au niveau national, régional, voire local, des structures non gouvernementales apportent leur contribution aux initiatives mises en œuvre en Europe. Ces initiatives peuvent renforcer l’efficacité des systèmes consacrés à la double carrière. Ayant observé les différents systèmes en place, nous constatons que des programmes non gouvernementaux de grande valeur peuvent être très favorables, et même remplacer des programmes gouvernementaux. L’enquête menée montre que, dans plusieurs pays, ce type de système comble les lacunes de l’État. À ce niveau, dans un grand nombre des États membres, les acteurs politiques - comprenant parfois le gouvernement - disposent de documents officiels énonçant les intentions pertinentes ainsi que les principaux objectifs visés. Dans certains pays, le sujet de la carrière double est traité comme une question transversale impliquant une coopération entre le gouvernement, le secteur de l’éducation, les organisations sportives et les acteurs du marché du travail.

CONCLUSIONS AU NIVEAU SERVICE

Les organismes de service que nous avons inclus ont tous un point commun : ce sont des organes indépendants centrés sur un large éventail d’aspects de la double carrière d’un athlète. Ils ont tous mis en place une structure, aussi complètes les unes que les autres, en vue de promouvoir au moins certains aspects de la double carrière pour un sportif ou un athlète de haut niveau. Nos études, recherche documentaire, consultations et réunions d’experts ont mis en exergue divers facteurs à prendre en compte à cet effet. Plusieurs de ces facteurs sont issus des différents modèles organisationnels, ce qui les rend essentiels ou du moins très importants à la création de systèmes efficaces pour favoriser la double carrière.

Ceci a conduit aux conclusions suivantes au niveau service :


2. **Des accords formels doivent être passés avec les établissements d’enseignement pour garantir leur soutien à la DC.** Ceci est important car l’absence d’un tel soutien peut nuire à la performance et au bien-être de l’athlète (Cosh & Tully, 2014). Les établissements d’enseignement nommeront alors des coordinateurs personnels pour accompagner les athlètes dans la réalisation de leur programme d’études. Les athlètes participant à un programme de double carrière suivront seulement les cours homologués par l’État ou répondant à certains critères de qualité.

3. **Le soutien est adapté aux besoins spécifiques de l’athlète** et considère la double carrière comme partie intégrante d’un plan de développement tout au long de la vie, tenant compte du bien-être de l’athlète. Les besoins des athlètes peuvent être très variés (Wylleman & Reints, 2010). Dans le cadre de ce plan, le développement de l’athlète est suivi de façon régulière et des mesures sont prises, le cas échéant.
4. **LES INSTALLATIONS SPORTIVES DEVRAIENT SE TROUVER À PROXIMITÉ DES ÉTABLISSEMENTS D’ENSEIGNEMENT AFIN DE FACILITER LA MOBILITÉ DES ATHLÈTES.** Cette proximité favorise également la communication et la coopération entre les acteurs concernés. L’entourage de l’athlète, notamment les parents, le personnel et les entraîneurs, est tenu informé de l’évolution de sa double carrière. Les entraîneurs suivent une formation complémentaire. L’approche personnelle centrée sur l’athlète couvre le soutien d’un personnel expérimenté compétent (psychologues, nutritionnistes, physiologistes, etc.), ayant pour mission de procéder à une évaluation régulière afin d’assurer une bonne gestion des transitions des sportifs, comme le corroborent les études sur le sujet (Debois, Ledon, & Wylleman, 2014).

5. **LA CRÉATION D’UN RÉSEAU DC EST ENCOURAGÉ** (comme l’ASPC, l’association des centres d’entraînement de haut niveau). Ceci est pertinent depuis que le partage des connaissances, des bonnes pratiques et le développement de systèmes se sont révélés plus efficaces que ce qui était entrepris au niveau national.

Globalement, les services de double carrière sont plus efficaces dès lors qu’ils apportent un soutien individuel, encouragent la mobilité des athlètes, se traduisent par des accords formels, combinent les installations (l’enseignement et la formation au même endroit, par exemple) et stimulent le professionnalisme, la prise de conscience, l’interaction et le suivi. Il est particulièrement vital que tous ceux concernés - pas seulement l’athlète - acceptent et assument leurs responsabilités et qu’ils communiquent de la façon la plus ouverte et intense possible. Les définitions et critères de qualification contradictoires, la prise en charge différente d’un problème qui implique plusieurs acteurs et les disparités entre les diverses politiques et pratiques en place font partie des pièges existants.

**CADRE DE QUALITÉ**

Notre analyse des meilleures pratiques, avis d’experts (y compris de l’athlète) et considérations de faisabilité a produit un Cadre de qualité qui s’appuie sur les points positifs et vise à surmonter les pièges.

L’objectif ultime est d’améliorer les systèmes de double carrière en tenant compte des différents rôles et responsabilités de chaque intervenant dans le système. Il ne s’agit pas d’une liste des exigences de qualité minimales. Nous situons l’athlète au centre du cadre, et quatre « dimensions » principales gravitant autour : l’entourage (coachs, tuteurs, parents, etc.) ; les acteurs du sport, l’éducation et le marché du travail ; les gouvernements nationaux ; et l’UE. Chacune d’elles est divisée en sous-dimensions pour lesquelles des exigences de qualité spécifiques - plus de quatre-vingt au total - ont été formulées.:

1. **ATHLÈTE** : l’athlète est au cœur de notre cadre de qualité. Ceci est dû au fait que chaque sport et chaque athlète est différent. Ils ont besoin de services différents à des stades de carrière différents, à la fois au niveau personnel et du système. Par conséquent, ces services doivent être personnalisés, dans la mesure du possible. Parallèlement, un engagement personnel complet de la part de l’athlète est aussi essentiel.

2. **ENTOURAGE** : l’impact et le succès des politiques, programmes et services concernant la double carrière dépendent de leur mise en œuvre sur le plan professionnel et personnel de l’athlète. Les personnes ayant le plus d’influence à cet égard sont l’entraîneur et le manager, ainsi que l’enseignant ou l’employeur et
le réseau social que forment les membres de la famille et les amis de l’athlète. Cet entourage est crucial pour apporter le soutien et la flexibilité nécessaires afin que l’athlète puisse réussir à la fois sa carrière sportive et son parcours professionnel.

3. PARTIES PRENANTES : nous avons identifié des parties prenantes aux niveaux organisationnels et sectoriels (à savoir, sports, éducation, marché du travail). Idéalement, ils devraient assumer la responsabilité de la mise en application de la législation ou des politiques nationales existantes et devraient les transposer ainsi que leurs propres politiques au niveau de l’athlète et de l’entourage. Ceci nécessite une communication entre les parties prenantes et entre les différents niveaux organisationnels (de la politique à la pratique).

4. GOUVERNEMENT NATIONAL : les gouvernements nationaux fournissent le cadre législatif et politique requis pour encourager les secteurs à prendre en charge les sportifs de haut niveau en vue d’assurer le perfectionnement professionnel des athlètes-étudiants. Le cadre de qualité offre aux gouvernements une vue d’ensemble complète des services à développer (dans le cas où ils ne seraient pas déjà en place), notamment des outils pour les déployer au niveau du gouvernement, en prenant en compte ses responsabilités. Il offre également aux gouvernements disposant d’un système établi un moyen de le contrôler et de l’améliorer.

5. UNION EUROPÉENNE (UE) : il devient urgent d’encadrer les athlètes-étudiants car ces derniers se déplacent de plus en plus au sein de l’Europe, l’enseignement étant moins confiné aux institutions physiques en raison des nouvelles technologies telles que les MOOC (formation en ligne ouverte à tous). Il est également important de suivre les tendances et l’évolution dans le domaine de l’éducation et du marché du travail. La CE peut jouer un rôle clé à cet égard, en facilitant activement la connexion entre le monde du sport et ses athlètes et ces marchés mondiaux en pleine mutation.


Contrairement aux précédents exercices du genre, les avantages de notre cadre reposent sur ses instruments. Nous fournissons à chaque partie prenante un ensemble d’actions, d’outils et de meilleures pratiques afin qu’elle puisse assumer ses propres responsabilités au sein du système général de double carrière. Ces instruments devraient (i) permettre aux organismes d’évaluer leur propre « attitude en faveur de la double carrière », (ii) de soutenir les nouvelles dispositions et faire évoluer celles en place, et (iii) de fournir un outil de suivi à long terme.
DUAL CAREER QUALITY FRAMEWORK

1. Sport
2. Education
3. Labour Market
4. Coach, trainer and sport manager
5. Teacher and employer
6. Parents, relatives and friends
7. Athlete
8. Entourage
9. Sectors
10. Government
11. EU

2.1 Requires improvement
2.2 Outstanding
3.1 Weak
3.2 Good
3.3 Excellent

RESEARCH REPORT SUMMARY // DUAL CAREER
EXIGENCES MINIMALES

En outre, nous avons tenté de répertorier les besoins nécessaires à la création de centres d’entraînement de haut niveau (CEHN). Ces centres visent à fournir des installations et services combinant les opportunités de suivre des études et de pratiquer des sports à haut niveau. Le succès de ces centres dépend de la sensibilisation aussi bien au niveau des objectifs des athlètes que des services des CEHN.

Les exigences minimales des CEHN devraient comprendre au moins les 5 piliers suivants : hébergement, éducation, personnel, installations et services. Veuillez noter que ces derniers ne sont que des points de départ et que l’application de ces exigences minimales dépend de la configuration à l’échelle nationale.

Hébergement
- Facilités de logement adaptées aux besoins des athlètes
- Restauration proposant une alimentation saine et équilibrée
- Installations sportives offrant le plus haut niveau d’entraînement international
- Salles d’études - avec équipement informatique et connexion Internet - et de détente

Centres d’enseignement
(basés sur un système international) proposant des programmes qui sont :
- Progressifs (accompagnement individuel), les cours pouvant être reliés et combinés
- Appropriés (accompagnement individuel) au parcours d’apprentissage désiré
- Encouragent l’employabilité (de la personne), sont reliés à des prestataires de formation reconnus
- Encouragent l’engagement (de la personne), nombre minimum d’heures de cours
- Accrédités selon les normes et le ministère de l’éducation nationale

Personnel
Tous les spécialistes sont accrédités au niveau national, engagés à fournir un soutien à la double carrière du sportif et disponibles à plein temps :
- Kinésithérapie
- Entraîneur (musculation, condition physique, récupération)
- Nutritionniste
- Psychologue du sport
- Soutien médical

Installations :
Toutes les installations ayant une fonction « hébergement » doivent être situées à proximité les unes des autres afin de faciliter la mobilité des athlètes. Le principe de base est que dans un CEHN les athlètes ne devraient pas perdre de temps en déplacements d’un lieu à un autre, mais avoir plutôt la possibilité d’utiliser plus efficacement le temps consacré au programme sport-études. La règle recommandée est celle des 15 minutes, ce qui signifie que toutes les installations devraient être à moins de 15 minutes en vélo les unes des autres (de préférence au même endroit).
Services
Tous les services devraient être centrés sur le sportif et fournis par des experts ayant une accréditation nationale.
- Soutien au plan des conditions de vie
- Accompagnement de carrière
- Soutien au plan de la nutrition
- Soutien médical
- Soutien psychologique

RECOMMANDATIONS

Ce rapport d’étude montre qu’un cadre à l’échelle européenne est nécessaire en matière de systèmes et installations de soutien pour la double carrière et qu’il pourrait être déployé uniformément dans chaque État membre. Nous avons conçu ce cadre, mais la réussite d’un tel cadre et le respect des exigences minimales dépendent fortement de la façon dont il est mis en œuvre. À cet égard, nous recommandons :

- de développer ce cadre sous la forme d’un outil en ligne facilement accessible à toutes les parties prenantes. Elles pourront ainsi évaluer les éléments d’un système efficace pour la double carrière, dans chacun des États membres de l’UE, comparer la qualité de leurs propres services par rapport aux autres et partager les meilleures pratiques. Les athlètes et les entraîneurs, en particulier, devraient être informés de cet outil de sorte qu’ils puissent évaluer différents prestataires de services d’éducation et de formation dans leur propre pays et les autres.
- De soutenir le développement d’un réseau national de points de contact visant la mise en place et le suivi du cadre de qualité dans leurs propres contextes domestiques, pour garantir la qualité des évaluations des parties prenantes et auto-évaluations et pour fournir un suivi statistique des athlètes.
- Des études supplémentaires, axées tout spécialement sur les services proposés aux athlètes suivant une double carrière, pourraient soutenir efficacement l’élaboration de politiques en matière de double carrière.
ZUSAMMENFASSUNG

Talentierte Spitzensportler sehen sich mehreren Herausforderungen ausgesetzt, wenn sie versuchen, ihren Sport mit einer Ausbildung oder einem Beruf zu kombinieren. Diese Herausforderungen müssen sie sich auch stellen, wenn sie nach Ende ihrer Sportlerlaufbahn eine neue Karriere anstreben. Das ist nicht nur für die einzelne Person problematisch, sondern stellt vielmehr einen Verlust für die Gesellschaft insgesamt dar.


Die genaue Anzahl an Sportlern, die Dual-Career-Dienstleistungen benötigen, ist nur schwer zu ermitteln. Die Definition für „Spitzensportler“ variiert erheblich in den einzelnen Mitgliedstaaten und nur in wenigen werden die Zahlen und einzelnen Lebensläufe genau beobachtet. Bisher konnten wie mehr als 60.000 Spitzensportler ermitteln. Wenn man die fehlenden (großen) Mitgliedstaaten und die unterschiedlichen Definitionen einkalkuliert, kann man von mehr als 120.000 Sportlern pro Jahr ausgehen, die eine Dual-Career-Förderung benötigen und für das zukünftige Wohl der Gesellschaft unterstützt werden sollten!

Dieses Dokument dient als Abschlussbericht der Studie zu Mindestqualitätskriterien für Dual-Career Services, deren Hauptziel es war, Kriterien zu formulieren, die als Referenz für nationale Dual-Career Services und entsprechende Einrichtungen in der EU dienen können. Diese Kriterien werden in Form eines Qualitätsrahmens präsentiert, der Transparenz, Qualität, Sicherheit und Schutz für Sportler bietet. Das beinhaltet auch ein Kennzeichnungs- und/oder Akkreditierungssystem für Einrichtungen und Dienstleistungen auf nationaler und europäischer Ebene. Empfehlungen für zukünftige Entwicklungen in Politik und Forschung sind ebenfalls enthalten.

Die Studie wurde von der Hogeschool van Amsterdam in Partnerschaft mit Birch Consultants, dem Talented Athlete Scholarship Scheme (TASS), der Vrije Universiteit Brussel (VUB) und dem Netzwerk European Student as Athlete (EAS) im Auftrag der EU-Kommission durchgeführt.

SCHLUSSFOLGERUNGEN AUF SYSTEMEBENE

1. Vielfältige Dual-Career-Strategien und -Programme in Europa


2. Unterschiedliche Konzepte – Fehlende Kompetenzen vs. fehlende Bildung

Die Reichweite der Initiativen und Strategien unterscheidet sich von Land zu Land. Auch die Hauptakteure sind sehr unterschiedlich: Manchmal sind es Sportvereinigungen, manchmal Ausbildungszentren und manchmal auch der Staat.

In der Erfassungsphase haben wir die Auskunftspersonen über die Rolle von vier unterschiedlichen Interessengruppen (Domänen) befragt: (1) Behörden, (2) der Bildungssektor, (3) der Sportsektor und (4) der Arbeitsmarkt. Das Ergebnis ist, dass die Hauptverantwortung auf nationaler Ebene am ehesten von der Bildung und dem Sport (19 Länder) übernommen wird. Es fehlen eindeutig Stakeholder, die für die effektive Integration in den Arbeitsmarkt Verantwortung übernehmen. Die Verantwortung für die berufliche Entwicklung eines Sportlers, die über die sportliche Karriere hinausgeht, sollte jedoch gemeinsam getragen werden, da sie mit der Entwicklung von Kompetenzen, einer Berufsausbildung und der Möglichkeit, einen Abschluss zu machen, zusammenhängt. In den meisten Ländern sind mehrere Institutionen in diesem Bereich tätig, die jedoch nicht zusammenarbeiten. Selbst wenn der Bildungsbereich abgedeckt ist, bleiben häufig fehlende Kompetenzen ein Problem.

3. Uneinheitliche Definition: Raum für einen europaweiten Rahmen

4. **Staatliche und nicht staatliche Programme**


**SCHLUSSFOLGERUNGEN AUF DIENSTLEISTUNGSEBENE**

Die Dienstleistungsorganisationen, die wir einbezogen haben, haben alle eins gemeinsam: Sie sind unabhängige Organe, die sich auf eine Vielzahl an Aspekten der Dual Career von Sportlern konzentrieren. Alle haben sich für eine Struktur entschieden – einige umfangreicher als andere – die zumindest einige Aspekte der Dual Career eines talentierten oder Spitzensportlers fördert. Aus unserer Befragung, Sekundärforschungen, Konsultationen und Expertentreffen sind verschiedene Faktoren hervorgegangen, die in dieser Hinsicht beachtet werden sollten. Einige dieser Faktoren waren in den unterschiedlichen organisatorischen Modellen wiederzufinden, was sie zu entscheidenden oder zumindest sehr wichtigen Bestandteilen eines erfolgreichen Systems für die Dual-Career-Förderung macht.

Daraus lassen sich die folgenden Schlussfolgerungen auf Dienstleistungsebene ziehen:


2. **ABSLUSS VON OFFIZIELLEN VEREINBARUNGEN MIT BILDUNGSEINRICHTUNGEN, UM IHREunterstützung der DC sicherzustellen.** Das ist wichtig, da eine fehlende Unterstützung die Leistung und das Wohlbefinden der Sportler beeinträchtigen kann (Cosh & Tully, 2014). Die Bildungseinrichtungen bestimmen dann persönliche Koordinatoren für die Unterstützung von angemeldeten Sportlern, damit diese ihre Ausbildung abschließen können. Die Sportler in einem Dual-Career-Programm nehmen nur an Kursen teil, die staatlich anerkannt sind oder die festgelegten Qualitätsanforderungen erfüllen.


5. **EMPFEHLUNG DER BILDUNG EINES DC-NetzWERKS** (wie ASPC, „Association for High-Performance Training Centers“). Das ist wichtig, weil es sich als wirksamer erwiesen hat, Wissen und Best Practices auszutauschen und Systeme gemeinsam zu entwickeln, statt das jeder Mitgliedsstaat alleine arbeitet.

Im Allgemeinen sind Dual-Career Services am effektivsten, wenn sie individuelle Unterstützung bieten, die Mobilität der Sportler fördern, durch formale Vereinbarungen abgesichert sind, Einrichtungen kombinieren (z.B. Ausbildung und Training am selben Ort) und Professionalität, Bewusstsein, Interaktion und Überwachung fördern. Es ist besonders wichtig, dass alle Beteiligten – nicht zuletzt die Sportler selbst – ihre Verantwortung akzeptieren, entsprechend leben und so offen und so intensiv wie möglich kommunizieren. Unzuverlässige Definitionen und Qualifikationskriterien, Unsicherheit in Punkten, in die viele Stakeholder involviert sind, sowie Diskrepanzen zwischen den vielen unterschiedlichen Richtlinien und geltenden Praktiken zählen dabei zu den Risikofaktoren.

**QUALITÄTSRAHMEN**

Unsere Analyse der besten Praktiken, Beiträge von Fachleuten (auch Sportlern) und Überlegungen zur Machbarkeit haben zu einem Qualitätsrahmen geführt, der auf den positiven Merkmalen aufbaut und versucht, die Risiken zu minimieren.


2. **ENTOURAGE**: der Einfluss und Erfolg von Strategien, Programmen und Dienstleistungen hängt von der Umsetzung auf persönlicher und professioneller Ebene in der direkten Umgebung der Sportler ab. Einen direkten Einfluss haben in diesem Zusammenhang der Trainer und der Manager, ebenso wie die Lehrer oder der Arbeitgeber sowie das soziale Netzwerk aus Eltern und Freunden. Dieses Umfeld bietet dem Sportler die unentbehrliche Unterstützung und Flexibilität, die er benötigt, um sich im Sport und Beruf erfolgreich zu entwickeln.


4. **ÄMTER UND BEHÖRDEN**: Nationale Ämter und Behörden sind für die Gesetzgebung und Rahmenbedingungen zuständig, die notwendig sind, um die Sektoren anzuregen, Verantwortung für talentierte Sportler zu übernehmen und die berufliche Entwicklung von Sportlern in der Ausbildung sicherzustellen. Der Qualitätsrahmen bietet den Ämtern und Behörden einen umfassenden Überblick über die Dienstleistungen, die entwickelt werden sollten (falls sie nicht bereits bestehen), und eine Liste mit Instrumenten, um die Dienstleistungen von staatlicher Seite unter Beachtung seiner Verantwortlichkeiten aus zu initiieren. Zudem bietet er Staaten, die bereits über ein System verfügen, ein Überwachungs- und Verbesserungsinstrument.


Im Vergleich zu früheren Initiativen in diesem Bereich sind die Vorteile unseres Rahmens in der Ausstattung zu suchen. Wir stellen jedem Stakeholder ein Paket an Maßnahmen, Hilfsmitteln und besten Praktiken zur Verfügung, damit sie sich den Herausforderungen stellen können, denen sie im allgemeinen Dual-Career-System ausgesetzt sind. Diese Pakete sollten (i) Organisationen in die Lage versetzen, ihre eigene Kompatibilität im Hinblick auf Dual-Career Services zu bewerten, (ii) neue Vereinbarungen zu unterstützen und bereits bestehende Vereinbarungen zu modernisieren und (iii) ihnen ein langfristig nutzbares Hilfsmittel an die Hand geben.

**MINDESTANFORDERUNGEN**

Wir haben zudem versucht, Mindestanforderungen für die Einrichtung von High Performance Training Centern (HPTCs) aufzulisten. In diesen Zentren sollen Einrichtungen und Dienstleistungen angeboten werden, die es Sportlern ermöglichen, ihre Bildung weiterzuverfolgen und gleichzeitig Leistungssport zu betreiben. Der Erfolg dieser Zentren hängt von der Kenntnis sowohl der Sportler als auch der HPTC der gegenseitigen Ziele ab.

Ein HPTC sollte zumindest die folgenden 5 Grundpfeiler aufweisen: Unterkunft, Bildung, Mitarbeiter, Einrichtung und Dienstleistungen. Beachten Sie, dass diese Ausgangspunkte und die Umsetzung dieser Mindestanforderungen von den nationalen Konfigurationen abhängen.

**Unterkunft:**
- Schlafmöglichkeiten, die an die Dimensionen und Größe von Sportlern angepasst sind
- Restaurant mit gesunden, frischen und angemessen zubereiteten Mahlzeiten
- Trainingseinrichtungen, die den höchsten internationalen Standards entsprechen
- Lernräume – mit ICT und Internet – sowie Ruheräume

**Bildungseinrichtungen**
(sollte austauschbar zwischen den Ländern sein), die Programme sollten:
- Progressiv (für den Einzelnen) sein, Kurse können verbunden und kombiniert werden
- Hinsichtlich der gewünschten Berufsrichtung relevant (für den Einzelnen) sein
- Die Vermittelbarkeit (des Einzelnen) fördern und mit anerkannten Anbietern aus der Industrie verbunden sein
- Das Engagement (des Einzelnen) fördern und ein Minimum an Lernstunden aufweisen
- Den nationalen Bildungsstandards entsprechen und offiziell anerkannt sein

**Mitarbeiter:**
Alle Spezialisten sind national anerkannt, engagieren sich für die Dual Career der einzelnen Sportler und sind rund um die Uhr verfügbar:
- Physiotherapeuten
- Trainer (Kraft, Ausdauer, Erholung)
- Ernährungsberater
- Sportpsychologen
- Medizinisches Personal
Einrichtungen:
Alle unter „Unterkunft“ genannten Einrichtungen sollten sich nah beieinander befinden, um die Mobilität der Sportler zu verbessern. Das grundlegende Prinzip ist, dass die Sportler in einem HPTC keine Zeit verlieren sollten, um von einer Einrichtung in eine andere zu gelangen. Sie sollten Ihren kombinierten Trainings/Lernplan möglichst effizient nutzen können. Wir empfehlen eine 15-Minuten-Regel: Alle Einrichtungen sollten sich nicht weiter als 15 Minuten mit dem Fahrrad voneinander weg befinden (am besten am selben Standort).

Dienstleistungen
Alle Dienstleistungen sollten sich auf den einzelnen Sportler konzentrieren und von national zertifizierten Experten erbracht werden.
- Lebensstilunterstützung
- Karriereunterstützung
- Ernährungsberatung
- Medizinische Unterstützung
- Psychologische Unterstützung

EMPFEHLUNGEN
Aus dem Forschungsbericht geht hervor, dass ein europaweiter Rahmen für die Unterstützung von Dual Career und speziellen Einrichtungen nötig ist, der einheitlich in den einzelnen Mitgliedstaaten umgesetzt werden kann. Wir haben diesen Rahmen entwickelt, doch sein Erfolg und der der Mindestanforderungen hängen stark von der Umsetzung ab. In dieser Hinsicht empfehlen wir Folgendes:
- Die Entwicklung von nationalen Kontaktstellen für die Umsetzung und Überwachung des Qualitätsrahmens in ihrem eigenen nationalen Kontext, um die Qualität der Stakeholderbewertungen und Eigenbewertungen sicherzustellen und Sportlerstatistiken zu erstellen.
- Zusätzliche speziell auf den Dienstleistungsgrad für Dual-Career-Sportler ausgerichtete Forschungen könnten die effektive Maßnahmenentwicklung durch die Politik unterstützen.
CURRENT SITUATION

POTENTIAL LOSS OF TALENT

120,000 TALENTS EVERY OLYMPIC CYCLE
DESIRED SITUATION

POTENTIAL GAIN OF TALENT

120,000 TALENTS EVERY OLYMPIC CYCLE

DUAL CAREERS QUALITY FRAMEWORK
ANNEX I: COUNTRY PROFILES
COUNTRY PROFILE DUAL CAREER SYSTEM

AUSTRIA

NUMBER OF ELITE ATHLETES
4000

NUMBER OF STUDENTS
UNIVERSITY: IN THE KADA STUDY PROGRAMME "SLS"
124
(OVERALL NUMBER UNKNOWN)

VOCATIONAL
67
(KADA ONLY)

HIGH SCHOOL
UNKNOWN

DUAL CAREER POLICY (Y/N)?
YES

SCOPE OF POLICY
NATIONAL, REGIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

---

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

1. **KADA**
   KADA is an independent association that works together with government, labour market and education to provide dual career services for athletes. KADA helps athletes safeguard their future by actively preparing for a post-competitive career. KADA supports athletes with counselling and custom-tailored programmes adapted to the concerns of each individual. They assist athletes in dual careers through three pillars in all phases of their career:
   - Prevention of injuries
   - Career counselling
   - Vocational integration
   These pillars include including digital education orientation for junior athletes, a tailored training for elite athletes (“vocational matriculation examination in competitive sports” in the KADA academy), signed partnerships with universities, a nationwide career coaching service and a cooperation with the Public Employment Service Austria. The programme is free of charge for students. KADA is financed through the Ministry of Sports (roughly 2/3) and the Ministry of Education together the Austrian Employment Services (AMS) (roughly 1/3).

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

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

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

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational integration</td>
<td></td>
</tr>
<tr>
<td>Prevention of injuries</td>
<td></td>
</tr>
<tr>
<td>Career coaching within and beyond school &amp; university</td>
<td></td>
</tr>
<tr>
<td>All phases of the athlete’s career</td>
<td></td>
</tr>
</tbody>
</table>

**QUALITY CONTROL SYSTEM**

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

### Belgium

#### Number of Elite Athletes

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flanders</td>
<td>1574</td>
</tr>
<tr>
<td>Wallonia</td>
<td>About</td>
</tr>
<tr>
<td></td>
<td>1500</td>
</tr>
</tbody>
</table>

#### Number of Students

<table>
<thead>
<tr>
<th>Region</th>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flanders</td>
<td>University</td>
<td>116,786 students</td>
</tr>
<tr>
<td></td>
<td>Vocational</td>
<td>108,920 students</td>
</tr>
<tr>
<td></td>
<td>High School</td>
<td>435,631 students</td>
</tr>
<tr>
<td>Wallonia</td>
<td>University</td>
<td>87,112 students</td>
</tr>
<tr>
<td></td>
<td>“Promotion Sociale”</td>
<td>497</td>
</tr>
<tr>
<td></td>
<td>High School</td>
<td>91,829 students</td>
</tr>
<tr>
<td></td>
<td>“Promotion Sociale”</td>
<td>30174</td>
</tr>
<tr>
<td></td>
<td>Elementary School</td>
<td>312,921</td>
</tr>
<tr>
<td></td>
<td>Secondary School</td>
<td>338,510 students</td>
</tr>
<tr>
<td></td>
<td>“Promotion Sociale”</td>
<td>122,857</td>
</tr>
</tbody>
</table>

#### Dual Career Policy (Y/N)?

YES

#### Scope of Policy

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

**FLANDERS**

**Introduction**

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

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

**History**

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

During the first 1.5 years the focus of Carrièrebegeleiding Topsport was on the development of the support on the combination of elite sport and education. In 2009 the project was expended with one consultant which focussed on the development of support regarding the combination of elite sport and employment and/or the post-career transition.

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

**Present**

At present the dual career service within BLOSO, is managed by 1.5 FTE. It is a stable team and has a clear mission and vision. Since 2014 the offer of BLOSO Carrièrebegeleiding Topsport was redefined based on the demand of our target group and the Flemish reality.

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

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

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

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

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

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

**Employment contracts for high level athletes within BLOSO**

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

For non-students an other project called “BLOSO-Tewerkstellingsproject Topsport” has been created. Under strict conditions and well defined entry level criteria some high level athletes can sign employment contracts within BLOSO. The remuneration is calculated based on the level of their educational degree.

Most of the Flemish participants in the Olympic Games in 2008 (Beijing) and 2012 (London) and at the 2006 Winter Olympics (Turin) and 2010 (Vancouver) were at that time in one of both BLOSO employment project.
In Wallonia, the “Projet de vie des élites sportives” financed by the French Community General Administration of Sport helps student athletes with a specific status (i.e., recognized by the Minister of Sport: «sportif de haut niveau» (senior) (SHN), «espoir sportif» (junior) (ES), «partenaire d’entraînement» (sparring partner) (PE)) to combine sport and education/training/part time job. To note, athletes with a status can get reimbursement of a part of their tuition fees. In particular, the Service provides:

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

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

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

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

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

<table>
<thead>
<tr>
<th>SECONDARY (VOCATIONAL AND TECHNICAL QUALIFICATION)</th>
<th>HALF-DAY ABSENCES</th>
<th>HOUR AMENITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade</td>
<td>30</td>
<td>Physical education through a ministerial exemption</td>
</tr>
<tr>
<td>2nd grade</td>
<td>30</td>
<td>Physical education</td>
</tr>
<tr>
<td>3rd grade</td>
<td>30</td>
<td>Physical education</td>
</tr>
<tr>
<td>POST-SECONDARY</td>
<td>HOUR AMENITIES</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Higher Education University</td>
<td>Spreading of studies Minimum 16 credits/year</td>
<td></td>
</tr>
<tr>
<td>Professional education (IFAPME)</td>
<td>Spreading of studies Inter-center Modularity</td>
<td></td>
</tr>
<tr>
<td>Social Promotion (&quot;Promotion sociale&quot;)</td>
<td>Waiting</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FLANDERS</strong></td>
<td>DC support during transition in and after sport career</td>
</tr>
<tr>
<td>Topsportschool,</td>
<td></td>
</tr>
<tr>
<td>Bloso Carrièrebegeleiding,</td>
<td></td>
</tr>
<tr>
<td><strong>WALLONIA</strong></td>
<td></td>
</tr>
<tr>
<td>“Projet de vie des élites sportives”,</td>
<td></td>
</tr>
<tr>
<td>Specific arrangements in each sector of education, training or employment,</td>
<td></td>
</tr>
<tr>
<td>Career guidance,</td>
<td></td>
</tr>
<tr>
<td>Individual and financial support.</td>
<td></td>
</tr>
</tbody>
</table>

**QUALITY CONTROL SYSTEM**

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

BULGARIA

NUMBER OF ELITE ATHLETES
UNKNOWN

NUMBER OF STUDENTS

UNIVERSITY: 277,000;
HIGH SCHOOL: 132,500 (SECONDARY 8-12 GRADE);
OTHER EDUCATION, Namely:
BASIC (1-8 GRADE): 473,800

DUAL CAREER POLICY (Y/N)?
THERE IS NO POLICY. THERE ARE RECOMMENDATIONS TO THE SPORT ORGANISATIONS AND THE EDUCATIONAL INSTITUTIONS.

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

CROATIA

NUMBER OF PERSPECTIVE' ATHLETES
2,000

NUMBER OF STUDENTS
UNIVERSITY: 149,000
VOCATIONAL: 24,000
HIGH SCHOOL: 51,000

DUAL CAREER POLICY (Y/N)?
YES

SCOPE OF POLICY
NATIONAL LEVEL

SOURCE
HRVATSKI OLIMPSKI ODBOR, MINISTARSTVO ZNANOSTI, OBRAZOVANJA I SPORTA
Dual career in Croatia is regulated at national level involving both educational and sport bodies. In particular:

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

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

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

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

**QUALITY CONTROL SYSTEM**

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

---

1 Categorised athletes: 1st, 2nd and 3rd categories are top level athletes; 4th category is high quality; and 5th and 6th categories: gifted athletes
COUNTRY PROFILE DUAL CAREER SYSTEM

CYPRUS

NUMBER OF ELITE ATHLETES
35

NUMBER OF STUDENTS
UNIVERSITY
2
VOCATIONAL
UNKNOWN
HIGH SCHOOL
UNKNOWN
(MAJORITY OF ELITE ATHLETES)

DUAL CAREER POLICY [Y/N]
YES

SCOPE OF POLICY
NATIONAL, REGIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

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

1. **CYPRUS SPORT ORGANISATION**
   The Cyprus Sport Organisation is the Governmental Sport Authority and as the Highest Sport Authority in Cyprus amongst many other responsibilities deals with the development of dual career for athletes. At present, the following schemes are provided:
   - Occupational Placement scheme: This scheme provides elite athletes who meet certain criteria with an occupational placement in a relevant field of their educational/occupational competencies (i.e. coaching, sport managers, sport Federations Associates). It must be noted that this scheme is no longer offered for new entrants. However it is on-going and active for those who have already been inducted.
   - Scholarships: This scheme offers elite athletes with monetary scholarships in order for them to pursue an academic or vocational education of their own choice.

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

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

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

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Scholarships</td>
<td>Career counselling</td>
</tr>
<tr>
<td>Occupation/Vocational Placement</td>
<td>Limited budget</td>
</tr>
<tr>
<td>Public &amp; Private sport schools for high school students</td>
<td>Not adequate monitoring</td>
</tr>
</tbody>
</table>

**QUALITY CONTROL SYSTEM**

There is no official evaluation or monitoring system.
COUNTRY PROFILE DUAL CAREER SYSTEM

CZECH REPUBLIC

NUMBER OF ELITE ATHLETES
–

NUMBER OF STUDENTS
–

DUAL CAREER POLICY [Y/N]?
YES

SCOPE OF POLICY
NATIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

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

DENMARK

NUMBER OF ELITE ATHLETES
1000

NUMBER OF STUDENTS
UNIVERSITY
200
HIGH SCHOOL
400
OTHER EDUCATION, NAMELY
50

DUAL CAREER POLICY (Y/N)?
YES

SCOPE OF POLICY
NATIONAL, REGIONAL, LOCAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

SOURCE
TEAM DENMARK, STUDY4PLAYER
In Denmark, there is a comprehensive (national, regional, local, sports specific, education specific) Dual Career policy. This approach is reflected in three major programs:

**TEAM DANMARK**

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

In cooperation with the National Olympics Committee and Sports Confederation of Denmark (DIF)

Team Denmark implements the following measures concerning Dual Careers

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

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

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

- **GUIDANCE AND SUPPORT**

  Study4player helps each individual athlete in identifying his/her educational needs and the possibilities at hand, along with applying for the education and putting the athlete in contact with the Study4player contact person at the educational institution.

- **LOCAL PROJECTS**

  Some educational institutions are running a local project in cooperation with Study4player, helping elite athletes in combining sports and studies by offering support and flexibility. When facing challenges and needing flexibility - e.g. an extended study plan or moving an exam due to the sport - the athlete has a central place to apply. In some cases Study4player hires a co-student (a so-called ‘buddy’) to share notes and keep the athlete updated.
- **STUDY4PLAYER ONLINE ACADEMY**

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

- **FIFPRO ONLINE ACADEMY**

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

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

**QUALITY ASSURANCE SYSTEMS**

On the basis of the number of athletes that Studies, On the basis of sporting achievements, On the basis of academic achievements.
COUNTRY PROFILE DUAL CAREER SYSTEM

ESTONIA

NUMBER OF ELITE ATHLETES
2600

NUMBER OF STUDENTS

UNIVERSITY
59 998
(IN SCHOOL-YEAR 2013/2014)

VOCATIONAL
25 237
(IN SCHOOL-YEAR 2014/2015)

HIGH SCHOOL
142 515
(IN SCHOOL-YEAR 2014/2015)

DUAL CAREER POLICY [Y/N]?
YES

SCOPE OF POLICY
NATIONAL

SOURCE
NOC, MINISTRY OF EDUCATION, FOUNDATION SPORDIKOOLITUSE JA -TEABE SIHTASUTUS, UNIVERSITY OF TARTU
In Estonia, the Dual Career policy is organized at national level, involving governmental departments and the world of sports (National Olympic Committee, sport federations) to provide flexible study plans and scholarships in Universities/schools. This approach is reflected in the following features:

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

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

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational scholarships</td>
<td>To help adaptation to the labour market</td>
</tr>
<tr>
<td>Flexible study plans</td>
<td></td>
</tr>
</tbody>
</table>

**QUALITY CONTROL SYSTEM**

The policy is evaluated on the basis of the number of athletes at studies, on the basis of sporting achievements and on the basis of academic achievements.
Country Profile: Dual Career System

Finland

Number of Elite Athletes
5500

Number of Students
- University: 167,200
- Vocational: 314,000
  - Basic: 138,900
  - Higher
- High School: 105,900
- Comprehensive School: 542,900

Dual Career Policy (Y/N)
YES

Scope of Policy
National, Regional, Sports Specific, Education Specific

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

1. **MINISTRY OF EDUCATION AND OLYMPIC COMMITTEE**

   There is good mutual understanding and cooperation between sports organisations and the Ministry of Education, which is the responsible ministry for sports at the governmental level. The Ministry of Education also takes care of cooperation with other ministries involved in the Dual Career issue. The Finnish Ministry of Education awards grants for athletes proposed by the Olympic Committee and the Paralympic Committee who on the basis of their international performance have potential for winning a medal in the Olympic or Paralympic Games, or in the World Championships. The level of the tax-free sport grant is either €12,000 or €6,000 per year. Grants are allocated in both summer and winter Olympic sports as well as in non-Olympic and Paralympic sports. The total amount of sports grants for the year 2004 was €558,000. An athlete who is awarded a grant must sign a training contract with the given Sports Federation and the Finnish Olympic Committee, in which the athlete agrees to follow the existing anti-doping rules as well as other requirements such as having a personal study programme (Aquilina, 2009). Since 2001, the Olympic Committee offers a Study counselling service. Furthermore, higher education is free for the Finnish in general, helping athletes to ease their financial burden to some extent.

2. **EDUCATION INSTITUTES AND SPORT ACADEMIES**

   The Dual Career issue has been acknowledged at the organisational level by sports organisations and special programmes have been set up to support sportsmen. There is mainly good understanding and supportive attitude towards Dual Career at the coaches’ and staff level. Finland has a wide-coverage network of educational sports institutes which provide sportsmen with an opportunity to merge sport and education at both the school and the vocational. A regular high school career usually lasts three years, however elite athletes have the option to extend this to either four or five years in some cases. The school provides training three to four times per week, usually in the morning. Elite athletes who enter the sport schools on the secondary level or schools on a higher level that belong to a network of sport academies have access to counselling, personal tutoring and flexible timetables. All major schools within the regions are involved with the network via a designated contact responsible for coordinating student’s training and study programme.

3. **LABOUR MARKET**

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

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

**QUALITY CONTROL SYSTEM**

On the basis of the number of athletes that Studies, On the basis of academic achievements.
COUNTRY PROFILE DUAL CAREER SYSTEM

FRANCE

NUMBER OF ELITE ATHLETES
7000

NUMBER OF STUDENTS
UNKNOWN

DUAL CAREER POLICY (Y/N)?
YES

SCOPE OF POLICY
NATIONAL

SOURCE
INSEP
In France, there is a national Dual Career policy through an integrated approach involving the Ministry of Sports and the Ministry of Education. Dual career is mandatory: several legislative texts request Universities and Sports institutions to enable athletes to follow a dual career pathway - through studies arrangements and individualized follow-up (1984 Sports law, 2015 law proposal on athletes’ protection for instance).

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

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

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

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

**COMMON PRACTICES**

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

**QUALITY CONTROL SYSTEM**

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

**GERMANY**

**NUMBER OF ELITE ATHLETES**
About 4000

**NUMBER OF STUDENTS**
- University about 2,700,000
- Vocational about 1,500,000
- High School about 11,000,000

**DUAL CAREER POLICY (Y/N)?**
Yes

**SCOPE OF POLICY**
National, Sports Specific, Education Specific

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

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

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

**QUALITY CONTROL SYSTEM**

The policy is not evaluated.
GREECE

NUMBER OF ELITE ATHLETES
-

NUMBER OF STUDENTS
-

DUAL CAREER POLICY (Y/N)?
YES

SCOPE OF POLICY
NATIONAL, SPORTS SPECIFIC, EDUCATION SPECIFIC

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

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to University</td>
<td>Financial support</td>
</tr>
<tr>
<td>Mobility to train and study in the same city</td>
<td>Opportunity for extra exams if there is a competition at the same days of exam</td>
</tr>
<tr>
<td>Justified absences</td>
<td></td>
</tr>
</tbody>
</table>

**QUALITY CONTROL SYSTEM**

The policy is not evaluated.
**COUNTRY PROFILE DUAL CAREER SYSTEM**

**HUNGARY**

**NUMBER OF ELITE ATHLETES**
5,000 (estimated)

**NUMBER OF STUDENTS**
- University: 2,000 (estimated)
- Vocational: Unknown
- High School: 3,000 (estimated)

**DUAL CAREER POLICY (Y/N)**
Yes

**SCOPE OF POLICY**
National, Sports Specific, Education Specific

**SOURCE:**
NOC
In Hungary, there are several programs that support the dual career of athletes.

**HOC “OLYMPIC PATHWAY PROGRAMME”**

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

**“HUNGARIAN SPORT STARS” SCHOLARSHIP PROGRAM**

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

**HOC ADECCO PROGRAMME**

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

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

**QUALITY CONTROL SYSTEM**

There is no systematic quality assurance system in place. However the both the general education and higher education quality assurance system ensure the transparent and documented way of providing the elite athletes as student of primary, secondary and tertiary education all the special benefits and flexibility that is necessary for matching the daily sport practice and schooling. For example in higher education by signing an agreement by the rector of the university and the president of the Hungarian Olympic Committee, the internal regulations are changed accordingly, making it safe for all actors, and most importantly: the special treatment of high-level athletes is transparent and documented. The Hungarian Government annually reports the number of serviced athletes in all dual career programmes in Hungary through the appropriate professional organisation.
COUNTRY PROFILE DUAL CAREER SYSTEM

IRELAND

NUMBER OF ELITE ATHLETES
APPROXIMATELY
80
ATHLETES FUNDED BY THE IRISH SPORTS COUNCIL DIRECTLY

APPROXIMATELY
250
ATHLETES FROM DEVELOPMENT TO ELITE AND INCLUDING TEAM BASED SPORTS

NUMBER OF STUDENTS
-

DUAL CAREER POLICY [Y/N]?
NO

SCOPE OF POLICY
-

SOURCE
IRISH INSTITUTE OF SPORT

---

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

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

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills services from the Institute of sport</td>
<td>-</td>
</tr>
</tbody>
</table>
ITALY

NUMBER OF ELITE ATHLETES
National data reported a total of 4,5 MILLIONS of athletes, but no official number is provided for elite athletes.

NUMBER OF STUDENTS
University
1,669,803
High School
2,500,000

DUAL CAREER POLICY (Y/N)?
No
There are initiatives but none is developed and managed at national level.

SCOPE OF POLICY
Regional, Local, Sports specific, Education specific.

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

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

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

**QUALITY CONTROL SYSTEM**

There is no policy control.
COUNTRY PROFILE DUAL CAREER SYSTEM

LATVIA

NUMBER OF ELITE ATHLETES
-

NUMBER OF STUDENTS
-

DUAL CAREER POLICY [Y/N]?
YES

SCOPE OF POLICY
NATIONAL, EDUCATION SPECIFIC

SOURCE
UNIVERSITY OF LATVIA, LATVIAN UNIVERSITY SPORTS FEDERATION,
LATVIAN ACADEMY OF SPORT EDUCATION
In Latvia, there is a national and education specific Dual Career policy. This approach is characterized as follows:

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

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships, discounts on tuition fees at universities, flexible academic curriculum</td>
<td>-</td>
</tr>
</tbody>
</table>

**QUALITY CONTROL SYSTEM**

The policy is not evaluated.
Country Profile Dual Career System

Luxembourg

Number of elite athletes: 450

Number of students:
- University: 6000
- Vocational: 4000
- High school: 36000

Dual career policy (Y/N)? Yes

Scope of policy: National

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

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

QUALITY CONTROL SYSTEM

The policy is not evaluated.
COUNTRY PROFILE DUAL CAREER SYSTEM

MALTA

NUMBER OF ELITE ATHLETES
-

NUMBER OF STUDENTS
-

DUAL CAREER POLICY [Y/N]?
-

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

NETHERLANDS

NUMBER OF ELITE ATHLETES
7000

NUMBER OF STUDENTS

- UNIVERSITY: 634,000
- VOCATIONAL: 1,000,000
- HIGH SCHOOL: 500,000

DUAL CAREER POLICY (Y/N)?
YES

SCOPE OF POLICY
NATIONAL

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

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

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

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

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

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

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

VOCATIONAL EDUCATION
In the vocational education it is legally established that schools can participate in the combination of elite sports and education. The most important arrangement is that schools may deviate from the legally established amount of educational hours, if the school can prove the quality of the certificate is guaranteed.

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

**FLOT**

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

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

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

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

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the institutions where the whole educational pathway is organized around the athletes and where elite athletes have an official status and are thus recognized as a special group who can effectively use special funding.</td>
<td>To create a national responsibility for dual careers</td>
</tr>
</tbody>
</table>
PORTUGAL

NUMBER OF ELITE ATHLETES
589
(SEPTMBER 2015)

NUMBER OF STUDENTS
2,139,977
(2013)

VOCATIONAL
UNKNOWN

HIGH SCHOOL
371,000
(2013)

DUAL CAREER POLICY (Y/N)
YES

SCOPE OF POLICY
NATIONAL

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

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The athletes have the chance to:</td>
<td>- The level of policy implementation;</td>
</tr>
<tr>
<td>- choose the class schedules that better suits their training demanding’s;</td>
<td>- Lack of monitoring of the system;</td>
</tr>
<tr>
<td>- follow an alternative schedule for the examinations;</td>
<td></td>
</tr>
<tr>
<td>- ask for supplementary classes to be better contextualized with the contents.</td>
<td></td>
</tr>
<tr>
<td>- National Teams are training and studying at same location in some sports</td>
<td></td>
</tr>
</tbody>
</table>
COUNTRY PROFILE DUAL CAREER SYSTEM

SLOVAKIA

NUMBER OF ELITE ATHLETES
-

NUMBER OF STUDENTS
-

DUAL CAREER POLICY [Y/N]?
-

SCOPE OF POLICY
-

SOURCE
SLOVAKIAN MINISTRY OF EDUCATION, SCIENCE, RESEARCH AND SPORT
In Slovakia, the Ministry of Education, Science, Research and Sport of the Slovak Republic finances elite athletes and talented athletes and physical activities of youth.
COUNTRY PROFILE DUAL CAREER SYSTEM

SLOVENIA

NUMBER OF ELITE ATHLETES
5588

NUMBER OF STUDENTS
5000  2070  242  2688

DUAL CAREER POLICY (Y/N)?
YES

SCOPE OF POLICY
NATIONAL

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

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

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

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

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

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

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

**QUALITY CONTROL SYSTEM**

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

**Spain (Catalonia)**

#### Number of Elite Athletes
411

#### Number of Students

<table>
<thead>
<tr>
<th>University</th>
<th>Vocational</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>182</td>
<td>25</td>
<td>104</td>
</tr>
</tbody>
</table>

#### Dual Career Policy (Y/N)?
Yes

#### Scope of Policy
National

#### Source
CAR
In Spain (Catalonia), there is a national Dual Career policy, with athletes recognized 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 personalized and individualized 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:

1. Academic and/or professional guidance
2. Guidance on creating a personal project
3. Monitoring and coordination with tutoring programs for athletes at the Catalan Universities.
4. Job seeking opportunities support.
5. Support in the process of withdrawal of the athletic career.

Several universities provide dual career support services.

Athletes may also receive a small grant from the government, which depends on the academic results of the athlete.

Finally, the PROAD program provides personalized attention through training courses to prepare to enter the labour market.

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and/or professional guidance</td>
<td>Effective legislation in education and labour market</td>
</tr>
<tr>
<td>Guidance on creating a personal project</td>
<td></td>
</tr>
<tr>
<td>Monitoring and coordination with tutoring programs for athletes at the Catalan Universities.</td>
<td></td>
</tr>
<tr>
<td>Job seeking opportunities support.</td>
<td></td>
</tr>
<tr>
<td>Support in the process of withdrawal of the athletic career.</td>
<td></td>
</tr>
</tbody>
</table>

**QUALITY CONTROL SYSTEM**

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

NUMBER OF ELITE ATHLETES
-

NUMBER OF STUDENTS
-

DUAL CAREER POLICY (Y/N)?
YES

SCOPE OF POLICY
NATIONAL, SPORTS SPECIFIC

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

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

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

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<thead>
<tr>
<th>COMMON PRACTICES</th>
<th>BARRIERS</th>
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<tbody>
<tr>
<td>National elite sport schools (RIGs)</td>
<td>-</td>
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<tr>
<td>Flexible academic path</td>
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<tr>
<td>Financial support</td>
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**QUALITY CONTROL SYSTEM**

The policy is not evaluated.
COUNTRY PROFILE DUAL CAREER SYSTEM

UNITED KINGDOM

NUMBER OF ELITE ATHLETES

2000
PERFORMANCE (OLYMPIC/PARA) – UK

400
PLUS TOP TALENT (ALL SPORTS) – ENGLAND TASS

100
PLUS TOP TALENT (ALL SPORTS) – SCOTLAND WINNING

6000
TALENT (APPROX) – UK (2000 ON AASE)

NUMBER OF STUDENTS

APPROX

90-95%
OF TALENTED ATHLETES ARE ALSO STUDENTS

DUAL CAREER POLICY (Y/N)?

YES

SCOPE OF POLICY

SPORTS SPECIFIC, EDUCATION SPECIFIC

SOURCE

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

- **TALENTED ATHLETE SCHOLARSHIP SCHEME (TASS)** (16 year old plus) is the national lead on Dual Career development and advice and supports athletes during their dual career based on their sporting/academic achievements. Sport England TASS is a Government funded programme that represents a unique partnership between talented young athletes, National Governing Bodies of Sport (NGB’s) and the Higher (University) and Further (college/school) Education sector. TASS aims to help its athletes to balance academic life with training and competition as a performance athlete. The programme was established in 2003. Since 2004, when the first TASS awards were made, the scheme has invested over £24 million into athletes and the supporting network around them, providing up to 6000 awards enabling thousands of talented athletes to fulfil their sporting potential and become medal winners of the future. This type of scholarship is reviewed yearly and athletes can apply for a maximum of three years. In 2015-16 there will be 400 athletes across 30 sports on TASS. In addition, flexible learning policies, support staff, strength & Conditioning facilities, physiotherapy services, lifestyle and psychological support are provided.

- **WINNING STUDENTS** (18 years old plus) closely mirrors the TASS programme and is supported by Sports Scotland

- **ENGLISH INSTITUTE OF SPORT** provides Performance Lifestyle support for performance level athletes, which can include some support for education, however there principle area of activity is supporting athletes in planning for retirement.

- **ADVANCED LEVEL APPRENTICESHIP INSPORTING EXCELLENCE** (16 to 18 years old) allows/supports an athlete to use there experience 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.

<table>
<thead>
<tr>
<th>COMMON PRACTICES</th>
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<tbody>
<tr>
<td>Grant towards competition expenses/travel/sport equipment</td>
<td></td>
</tr>
<tr>
<td>Geographical spread of dual career support</td>
<td>-</td>
</tr>
<tr>
<td>so do not need to travel far</td>
<td></td>
</tr>
<tr>
<td>Flexible learning policies and support staff</td>
<td></td>
</tr>
<tr>
<td>Services (Strength &amp; Conditioning, physiotherapy, lifestyle support, psychology support)</td>
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**QUALITY CONTROL SYSTEM**

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

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

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

These four organisations and programmes originated in specific nations, reflecting the needs of athletes in their particular national circumstances. The only international model is that of the International Association of High-Performance Sports Training Centres (HPTC). Its secretariat is at Spain’s CAR (Centre d’Alt Rendiment), which also operates its own high-performance training centre in Barcelona. We compare these Dual Career programmes in the Annexes. Each has a list of criteria used in the accreditation of national centres. To produce a quality framework for EU-wide application, we have assessed these programmes, combined elements from each and enriched them with new items. In so doing, we used three methods, as listed below.

1. Input from our analysis of practices and services in different EU MSs. The analysis revealed some new items that should be stimulated, or at least captured, by a pan-European quality framework. Our research also provided some insight into important practices and obstructive barriers, both of which are relevant to a framework of quality requirements.

2. Feasibility analysis. Our framework has to be interoperable and implementable across numerous countries. They need to be able to fit different national situations. In our analysis, we examined the particular aspects of national systems and their influence on dual careers. We incorporate the results of that exercise into the EU-wide quality requirements developed in this chapter.

3. Evaluation from the perspective of the individual athlete. This was done in part by our own team of experts, but we also gathered athletes from different MSs to reflect on their own needs. A report of this meeting is in the Annexes. Their experiences and requirements, thus, also inform our quality requirements.
In the past few years, most EU research and recommendations related to the subject of Dual Careers have tended to focus on national systems at the legislative and policy levels, and on higher education. Consequently, they are biased towards the responsibilities and actions by governments and universities.

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

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

Our study and the resulting quality framework are intended to take the previous studies and recommendations one step further, towards a comprehensive framework including all relevant stakeholders. The survey provided marginal information about stakeholders other than governments and the education sector. So we took extra time to conduct in-depth interviews with athletes, sport associations, coaches and training centres. The aim was to reach into the heart of the sport sector in order to determine its key indicators for success. These interviews produced a strong case for adding two key issues to our original analysis: responsibility and communication. These were included in our conclusions at the end of chapter 2.

### 3.1 QUALITY FRAMEWORK: DIMENSIONS AND SUBDIMENSIONS

In comparison to previous studies and recommendations, the benefits of this quality framework are intended to lie in the application possibilities. We want to provide each stakeholder\(^1\) with a set of actions, tools and possibly best practices to fulfil the responsibilities required of them within an overall system of Dual Careers for athletes.

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

\(^1\) <Terug naar model Paul>
Below are brief descriptions of the different dimensions of the quality framework.

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

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

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

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

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

Following the consultation workshop held on 2 September 2015, we defined a four-point rating system: weak – requires improvement – good – outstanding. Each dimension and subdimension can be rated using this. Note that the scale is not applied to every subdimension in the summary below, as that would make this section too lengthy without adding value to the report at this stage.
DUAL CAREER QUALITY FRAMEWORK

Athlete

Entourage

Sectors

Government

EU

Outstanding

Requires improvement

Weak

2.1 Parents, relatives and friends
2.2 Coach, trainer and sport manager
2.3 Teacher and employer

3.1 Sport
3.2 Education
3.3 Labour market

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**DIMENSION 1: THE ATHLETE (AT THE CENTRE)**

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

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

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<th>REQUIRES IMPROVEMENT</th>
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<th>OUTSTANDING</th>
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2.1 Parents, relatives and friends

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

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### 2.2 Coach, trainer and sport manager

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

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<td><img src="image" alt="Outstanding" /></td>
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### 2.3 Teacher and employer

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

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DIMENSION 3. THE SECTORS (SPORT, EDUCATION AND LABOUR MARKET)

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

3.1 Sport

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

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

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

D. **Training centres**

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

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

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3.3 Labour market

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

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</table>
DIMENSION 4: NATIONAL GOVERNMENT

1. Responsibility for policies or programmes for Dual Careers policy is part of a national or regional sports strategy.
2. A full policy cycle is in place, covering responsibilities, implementation, monitoring and evaluation of its programmes.
3. The Subject of Dual Careers is sufficiently embedded in national legislation and policy making, especially for the protection of minors.
4. The policies for Dual Careers are comprehensive (all-inclusive) and makes no distinction based on gender, social, ethnic background or religious beliefs.
5. The implementation structures of Programmes for Dual Careers have sufficient autonomy to act upon this strategy.
6. Funding is available to support athletes in maintaining Dual Careers.
7. Funding and resources are available to develop and maintain an adequate infrastructure and governance arrangements for implementation of the support framework for Dual Careers.
8. Quality indicators for success are in place, based on academic and/or sporting performance.
9. A monitoring and evaluation cycle for initiatives to facilitate Dual Careers is in place and is implemented.
10. Legislation and policy are formulated for employers to offer temporary, part-time or flexible work, or shadowing or traineeship opportunities for non-students.
11. The government actively engages all relevant stakeholders (sectors) in a continuous dialogue.
1. Efforts are made at EU level to recognize the athletes’ social status in the labour market.
2. The International Olympic Committee promotes blended learning (e.g. distance learning, e-learning, etc.).
3. International associations raise awareness for the subject of Dual Careers among their members through information, education and outreach programmes.
3.2 POTENTIAL FOR IMPLEMENTATION

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

- Develop this framework into an easily accessible online tool for all stakeholders. This will enable them to assess elements of an effective system for Dual Careers, in each EU MS and thereby compare the quality of their own services with others and share best practices easily. Athletes and coaches in particular should be made aware of this tool, so that they can assess different providers of education and training in their own and other countries.

- Support the development of a network of national contact points to implement and monitor the quality framework in their own domestic contexts, to guarantee the quality of stakeholder assessments and self-assessments and to provide statistical monitoring of athletes.
3.3 MINIMUM REQUIREMENTS

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

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

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

- Sleeping facilities, suitable for athletes’ dimensions and size
- Restaurant, serving healthy, fresh and well-prepared food
- Sport facilities of the highest international training level
- Rooms to study - ICT and Internet equipped- and to relax
Educational facilities (should be international exchangeable), which offer programmes that are:

- Progressive (for the individual), courses can be linked and combined
- Relevant (for the individual), concerning the desired learning career
- Encourage employability (of the individual), are linked to industry-recognised providers
- Encourage commitment (of the individual), minimum amount of learning hours
- Accredited, by national education standards and ministry
All specialists are nationally accredited, committed to the Dual Careers of the individual athlete and full time available:

- Physiotherapy
- Coach (Strength, Conditioning, Recovery)
- Nutritionist
- Sport Psychologist
- Medical support
All facilities mentioned at ‘accommodation’ should be located close to each other to improve the athlete’s mobility. The basic principle here is that the athletes in an HPTC should not lose time travelling from one facility to another but be able to use their training-study time schedule most efficiently. Recommended is a 15 minute rule, meaning that all facilities should be within a 15 minute biking distance from each other (preferably at the same location).
All services should be centered around the individual athlete and delivered by nationally certified experts.

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