

HOW CAN SPORT CLUBS SUPPORT A TALENT'S DUAL CAREER?

GUIDEBOOK OF
BEST PRACTICES
IN DUAL CAREER

Project:

Innovative Clubs for
Dual Careers

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Guidebook Best Practices in Dual Career

How can sport clubs support a talent's dual career?

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PREFACE

By Albert Busquets Badosa

Albert is the general manager of the CN Banyoles and the person that has introduced the Dual Career concept within his club. He has a postgraduate Economic and Financial Government for sport entities at the University of Barcelona. His goal is to move a step forward and enhance the club's capacity to provide high-quality support services in terms of dual careers services and for this reason he started the project 'Innovative Clubs for Dual Career'.



3 years ago, in the start of the ICDC project, all of us knew that the first period of the project was very important to identify, describe and evaluate best practices in the field of Dual Career. This work should conclude in the pilot program in Dual Career services and, according to the Needs Assessment of the clubs, inspire the implementation of this pilot during the following months.

The document you are now reading is the synthesis of all these months focused on the analysis and description of the most relevant experiences in Dual Career led by our project partner AUAS.

However, the present document is not only a list of best practices classified by some descriptive criteria. The result you will read is a 4-pillar scheme built from the analysis of the most relevant best practices organized by topics to be covered for the success of the Dual Career services. These topics have been identified during a long-time work via surveys, questionnaires, interviews and field work and are meant to be crucial for the implementation and success of a Dual Career support service. Furthermore, each pillar is linked to best practices identified in that topic, giving the reader practical information about how to bring it into practice. This is an important characteristic that makes this guidebook essential for anyone who wants to know/adopt the Dual Career vision at any entity.

Up to this point, I would like to give a special thanks to our partner Amsterdam University of Applied Sciences (AUAS) represented by lector Cees Vervoorn of lectorate 'Topsport & Onderwijs' and the researcher and author of this guidebook, Stephan Hakkers, for the work done and the results delivered.

The pilot program based on all these best practices has been a perfect guide for the implementation of the Dual Career services at the club. Our idea has been to elaborate a maximum quality pilot program in order to be adapted for the implementer to its needs and characteristics, but having the full version always in mind.

Our experience in Banyoles has been really satisfactory in the field of Dual Career services during the project. That's why the Club has decided to continue the activities developed during the last years from now on in a long-term project in talent Dual Career support services. After the ICDC experience, it seems mandatory to cover the needs of the athletes from a wider point of view, not strictly the sport field, by consciously working with all the stakeholders involved in the process for a better coordination and, consequently, the achievement of higher performance in all the fields. For us, this is like a new beginning. We are confident that our experience will promote new beginnings for other clubs.

I would like to give thanks also to all our partners involved in the ICDC experience, Istituto per la Ricerca Sociale, Veslaski Klub Bled and Aviron Perpignan, that have given us the possibility to explore new frontiers that a sport club/association can reach to offer enhanced quality services to their talents in order to prepare them better for the future.

All the information of the project is available at the website www.icdc.eu. Hope you will have an inspiring reading!!

Albert Busquets Badosa

Club Natació Banyoles Manager - ICDC project coordinator



THE BEAUTIFUL VENUE OF CN BANYOLES WHICH WAS USED FOR THE OLYMPIC GAMES OF BARCELONA.

WARMING-UP

Dual Career is the successful combination of education, training or work with sport to enable an individual to reach his / her full potential in life.

IT IS ESTIMATED THAT CURRENTLY, ACROSS THE EU, ABOUT 120.000 YOUNG INDIVIDUALS ARE IN A 'SITUATION' OF DUAL CAREER.

IT IS IMPORTANT TO INVEST IN A DUAL CAREER BECAUSE ONLY 30% OF HIGH POTENTIAL ATHLETES DEVELOPS INTO AN ELITE ATHLETE.

ONLY HALF OF THE ELITE ATHLETES ARE SATISFIED WITH DUAL CAREER SUPPORT IN THE COMBINATION OF ELITE SPORTS AND A STUDY.

APPROXIMATELY 1 IN 6 ATHLETES STILL STOPS PRACTICING ELITE SPORT BECAUSE OF STUDY COMMITMENT.

1 IN 5 PARTICIPANTS IN THE YOUTH OLYMPIC GAMES OPT FOR A LOWER LEVEL OF EDUCATION BECAUSE OF THEIR ELITE SPORTS PRACTICE.

The average dual career of elite athletes starts when they are 12 years old.

RESEARCH SHOWS THAT OVER 50% OF ELITE ATHLETES EXPERIENCE DIFFICULTIES DURING THEIR TRANSITION TO A NEW CAREER.

ONLY 1 OUT OF 10 SPORTS COACHES FEEL SOLELY RESPONSIBLE FOR THE SPORTS PERFORMANCE OF SPORTS TALENTS.

SPORTS TALENTS OFTEN EXPERIENCE DIFFICULTY IN THE TRANSITION FROM SECONDARY EDUCATION TO HIGHER EDUCATION.



INTRODUCTION

The objective of the project 'Innovative Clubs for Dual Careers' (ICDC) was to develop an innovative club-based pilot programme to support dual careers that facilitate an optimal combination of high-quality training and education to young athletes practicing water sports, namely canoeing, rowing and swimming.

The pilot programme targets athletes between 14 and 21 years old, a critical age in which athletic, academic, psycho-social and professional transitions take place. In total, 100 athletes coming from the three partnering clubs will directly be involved in the testing of the pilot programme. Athletes will be supported by different experts coordinated by the Dual Career Club Manager (DCCM) as a key figure to integrate medical, psychological, educational and other support services that will be provided by clubs.

The main aim is to combine a successful educational and sporting career of athletes by bringing them the right supporting services from their own clubs, and hence contributing that at a later stage of life they keep a balance between sports training and employment. The project directly contributes to the EU Dual Careers strategy, by designing pilot initiatives, testing them, gathering lessons learned and finally disseminating them to the most relevant European audience. Actions proposed are deeply inspired and aligned with the EU Guidelines on Dual Careers.

These EU Guidelines on Dual Careers appeal to the sports sector own responsibility to contribute to the dual career of their sport talents. Sport organizations (confederations,

federations, associations, clubs) which still have a tendency to focus on the organization of competitions should define or review their policies and require the development of Dual Career programs. National sport bodies could promote and support the inclusion of the concept of Dual Career in the various activities of their member sport organizations, taking into account the position of athletes, a long-term strategic approach to arrangements and the availability of supporting services and facilities.

An evaluation of the EU Guidelines on Dual Career show that the sport sector lags behind in comparison to the educational sector if it concerns implementing policy on Dual Career. The innovative character of the program lies in the focus on the sport clubs and the part they play in the general development of their young talents. This, of course, in close cooperation with the schools and universities in their surroundings. Normally, Dual Career services are closely related to High Performance Centres, but less at club level. Hence, an innovation coming from this project is to define sports clubs as subjects providing this sort of services to its own athletes. In this sense, it is very important to highlight that this program aims at complementing services provided by High Performance Centres, not overlapping them.

This pilot project targets three water sport clubs, but in the phase of dissemination, the goal was to create a general program for sport clubs or sport associations that have an interest in a sound and healthy development of their talents. The evaluation further shows that the awareness on Dual Career amongst talents and their coaches and entourage

is low. The program's activities seek to increase the talents, parents, coaches and other stakeholders knowledge on Dual Career.

The program is created through executing a firm Needs Assessment at the three pilot clubs. This Needs Assessment consisted of interviews with the stakeholders in and around the club, a focus group with these specialists and questionnaires for the talents and coaches. The Needs Assessment shows that the stakeholders support the importance of Dual Career and are willing to work together in creating a better talent development and Dual Career structure. According to the stakeholders, in doing that it is essential that the evaluation and communication in the club changes. The pilot clubs want to use the program to change the ad hoc approach and problem solving method to a proactive method of working. Through a strong cooperation with schools and other specialists they aim to optimize results, create a better connection to the labour market and reduce talents' stress and drop-out rates.

Key research findings in Dual Career and talent development have also contributed to the program. Where this project targets the right service for sport talents, the study on minimum requirements for Dual Career services¹⁰ is essential in determining the core of the program. That research, which covered stakeholders and experts, shows that in a successful talent development program the support is adapted to the needs of the individual athlete and that such a program considers the dual career as part of a whole-life development plan, taking into account the well-being of

the individual athlete. For that reason, the pilot program differentiates between several groups of talents and creates the possibility for individual learning and support plans. With the belief that personalized service has to be delivered to prevent pampering. To create a suitable service, the athlete's development is monitored on a regular basis. In doing that, the model of Wylleman et. Al³⁵ is the point of focus and, next to the athletic development, also the development in other areas (psychological, vocational/academic, psychosocial, and personal) is included. The specialists and coaches that will form the Dual Career teams will focus on supporting the transitions talents go through in these areas. Next to that, a Dual Career Support Service will be established in which the talents are prepared for these transitions. The service activities aim to teach the talents the right knowledge and skills to be successful in school and sport.

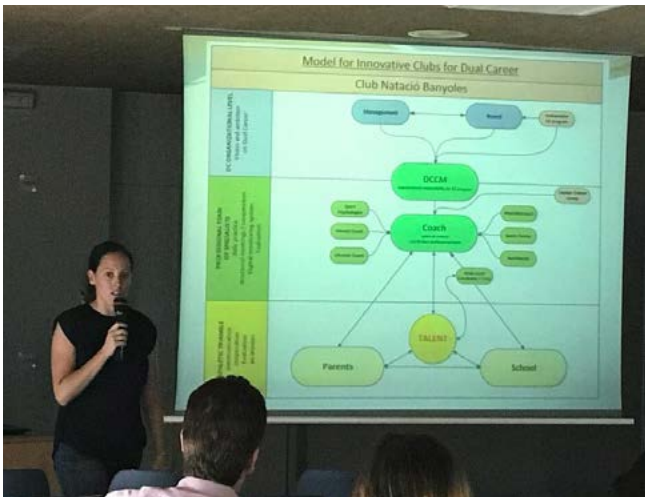
In creating the pilot program not only scientific sources were consulted. Best practices in Dual Career have also been researched. To identify the best practices in Dual Career, work visits have been paid to Olympic Committees, elite sport centers, elite sport clubs, schools / universities and other institutes. At all these organisations key players (amongst others managers, coaches, Dual Career support providers, athletes, etc.) have been asked their opinion on effective Dual Career support in sport clubs. At the end of this introduction, a list of the best practices consulted is included. It should be noted that this list is logically not exhaustive, because working visits were mainly made to the countries of participating organisations in this project. Also, because of time and financial constraints, choices were

made with regard to the number and location of working visits within this project. The working visits were carried out in the period 2016 to 2018 and this report therefore describes the current state of affairs.

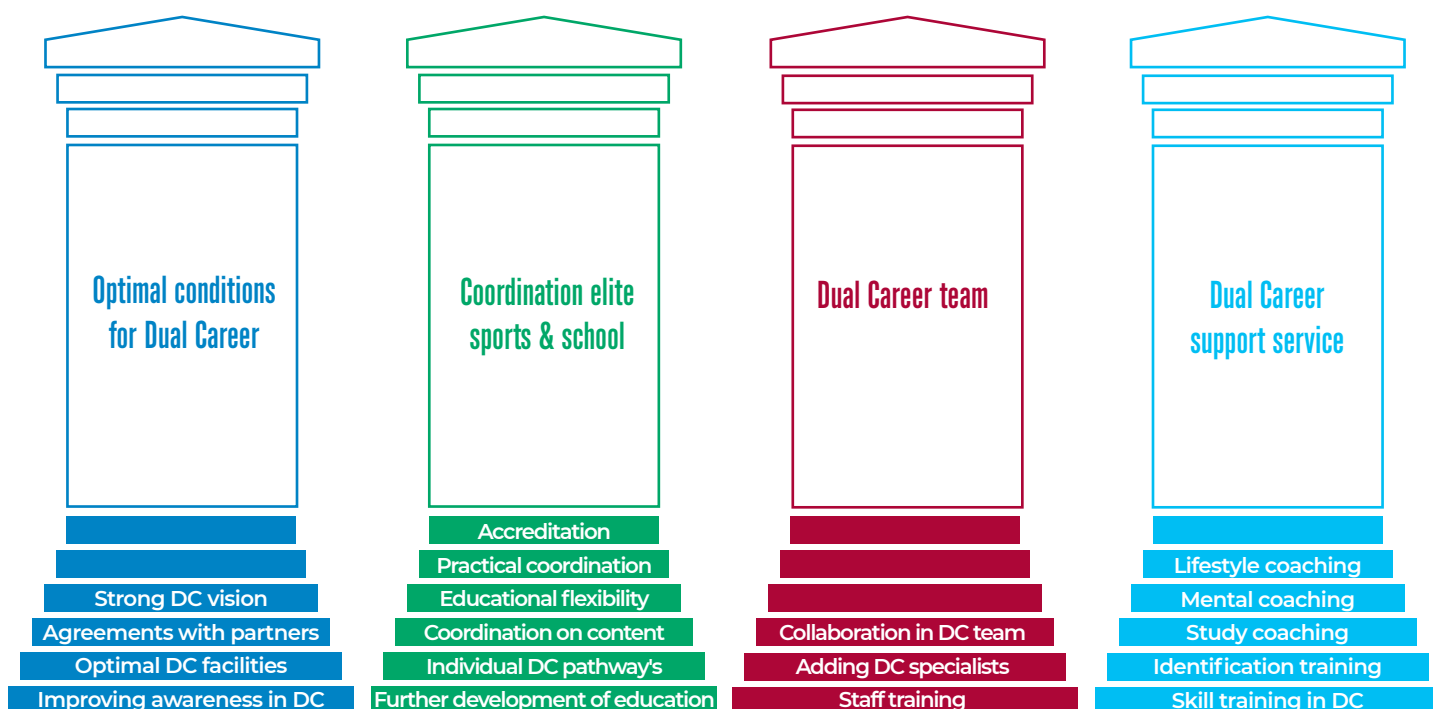
It is the ambition of researchers from the research group 'Topsport & Onderwijs' of the Amsterdam University of Applied Sciences to continue to invest in the identification of best practices in Dual Career in the coming years. Also in the projects 'Handball 4 Dual Career' and 'SCORES' other best practices are mapped out by the research group as experts in Dual Career. Additions and new insights are therefore very welcome!

This project 'Innovative Clubs for Dual Careers' focuses on developing optimal conditions for Dual Career and improve the Dual Career awareness at sports clubs, good coordination regarding education and sports clubs, developing a Dual Career team with specialists and corresponding Dual Career support. These are the important pillars of the project and this study concentrated on successful practical examples that focus on the aspects of these pillars. Given the fact that the Dual Career concept is not always firmly anchored in sports clubs, inspiration was deliberately sought in other domains and organizations as well. The starting point has always been that a working method or structure can easily be integrated into the practice of a sports club.

The 4-pillar model on the next page shows the four pillars underlying this project and therefore also this study. Each pillar is further explained in a chapter in this guidebook. For each pillar, relevant scientific insights are discussed and the best practices that form the basis of this pilot programme and can inspire more sports clubs to professionalize their Dual Career policy are explained. Each building block in each pillar represents a paragraph of that chapter. Each chapter concludes with a best practice in which the most important elements of the pillar are highlighted in 'In the spotlight'. These highlighted best practices together form the Champions League for sports organisations in Dual Career!



4 PILLARS OF INNOVATIVE CLUBS FOR DUAL CAREER



OVERVIEW OF BEST PRACTICES

Best Practices
12 countries, 68 organizations



■ The Netherlands

1. AFC Ajax Amsterdam
2. AZ Alkmaar
3. PSV Eindhoven
4. PEC Zwolle
5. FC Groningen
6. CSE Zwolle
7. CTO Papendal
8. CTO Zuid
9. CTO Heerenveen
10. CTO Amsterdam
11. FLOT-Network
12. OSC Sevenwolden
13. FIFpro
14. Sportmindset.nl
15. Topsport Noord
16. Talent Acedemie
17. Royal Dutch Hockey Association
18. Hockeyclub Rotterdam
19. Stichting De Sportmaat-schappij
20. Stichting Sporttop
21. NOC*NSF
22. Stichting LOOT
23. TipTop Sport
24. Amsterdam University of Applied Sciences
25. Association of Contract Players (VVCS)

26. Topsport Amsterdam
27. University of Amsterdam
28. Talent Academy Amsterdam

■ Germany

29. Olympic Support Center Berlin (OSP Berlin)
30. SLZB Berlin
31. Humboldt University
32. SC Magdeburg
33. Elite Sport School Magdeburg
34. Adecco
35. DOSB
36. 1. FSV Mainz 05 Academy

■ Austria

37. Verein KADA
38. SSM Salzburg
39. TWIN
40. AtLETyC-project

■ Belgium

41. Sport Vlaanderen
42. Topsportschool Antwerpen
43. Vrije Universiteit Brussel
44. EU Athletes
45. GEES-project
46. B-wiser project

■ France

47. INSEP Paris
48. CREPS Toulouse

■ Spain

49. Stick-project
50. Estport-project
51. FC Barcelona
52. CAR St.Cugat

■ Scotland

53. Napier University Edinburgh
54. Scottish Institute of Sports

■ England

55. Talented Athlete Scholarship Scheme
56. Professional Cricket Association
57. UK sport

■ Ireland

58. Cricket Ireland
59. Irish Rugby Association

■ Slovenia

60. NOC Slovenia
61. Preseren Kranj
62. Empatia-project

■ Denmark

63. Team Danmark
64. Study4player

■ Sweden

65. Halmstead University
66. Swedish Sport Confederation
67. Katrinelund gymnasiet
68. Kunskapsskolan

PILOTCLUBS



A. Club Natacio Banyoles
(in Banyoles)



B. Aviron Perpignan
(in Perpignan)



C. Rowing Club Bled
(in Bled)



D. BM Granollers
(in Granollers)



E. IK Sävehof
(in Gotheborg)



F. Fenix Tououse
(Toulouse)

PILLAR

01.

CREATE OPTIMAL CONDITIONS FOR DUAL CAREER SCHEME'S AT SPORT CLUBS

Unfortunately, in supporting the dual career of sports talents, there is still too often a one-way street between the sports club and other parties involved. In many situations, it is only a matter of practical coordination with the combination of elite sport and education or work. This study shows that sports clubs can also play an important role in supporting the dual career of sports talents and fortunately are increasingly taking on this task. If there is a two-way traffic and substantive coordination between sports clubs and other stakeholders around the talents, then there are wonderful opportunities for sports talents and for the clubs themselves.

This first chapter deals first with the 'blue sky vision' for sports clubs, and focuses on a responsible support of its sports talents and not only on good performance in sport. Various studies^{1,2} as well as the interviews with experts and talents of the organizations consulted from this study show that a balanced dual career also stimulates interest and commitment to the sport and encourages better athletic performance. In this chapter the most important stakeholders shine their light on Dual Career. To start this chapter Wolfgang Stockinger (TWIN) explains his philosophy on the importance and benefits of supporting dual careers. Amongst others, he explains the importance of creating a vision. But how can a club develop a vision on Dual Career? This chapter provides a number of practical tips and starting points for the realization or sharpening of the vision on Dual Career. Information is also given on how to make important stakeholders aware of this vision and how to involve them in the Dual Career support and ambitions.

Furthermore, this chapter describes a number of sports organizations as best practices that have firmly established the guidance of the dual career in their policy and that clearly speak out about the benefits of a dual career. The structure and working method of these organizations are discussed as inspiration for the clubs from the pilot programme and for other sports clubs. When a sports club has its vision on Dual Career in focus, the club can make targeted choices about which other parties it wants to work with to realize its vision and develop optimal conditions and facilities that are necessary to support Dual Career at the club. In order to strengthen such cooperation, agreements are often concluded between the sports sector and the education sector. In this chapter, there is a good example of a Berlin agreement that serves as an important basis for the structure in the German capital.





by Wolfgang Stockinger



Wolfgang Stockinger is a former professional football player. From 2013 to 2018 he acted as the national Head of Career Development of the Austrian Dual Career organization KADA. Today, with his independent corporation TW1N (www.TW1N.eu), he advises and inspires bodies in Europe on the implementation and professionalization of Dual Career and athlete development services. As a graduate social economist, psychological counsellor in logotherapy and academic sport coach, he aims to unite interdisciplinary views on the topic of Dual Career.

TW₁N Perspectives

Reality check. According to a recent investigation in British professional sports, 90% of athletes need to work full-time after their sporting career³. Naturally, this figure would emerge to be even higher in Olympic respectively amateur sports. With respect to the European labour market, there is consequently a necessity for athletes to pursue a dual career as long-term unemployment is three times higher among low qualified workers than among those with high qualifications⁴. In the same moment, a dual career should be detached from sporting or financial success. In fact, monetary security only constitutes one factor to help stabilize a post-sporting life. "Retirement is like walking out of the supermarket with all your bags and not knowing where your car is." This statement of famous former cricketer Steve Harmison⁵ embodies the multi-dimensional challenge waiting for athletes at the normative or non-normative end of their sporting career. Head (with reference to structure), heart (recognition) and belly (intuition) need to find a new balance. In other words, the inner compass of athletes must recalibrate itself to point towards meaningful future ways.

Our human compass essentially roots in values. Values help us establish and maintain a relationship to the person in us, our true 'Self'. This person (from Latin personare, "to sound through") longs to become

manifest in our actions. For an athlete, sport serves as a most powerful way of expression. However, we all carry a variety of passions, interests and talents which have the desire to be heard. In this regard, it is a long-standing psychological finding that people with a broad foundation of versatile values are more robust and crisis-proof than those whose concept of life is constructed around just one central value⁶.

After years of working with athletes of all ages, it is my strong conviction that the individualized exploration and realization of meaningful life aside from sports halls, football pitches or ski slopes is a supreme factor in athletic development. Where there is human flourishing, there is mental health and, coherently, performance enhancement. This is the sporting dimension of dual careers. Highlighting this dimension and, more importantly, making it comprehensible will substantially strengthen the valuation of dual careers among both athletes and sport systems. Role models are the most efficient communicators of this new understanding: "To the young athlete, don't bet everything on your health, take control of your life and keep educating yourself. Learn and believe that smartening up is also a way to become a better, more complete athlete⁷", according to Vincent Kompany.

Within the sport system, clubs play a vital part in the future progress of Dual career in Europe. Often, they represent the main structural layer surrounding talented and elite athletes, in amateur as well as in professional sports. Therefore, clubs are asked to create a clear image on how to contribute to an integrated developmental space for their athletes. A tailored internal management system, collaborative partnerships with the educational and economic sector and a systemic openness to international best practice (as presented in this guidebook) may serve as core pillars of a coordinated Dual Career approach. As a result, strategic measures on club level do not only signify a lived corporate social responsibility but further promise a concrete athletic return on investment: “Club support for off-field life, quality of free time, and time spent in social life predicted 21% of the variance in athletic engagement for early career players⁸.”

To conclude, a dual career is so much more than just a safety net, so much more than just securing livelihood and so much more than just a future tool. Rather, a dual career should be seen as a metaphor for the aforementioned passions, interests and talents and, hence, a metaphor for stability, balance and meaning, during and after a sporting career. Education itself only serves as the 'carrier molecule' of the manifold potentiality of athletes. This happens in the name of a greater cause and leads to a multi-directional impact: in favour of the athlete, in favour of sport, education and economy, and, in favour of the European community.





IMPORTANCE OF DUAL CAREER FOR A SPORTS CLUB

“Why on earth would a sports club focus on supporting dual career? This question has sometimes been asked in this exploratory study. More often, however, managers, staff members and experts of the organisations consulted pointed to the advantages that the club experiences when it does commit to the dual careers. An overview of the most frequently mentioned motives.

1. Stronger position in society

Research by the Mulier Institute⁹ shows that sports clubs are increasingly involved as partners in the social domain. In this study, it is striking that it is precisely the vital sports clubs that fulfill a broad social function and more often cooperate with social organizations such as the municipality, the sports association or a school. In a well-functioning programme for supporting the dual career of sports talents, a sports club works together with these parties and this cooperation can therefore benefit the vitality of the organization.

2. Sustainable Dual Career network

In supporting Dual Career, the sports club works in particular with education and business. In many cases, this creates a network in which new development opportunities arise for the sports talents and a goodwill on the part of the organizations involved to be jointly responsible for supporting these talents. Especially when this is also formally laid down in a pact, in which practical, but also substantive agreements are made with each other about talent development within the network. However, the network also offers many opportunities for the club

itself. Think for example of the useful expertise from education and business that will be available or new sponsors. Incidentally, it is a challenge for sports clubs to look across borders. For example, it can be strategically smart to work with other sports clubs in the region to support the Dual Career and to make joint agreements with schools or companies. Another option would of course be to collaborate with an elite sports center in the region, which logically has a great deal of expertise in the field of Dual Career. In the following chapters, many appealing examples of substantive cooperation with education and business are discussed. Below is a good example of hockey clubs that literally look beyond the borders in building a sustainable Dual Career network. And the example in Berlin where the Olympic Support Center Berlin works together with the entire Berlin education column and the business community and can therefore position itself as ‘Sportmetropole Berlin’.



Stick project (Erasmus + project 2018 – 2020)

Consulted by AUAS, S. Hakkers end 2018

Collaborating for more Dual Career chances

In 2018, five universities and five hockey clubs joined a partnership aimed at increasing the academic opportunities and mobility of talented athletes. This cooperation is fully in line with the European Commission's advice²⁶ to increase the 'athlete mobility' in sport and education. Board member Mark van Rijn of hockey club Rotterdam is delighted with the cooperation: "We have more support for the cooperation now that the European Commission supports it with a subsidy. The five participating top clubs all come from a city that also houses a large university. For many students, following a course in part abroad is the most normal thing in the world, but for elite athletes it is often impossible. Through this exchange, the cooperating clubs want to change this¹⁷".

Partners need to work for the good of the athlete

The hockey clubs in this project accept that this project is about the development of the athletes first, and if that objective is achieved, it will assist with future exchanges improving the flow of players, but also leading to them getting players coming back with more experience who can make more significant contributions in years to come. The agreement with universities is also about the length of exchanges, because as identified, students are more likely to want to go for a full season as opposed to short periods of time to ensure they get a higher quality experience, which is harder to get for just a few months.

Develop a standardized Dual Career scheme

An important first step in the first year of this project was to emphasise the benefits and importance of Dual Career as a sports club. According to the results of the focus groups in this project, it is important that each project partner endorses the importance and benefits of Dual Career in order to achieve a successful cooperation. This requires a lot of investment from a sports club to utilize the network and to convince the universities in a broad sense (all faculties) of the benefits for the educational parties. Think for example of students who experience more balance in their dual career, more foreign cooperation and opportunities, are linked to high performance, etc. In order to actually stimulate mobility, it must be possible to offer the same support and facilities in Nottingham and Barcelona, for example. In this partnership, therefore, a uniform programme is offered by the hockey clubs and universities in the five different cities. The project works with an accreditation scheme for universities to ensure that the universities deliver high quality Dual Career support.

"I FEEL LIKE IT ALWAYS SEEMS TO BE THAT IF YOU WERE TO GO AWAY, YOU GO AWAY EITHER FOR HOCKEY OR FOR YOUR DEGREE".

(HOCKEY PLAYER OF PILOT CLUB ²⁷)

Source: www.stickproject.eu/stick-project/



Olympiastützpunkt (OSP) Berlin

Visited by AUAS, S. Hakkers 29-aug-'17

Collaborating with the entire education sector

The OSP Berlin works closely with the entire educational sector in the German capital. An important project in this is the Verbundsystem Berliner Hochschulen (Berlin Colleges & Universities partnership), which cooperates with no fewer than eight major educational institutions in higher and scientific education. The idea is that the educational institutions together are better able to support Berlin sports talents and elite athletes in their dual careers and the cooperation is therefore mainly in the aspect of career counselling. The objective of this partnership is to stimulate and improve the dual career of elite athletes, to offer elite athletes more development opportunities in addition to the sport and to increase the number of elite athletes studying. The OSP Berlin considers it important that it works together with the entire educational sector, so that in its guidance it can also pay a lot of attention to the various transitions in the (educational) careers of elite athletes.

By career counselling attention for all phases in Dual Career

The OSP Berlin has a lot of attention for the different phases in the dual career of sports talents and elite athletes. For example, the OSP Berlin works closely with the Berlin Elite Sports Schools. For example, in the project "Bock auf Bachelor?", all students of these special sports schools in secondary education are given information on how to combine elite sport with study and are particularly focused on increasing awareness among these students that a dual career is possible. This project clearly shows that Berlin sport and education work closely together in this and that is a good signal for the students at the beginning of their dual careers. And of course also for their environment. The OSP Berlin also pays attention

in its career counselling to the actual transition from secondary education to higher education. For example, there is a transition management project for 'Elite Schools of Sport - Higher Education' in which early on, one year before the final exam, work is being done on a potential analysis in which, among other things, personal competencies and interests are being mapped out. Also at the start in higher education, talents are guided in combining elite sport and their education. Research by Humboldt University¹¹ shows that this leads to the desired results. Most of the sportsmen and sportswomen of OSP Berlin are (very) satisfied with their choice of study. The career counsellors are important to Berlin athletes in making these choices and also in making the combination of elite sport and study appropriate. It is important that the career counsellor also has a lot of contact with the coordinators in higher education. The career counsellors try to create more awareness of the challenges and opportunities that lie ahead in the dual career.

"WITH OUR COLLABORATIONS, WE STRIVE TO ENSURE THAT ELITE ATHLETES CAN STUDY BETTER, THERE IS LESS DROP-OUT IN SPORT AND EDUCATION AND THERE IS ALSO PERSPECTIVE AFTER THE ELITE SPORTS CAREER".

*(ANDREAS HÜLSEN,
CAREER COUNSELOR OSP BERLIN)*

According to career counsellor Andreas Hülsen, the working method of career counseling is always focused on looking ahead: "In the initial phase of the study, we try to think about their ideas and wishes regarding work placements or internships with talents right from the start. Over the years, we have built up a large network in which talents can gain this practical experience in a flexible manner. As a career counsellor, this is really a matter of investing and maintaining the network".

StartBlock program

"It helps if you live, do sports and study in a city like Berlin. Of course a city with many possibilities, but also a lot of unemployment. It's extra important to emphasize the added value of elite athletes", continues Andreas Hülsen. The OSP Berlin also does this by cooperating with the business community in the StartBlock programme, in which the elite sports centre cooperates with various sector organisations. In the programme, the career counsellors make connections with the professional world and agreements are made about coaches in the business world, work experience positions, internships and challenging starting jobs for (former) elite athletes. Thus, the OSP Berlin has succeeded in finding competent companies that would like to embrace the experience and expertise of elite athletes. The project has four building blocks, namely a kick-off workshop with extensive analysis, individual coaching of company coaches, training opportunities in business and work experience places. Samuel Schwarz was an elite speed skater and was part of the pilot phase of this project: "Through the cooperation between the Berlin business community and the OSP, I have been able to benefit for many years and gain an insight into various business sectors. That experience and insights have given me the confidence to give back a lot as a speaker and business coach".

Source: <https://www.osp-berlin.de/>



3. More holistic approach in talent development

Research suggests that, from the sporting perspective, the concept of Dual Career should be viewed not only as a means to ensure a career transition out of sport but also as a way to develop an athlete's identity by taking account of all aspects relevant to that¹². In addition, sports organizations are recommended to offer lifestyle, career, nutrition, medical and psychological support to sports talents to enable them to learn the skills in a responsible way in order to build a successful and responsible dual career¹⁰. Sport organizations do have a central responsibility in this and to create optimal and complete Dual Career services. All too often, parents of talents still feel that the support provided by sport does not pay sufficient attention to the personal well-being of the talent and his or her broader social and psychosocial development¹³.

4. Professionalization of the club staff

When a sports club is part of a sustainable Dual Career network, there are many opportunities for the further professionalization of the club's staff. New connections bring different expertise within the club and, especially for a technical staff, the pedagogical expertise of the education can be an added value. Coaches are increasingly becoming managers of the talent development programme. The training courses of coaches are increasingly focused on this. Also the actual cooperation with other specialists and experts within the Dual Career network improves the knowledge and competencies of the coaches of the club considerably.

5. “You are the club for Dual Career”

If a sports club organises its talent development in a responsible manner, this will certainly benefit the club's brand awareness and image. As a sports club, you radiate that the club considers it important that talents can develop themselves in a sound way. This can have an attracting effect on those talents who find it important to combine their sports career with a good education or a place in the labour market. For example for former French woman handball player Nodjialem Myaro (see interview further on). As a talent she could easily have gone to many top clubs, but chose the handball club from Metz. “As a club, it was ASTPP Metz who really cared about dual careers and where handball could be combined well with my other interests and education. I am still grateful to the club for that”.

6. More balanced and confident talents environment

A study among sports talents from France, Finland and the United Kingdom shows that a Dual Career path is important for many talents and that they do not consider the Dual Career format as compatible, but as complementary. Practicing a dual career benefits talents as it broadens their perspective, stimulates confidence and creates a feeling of security and balance¹⁴. It is precisely this balance and the ability to combine a training programme with school that logically reduces educational dropout, but also seems to have a positive impact on the sporting career longevity of athletes and their performance in sport¹⁵. And in the end it's a sports club aim to do that too of course!

INTERVIEW



EXPERIENCES OF DUAL CAREER CLUB MANAGER PEP BLANCHART FERNANDEZ JR.

Pep Blanchart Fernandez is the first Dual Career Club Manager of the successful handball club BM Granollers. In this interview Pep has been asked more about the project www.h4dc.eu and about the Dual Career at his club.

What does 'H4DC' stand for?

"Handball 4 Dual Careers (H4DC) is a collaborative project covered by the European Union's program to support education, training, youth and sport in Europe 'Erasmus+' and it is aligned with one of its objectives: Promote and support the good governance of sport and the Dual Career of athletes. H4DC creates a new collaborative platform between three different actors that in general conditions do not work together: sports clubs/federations, academic Partners and business representatives. It is a pilot program with three big pilot handball clubs: our club, Fenix Toulouse from France and IK Sävehof of Sweden. The European Handball Federation is also involved as an umbrella organization to help us disseminating our work. FESI is our partner for connection with the labour market and the Amsterdam University of Applied of Sciences was very important with their expertise on Dual Career".

What were the goals of the H4DC-project?

The creation of one multidisciplinary network of organizations working for the development of Dual Careers programs. In this network we have implemented at the three pilot clubs a Dual Career support service designed for sport clubs. A lot of best practices in this guidebook are implemented in our club and we are very confident about presenting the results this summer to the world of Dual Career. Especially the role of tutors and career counselors in innovative and an extra value. Due to the project we raised more Dual Career awareness which also led to new agreements with schools and universities".

How did you raised the Dual Career awareness in and around your club?

"Through many presentations, activities and workshops organization in our club for the different groups and stakeholders involved. At the beginning, we wanted to focus these activities on raise awareness on the topic of the Dual Careers. This is a concept that in our club is very present, everybody in more or less intensity, combines sport with education and a job, but no one knew that there is a term that describes this situation and, more important, that it is a topic where you, as a sport club, but also as a sport talent, can be involved in the improvement of the different situations and difficulties that can occur in this combination".

"As the topic of Dual Career was new in our club and we saw that a lot of actors and stakeholders are involved in the whole process we decide to invite different experts and keynote speaker to discuss this different topics to increase knowledge and little by little, see all opportunities that Dual Careers offers, not only for personal benefits, but also for organizations and institutions. To have a close relation and collaboration with both internal and external stakeholders is very important to increase awareness and make your 'action radius' get bigger and bigger".

Why is Dual Career an important topic for sport / handball clubs?

"In our country, in the past years, living through professional handball/playing in top elite division has stopped to be a way for living for the athletes. The economical situation that some of the sports clubs had suffer, putting in risk their economical survival, had made that all young talents that want to perform high level handball have to look for other things to do in their life besides handball. Combining education with sports, and a later inclusion to the labor market needs a lot of hard work and dedication and most of the young talents feel disorientated and lost when they face the problems that can occur".

"Dual Careers programs brings an opportunity for talents, but also for clubs to draw common path to tackle this situation and combine efforts in order to achieve mutual benefits. Talents can get more attention, dedication and improvement on their sport and social development and reach their full potential, but also clubs can achieve a high recognition and quality status that can lead to new opportunities to grow and become a reference around their territories. Through this development process, the transmission of certain values aligned with the practice of sport, and more concretely those related to team sports like handball, can be successfully integrated and benefit through the next steps and transitions in their life. At the end, the sport/handball club have a great impact on athletes lives and it is the responsible of this club to impact to the best and most beneficial way possible".

What has H4DC project brought BM Granollers?

"The project has brought a lot of things in our club. It has been a very good 'ice-breaker' and a tangible asset to go to external stakeholders, companies and educational centers, but also governmental institutions, to explain which is the mission of the club regarding talent development. H4DC give us a key to try to open new doors in order to get more collaborations with other organizations".

"Also this project brought knowledge and awareness on the topic of Dual Careers. Before that, everybody in the club had to deal with the problems regarding combining sports with education and employment by themselves with no support. Thanks to H4DC and the commitment of the club to be an active player in this situation as a solution provider, it gave to the club and its members (talents, coaches, parents, etc.) a platform to start taking care more seriously this topic and start to ask for help. The most tangible asset that people could see this it is through the incorporation of a new profile in the club structure as it has been the sports physiologist".

What are your most important insights after 2 years H4DC? What did you learned?

"Dual Careers is a long-term option that your sport entity can follow. It can determine the essence of your organization and differentiate you from other clubs/sports organizations around your area. For a success in the Dual Career path, it is mandatory to have a serious commitment in the topic and put all resources and efforts available towards the accomplishment of the different goals that you previously set for offering a good DC program. It is not a topic that you can do it "half-way", it requires time, work and that all internal and external stakeholders go together at the same direction and need to have the same vision for the future development of sports talents".

"In order to develop a very well structured service, you need to know very well which will be your plan, who will you need their help, what will you need to ask and what can you offer to all different stakeholders, more in concrete the externals. It is very important to spend

some time and resources to research, ask for opinions and visions, understand the different realities your stakeholders are living and know 'your organization'. Communication is essential to bring all actors together and make them part of the system, so make sure you know them and know how to effectively communicate what they need. All these actions demand a high degree of previous planning as a lot of parts are involved and sometimes it is difficult to align everybody to meet in a room. Setting short-term, mid-term and long-term view goals and objectives can help you on focus and be determinate for building your Dual Career network".

“THE MOST TANGIBLE ASSET THAT PEOPLE COULD SEE THIS IT IS THROUGH THE INCORPORATION OF A NEW PROFILE IN THE CLUB STRUCTURE AS IT HAS BEEN THE SPORTS PSYCHOLOGIST”.

What were the difficult aspects in creating a better Dual Career scheme at your club?

"In the beginning of the implementation, we had trouble engaging stakeholders as we could not effectively communicate what we were trying to do and why we need their help. As communication improved, we saw better engagement in the activities we organized. Athletes also showed more interest in taking part in the project. It is very important to know and understand an individual situation in your club to provide the right support to make this work. Also to know the individual situation of your coaches. In most cases coaches themselves also have a Dual Career and that makes it sometimes difficult to practically involve them. I see also a good option to involve coaches in Dual Career programs, because this makes them immediately aware of the benefits of Dual Career. But we are a very big club, a lot of teams and players, but with a non-professionalized structure. Neither of our coaches and tutors fully work for the club, so at the end it is difficult to ask them for time and commitment to this project and deliver a good quality work as they have other responsibilities".

"H4DC it is a very generic project to develop new Dual Careers programs. It helps the club to oversee all the possibilities but as we have limited resources and internal structure, it has been very difficult to actually try to reach all the topics and areas that the project opens for the organization. For example, we could work less with bronze groups and secondary schools centers as this particular group does not express much necessities to be met and request our attention as other groups did, so at the end, we could not develop more this part of the pilot program. For the club, it would be better if this project would be much more specific for a target group and a certain necessity to be met. For example, to increase employability for the gold talents, or give better solution to student-athletes that have difficulties with their time or exams schedules at the universities".

“THE DUAL CAREER TOPIC IS VERY WIDE AND THERE ARE A LOT OF OPPORTUNITIES TO BE INVOLVED AND TO DEVELOP AS A CLUB”.

What do you advise other sport clubs to start up a Dual Career scheme?

"The first advice I would give to other sport clubs is to really know and understand your situation inside the club, which are the needs from your people and in which Dual Career environment are you surrounded in. This is very important to set feasible and realistic goals and to give you a clear vision in what your organization wants to work in. The Dual Career topic is very wide and there are a lot of opportunities to be involved and to develop as a club, but it requires a lot of time and dedication to actually see some results. I suggest to target one or two areas of work and dedicate all your resources available to develop those areas and get inspired by the best practices of this study. Focusing and have very clear what you want and what do you want to achieve in the future, is essential to have success".

"Communication is key. Make sure that all your stakeholders understand which is your vision and goals, how are you going to develop your program and very important, which is the role that your internal actors will play on that. At some point, you will require their help and involvement in your program in order to keep building it up and improving the different areas. All of you have to work together and go in to the same direction. Don't hesitate to constantly explain what are you doing, meet with your people, ask their opinion and most important, what they need".



HOW TO CREATE A STRONG VISION ON DUAL CAREER?

The organizations consulted in this study were asked how they came to their clear vision on Dual Career. These tips are very useful for sports clubs that want to develop or sharpen this vision. And of course the vision of two organizations that are pioneers in Dual Career support in Europe will also be briefly discussed.

Consultations with experts in Dual Career

The Dual Career concept has become increasingly professional in recent years. Fortunately, Dual Career is increasingly high on the agenda of the National Olympic Committees (NOCs) and most of these organizations have a Dual Career Manager. This official is often responsible for the Dual Career policy of sports organizations in the country concerned. In this study, a number of these managers were spoken to and it appears that these managers are often in close contact with sports associations and sports clubs that want to take the support of dual careers to a higher level. A number of colleges or universities in Europe also focus on research and advice on Dual Career. Researchers or advisors of these institutions are increasingly involved in the further professionalisation of the Dual Career policy of sports organizations. In developing its vision, a number of organizations have set up a special committee with experts in the field of Dual Career, as well as experts from the sports, education and business sectors.

Use of guidelines and standards in Dual Career

At the European level, the Dual Career Guidelines were drawn up in 2012 by an expert group²⁴. These guidelines provide direction for the different sectors involved in supporting the dual careers of sports talents. These guidelines were addressed primarily to policy makers in the Member States, as inspiration for the formulation and adoption of action-oriented national Dual Career guidelines and to raise awareness at national level about the concept of Dual Career. But it also contains a number of basic principles that can help policy makers of sports associations and sports clubs to develop a Dual Career vision. In a number of European countries these guidelines have been translated into national guidelines that are inspiring for the sectors involved. For example in Sweden¹⁸. The World Players Association drew up 'The World Player Development, Wellbeing, Transition and Retirement Standard' in 2017¹⁹. The World Players Association believes that all players should be working in environments that promote their long term personal

growth in addition to sporting excellence. All players should be empowered to develop their character and skills to grow personally and manage both the demands of their sports and the transition into meaningful callings once their sporting careers have concluded. Moreover, the long term physical and mental health and social wellbeing of players should be maximised before, during and after their athletic careers. The standard drawn up has eight different components. In particular, the sections Education, Health & Wellbeing, Player Development Agreements, Transition and Working Environment and the associated action points are practical and useful for sports associations and sports clubs in determining their Dual Career vision.

Focus groups with involved stakeholders

"This is a historical moment. The school, parents and the people from the rowing club are together at one table". This is a statement by a parent of a rowing talent who was part of a focus group at a pilot club from within this project 'Innovative Clubs for Dual Career'¹⁶. In this project, this method was used within the Needs Assessment at the clubs. This method was carried out by experts from the research group 'Topsport & Onderwijs' of the Amsterdam University of Applied Sciences and appears to have helped the pilot clubs in the (further) development of their vision. By doing this with a number of the stakeholders involved, a lot of support is created for a shared vision on Dual Career within the club's network and how the stakeholders want to shape responsible talent development together. It has helped to get the stakeholders involved on the same wavelength for optimal support of sports talents.

Inspiration by best practices

Many of the experts consulted stress the importance of more professionalisation of Dual Career structures in sport. An overview of best practices in the sports sector regarding the support of dual careers is lacking. This has been an important motive for the Amsterdam University of Applied Sciences to carry out this study and publish this guidebook on best practices in Dual Career on how sports organisations can optimize their structures. Precisely to inspire sports clubs in a practical way to develop or sharpen their Dual Career policy.

The next two best practices are organizations that have firmly established the guidance of the dual career in their policy and that clearly speak out about the benefits of a dual career.



INTERVIEW SESSION AS PART OF THE NEEDS ASSESSMENT OF CLUB NATACIO BANYOLES



Talented Athlete Scholarship Scheme

Visited by AUAS, S. Hakkers & C. Vervoorn 17&18-nov-'16

Establishing a strong Dual Career system

First of all, it is important to note that the Talented Athlete Scholarship Scheme (TASS) is not a sports club, but a government-funded program to support and fast-track young sporting talent. It is a unique partnership between sport and higher and further education, designed to cater for the needs of athletes within the educational system. To this end, TASS works with various sports associations and sports clubs to stimulate the dual careers in an optimal way. In addition, the United Kingdom has a special structure in which clubs can be part of the educational system. The core of TASS' working method is to create a system in which government, sport, education and business are jointly involved and responsible for the dual careers of talented athletes. A good example is the recent collaboration with the FA Women's Super League Academies. "The FA and FA Women's Super League Clubs are working in partnership to establish a genuine Dual Career Academy system that brings together the clubs, further education and higher education institutions with the assistance and support of the TASS network," explains FA Academy manager Tony Fretwell. This support is provided through ten TASS delivery sites, bringing together TASS specialists and accredited educational institutions and providing services in the areas of strength and conditioning, physiotherapy, lifestyle support, nutrition and sports psychology. TASS and its vision on Dual Career is mentioned as a best practice in this chapter, because a sports club (possibly together with other sports clubs) can also develop its own type of delivery site, where the club works together with educational institutions and specialists that fit the vision of the club and certainly underline the importance of Dual Career.

Establishing and sharing of a practical vision on Dual Career

TASS clearly describes in its 'Dual Career Game Plan' what it means by Dual Career and what it does not mean either. According to this policy plan of TASS, Dual Career is the development of a partnership to provide an opportunity for an individual to reach their sporting, academic, working and life potential. According to TASS, for example, there is no question of a Dual Career when an athlete is studying for a sport related qualification, because that is the only option, when an employee is recruited purely because he or she is an athlete or when sports is looking for education and business sectors to resolve issues they have created. To support talents in their total development, TASS provides an extremely practical support service at the special delivery sites with workshops in the field of time management, transition management or interview techniques. This to learn the talents transferable skills and to make them ready for the transition into the 'real world'. The staff of the club or schools should be made aware of the student's or athletic status of the sport talents, in order to initiate more flexibility and communication and raise awareness of their unique situation. The Dual Career program of TASS is talented athlete driven, in terms of that talents take the initiative and responsibility for their own alternative work plans, once granted flexibility by the staff of companies, education and also the sports club. This practical vision of TASS is extremely inspiring to establish a vision as a club for an optimal support of dual careers and the formation of a sustainable Dual Career network.

"DUAL CAREER IS ALL ABOUT THE RIGHT PARTNERSHIP".

(GUY TAYLOR, DIRECTOR TASS)

Quality assurance of Dual Career support service

TASS has developed standards and training courses to guarantee the quality of Dual Career support service. For example, there are courses for Dual Career support providers in sports and education. The Talented Athlete Lifestyle Support (TALS) is a good example of this and is an introduction to the principles and practice of supporting and advising talented athletes in education and sport, as well as managing their personal development and lifestyle. A sports club with the will to support dual careers in an optimal way would do well to invest in staff by means of this type of training to support them with theoretical

and practical foundation for any individual advising or mentoring talented athletes. More and more educational institutions and coach courses are including the Dual Career theme in their programmes. This creates more opportunities for further professionalisation. More about these programmes and the TASS programmes follows in chapter three. Also with regard to the cooperation with schools, TASS has developed a clear accreditation system, which schools must comply with and this will be discussed in the next chapter. This system can serve as an example for a sports club to determine which quality requirements the cooperation with the educational sector must meet.

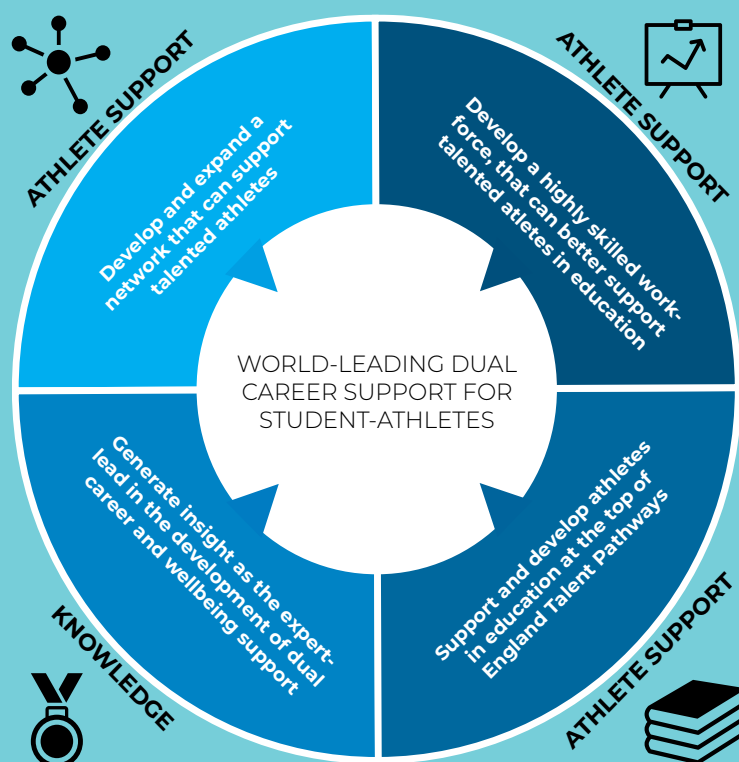


Figure 1.1 the four work areas of TASS (Source: <https://www.tass.gov.uk>)



Verein KADA

Visited by AUAS, S. Hakkers 11 & 12-apr-'17

A whole system approach

The Austrian Dual Career structure represents a holistic bottom-up concept made of two progressive and intertwined pillars: Dual Career development and a national employment service. This signifies that Austria continuously supports athletes in all stages of their sporting career. The Dual Career development service ensures the successful combination of a sporting career, profound school respectively adult education and vocational experience, tailored to the individual situation of the athlete. Built on this integrated development made possible parallel to the sporting career, the employment service in cooperation with the Public Employment Service Austria integrates retiring athletes into the labour market. The macro scheme is systemically initiated by the so-called 'Talent competence centres and special models' in the nine federal states of Austria. In these centres, talented athletes from 14 years on are provided with three main services: school education tailored to the specific needs of competitive sport, a professional training structure in close cooperation with federations and clubs and a surrounding lifestyle support including medical, nutrition and psychological services.

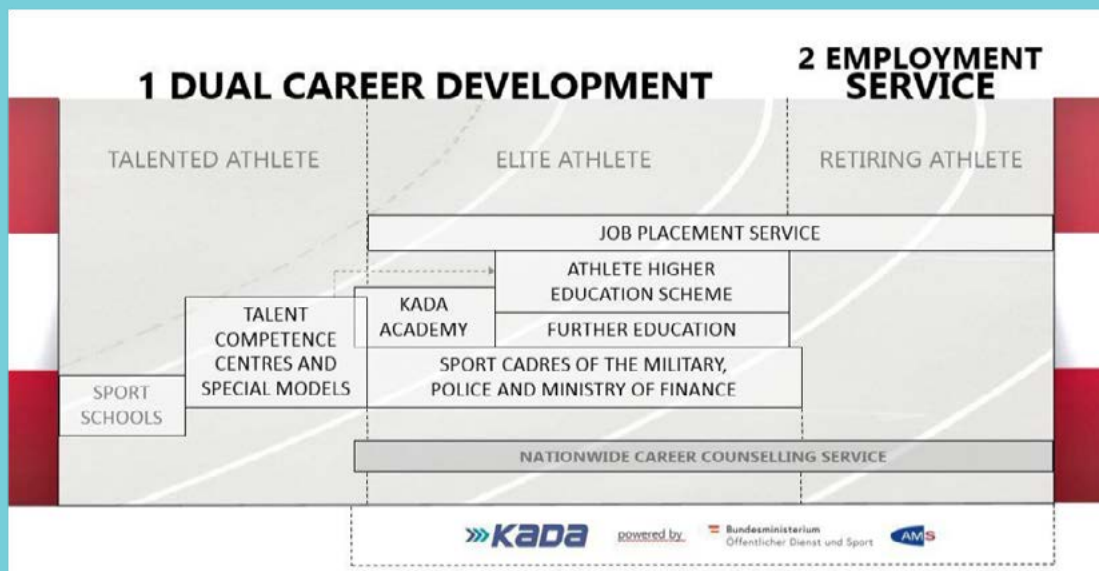


Figure 1.2 the Austrian Dual Career scheme

In reference to the Austrian macro scheme, for sports clubs, there is a challenge to develop such a scheme at micro level, in which the club establishes sustainable connections with education and the labour market. The career counselor plays an important role in linking this network.

Start early with support in Dual Career

To ensure an ongoing Dual Career support after school, Austria has installed one national Dual Career organisation named KADA. This means that talented athletes in Austria stay within a continuous support structure. Founded in 2006, KADA is funded by the Federal Ministry for the Civil Service and Sport and the Public Employment Service. Only in 2017, KADA has delivered services to athletes out of 77 different sports. 2 thirds of these athletes are younger than 25 years old which highlights the importance of early Dual Career measures.

Professionalization of counselling services

The functional centrepiece of KADA's services are 16 Dual Career counsellors who operate nationwide. These career counsellors are important for sport talents. They accompany on their dual career pathway. These career counsellors are important 'route guides' for sports talents. The career counselling is mainly about educational orientation, career planning and job placement. Thus, the career counsellors can be perceived as the 'linking pin' in the Austrian Dual Career system. They support athletes in optimally benefiting from the national programme by individually merging education and the labour market with their sporting reality.


Most of the counsellors of KADA are former elite athletes themselves with a versatile professional background. A particular focus in their recruitment is put on a training background in psychology, psycho-social counselling or human resources management. Wolfgang Stockinger, Founder & CEO of TWIN and former Head of Career Development of KADA, accentuates the significance of formal qualification

of career counsellors for the establishment of a concrete job profile: "Career counsellors, lifestyle advisors or player development managers: sport and educational systems know a number of job titles for those people who deliver inter-personal services to athletes. All of them advise these athletes on a large variety of decisions in normative or non-normative career transitions. To fulfill this task responsibly, specific and profound training in counselling is required. Accompanying dual careers in sport must evolve from being seen as a random add-on into a professional service delivered by highly-skilled experts".

**"ONE OF THE BEST PRACTICES
IN EUROPE IS UNDOUBTEDLY
AUSTRIA AND KADA WHICH
MANAGED TO PROVIDE SUP-
PORT TO MORE THAN 700
ATHLETES IN 2017".**

*(AGATA DZIARNOWSKA,
POLICY OFFICER OF EUROPEAN
COMMISSION³⁶)*

Source: <https://kada.co.at/>



OPTIMAL DUAL CAREER FACILITIES AT SPORT CLUBS

During working visits to sports organizations with a strong vision on Dual Career it is striking that that clear choices can be made from a strong vision about which facilities are appropriate. It should be noted, however, that with regard to this pillar, the best practices were those that have ample financial budgets for talent development. Therefore, this chapter and the following chapters have tried to highlight precisely those aspects that are not directly related to the financial possibilities. Despite limited financial possibilities, a strong vision and a creative approach can go a long way, and this certainly also applies to supporting Dual Career in sport.

The report on the minimum requirements of Dual Career services¹⁰ discusses the necessary facilities and states that there must be good sleeping facilities (if needed), restaurant or option to serve or prepare healthy food, high-level sports facilities and rooms to study or relax. This will logically depend on the level and location of the sports club or the type of sport. A special room at a sport club should be there or created at the club, in which talents can eat, meet each other and work together. This should be a safe place where talents can feel it really is their place. This can be achieved by letting talents and coaches participate in the creation of this room.

It is important that the sport talents can have their dinners at the club. Often these talents travel directly from school / work to the clubs or vice versa. Therefore, cooking facilities, a microwave oven and refrigerator should be available for the talents. To be able to do work at the club, the room should have several work stations with access to internet, at which talents can join in working together on school or sports assignments. The room can also be used for work meetings or workshops. In the ideal situation the room should offer the talents possibilities to relax. This can stimulate the bond between talents. For example, there could be a football table, pool table, game corner or area for yoga or sport mindfulness.



Topsport Noord

Visited by AUAS, S. Hakkers 16-aug-'16 & 15-feb-'18

Some of the young sports talents of the Centre for Top Sport and Education in Heerenveen are housed in a senior residence. According to Willem Veldman (director of Tosport Noord), the senior flats in Heerenveen are a good operating base. "The rhythm of the elderly and the elite athletes fit perfectly together. In the morning at seven o'clock most of them start training. From eleven to three there, is time for school or study, before starting the second training. Around six o'clock the food is on the table. After that, everyone goes their own way and then goes to bed in time. Structure in a quiet environment is the success factor of this solution. The senior flat had to cope with vacancy and is now fully alive. The young elite athletes have many loyal supporters and the interaction with the elderly also keeps the sports talents with both feet in society".

Source: <http://www.topsportnoord.nl/>





AFC Ajax Amsterdam

Visited by AUAS, S. Hakkers 5 & 6-apr-'17 & 31-oct-'17

A specific person coordinating the Dual Career pathway's

Combining elite sport and education has been high on the agenda at AFC Ajax for years. Since the seventies the club broke through on the European football fields with the 'total football' of Rinus Michels and since that time the club also has a study and supervision committee. It is for a reason that club legend Johan Crujff founded Crujff University and that one of the most successful coaches Louis van Gaal preaches the total human principle. It is in the DNA of this football club to offer talents broad development opportunities. Since 2010 Ger Boer coordinates the educational matters and the social guidance within the club and is therefore the contact for all parties involved for the dual careers within AFC Ajax. According to him, it is important that you have a strong pedagogical background in your role as coordinator of Dual Career, but also know the laws of elite sport. "You have to be a strong person, because on the work floor you have of course the necessary discussions with the coaches or with parents. I always keep the importance of talents in mind and sometimes that is not a place in the first team, but a second chance at school".

Educational program and facilities at the club

The club has concluded an educational agreement and with it an intensive cooperation with the schools of talented footballers. The club is also looking for opportunities for players who enter youth education from abroad to continue attending school in the country in question. This is made possible in part because the club has a modern school building at its training location, appropriately called the

'School of the Future'. It has several classrooms, a large kitchen, places where players can rest and relax and a language centre. Many players from the successful youth training course end up in foreign competitions and are already laying a good basis for a successful transition. The foreign players learn the Dutch and/or English language. The players follow a normal program at their school. From the secondary school onwards, the youth players are expected in the afternoon. At half past three, the players are at the training location and then receive two hours of training, then one and a half hours of study guidance and end with a sports meal. The hours that the talents cannot follow at school, are made up at the club. This is done with intensive homework supervision and tutoring by a total of sixteen teachers and a concierge. In order not to lose its connection with the European elite, the club wants to make even more training hours. The good thing is that the club does not put a package of requirements on the table in education, but enters into dialogue with the schools in order to arrive at a balanced Dual Career programme.

Focus on own responsibility and an individual approach

The risk of (professional) talent development programmes is that talented sportsmen and sportswomen will be over-pampered⁸². The athletes are picked up in the morning by vans, athletes are sometimes taken by the hand too often and in education there is often a standard package of facilities that is offered to elite athletes. AFC Ajax is aware of this risk and pays a lot of attention in its programme to individual customisation and the personal responsibility of the talent. In the Dual Career policy plan of the club, the following arrangement

**"WHEN BOYS SHOW CHARACTER AT SCHOOL,
YOU OFTEN SEE IT ON THE FIELD".**

*(GER BOER, MANAGER EDUCATION AFFAIRS AND SOCIAL
GUIDANCE AFC AJAX AMSTERDAM)*

is mentioned with the eleven characteristics that a footballer within the youth training is trained to and where players are encouraged to take their own responsibility. "For years it has been a basic rule that poor results or motivation at school do not automatically result in exemption for classes to use that time for training at the club. And the talent is responsible for monitoring this and indicating if things are not going well at school". This method fits perfectly with the advice of experts to sports organizations¹⁰, where the basic principle is that talents themselves must be responsible for their development and career choices.

Own training to become a professional football player

In many professional sports clubs, there is a chance that a talent will eventually only focus on the sport and therefore will not complete his education with a diploma. "We cannot guarantee that players will continue to play football until they are thirty-five and certainly not that they will be financially independent. The latter is reserved for a few boys and we try to make this clear to our players from the very first moment". In order to ensure that all AFC Ajax youth players obtain a basic qualification, the club, in cooperation with a regional education centre, has launched a training

course for professional football players. "The boys who go to higher education or university often have a clear idea of their future," Boer says. "Secondary vocational education is a more difficult group in elite sport. With this recognised vocational training we offer the boys a training on economics, healthy nutrition, movement theory, media guidance and lessons in posture and behaviour". This cooperation between sports club and education is particularly innovative and useful to offer all players a basic qualification and can therefore serve as a first good step for the club's Dual Career programme. But the Dual Career concept is more ambitious and states that a sports talent can develop his full potential and certainly also in education.



Source: <https://www.ajax.nl/>



1. Is **responsible** for his own behavior and development
2. Has **respect** for himself, others and his surroundings
3. Always wants to **win** and get the best out of himself
4. Is an **example** of the best youth department and thus an example for others
5. Works in an optimal way on his technical, tactical, physical and mental **development**
6. Is **disciplined** on and off the field
7. Has **fun** playing football
8. Shares a goal with his team members and loves to **cooperate** to achieve this
9. Has the **ambition** to optimally develop himself
10. Takes **initiative**
11. Is **creative** in acting and the making of choices

figure 1.3 The Dual Career behavior of players of AFC Ajax Amsterdam

INTERVIEW

Nodjialem Dyara:

“DUAL CAREER IS AN INVESTMENT FOR LIFE”.

Nodjialem Myaro has built a solid record of achievement in handball with a total of 151 caps for the French national team, in which achieving the world title in 2003 was an important highlight. After finishing her career as an elite athlete Nodjialem remained loyal to elite sports. Since 2013 she is chairwoman of women's professional handball league in France and since 2017 she is the chairwoman of the Women Handball Board next to her job as a clinic and sports psychologist. In this interview Nodjialem talks about the choices in her dual career, her role and that of other stakeholders in Dual Career programmes.

Is Dual Career an important topic for the Handball Associations?

“Yes it is. Dual Career is a very important topic for the handball sport and we need to do more. Not a lot of players can make a living from handball, so there is a need for combining the elite sports practice with a study or work. Especially for women it is even more difficult. The federation can push the clubs in the right direction and inspire them about why Dual Career is such an important topic. For this reason we are very happy with the project 'Handball 4 Dual Careers (H4DC)' as it is a good example on how a handball club can start working already with young sport talents in developing a Dual Career mindset. We have to convince the sports clubs that a dual career in balance can lead to better performances on the field. I am 100 percent sure about that. My dual career learned me a lot, that you can do many things in life if you like these things. Because of the fact I learned this lesson early on, I am now able to combine my job as a sports psychologist with my chairwomanships in handball”.

As a sports psychologist you are involved in the H4DC-project. How are your experiences so far?

“These projects always take time to show the results, but I can see already a positive change at Fenix Toulouse. For example last year one player of the club was really sad. He is a smart student at an ambitious university. But he had a lot of issues and was very tired for a long period. Due to this project the staff of the club is now talking with universities and did find a solution for this guy. And now he is performing really well in both domains. If we can make such big differences for young talents, it is amazing. In general I can say that due to this project the club has a better understanding of the lives of their athletes”.

You played for different clubs in France and Denmark. Did they had attention for your Dual Career?

“When I was 18 years old I got a lot of options to move to more professional clubs. Then clubs from abroad. It was ok for my mother that I moved to such a club, but we had to make a deal that I must combine it with a study. We lived in Chad before and my parents specially moved to France to offer me, my brother and my sisters a good life. Handball is a true passion for me, but my other passion is psychology. We looked for a club where it was possible to combine this study with elite sports on a good way and the handball club in Metz was perfect in this regard. The club looked for an apartment close to the university and paid my university costs. So I moved when I was 18 years old to the North of France and this was a very good experience. We won a lot of prices and the club was really supporting me. And it was also important that it was not only one person who had the Dual Career vision, but it was a common culture of that club to invest in broad talent development”.

What is important to create such a culture in the club?

“We all know that coaches have a very crucial role in this. It is my belief that the first step is to talk with coaches of the young sports talents and to educate them. A good coach is not only focused on sports and must consider the other parts of athlete's life and must be aware of the benefits of Dual Career. I experienced this often in my work and for that reason we are giving training sessions for coaches with CREPS Toulouse and at the university here in Toulouse. I always ask coaches the next questions: “who are you?”, what kind of coach do you want to be?”, “what do you know about your athlete and what does he or she need?” and “what information do you need from and about your athlete?”. By asking these questions you make coaches more aware of their role in Dual Career”.

And what is a next step for you in optimizing Dual Career support?

“At my work at CREPS Toulouse we are really focusing on creating a sustainable circle between the coach and the sports talent. In this circle there must be a good communication and evaluation between both. As a sports psychologist I try to boost this process. In this process we are not only evaluating these persons on the performances in sport, but we see them both as whole human beings. Therefore sports clubs need to develop professional Dual Career teams with specialists like mental coaches and career counsellors. In these multidisciplinary team meetings we are monitoring the broad talent development of athletes and I think this must be the next step in a lot of sports clubs”.



IMPROVING AWARENESS OF STAKEHOLDERS IN DUAL CAREER

The interviews in this study clearly show that an effective Dual Career programme also pays a lot of attention to increasing Dual Career awareness among the sports talents and also among the important stakeholders in the environment of the sports talents. In the following chapters, especially in chapter four, there are a number of interesting examples of increasing this awareness among talents. This section shows how a sports club can increase awareness among parents, in education, in business and their own coaches. Important conclusions are shown from research by Knight & Harwood²⁰ into the role of entourage in supporting dual careers of young sports talent in five different sports. The president of the European Athlete Student (EAS) also discusses the importance of this subject. The EAS organization is a partner in many projects in which the focus is on increasing Dual Career awareness. For each stakeholder, distinctive best practices are discussed and the most important tips from relevant studies are listed. Finally, there follows an overview of popular methods to increase the awareness in Dual Career among sports talents and other stakeholders.



Dual Career awareness training session for coaches of IK Sävehof and BM Granollers

Dual Career Quality Framework

The study into the minimum requirements for Dual Career services¹⁰ as led to a Dual Career Quality Framework. The purpose of this tool is that European member states can evaluate their Dual Career policy in a targeted way. It also provides a good picture of the components of a Dual Career system at the macro level. Whether it is on macro, meso or micro level, experts believe that elite athletes should be in the middle of a Dual Career framework or program. Their own motivation and actions are the basis for successful support. This principle is particularly important when increasing Dual Career awareness. Most attention must be paid to the early awareness of the talents of their own dual career, what that entails and what a dual career can bring them. The elite athlete is also in the middle, because they are ultimately responsible for their own development. Experts believe that a sports club should always try to convince its sports talents and their entourage of this. The entourage surrounding them should also be involved and fully aware and supportive of the possibilities provided by services for Dual Career. Unfortunately, this is often not the case. The entourage in the Quality Framework below includes parents (relatives and friends), coaches (sports managers), teachers and employers. Below are some good examples of how the organizations consulted involve these stakeholders in talent development and make them more aware of the Dual Career concept.

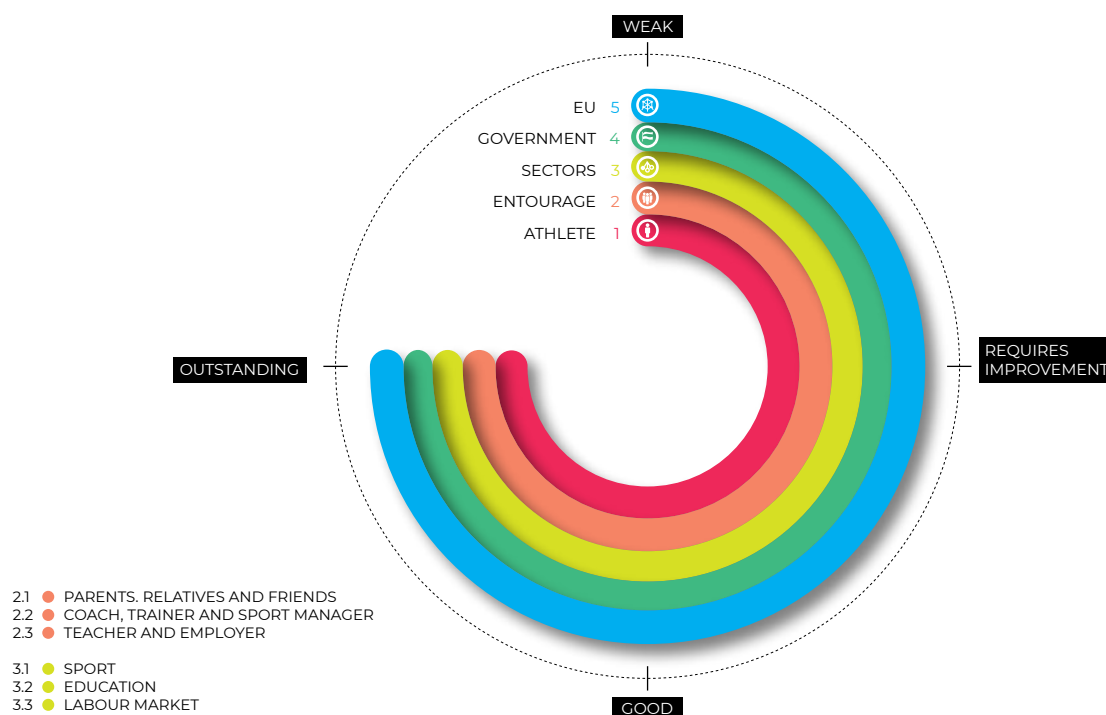


Figure 1.4 Dual Career Quality Framework¹⁰



TIPS FOR ALL ENTOURAGE MEMBERS IN DUAL CAREER

(Based on consultations, Knight & Harwood²⁰ and Swedish Guidelines on Dual Career¹⁸)

1. Ensure that sport talents' entourage includes sufficient individuals to attend to talents' dual career needs.
2. Identify specific roles for entourage members to support sport talents' dual career but encourage support to be provided in an integrated and personalized manner.
3. When creating a support network for sport talents, make sure it comprises individuals who value education and understand the need for sport talents to continue their education for future success and sound talent development.
4. Ensure all entourage members are aware of the personal and sporting benefits associated with maintaining education and engaging in a dual career.
5. Examine the physical, cognitive, and emotional demands of the sport in which sport talents are involved so that challenges to maintaining a dual career can be anticipated. adapt educational, work or sport requirements to help sport talents to manage these demands and find a balance.
6. Identify particular times when training, competition, academic or work demands are likely to increase or crash. be supportive and flexible for sport talents and stimulate forward planning.
7. Educate sport talents regarding how to succeed in their dual career. then trust sport talents to know what they need to do at different points to enhance opportunities for success in their dual career.
8. Identify particular points of contact in the domains of the sport talents' lives (e.g. sport, education, work, private) and ensure regular contact is maintained in this athletic triangle.
9. All entourage members should engage in frequent, planned communication regarding sport talents's dual careers and commitments and monitor their progress and engagement.
10. Encourage sport talents to communicate with all members of their entourage regarding their dual career. sport talents need to communicate open and clear, dare to ask for help within their entourage and network with them and other sport talents and athletes.

IMPROVE DUAL CAREER AWARENESS OF COACHES

“I’VE NEVER SEEN A COACH FROM A PROFESSIONAL CLUB EXPLAIN AT A PRESS CONFERENCE THAT HIS PLAYER IS NOT PLAYING BECAUSE OF EDUCATIONAL OBLIGATIONS. ONLY WHEN THAT HAPPENS THERE IS A REAL DUAL CAREER”.

(STEFFEN WICH, HEAD COACH BAKKEN BEARS BASKETBALL)



Train-the-Trainer of Verein KADA

Visited by AUAS, S. Hakkers 11 & 12-apr-'17

Verein KADA tries at an early stage to convince sports talents of the advantages of a Dual Career and a good balance between sport and education (or work). That is why the career counsellors of this organization pay a lot of attention to increasing Dual Career awareness among talents and the important stakeholders around the Austrian sports talents. For example, the career counsellors visit the graduation classes of the Elite Sport Schools in Austria and ‘awareness workshops’ are offered to the students of these schools. This is to convince them of the benefits of Dual Career and to explain that combining elite level sport and study is possible. KADA also tries to achieve exactly that with the ‘Train-the-Trainer workshops’ it offers to coaches of top sports organisations. In the career counseling, KADA notes that coaches have a lot of influence on the dual careers of sports talents

and are often their direct road counsellors. KADA also notes that coaches are often not well informed about the advantages and possibilities in Dual Career. In the ‘Train-the-Trainer workshops’, the coaches are taken into account in the principles of responsible talent development and how they can contribute as coaches to a responsible sporting and personal development. It is also important for coaches to realize that they are not alone in this and that there is also support for them in Dual Career programmes in guiding their dual careers. “I often tell them my own experience. I spent a year fully dedicated to ski jumping, but my sports performance just went down. It is good when you, as a sports talent, can also focus on other interests and developments,” says career counsellor Bastian Kaltenböck, who can ultimately look back on a very successful dual career of his own.



TIPS FOR COACHES IN DUAL CAREER

(Based on consultations, Knight & Harwood²⁰, Elling et. al¹³ and the study on minimum requirements for Dual Career Services¹⁰)

1. Explain coaches the sport club's vision on Dual Career.
2. Coaches need to be educated about the dual career situation of the individual sport talents.
3. Coaches need to be trained on the goal, benefits, impact and requirements of Dual Career (via university or sport association).
4. Organize Dual Career awareness sessions for coaches (exchange between coaches, training by sport association / university / Dual Career experts, work visits to other elite sport centers or elite sport schools).
5. Address that coaches also take responsibility, or at least notice, of the educational development and not only care about the sporting development.
6. Stimulate coaches to take an interest in the education and personal development, when necessary and appropriate, and to help sport talents to prioritize their education or personnel development over sport.
7. Make it clear to coaches that sporting development should never be at the expense of healthy, general (psychosocial) development and the well-being of young sports talents.
8. Coaches need to involve parents and teachers (and employers) in important decision making concerning the dual careers of sport talents.
9. Let coaches explain the other entourage members about the demands sport talents encounter. coaches need to work together with them and provide alternative opportunities to ease the pressure sport talents might encounter.
10. Create coordination and more shared responsibility within the support team. plan structural consultation moments between the coach and the support team to discuss the development of sports talents and therefore also put their social and psychosocial development on the agenda.

IMPROVE DUAL CAREER AWARENESS OF PARENTS

“WE SHOULD NOT FORGET THAT PARENTS ARE OFTEN ULTIMATELY RESPONSIBLE FOR SPORTS TALENTS UNDER THE AGE OF 18 AND HAVE A GREAT INFLUENCE ON THEIR CHILDREN’S DECISIONS. IT’S BETTER TO EXPLAIN TO THEM HOW YOU WORK AS A CLUB AND THAT IT’S ALSO UP TO THE CLUB TO DEVELOP TALENT RESPONSIBLY”.

(BERND STUMPE, ROWING COACH SC MAGDEBURG)



Empatia-project (Erasmus + 2018 - 2020)

Consulted by AUAS, S. Hakkers end 2018

Quality Framework for parents

The purpose of the project is to establish an online multi-lingual educational programme for parents of young and talented athletes involved in a dual career path. The educational programme will be based on evidence-based knowledge on dual career parenting, and on eminence-based knowledge of parents' experiences, perceptions, opinions and needs in supporting sport talents in their dual career. A conceptual framework of Dual Career parenting will be developed. This framework can be used by sports organizations in their workshops for parents of sports talents.

Share experiences with parents

An essential part of this project is that the consortium enters into dialogue with parents of sports talents. This is based on the idea that parents can also learn a lot from each other when it comes to the dual career of their children. Parents can also get support from each other. Furthermore, these parent meetings offer the project team the opportunity to taste what is going on with parents of sports talents and what support can be valuable for them. That is exactly what a sports club can do when organising parents' meetings. It also offers sports clubs the opportunity to involve parents in the club's language development and Dual Career programme. This is precisely where the opportunity lies, because parents may have good access to educational institutions and the business community.

Source: <https://www.empatiasport.eu/about>



'My child in sports' of Verein KADA

Consulted by AUAS, S. Hakkers end 2018

Parents often have many questions about their child's dual career. How can I best support my child in his or her talent development? How can sport and school unite? What is the best nutrition? What psychological or other support does my child need and is available? How can I protect my child from the danger of doping? These are very logical questions for parents of sports talents. That's what Verein KADA considered and that's why it and (former) top athletes and scientists have written a very practical book in which parents can find answers to these questions and thus be better able to offer support in their child's dual career. The purpose of this book is to give parents a practice-oriented view of the world of elite sports and to give them more insight into what is involved in a dual

career. For example, there is content on subjects such as the course of a dual career, principles of responsible talent development, a responsible development climate, Dual Career support from specialists (such as mental training), sports nutrition and doping. In short, there are themes that are important for training to become a top athlete and in which parents can play an important and decisive role. KADA wants to inform parents about this, so that with the right knowledge they can also have a signalling function in a proactive guidance of dual careers. That is why KADA, in collaboration with elite sports organisations, organizes parent meetings in which career counsellors explain the above mentioned aspects. Sports clubs can also work towards a kind of book or manual for parents of sports talents.



Cover of book 'My Child in Sports'



Facebook-event of KADA for parents

TIPS FOR PARENTS IN DUAL CAREER

(Based on consultations, Knight & Harwood²⁰, Elling et. al¹³ and the study on minimum requirements for Dual Career Services¹⁰)

1. Parents are formally responsible and should be well informed and involved in long-term development of sports talents, especially among young sports talents.
2. Parental contact is often problem-driven and situation-dependent. As a sports club, it is essential to focus on structural evaluation moments between coaches, sports talents and their parents. By involving parents in decisions, you make them an emphatic part of their child's development process. This can lead to more mutual understanding of certain choices and points of view and better use can be made of parents' signalling function.
3. Inform talents and parents thoroughly about what it means to enter a talent development programme and involve parents structurally in evaluation moments and decision-making during the process.
4. Involving parents in talent development at sports clubs can sometimes be complicated. As a sports club, supervise the contact between coaches and parents and making clear what coaches and parents are responsible for regarding dual careers.
5. Explain the sport club's vision on Dual Career to parents.
6. Involve parents in their child's elite sports training / education. Take, for example, parents' meetings or invite parents to workshops on themes such as nutrition, doping or recovery.
7. Parents need to be trained on the goal, benefits, impact and requirements of Dual Career.
8. Organize Dual Career awareness sessions for parents (exchange between parents, information evenings, workshops).
9. Make it clear to parents that sporting development must never be at the expense of healthy, general (psychosocial) development and the well-being of young sports talents.
10. Let parents encourage sport talents to take ownership over their own development and utilise the support that is available to them.
11. Explain to parents how they can provide sport talents with the necessary emotional, tangible and informational support to achieve in Dual Career.

PARENTS ABOUT DUAL CAREER

“Has the club even tried to explain to us or the school what the club’s view on talent development is”?

(parent of talent Fenix Toulouse)

“THE PRESSURE ON KIDS CAUSED BY THE EXPECTATIONS FROM THE DIFFERENT SYSTEMS IN WHICH THEY FUNCTION, FOR EXAMPLE BY CLUB OR ASSOCIATION, ARE THE BIGGEST BOTTLENECK. THE PRESSURE ON KIDS TO MUST AND HAVE TO WANT TO REACH THE TOP IN THEIR SPORTS AND THE LACK OF SUPPORT AND ATTENTION FOR THE PROBLEMS THEY EXPERIENCE WHEN THE TOP PROVES TO BE OUT OF REACH”.

(parent of talent Elite Sports Center²¹)

“BECAUSE OF THE BUSY TIMES IN SCHOOL AND SPORTS, MY SON IS REALLY EXHAUSTED AT THE END OF EVERY SEASON. THERE IS NOT ENOUGH FOCUS ON THE COORDINATION BETWEEN THE CLUB’S AND SCHOOL’S PROGRAMS IN CONTENT TERMS”.

(parent of talent CN Banyoles)

“IF THE COACH ALSO HAVE ATTENTION FOR SCHOOL, THE TALENT WILL FEEL IT.”

(parent of talent IK Sävehof)

“”THE MOMENT OUR KID BROKE THROUGH, IT WAS EXPECTED THAT SCHOOL WAS SUBSIDIARY TO SPORTS. IT IS MY OPINION THAT EVERYBODY INVOLVED WITH A TALENT HAS A BROADER RESPONSIBILITY THAN JUST THE RESULTS IN SPORT. ESPECIALLY SPORTS CLUBS!”

(parent of talent FC Groningen)

“IT IS VERY DIFFICULT FOR US AS PARENTS. MY SON IS REALLY CONFIDENT TO BE A PROFESSIONAL. BUT WE HAVE OUR DOUBTS AND WE WANT TO BE GUIDED IN THIS PROCESS”.

(parent of talent Fenix Toulouse)

“It is very important for sports clubs with a focus on Dual Career that they spread the message that there is more than elite sports. I am sure that this attitude will decrease the drop-out”.

(Parent of talent IK Sävehof)

IMPROVE DUAL CAREER AWARENESS IN EDUCATION

“EDUCATION AND ELITE SPORTS AREN’T RIVALS, WE ARE ROWING IN THE SAME BOAT. IT IS UP TO THE SPORTS CLUB TO ALSO INVEST IN THE RELATIONSHIP WITH EDUCATION IN ORDER TO ACTUALLY MAKE IT A TWO-WAY STREET”.

(PARENT OF SPORTS TALENT CN BANYOLES)



TASTE-course of Talented Athlete Scholarship Scheme

Visited by AUAS, S. Hakkers & C. Vervoorn 17 & 18-nov-'16

The Talented Athlete Support in Transitions and Education (TASTE) course has been designed to equip both colleges and universities with the expertise and skills to implement a dual career structure to support students in studies and sport. TASS aims to empower attendees through building their awareness of current dual career athlete demands, challenges and key transitions. The course will develop the individuals' skills to facilitate and lead an environment aligned to the needs of sport talents.

The course consists of the next topic course:

- **Leadership and Coaching Skills**
- **Defining Dual Career**
- **Your role as a Dual Career Coordinator**
- **Planning your Dual Career Strategy**
- **Applying your Skills to the Dual Career Strategy**

“The best aspect was meeting a range of different individuals that all bring positive and proactive perspectives on how to work together with sport clubs in supporting student-athletes to achieve their goals”, according to an enthusiastic participant of this course.

“WE HOPE THIS COURSE WILL PROVIDE THAT EXTRA SUPPORT AND HELP TO LAY THE FOUNDATIONS FOR AN EFFECTIVE AND LASTING DUAL CAREER STRUCTURE WITHIN THE PARTICIPATING COLLEGES AND SIXTH FORMS.”

*(KIRSTY O'CONNOR,
TASS INSTITUTIONS LEAD)*

Source: <https://www.tass.gov.uk>



'Uitblinkersproject' of De Sportmaatschappij

Visited by AUAS, S. Hakkers constantly since September 2016

De Sportmaatschappij offers appropriate support to active and discontinued elite athletes in all phases of their elite sports career in which personal growth and the connection with society are central. The coaching is successful in connecting networks and stimulating sustainable growth of young sports talents. It works together with sports associations and sports clubs.

Delivering a top performance at the final exam does not happen automatically. To help students on their way to their final exams, De Sportmaatschappij offers the project 'Graduation is elite sports'. In this curriculum (former) elite athletes share their experiences and give tips about motivation, setting goals, setbacks and

keeping your focus. Based on questions and lessons from the elite sports, the participating top athletes let the students determine their own conditions for success. Doing final exams is getting the best out of yourself under great pressure. Elite sports, in fact. Elite athletes can already create a positive impact in final exam classes by passing on a small part of their elite sports mentality. The elite athletes actually come into education. A program like this is a great way to increase Dual Career awareness among teachers and younger sports talents. Other examples of programmes include homework or study guidance by elite athletes. A real win-win situation. Elite athletes can earn a little extra, sports talents learn from experts by experience and there is also a cross-fertilization in Dual Career.

"THERE ARE MANY POINTS OF CONTACT. BOTH IN FINAL EXAMS AND IN ELITE SPORTS YOU WORK TOWARDS A MOMENT WHEN YOU REALLY HAVE TO PERFORM. AS AN ELITE ATHLETE I LEARNED TO SET SMALL, MANAGEABLE GOALS ON MY WAY TO REALIZING BIG DREAMS: PLAYING AN EUROPEAN CHAMPIONSHIP OR WORLD CUP. A WISE LESSON THAT I LIKE TO SHARE WITH STUDENTS WHO HAVE TO DELIVER AN ELITE PERFORMANCE IN EDUCATION".

(EX-RUGBY STAR TESSA VELDHUIS, TRAINER AT DE SPORTMAATSCHAPPIJ)



Source: <https://www.desportmaatschappij.nl>



Center of Elite Sports & Education (CTO) Papendal

Visited by AUAS, S. Hakkers & C. Vervoorn 17 & 18-nov-'16

Every year the CTO Papendal invites the schools for an information day at the largest Elite Sports Center in the Netherlands. The goal of this day is that education gets a better idea of life in elite sports. Elite athletes and sports talents will speak and talk about their experiences in their dual careers. Also, the education segment gets a better picture of the facilities and support in Dual Career of this CTO. "In this way, we bring education and elite sport closer together. I also explain what my role as study coach is and this way we can better connect support", says Tijn Colen.

<https://papendal.nl/topsport/cto/voorzieningen-en-begeleiding/onderwijs>





TIPS FOR SCHOOLS IN DUAL CAREER

(Based on consultations, Knight & Harwood²⁰, Elling et. al¹³ and the study on minimum requirements for Dual Career Services of the European Commission¹⁰)

1. Schools need to be educated about the dual career situation of the individual sport talents and ensure that sports talents are recognised as student-athlete within education. Research shows that this benefits motivation and performance in dual career.
2. Explain to schools about the goal, benefits, impact and requirements of Dual Career in general.
3. Organize Dual Career awareness sessions for schools (information meetings at school or sports club).
4. Explain to schools the sport club's vision on Dual Career.
5. Invest in a two-way street between sport clubs and schools.
6. Ask schools what they expect from sport clubs in the Dual Career support.
7. Make it clear to schools that a sporting development is never at all at the expense of a healthy, general (psychosocial) development and the well-being of young sports talents.
8. Let teachers encourage sport talents to take ownership over their own development and utilise the support that is available to them.
9. Explain to teachers how they can provide sport talents with the necessary emotional, tangible and informational support to achieve in Dual Career.
10. Coordinate with schools regarding information in dual careers, so that sports talents are aware of the Dual Career options for them.
11. Ensure that contacts and coordinators in sport and education know each other.
12. Ask schools to plan and prepare together for busy / important times within the school year, when sport talents might be under additional stress. If possible, schools can provide additional support to sport talents during this time.
13. Schools must acknowledge the achievements of sport talents and share in their dual career successes.

IMPROVE DUAL CAREER AWARENESS IN THE LABOUR MARKET

“EMPLOYERS HAVE TO KNOW THE REALITY OF THE PLAYER. WHAT DO THEY FACE IN THE COMBINATION OF ELITE SPORTS AND WORK? AND WHAT CAN THEY BRING TO THE LABOUR MARKET?”

(HR ADVISOR SPONSOR OF BM GRANOLLERS)



HEALTH I PORT of FC Groningen

Visited by AUAS, S. Hakkers 16-apr-'17

Platform for (knowledge) exchange

HEALTH I PORT is a platform for companies and institutions in the health, performance and vitality sectors. Within this platform people meet each other, share knowledge and work together on innovations to, among other things, increase employment in the Northern Netherlands. There is a lot of cross-fertilization. This gives young footballers the opportunity to do an internship at the institutions that are part of this platform. Companies get access to the FC Groningen network with over 700 business relations and students from affiliated educational institutions get the chance to gain experience within the football club. The cooperation has also resulted in an innovative master class for ambitious trainers. This master class is given by experts from the

affiliated educational institutions and companies, among others.

Important role for HEALTH I LOUNGE

In the stadium of FC Groningen football club, the HEALTH I LOUNGE plays an important role for this platform. It is the meeting place in the build up to or after matches of the first team of this football club. It offers the football club the opportunity to explain its policy and working method within its network. Themes that play an important role in Dual Career are also discussed here. For example, the sports psychologist explains how he applies lifestyle and mental coaching for football players in youth training. It is an ideal place for getting to know people from the club and people from education and the labour market.



www.fcgroningen.nl



B-Wiser project (Erasmus + 2017 - 2018)

Consulted by AUAS, S. Hakkers & M. Klemann (end 2018)

Barriers in employability of athletes

The results of this project provide answers to the questions in the above quote. The project gives a good picture of the barriers/challenges faced and competencies required by active and former elite athletes. Analyses show that elite athletes often experience a lot of inflexibility in both the labour market and within elite sport. Furthermore, elite athletes indicate that they have little time due to busy training and competition schedules and often do not have a clear picture of what they want or can do after their top sport career. Targeted and individual career counseling is most often used to help elite athletes with these barriers. According to (former) athletes, agreements are made between sports organisations, top athletes and employers mainly about flexible hours (on a daily or weekly basis), flexibility in function of short competitions or training camps, working remote or part-time regulations. Employers were also asked what prevents them from hiring elite athletes. In particular, they point to a need and a lack of flexible arrangements, lack of key competencies, that elite sport is always first priority and non-beneficial characteristics. As a sports club, it is important to discuss this with the labour market and to pay attention to these objections in the Dual Career policy.

Resources in employability of athletes

Even more interesting is the question of why employers do hire elite athletes. Affinity with sport or the club, a set of strong competencies and commercial purposes are some of the answers to this question. The (former) elite athletes were also asked why, in their opinion, elite athletes are an interesting target group for the labour market. Resources such as social competencies, self-regulation and personal flexibility are then seen as the most relevant characteristics. They also see a competitive advantage for certain competencies compared to employees who have not practised elite sports. The (former) elite athletes themselves think they are better at the ability to be goal-oriented, self-discipline in different life demands and the ability to cope with stress. These are competencies that are in great demand in Dual Career programmes. Elite athletes experience the development of these competencies and the gaining of relevant experiences as important challenges. These results make it clear that as a sports club it can be useful to interact with the labour market about how elite athletes can be helped in this regard. The evidence-based and practical tools developed by this project team can as well be used by sports clubs to support the Dual Career support of their sports talents and elite athletes.

Source: <https://www.tass.gov.uk>



CAR'speakers project

Visited by AUAS & CN Banyoles, S. Hakkers & A. Busquets 22-mrc-'17

CAR'Speakers is a project promoted by CAR St. Cugat, through the Athlete Support Service and the SECAR program, sponsored by the company Synergie. The program aims to link business with sport and disseminate the research of high performance within the business sector, through the presentations of different Olympic and Paralympic athletes who are regularly trained at the center. Athletes can transfer their experiences in high performance to the labour market and can orientate on their future career. The companies that have relied on the project include Font Vella, Reebok, Adidas, Banco Sabadell, Decathlon and Telefónica, among others.

<https://www.car.edu/>

TIPS FOR LABOUR MARKET IN DUAL CAREER

(Based on consultations, outcomes of B-wiser project²² and the study on minimum requirements for Dual Career Services of the European Commission¹⁰)

1. The labour market needs to be educated about the dual career situation of the individual sport talents.
2. Explain the labour market about the goal, benefits, impact and requirements of dual career in general.
3. Organize Dual Career awareness sessions for the labour market (information meetings at institutes, companies or at sports club).
4. Explain the labour market the sport club's vision on Dual Career.
5. Invest in a two-way street between sport club and labour market.
6. Ask the labour market what they expect from sport clubs in the Dual Career support.
7. Make it clear to the labour market that a sporting development should never be at the expense of a healthy, general (psychosocial) development and the well-being of sports talents.
8. Let employers encourage sport talents to take ownership over their own development and utilise the support that is available to them.
9. Explain to employers what sports talents have to offer in the labour market.
10. Ensure that employers also explain the Dual Career concept to other employees.
11. Explain employers how they can provide sport talents with the necessary emotional, tangible and informational support to achieve in Dual Career.
12. Make agreements with the labour market on behalf of sports talents about the development of important competencies, gaining work experience and organizing facilities / flexibility.
13. Ensure that contacts and coordinators in sports and labour market know each other.
14. Ask employers to plan and prepare together for busy / important times within the year planning, when sport talents might be under additional stress. If possible, employers can provide additional support to sport talents during this time.
15. Employers must acknowledge the achievements of sport talents and share in their dual career successes.



by Laura Capranica



Laura Capranica is the President of the European Student as Athlete (EAS) network. She had been a Fulbright Student Fellowship (1986) and a Fulbright Scholar Fellowship (1992). Full Professor at the University of Rome Foro Italico, she acts as President of the Master's Degree on Sport Coaching. Prof. Capranica has been the coordinator and the national reference person of several European projects on Dual Career.

Be aware.

In the last decade, the athletes' right to pursue their sport and academic careers (e.g., dual career) emerged as a relevant European priority in sport²³. To promote a Dual Career culture in Europe, the European Parliament and Commission strongly recommend and promote the cooperation and dialogue between sports organizations, academic institutions, public authorities and other organizations^{24, 25, 26}. Despite this relevant support determined advancements of Dual Career policies in several countries, the European Dual Career culture needs to be developed and consolidated²⁸. In fact, country-specific cultural and organizational regulations in the field of European sport and education still determine relevant differences between Member States in Dual Career policies, support, and services^{10, 29}.

With different intents and purposes, a multiplicity of Dual Career stakeholders is involved in supporting the holistic development of athletes as students at meso (e.g., parents, peers, teachers, employers, coaches, sport managers), macro (e.g., sports clubs/federations, educational institutions, and labour market), and policy (e.g., national and European governing bodies) levels, with the incidence, direction, and strength of their relationships varying in relation to different cultural contexts, viewpoints, and proximity to the athlete²⁸. In such a complex framework and diversity of individuals, a full awareness of the specific roles and responsibilities of Dual Career actors is crucial to establish relationships that make an effective and supporting Dual Career entourage.

Indeed, talented and elite athletes have the main responsibility to pursue their dual career paths. However, athletes themselves might be not fully aware of their dual career rights, opportunities, and availability of support systems and policies in place within and beyond their country³⁰. Actually, this awareness is relevant for a wise decision-making of the best option especially when athletes plan to relocate to training or to study. Finally, former athletes who succeeded in completing a higher education need to be aware of their responsibility as Dual Career ambassadors and mentors for future generations of athletes.

Having the most proximal relationships with the athletes, family members play a unique and important role in supporting the athletes in combining their sport and academic careers. In particular, a Dual Career educational programme could help parents to fully develop their competencies in support of their progeny at both the sports and academic contexts³¹. Also acting at Dual Career meso level, academic and sports staff have a tremendous responsibility in supporting the personal and professional development of athletes³⁰. Therefore, teachers, coaches, sports managers need Dual Career education and/or requalification programmes to empower their Dual Career role. Furthermore, professional Dual Career tutors and career counsellors should be employed at both sport and academic levels to facilitate the relationships between Dual Career actors and career transition, respectively^{32, 28}.

At macro level, sports clubs and federations, educational institutions, and the labour market have a relevant responsibility in raising awareness of their staff members, athletes, and parents through Dual Career educational tools and support services. Similarly, it is important to raise the awareness of companies regarding their potential contribution to a Dual Career culture through corporate social responsibility plans, which could be focused on the social and economic progress of educated athletes as valuable human resources entering the labour market at the end of their sport career.

Indeed, the establishment of a stable and sustainable Dual Career entourage requires a full awareness and mutual recognition of different Dual Career roles and responsibilities. At policy level, networking is necessary to determine a long-term implementation of the Dual Career culture through coordinated efforts and permanent cooperation between all the potential stakeholders. In this respect, the European Athlete as Student (EAS) is the only European network providing a Dual Career platform where sport bodies and academic institutions converge in full respect of their different roles, exchange best practices, promote research and envisage collaborative projects³³. Working in close cooperation with the European Commission, the European Parliament, the Council of Europe, and university sports associations (e.g., EUSA and FISU), EAS has an important position in addressing Dual Career issues.

Finally, in considering that media could largely contribute to the dissemination of a Dual Career culture by giving special consideration and proper resonance to the social value of a supporting entourage for elite athletes struggling to pursue a higher education, also journalists should be educated to take responsibility in informing the general public on the type of support that student-athletes may need to shape their future career.



POPULAR METHODS TO INCREASE AWARENESS IN DUAL CAREER

FUTURE-TALKS OF CTO PAPENDAL

The Elite Sports Center (CTO) Papendal is structurally leading future talks in the athletic triangle. At the beginning of the season, in between and at the end of the season, the (lifestyle) coach talks with the talent, the parents and with a support provider from the education or labour market. In the evaluation meetings, not only short term goals are discussed, but the long term is also a subject to discuss with the talents' parents and education / labour market. It is a conscious choice for the CTO Papendal to involve these stakeholders in these future talks. This creates more awareness about the Dual Career concept and the individual dual career situation. In these discussions, aspects such as personal wellbeing, dual career development, dual career ambitions and goals, dual career motivation, dual career results, work load, coordination, periodization are discussed.

DUAL CAREER AMBASSADOR OF DE SPORT-MAATSCHAPPIJ & TASS

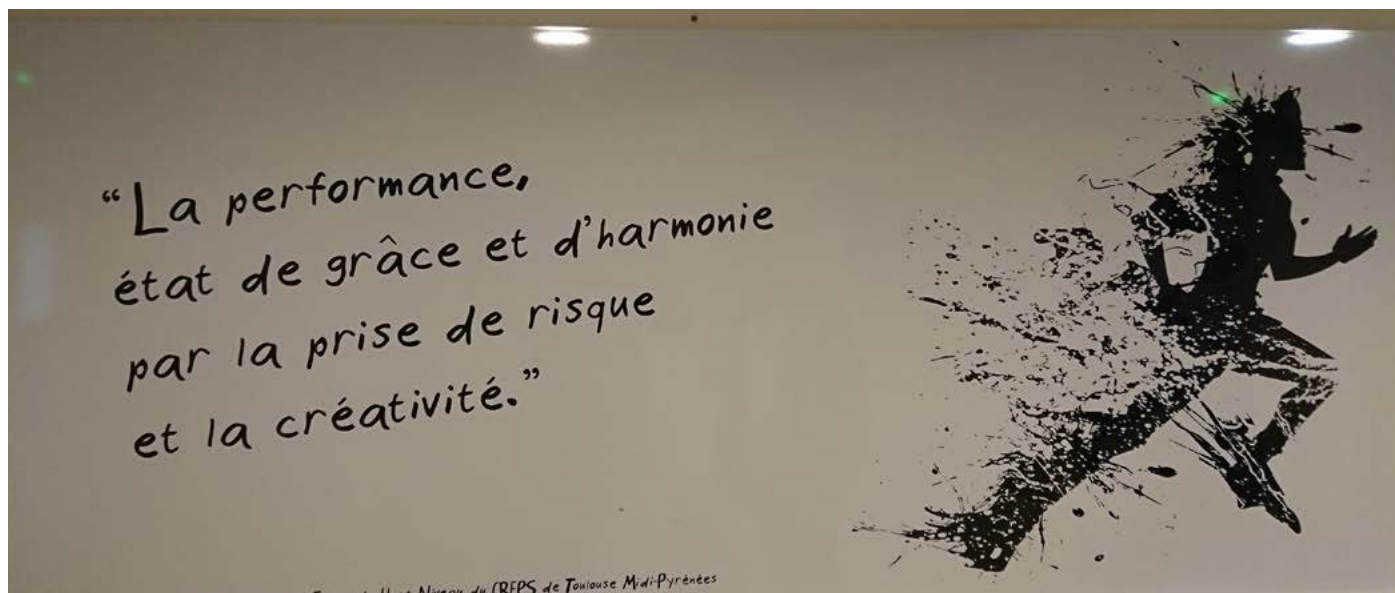
De Sportmaatschappij and Talented Athlete Scholarship Scheme have both appointed Dual Career Ambassadors. These ambassadors have themselves had a successful dual career and are therefore true advocates of the importance of Dual Career. The ambassadors can play a part in the realization of new covenants or agreements. The ambassador can have a stimulating effect within as well as outside of the club and is, especially because of his or her past, able to make the needed connections with the educational field and the labour market and carry out the importance a Dual Career program. He or she can furthermore play a part at the official kick-off of the program and in workshops and information meetings that are organized as part of the Dual Career program. The club should use the success story of the ambassador as a marketing tool, put it on the website/ newsletter and bring it to the attention of the media. For example, De Sportmaatschappij publishes fact sheets with tips in Dual Career.

COLLEGE TOUR OF VEREIN KADA AND CREPS TOULOUSE

Verein KADA is an absolute best practice when it comes to increasing awareness among sports talents and the important stakeholders in their environment. For this purpose, the 'awareness workshops' and 'Train-the-Trainer' were discussed. KADA also continues throughout Austria with a kind of College Tour. The career counsellors of KADA are often former elite athletes themselves and talk in these College Tour workshops about their own experiences and take young sports talents and their parents into the world of Dual Career. CREPS Toulouse always organises a kick-off at the start of a new season and always invites a (former) elite athlete to talk about Dual Career. In the building of CREPS Toulouse, there are also many quotes from former top athletes on the walls. These quotes are intended to inspire, motivate and make people aware of what Dual Career means.

SOCIAL MEDIA STRATEGY BY DE SPORT-MAATSCHAPPIJ

Anyone who takes a look at the social media accounts of De Sportmaatschappij will see that this organisation is seriously working on its mission to make society more aware of what sports talents and elite athletes have to offer. For example, De Sportmaatschappij posts tweets and posts about successful Dual Career stories and about, for example, important competencies gained in top-level sports. The fact sheets (see alongside) of their ambassadors are also placed on social media. The purpose of these fact sheets is clearly to motivate sports talents and elite athletes for a dual career in a healthy balance and in which long term development is an important principle. De Sportmaatschappij also tweets a lot about its activities and programmes and the elite athletes of De Sportmaatschappij blog about their lives and dual careers. These social media activities stand out and raise awareness.



INSPIRING QUOTE AT THE CREPS TOULOUSE CENTER

Yellow Lane: een eigen communicatiebureau met een specialisme in sport
Trots: combinatie tussen sport, maatschappelijke opleiding en sociaal leven

Johan Kenkhuis

Oud-zwimmer
Trots: de olympische bronzen medaille op de 4x200 meter in Sydney 2000

Inzichten uit de topsport

Ik heb vooral geleerd om:

- Actief te zijn
- Nieuwe dingen te doen
- Niet bang te zijn om te falen
- En niet te wachten tot succes op je af komt

“Door hetgeen wat ik tijdens mijn studie sportmarketing had geleerd toe te passen in mijn sport (of communicatie en marketing) kreeg ik veel meer inzicht en begrip in hoe zaken werken.”

“Ik heb veel geleerd van allerlei randzaken die je als sporter tegenkomt. Commerciële zaken, media, lezingen, contracten, financiën, contact met sponsors, etc.”

De 4 tips van Johan

- #1** Houd onderscheid tussen sport (werk) en prive (familie/vrienden). Zo benader je jezelf als professional.
- #2** Doe iets naast je sport waar je bijna evenveel plezier uit haalt. Dat zorgt voor minder druk op je sportprestatie.
- #3** Besteed niet alle zaken rond je sport uit aan managers of accountants. Door het zelf te doen leer je onwijs veel.
- #4** Benoem in het (pers)bericht dat je stopt wat je volgende stap gaat worden. Dat kan een sollicitatie opleveren.

Het draait om persoonlijk geluk!

“Zie het stoppen met topsport als een kans om iets nieuws op te bouwen. Dat is spannend, maar vooral heel leuk. Je kunt hier al tijdens je sport over nadenken en, waar je kan, ook al mee aan de slag gaan. Zo ontdek je waar je interesses liggen en waar niet.”

“Uiteindelijk draait het om je persoonlijke geluk. Winnen in je sport draagt daar uiteraard aan bij, maar het is wel van korte duur. Wees daarvan bewust. Zorg dat je een professionele én slimme sporter wordt, dan heb je na je sport een vliegende start in je maatschappelijk leven.”

Jun 2016



COLLEGE TOUR WITH AN ELITE ATHLETE

FACTSHEET OF DUAL CAREER AMBASSADOR WITH TIPS, INSIGHTS AND MOTIVATION ON DUAL CAREER

IN THE SPOTLIGHT...



1. FSV MAINZ 05 ACADEMY

CONSULTED BY AUAS, S. HAKKERS APR-'19

Clear development concept

The motto of most of the consulted sports clubs and high performance centers is that elite sport is the main priority. Often, the school career is completely planned around this. Within the Academy of 1. FSV Mainz 05, this is different and is based on the motto that education and total development is the most important. 1. FSV Mainz 05 aspires a holistic approach within its Academy. Besides the athletic development of sport talents, the club focusses on a fitting education or job training. For that reason the club works closely together with educational institutions and special Elite Schools of Football to create an optimal framework for the combination of elite sports and education. The club finds it of importance that players can develop themselves within other domains as well and therefore it pays a lot of attention to the player's academic and professional career in it's development concept. In that development concept the club chooses to pay attention to social and ethical values and the youth player's personality development within other domains as well and therefore it pays a lot of attention to the player's academic and professional career in it's development concept. In that development concept the club chooses to pay attention to social and ethical values and the youth player's personality development.

"OUR SUCCESS IS THAT EVERYBODY IN THE CLUB TAKES CARE ABOUT THE BROAD DEVELOPMENT OF OUR PLAYERS. IT IS NOT ONLY ME AS PEDAGOGICAL MANAGER, BUT ALSO OUR HEAD OF THE ACADEMY AND OUR COACHES FIND THE ACADEMIC AND PERSONAL DEVELOPMENT OF PLAYERS VERY IMPORTANT. IN OUR ACADEMY, WHEN IN DOUBT, EDUCATION ALWAYS HAS PRIORITY".

(JONAS SCHUSTER, PEDAGOGICAL MANAGER OF 1. FSV MAINZ 05)



Lots of pedagogical expertise within the club

The Academy of 1. FSV Mainz 05 has a lot of pedagogical expertise. The club has appointed an experienced pedagogical manager with a background as teacher in higher education and who was also football coach in the Academy. He speaks the language of sports as well as education and, because of that, is very well able to connect these domains with each other on behalf of the football club and to anchor the Dual Career concept in the club and the support of the players. Because of his background he brings educational expertise and a broad educational network. He also organises education

and study coaching within the club and is a point of contact for schools and parents regarding the educational development.

1. FSV Mainz 05 has appointed a divers team in its academy. The club has football coaches at its disposal who have a strong sports background on the one hand and coaches with a strong pedagogical profile on the other. Next to the full time function of a pedagogical manager the club has also appointed a sports psychologist and social pedagogues. The club considers it an obligation to provide the players with fitting support next to football. In their support the social pedagogues pay much attention to reflection and the players personal wellbeing. They are also the points of contact for the players that reside at the club's boarding school. That boarding school is situated in Mainz and the youth players live there together with, amongst others, non athletes and students. That choice is also based on a vision. The club wants their players to be in contact with other aspects of society and also with other young people that don't practice elite sports.

Because of the club's holistic approach there is a continuous exchange between sports psychological and pedagogical specialists. Next to individual education and job training this also comprises of the social and psychological support of the players in challenges in the private domain. The sports psychologist also acts as coach for the club's staff members and the development of competencies, to enable the staff members to support the dual careers of the young football players. Coaches and specialists meet regularly to evaluate the method of working and the players' progress. "It is important to talk with players, but also about the individual situation of the players. This is what we do in our team meetings and why we can work effective and familiar with our youngsters", according to the pedagogical manager.

Smooth coordination between sport and education

Based on the above motto, the club has entered into a partnership with three Elite Football Schools in and around Mainz. According to the pedagogical manager, the appointment of special coordinators is the most important success factor in the collaborating schools. These coordinators have regular contact with the pedagogical manager within the club. The pedagogical manager within the club communicate this with other specialists and coaches. In line with the pursuit of total development, the behaviour, motivation and development goals of the talents are central in this monitoring.

An important aspect of the Dual Career program of FSV Mainz 05 is more and better coordination between school and sport. Schools and the club are informed of each other's schedules and share these proactively. Thus, activities in sport and school are aligned and an annual schedule is drafted. In this annual schedule exam periods can be rescheduled due to, for example, training weeks or important tournaments. De Elite Football Schools, certified by the German football association, with their comprehensive range of services and support, offer an optimal platform for the youth players' parallel sports and academic careers. These schools offer flexible arrangements in regard to sportive and educational activities as well as an effective coordination of follow up courses or making study material available online. The fact that the club is in close contact with the schools on the subject of (extra) education at the club, for which a pool of teachers is available, is part of the cooperation. The old sky boxes of the Bruchwegstadion (the old Bundesliga-ground of the club), where the club has realized a learning area, are used for these purposes

In its approach the club does not only pay attention to the combination of secondary education and elite sports. The club also invests in a smooth transition through the educational column, cooperation with the nearby university as well as career counselling by a partner organization. This organization helps the football talents to orientate themselves professionally, prepare themselves for job interviews and to find internships or work experience places. "Because of that, as a club, we can offer players learning experiences in other domains and teach them that there is something besides football. This is an important collaboration for us because we believe that the players which have already finished school need a structure in the day. We are investing in a Dual Career mindset in which our talents also get inspired by other experiences and environments" emphasizes Jonas Schuster.

IMPORTANT CONCLUSIONS FOR PILLAR 1

- 1 Develop a sustainable Dual Career network and do this by means of a whole-system approach.
- 2 Make agreements with key stakeholders within this network.
- 3 Create a clear vision on Dual Career in which attention is paid to the benefits of this concept and propagate this vision. Cooperate with (experience) experts in the field of Dual Career in drawing up this vision.
- 4 Focus in this vision on the (development of) own responsibility of talents and give room for an individual approach.
- 5 Use different methods to increase Dual Career awareness of sport talents and the stakeholders around them.
- 6 Try to establish cooperation with educational institutions from across the entire education sector, so that the guidance can also devote a great deal of attention to information and the guidance of important transitions in Dual Career.
- 7 Within the club, appoint one person who is ultimately responsible for the policy on Dual Career.
- 8 As a sports club, invest in the professionalization of Dual Career support providers.
- 9 Ensure sufficient pedagogical expertise within the club.
- 10 Together with partners, create optimal Dual Career facilities in and around the sports club.



PILLAR

02.

FUNDAMENTAL COORDINATION BETWEEN ELITE SPORT CLUBS & SCHOOL



In this study of best practices in Dual Career, in addition to sports organizations, many educational institutions that are successful in supporting dual careers were visited. In seven European countries, for example, visits were made to schools in secondary and higher education and discussions were held with directors, managers and teachers of these educational institutions about an optimal combination of elite sport and study, reducing the drop-out rate in Dual Career and how a sports club can work step-by-step towards better coordination with the educational sector.

Beginning in East Germany

The trip to the European schools began in Berlin at the oldest Elite Sports School in Germany. This is also one of the largest Elite Sports Schools in Europe and has a total of 1200 elite sports students. It was very useful to speak to the people at this school because the school has a rich tradition in collaboration with major sports clubs since the sixties. Especially in the time of East Germany when these schools were founded to support the dual careers in a very practical and well-organized way. The Elite Sports Schools of Magdeburg and Oberhof were also visited in Germany because these schools have a successful tradition in supporting sports talents in individual sports and sports that are dependent on the location. This experience and knowledge was particularly useful for the development of the pilot programme within this project.

Step-by-step investment

One of the most modern Elite Sport Schools in Europe was also visited, namely the new location of the Elite Sport School Antwerp, which opened in 2016. The education of talents takes place in very modern classrooms, where classes can also be followed online. The content of the courses has been digitized and therefore individual customization is possible for the students of this school. The interview with the then director of this school was very inspiring. Frans van den Wijngaert was director of this school for 18 years. In a fascinating story, he explained exactly what conditions a school has to meet in order to optimally support dual careers and how this has developed over the years in Antwerp. From practical coordination, more educational flexibility, more substantive coordination with sports associations and sports clubs, the development of individual learning routes and the further development of education. These exact same aspects also emerged in the other interviews with experts from sports and educational organizations and are therefore important in achieving better coordination between sports clubs and education. These aspects are presented together in this chapter as 'Tour de Dual Career', in which sports clubs can invest step-by-step in the collaboration with education and the optimization of support in Dual-Career. It is represented in figure 2.1 as one big stage, but experience shows that this requires a long-term investment from sports clubs. In the rest of this chapter, the best practices for these aspects are explained. But first a column about the 'Tour de Dual Career' in South-Africa.

STAGES OF TOUR DE DUAL CAREER

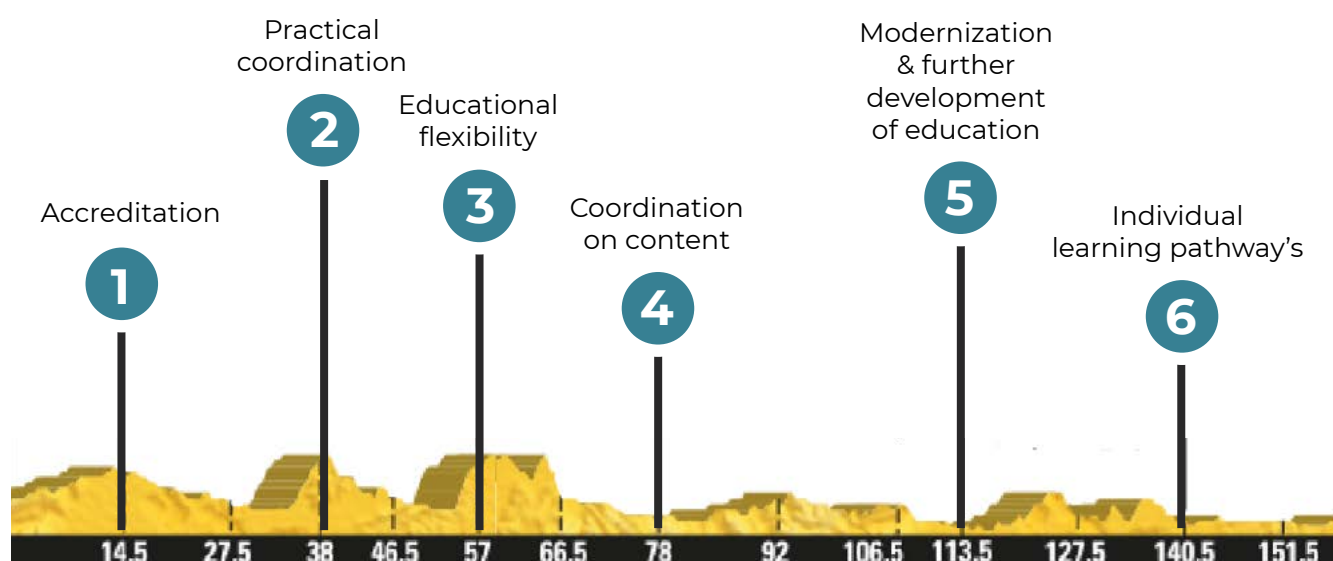


FIGURE 2.1 TOUR DE DUAL CAREER

COLUMN



by Ruan Schlebusch



Ruan Schlebusch is the managing director of Sportsthink 360 - a company that specialises in the education and support of junior athletes. He is also the National Player Development Manager of the South African Cricketer's Association Player Plus Programme where he manages the implementation of the player support programme nationally, with a major focus on Dual Career as well as being the Player Development Manager for the men's national cricket team.

South-African observations from the past, notes on the present and a hope for the future

I have been involved in professional sport first as a participant and then as a professional working in the field for over 20 years. The change in how dual careers are managed over this time has been quite phenomenal.

The distant past:

In the largely pre-professional era, the concept of Dual Career was hardly even a consideration. Athletes needed to earn money and sport fitted in around this schedule. It was expected that athletes would need to train and compete around study and work commitments wherever possible. Very little flexibility was offered from educational institutes or workplaces and the system was not at all athlete friendly. But in a way it worked, because the established norm was that athletes studied, worked and competed. The role of the club was very straightforward - accommodate the athletes work and study needs and build sport around that. Not a great system in terms of balance, but at least athletes left the system with skills and very often employment.

The recent past:

Things changed rapidly as a career in sport became more viable. The system incentivised athletes to prioritise immediate sport performance above all else. It very quickly became the norm to focus on the task at hand (sports competition) and put everything else on hold until after your sports career was over. Thoughts of fulfilment by pursuing interests outside of sport were actively discouraged. Studies were viewed as a 'safety net' or a 'plan B', and very much only something to be considered by those who weren't really good enough to make it. The role of the club was once again straightforward. Focus entirely on short term performance.

The modern era:

There is a common understanding that the need for an athlete to be supported on a Dual Career pathway is critical. Thankfully we have moved through the hard sell stage. The challenge now is how do we go about this, particularly from the perspective of the club. Experience shows us that in line with the 'Tour de Dual Career' we have to get a few things right.

1. Accreditation

Time is a luxury that not many athletes can afford. The last thing that you as a professional in the Dual Career system can do is risk wasting it. I have supported cricketers who were actively studying during the knock-out stages of a world cup. For that kind of dedication from an athlete you have to provide them with a zero risk option. I would have failed in my duties if I had allowed them to roll the dice and attempted to study through an untested system. You can never have a sure thing, but being able to trust an accredited institution at least gives you the peace of mind that the journey is possible.

2. Practical coordination

I have seen beautifully planned Dual Career pathways ending in relative failure, and fairly poorly planned pathways ending in success. The difference? How the speed-bumps and compromises were managed. Successful coordination needs someone championing the athlete's cause in the sport setting as well as the education / workplace setting, with everyone being prepared to implement a plan B, a plan C or think up a plan D. The athlete also needs to understand that they might not be able to achieve all of their dual career goals at the pace or level that they would like to. Without proper understanding it is my experience that particularly younger athletes often view this as 'under achievement' and blame themselves when they don't receive support and understanding from a mentor or Dual Career professional.

3. Flexibility (education and sport)

Full time on campus study is an impossibility for our professional cricketers in South Africa. We have had to first create a part-time study pathway for our athletes and then 'normalize' that qualifying will take you twice as long as it would if you weren't an athlete. It is a tough sell to a 19 year old that it will take them 7 to 10 years to qualify as a lawyer even if everything goes well. It is often assumed that the educational institution is the side that needs to be more flexible to accommodate the athlete's sporting commitments. What we encourage wherever possible however is a compromise on both sides. We have had high profile senior athletes choose to miss a league game in order to write an exam. In return we ask for special exam arrangements to be made for other exams. When both the sport and the educational institute experience an athlete making this kind of commitment and sacrifice they are much more accommodating in making a plan in the future.

4. Individual learning pathways

There is no universal solution. Everyone is different and every environment is different. Needs and situations also change over a short period of time. The only approach that consistently works is one where every single athlete is following an individual pathway that has been constructed just for them. Not only the higher profile athletes and not just the athletes with more obvious dual career needs. Every athlete. I strongly believe this and through my work with younger athletes believe that we need to normalize this pathway of multiple dreams (sport and life outside of sport) from as young an age as possible to give our athletes every chance of being a life success, rather than just a sporting success with a good transition into life after sport. Life is after all one pathway.

Successful clubs should be judged not merely on performance or membership size, but on the quality of opportunity that they provide in terms of athlete support. My hope is that this era of sport is remembered as the one that got things right.



ACCREDITATION OF SCHOOLS

This study discussed with experts the conditions for an educational institution to support the dual careers of sports talents in an optimal way. Particularly of interest are the selection criteria that organizations such as Talented Athlete Scholarship Scheme (TASS) and the LOOT Foundation use for joining their Dual Career network. For sports clubs, these criteria can help in making a choice whether or not to work with a particular school. They are also valuable discussion topics for concluding agreements within the Dual Career network of the sports club.

“THE ELITE SPORT SCHOOLS MUST DISTINGUISH THEMSELVES IN QUALITY FROM REGULAR SCHOOLS. THERE MUST BE SUFFICIENT KNOWLEDGE AND AWARENESS REGARDING DUAL CAREER. THESE SCHOOLS MUST ALSO BE ABLE TO OFFER MORE FLEXIBILITY AND GUIDANCE”.

(BIATHLON COACH, ELITE SPORT SCHOOL OBERHOF)



THE ELITE SPORTS SCHOOL OF OBERHOF WITH A LOT OF SPORT TALENTS WHO ARE ACTIVE IN WINTER SPORTS



TASS Dual Career Accreditation Scheme (TASS)

Visited by AUAS, C.Vervoorn & S.Hakkers 17 & 18-nov-'16

TASS connects the sports sector with a total of 7 accredited universities and 18 accredited secondary schools. TASS has appointed an employee to perform the accreditation audits at the schools.

The TASS Dual Career Accreditation Scheme allows institutions, both College/Sixth Forms and Universities, to apply to become TASS Dual Career Accredited Sites. This accreditation is not based on core services delivery as it is in the TASS delivery sites but rather based on the ability of educational institutes to support talented athletes on the academic side. The accreditation expects a certain level of academic flexibility and understanding that allows talented athletes to balance their studies with a hectic sporting schedule.

These are the core criteria for the TASS Dual Career framework to accredited institutes:

- A member of the education staff must attend a TASTE course (see chapter 1). This course has been designed to equip both sixth forms / colleges and universities with the expertise and skills to implement a Dual Career structure to support students in studies and sport. The course is to improve awareness of current dual career athlete demands, challenges and key transitions. The course will develop the individuals' skills to facilitate and lead a Dual Career scheme in the institute.
- There must be Dual Career coordination in the school. It is logical that this is a staff member who has successfully completed the TASTE course and has a lot of affinity with talent development in the sport. The coordinator is formally appointed by the school and is responsible for basic lifestyle support, the creation and signing of the contract between school – parents – athlete, monitoring

the academic progress and attendance of athletes, liaising with teachers about Dual Career support and educational flexibility and be the main contact point for the athlete and the important stakeholders around the athletes.

- The school must pursue a Dual Career policy in which the school offers the possibility that athletes have the opportunity to achieve as a 'normal' student in all subject areas. It should be the priority of an institution to fulfill a talented athlete's education potential, whilst working in partnership with sport associations and sports clubs to encourage sporting development. They are student-athletes, not athlete-students. Talented athletes should be able to achieve as they would had they not been an athlete. For example, if a student has the potential to attain a grade A at A Level, despite their sporting commitments, they should still achieve a grade A. Talented athletes should be able to choose a course that they are genuinely interested in and not be forced to choose a course based on its flexibility.
- The school must offer opportunities for academic flexibility and provide a range of catch-up method to enable talented athletes to obtain missed material. It is essential that athletes can have discussions with and guidance from personal tutors and have access to missed notes, lectures and resources. Preferably, the schools can organize catch up sessions upon an athlete's return to classes and lessons can be recorded. The school can also guarantee the option to reschedule deadlines and exams.
- Interviews are held with elite sports students of the school to gain insight into the Dual Career support and options of the school in question.

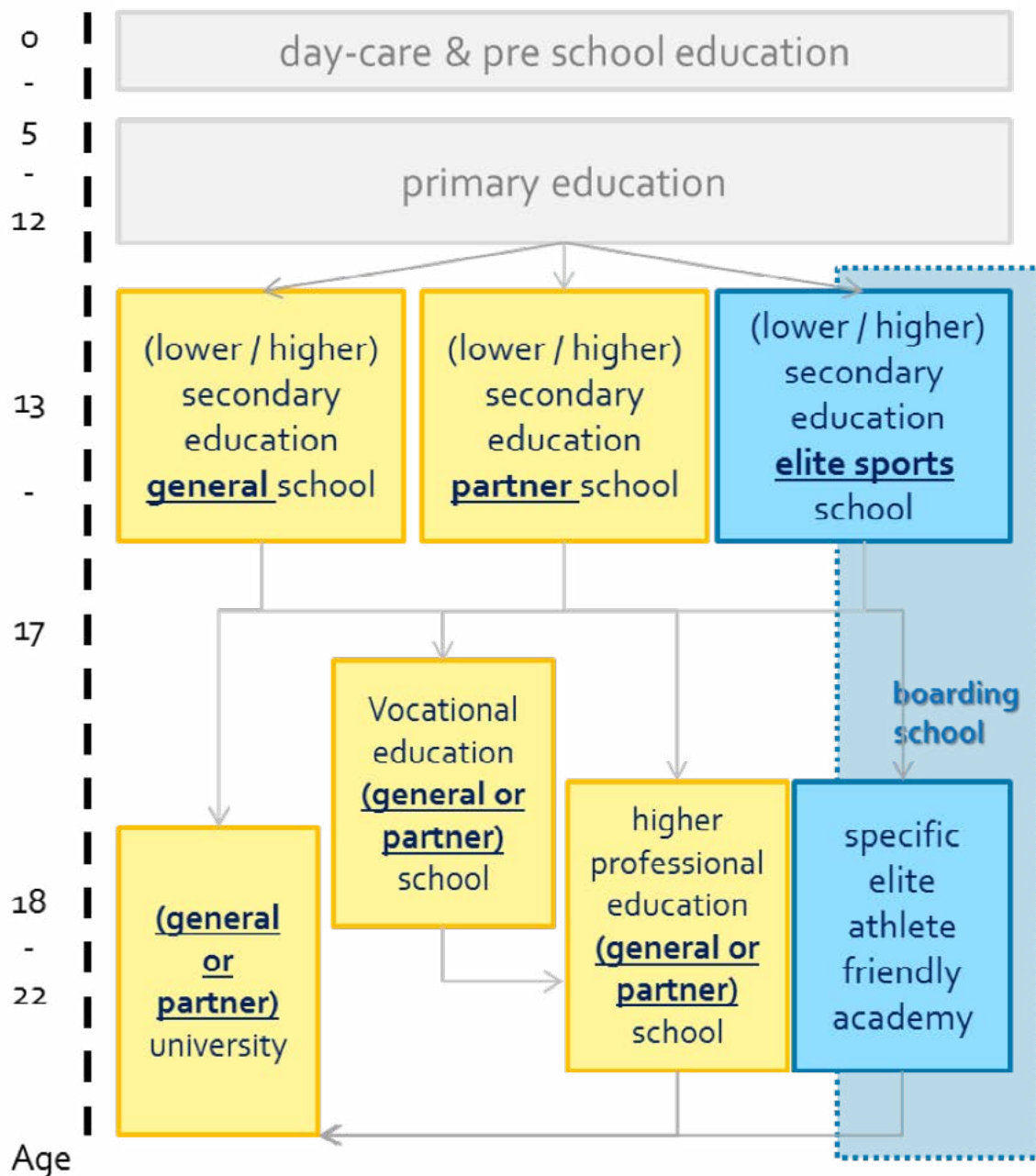
Lack of organization

In the study on the minimum requirements for Dual Career services¹⁰, the conditions that educational institutions must meet in order to optimally support the dual careers of sports talents were also discussed with those involved. An important observation was that there is a lack of organization in the provision of Dual Career services in education. This often has to do with deficient collaboration between educational institutions and a lack of constituency in support. A comparison study³⁷ also showed that in many countries Dual Career support in secondary schools is often organized, but that this is less the case for colleges of higher education and universities. Experts in this study, therefore, stress the importance of a sports club to invest in collaboration in the entire education system and in coordination between the educational institutions involved. In this way, the drop-out rate in both education and sport can be reduced. Research in England, France, and Finland³⁸ shows that academic systems are perceived as well suited for Dual Career on the condition that good coordination takes place and that the environment supports both academic and athletic development.

Clear educational framework

A number of the consulted sport clubs have appointed a pedagogical or educational manager. These managers bring with them lots of educational expertise and a broad educational network. They are in close contact with educational institutions around the club and know the educational field. These experts point out that it is of importance for a sports club to know and understand the educational system, the possible educational pathway's for sports talents and the reality of these educational pathway's. To give more insight and help talents to make the right choices, these pathways can be mapped out in an educational framework. A general example of such a framework is given on the next page.

Such an educational framework provides insight into how educational careers can run, what the important transitions are or which difficulties talents face in their educational career. It can also be used as a perfect tool for career counselling of young sport talents. Some sport clubs also work explicitly with Dual Career expert organizations to find solutions for gaps in the educational system. A good example of this is the collaboration of sport organizations with KADA and the option for tailored blended learning (see stage five). By making it transparent, clubs hope to inspire sport talents towards their development within the educational domain.



General example of an educational framework
(school systems differ per country)



An important focus of the project 'Innovative Clubs for Dual Career' is to optimize the transition for elite athletes from secondary to higher education. It then helps when a sports club draws up an educational framework and can thus visualize the educational careers of its athletes. It can also be useful, together with the academia, to substantiate these educational careers of sports talents with figures. This will make it even clearer where the bottlenecks in the educational system lie. In many countries, these bottlenecks are found particularly in higher education, where Dual Career support is simply less (well) organized and more fragmented. Many European countries are therefore developing initiatives to enable elite athletes to achieve their ambitions in higher education. These include the Studium Leistung Sport in Austria, the TASS delivery sites in the United Kingdom and the FLOT network in the Netherlands. Sweden has recently chosen to establish National Sport Universities and Elite-Sports-Friendly universities. This development is particularly interesting because the Swedish Sport Confederation also clearly states what the educational institutions must meet in order to obtain this designation.





Swedish Dual Career guidelines

Consulted by AUAS, S. Hakkers end 2018

First guidelines for student-athletes

Sweden was the first member state to draw up national guidelines for supporting athlete's dual careers. These guidelines¹⁸ are based on the EU Guidelines on Dual Career of Athletes and on Swedish and international research, and their point is to promote the continued development of the National Sport Universities (RIUs) and Elite-Sports-Friendly Universities (EVLs) in facilitating the combination of high-performance sport and university education in Sweden.

The guidelines are aimed primarily at decision makers and Dual Career coordinators in education and in sports and to promote the coordination between these domains. It must create more awareness of student-athletes' dual careers, better strategies to enable sport talents and elite athletes to pursue successful dual careers at Swedish universities, a greater understanding of the Swedish model for the organization of RIUs or EVLs and the Dual Career system in this country that leads the way in supporting dual careers.

Dual Career environments

With these guidelines, the Swedish Sport Confederation is focusing on the development of strong Dual Career environments. The collaboration with universities and the establishment of RIUs and EVLs play an important role in this. All the more so because sport and education come to the table and reach agreements about the possibility of flexible studies for elite athletes, the Dual Career support

service that the universities, sports associations and sports clubs offer together (using expertise in the universities), new strategic education initiatives and about research on talent development and Dual Career which can be directly applied within the network and can help the sports organizations in their policy and talent development. The working group, together with experts, also believes that these Dual Career environments should be able to offer the following:

- Flexible studies, with individual rates of study, lectures, and exams.
- Collaboration between academia and sport and integrated Dual Career support from both sports and university staff.
- Support from networks of experts in, for example, physiology, medicine, psychology, and nutrition, as well as opportunities for testing.
- Holistic approach to student-athletes' development.
- Develop student-athletes' Dual Career competencies.
- Network for student-athletes to give a greater sense of community.
- Proactive support in balancing studies, sport and private life and managing career transitions.
- Dual career coordination that leads and develop Dual Career activities and ensures their quality, in the light of the national guidelines for elite athletes' dual careers.

In many countries in Europe, the combination of elite sport and secondary education is organized by special Elite Sport Schools³⁷. These schools were established to offer sports talents in secondary education the opportunity to focus not only on their ambitions and obligations in education but also on their talent development in sport. Internationally, there are big differences between these Elite Sport Schools. For example, one country integrates the elite sports talents with the regular students in the school, in other countries, there is a partial integration and there are also countries where the Elite Sport Schools only have elite sports students. There are also large differences in the facilities that these schools can offer (see stage three). These differences are largely caused by the legislation in the country and therefore it is important as a sports organization to know the legislation regarding Dual Career well and to make optimal use of the available room provided, for example, when it comes to an extra examination year or following distance education. Consulting the expertise regarding Dual Career at (Olympic) sports federation or ministries can be wise in this respect.

“You have to find the big fish”, says Head of Academy of rowing club Aviron Perpignan in the Needs Assessment⁴⁹ of this study. By this, he means that it is important for sports clubs to work together with the school where most students can combine their elite sport with school in an optimal way. It often happens that sports clubs for that reason work together with one specific school and even go so far that participation in the youth Academy of the sports club is only possible when the sports talent is a student of that school. For sports clubs, this often results in many logistical and organizational advantages. And for Elite Sport Schools, this is also attractive because the status as Elite Sports School often depends on the number of students who have a status as sports talent or elite athlete. Nevertheless, experts in this study emphasize that every student has the right to choose the school according to his or her preference. As a sports club, it is important to provide sports talents with information and insight into their choices.

During the working visits to the Elite Sport Schools, there was also much talk about the evaluation of these schools. The Elite Sport Schools in Germany, for example, were evaluated every four-year Olympic cycle and the main focus was on the sports performance of the German sports talents. School director Anke Misch of the Elite Sport School in Magdeburg disagrees with this: “With us, in the school, it is now actually about Dual Career. Where in the past our Elite Sports Student of the year was chosen based on his or her performance in the sport, we now look at the developments in both domains”. Experts, therefore, emphasize that in these collaborations within the Dual Career network, schools are primarily responsible for the educational development and following the welfare of their students. According to them, it is important for sports clubs to make an analysis of which schools can do this best for students who want to combine education with elite sport. The German Olympic Sport Association (DOSB) has recently adopted the evaluation of these schools and is now looking more closely at other developments of the school and its students. Another important aspect of the DOSB evaluation is that these German Elite Sport Schools are no further than 20 minutes away from sports facilities, the schools have highly qualified coaches and Dual Career support providers; the school itself has appointed a Dual Career coordinator and has boarding school facilities. The Dutch Elite Sport Talent Schools are also regularly evaluated on behalf of the Ministry and the results of these evaluations are particularly valuable.



TWO TALENTS OF AVIRON PERPIGNAN AT A TRAINING SESSION AT THE LAKE OF PERPIGNAN



Stichting LOOT

Visited by AUAS, S.Hakkers March & October 2017

LOOT policy rule

The LOOT Foundation is a Dutch national organization that connects the Elite Sport Talent Schools in the country. A secondary school receives the LOOT licence if it meets the criteria in the policy rule drawn up by the government. In 1991, the LOOT foundation started with six secondary schools that wanted to offer their elite sports students better facilities to combine education and elite sports. The Netherlands now has thirty Elite Sport Talent Schools. Research⁸³ shows that team athletes (including football talents) and sports talents with a high training intensity at a young age particularly benefit from obtaining an education at an Elite Sport Talent School. In order to be an Elite Sport Talent School, a school must meet the conditions of the policy rule on the granting of a LOOT licence in secondary education. This rule contains provisions that a school must comply with in order to obtain a LOOT licence, such as the minimum number of sports talents with an official talent status and specific accompanying staff for LOOT students. The policy rule states that it must be clear which talents deserve a status and qualify for additional support. It is also described which extra facilities Elite Sport Talent Schools may offer to LOOT students, such as deviating from the applicable standards for teaching time, granting exemption from certain subjects and the possibility to take examinations in a staggered manner.

Added value of Elite Sport Talent Schools

Research⁸³ into the effectiveness of these Elite Sport Talent Schools shows that Dutch sports talents choose this school to combine elite sport and education even better. Eventually, a large part of the Dutch sports talents that start in regular education will switch to an Elite Sport Talent School, often after problems arise when combining elite sport

with school. The LOOT foundation, therefore, sees an important role for sports clubs to proactively prepare their sports talents for the important choices in their dual careers. The study also shows that the education and sports performance of students at Elite Sport Talent Schools do not differ from that of elite sports students in regular education. The difference, however, is that Elite Sport Talent Schools can officially offer more services and facilities, the Dual Career policy is more firmly anchored in the school policy and teachers are therefore more elite sport-minded and more flexible in supporting their sports talents. This pro-active approach undoubtedly contributes to greater satisfaction among sports talents about the cooperation between elite sport and education⁸³. "The LOOT foundation does not see education and sport as competitors of each other, but as a collaboration. In the guidance of sports talents, we have the total human being in our sight. And not just as a student or as an elite athlete", according to the national coordinator of the LOOT Foundation. He emphasizes the importance of this holistic approach in the guidance within and outside the Elite Sport Talent Schools.

Quality assessment audits

The LOOT Foundation evaluates the Elite Sport Talent Schools on behalf of the Ministry of Education, Culture, and Science and checks the status of the licence at the school through visits and audits. The LOOT Foundation conducts triennial audits to gain an impression of the functioning of the Elite Sport Talent Schools and whether these schools comply with the LOOT policy rule. An important condition in this is that schools do not have a bad assessment of the Education Inspection. The LOOT Foundation and the Ministry believe that schools should have their primary educational activities in order before they take on additional responsibility in supporting

dual careers. An assessment from an objective assessment institution can therefore provide a sports organization with a lot of information about the ins and outs of the school in question.

Tailor-made education

In the audits, a lot of attention is paid to the question of whether the schools offer quality education tailored to the individual needs. The issue then is whether schools can actually offer the students what the LOOT policy rule stands for. The LOOT Foundation considers it important that schools are also able to make individual choices. Whereas in the past all facilities and exemptions were often offered for every sports talent, schools must now be able to properly weigh up the actual needs of each elite sports student. The LOOT Foundation ensures that these students are optimally guided in the 'ownership' of their own educational pathway. This fits in with the modernization of education and the task of Elite Sport Talent Schools to prepare their elite sports students for further education. The audit, therefore, checks whether the schools' working methods also offer possibilities for extra lessons, catch up lessons, partial exemptions for subjects and personalized educational programs.

Happy and at par

The educational results of the elite sports students are also examined and compared with those of the regular students. The main focus is on the through-flow, outflow and the final examination results in order to be able to assess whether the Elite Sport Talent School is actually able to retain the sports talents at their educational level. "In the end, this is one of the important objectives. The elite sports student must be able to obtain the same diploma as if he were a regular student. Furthermore, in our audits, we increasingly look at the quality of our supervision. Based on this, we have initiated a training program as a foundation for the elite sport coordinators of our Elite Sport Talent Schools. Our audit program is now being evaluated, but it is now clear to me that there must be more meeting opportunities between school and sport and that more needs to be said about the well-being of these young people who are bursting with talent, but in a way are also vulnerable in their dual careers", according to Tom de Groen.

"THE LOOT FOUNDATION WANTS A SPORTS TALENT NOT TO HAVE TO CHOOSE BETWEEN THE TALENT PROGRAM OF THE ELITE SPORTS ASSOCIATION OR SCHOOL. INDIVIDUAL CUSTOMIZATION IS THE MOST IMPORTANT ASPECT OF THIS".

(TOM DE GROEN, NATIONAL LOOT COORDINATOR)

PRACTICAL COORDINATION

The study into minimum requirements of Dual Career services¹⁰ shows that services for Dual Career in educational systems are hard to implement formally, as each sport talent requires a tailored plan. It is precisely for this reason that experts emphasize that it can be smart for sports clubs to use a bottom-up working method, whereby collaboration can first take place at the practical level of the school. Sports talents and elite athletes experience a personal tutor or coordinator in education as a very important facility for successfully combining elite sports and education. As a sports club, you will have at least one foot in education and formal agreements can be made at a later stage. This section goes into inspiring examples of practical coordination and personal tutoring schemes within the Dual Career network, in education and at the sports club.

Practical coordination within the Dual Career network

The experts consulted in this study emphasize the importance of coordination between education and elite sport. For sports organizations, this means that it may be useful to join existing national or regional networks that have the objective of improving the coordination between the two sectors. Sports clubs can also initiate such a network themselves and the collaboration that football club PEC Zwolle has sought with other sports clubs and the educational sector is very inspiring. First, in this paragraph, another Dutch example will be discussed, in which elite sport and education at the national level within the FLOT action plan are in long-term discussion with each other about optimizing the combination of elite sport and study. The content of this action plan is interesting and can also be put on the agenda at regional level by sports clubs in consultations about optimal coordination with education.

“DUAL CAREER IN SWEDEN STARTED WITH PURELY PRACTICAL COORDINATION. WE MUST NOT FORGET THAT THIS IS STILL THE MOST IMPORTANT BASIC CONDITION FOR A SUCCESSFUL DUAL CAREER AND FOR GOOD SUBSTANTIVE COLLABORATION BETWEEN ELITE SPORT AND EDUCATION. A SPORTS TALENT NEEDS A POINT OF CONTACT BOTH IN THE SPORTS CLUB AND AT SCHOOL”.

*(ELITE SPORT COORDINATOR,
ELITE SPORT SCHOOL)*



Flexible Education and Sport Action Plan (FLOT)

Consulted by AUAS

Study of competence and interest

At the end of 2013, 10 universities and 15 institutions for higher education in the Netherlands made agreements with NOC*NSF to improve the education and career prospects of elite athletes. These agreements are included in the FLOT Action Plan (Flexible Education and Sport). The action plan focuses on three objectives. The first is a competency-based study choice. It is important that an elite athlete can study in a discipline that suits his or her interests and competencies. Free choice of study and attention to elite sports competencies prevent drop-outs and excessive delays and also stimulate elite sports performance. The second objective is a flexible education. An elite athlete must be able to follow a flexible education offer within reasonable limits. This enables elite athletes to combine training and competitions at home and abroad with study and examination. The last goal is aimed at financial feasibility. Financially, an elite athlete should be enabled to practice his or her sport at the highest level, without disproportionate additional costs for sport or study.

FLOT 2.0

The FLOT action plan is on its way to becoming a success in the Netherlands. A total of 58 higher education institutions have now signed this covenant, making education increasingly sports-

friendly. An important condition for participation in this action plan is that the educational institutions appoint an elite sports coordinator who is the point of contact for Dual Career within these institutions. Under the leadership of the NOC*NSF and the Ministry of Education, Culture and Science, these elite sports coordinators come together to exchange experiences and raise the Dual Career policy to a higher level. The expertise of the various institutions will be utilized. At the moment, there are four working groups within the FLOT consultation, namely: information and choice of study, familiarity / communication about the possibilities, attention to customization and flexible education and governance in Dual-Career. It was recently decided to expand the FLOT action plan with the coordinators from secondary and vocational education in order to achieve an ideal alignment in the entire education system. This also creates close links between the education sectors. The elite sport is represented by NOC*NSF, but in the new structure, the coordinators of the Elite Sport Centers (CTO's) are also included. As a result, the Netherlands has a unique body at a national level that succeeds in making useful and practical agreements for the optimal support of dual careers throughout the entire education system. In 2018, for example, a major step was taken by the fact that educational institutions can now provide their own adapted study advice to their elite athletes. As a result, elite athletes who are studying are less likely to encounter binding negative study advice.

"IT IS WONDERFUL TO NOTE THAT WITH THIS FLOT ACTION PLAN, HIGHER EDUCATION IN THE NETHERLANDS WANTS TO OFFER ELITE ATHLETES THE FLEXIBILITY TO GO THROUGH THEIR STUDIES IN THEIR OWN WAY".

*(ANDRÉ BOLHUIS, PRESIDENT NOC*NSF⁴⁰)*

https://www.werkenindesport.nl/files/Nieuws/getekend_actieplan.pdf

Hogeschool Arnhem en Nijmegen Dhr. dr. K. Boele	Technische Universiteit Eindhoven Dhr. mr. J.P. van Ham
Hogeschool Inholland Mevr. drs. H. Jumelet	Tilburg University Dhr. dr. K.M. Becking
Hogeschool Leiden Dhr. drs. E.P. van Maanen	Wageningen Universiteit Dhr. dr.ir. A.A. Dijkhuizen
Hogeschool Utrecht Mw. drs. G.T.C. Bonhof	Vrije Universiteit Amsterdam Dhr. prof. dr. F.A. van de Duyn Schouten
Hogeschool van Amsterdam Dhr. prof. mr. H.M. de Jong	Universiteit van Amsterdam Dhr. prof. mr. H.M. de Jong
Hogeschool VHL Dhr. drs. P.C.A. van Dongen	NHCU/NSF Dhr. dr. J.H.A. Bolhuis
HZ University of Applied Sciences Dhr. mr. F. Rothuis	



The signed FLOT-agreement as an important milestone in better Dual Career support / options in Dutch higher education.

The Amsterdam University of Applied Sciences (AUAS) is one of the universities in the FLOT consortium with the highest number of elite sports students. This logically has to do with the fact that the institution is located in the Dutch capital, but certainly also with the excellent elite sports infrastructure in Amsterdam and the AUAS Topsport Academy, which has given elite athletes the opportunity to pursue all their studies since 2014.



Topsport Academy of Amsterdam University of Applied Sciences (TAA)

Consulted and evaluated by AUAS constantly

Optimal collaboration internally and externally

Within the Amsterdam University of Applied Sciences, each faculty has a study coach who guides elite athletes through the combination of elite sports and a study. In addition, the university has appointed a full-time elite sports coordinator who has an intake with all elite sports students and helps them find their way around the university. This is based on the experience that the transition from secondary education to higher education can be a tough step. The elite sports guidance offers help with scheduling, testing, personal guidance, educational programme / internships and physical load. Satisfaction with the combination of elite sport and study is also structurally monitored by means of a flexometer. The intensive collaboration with the research group 'Topsport & Onderwijs' means that there is a great deal of in-house expertise in optimally guiding elite athletes in their dual careers. This knowledge comes in handy in the study and lifestyle coaching of elite athletes.

The program manager of the TAA is also in close contact with the coordinators of other Amsterdam educational institutions and sports organizations. As a result, a sustainable Dual Career environment has been created in Amsterdam in recent years in which the links are close. The TAA also plays an important role in the flow from secondary education and secondary vocational education to the AUAS, as well as in the flow to other universities in the Netherlands or abroad. The coordinators know each other well and have structural discussions about the translation of, for example, the national FLOT Action Plan to the Amsterdam situation. "The FLOT Action Plan is landing and we are thus increasingly successful in preparing Amsterdam sports talents for important transitions in their dual careers", says the TAA program manager. The program manager of the TAA has a lot of experience in both education and sport and was therefore well able to combine education and elite sport. The position of program manager of this Academy can be well translated to that of Dual Career Club Manager in sports.

"THE TAA IS A UNIQUE CONCEPT. WITH THIS TAA, IT OFFERS THE OPPORTUNITY FOR ELITE ATHLETES TO CHOOSE FROM ALL STUDIES. THERE ARE NOT MANY EDUCATIONAL INSTITUTIONS IN EUROPE WHERE A FULL-TIME ELITE SPORTS COORDINATOR HAS BEEN APPOINTED".

(DENNIS VAN VLAANDEREN, PROGRAM-MANAGER TAA)

In the east of the Netherlands, a unique partnership has emerged between elite sport and the education sector. The sports clubs in the city of Zwolle have been working hard in recent years and have decided to join forces and to enter into discussions with the educational sector about optimizing the combination of elite sport and study. Within this concept, there is a lot of practical coordination and from there the Center for Sports & Education (CSE) in Zwolle also succeeds in finding more and more substantive coordination between the two domains, in which education is, as it were, modeled around the sport. This is also possible because the school has a licence from the LOOT Foundation and can, therefore, offer more facilities than a regular school. The concept is particularly interesting for sports clubs that want to take steps forward in their Dual Career policy.

The idea is quite simple: bring a number of large sports clubs together, deliberate with academia and build one school for all levels of education in which you can offer education for your sports talents and where a lot of practical coordination and exchange can take place. It is also very attractive from a financial point of view, because if sports clubs work together, for example, it is possible to appoint a full-time sports psychologist or Dual Career Club Manager.



THE CENTRE FOR SPORTS & EDUCATION IN ZWOLLE



Centre for Sports & Education (CSE) Zwolle

Visited by AUAS, S.Hakkers 9-oct-'18

All under one roof

The unique thing about the concept of the CSE Zwolle is that all 600 sports talents are brought together in one location and that all levels of education are offered at this location. From primary education to higher education. As a result, the links are closer and transitions in the dual careers of sports talents are much easier. The elite sports students do change their level of education but continue to follow studies in the same school building and environment. The unique thing about bringing elite athletes together in one location is that there are, of course, many organizational advantages, but that elite athletes can also motivate and help each other in their dual careers. It was a conscious choice of the centre to also accommodate the sports coaches of the sports clubs in the centre. Teachers and sports coaches then meet each other within the school and consequently, practical coordination is easy to organize and often takes place informally by the coffee machine. Incidentally, the school building serves as a clubhouse for the youth department of PEC Zwolle during the weekend and so there are many efficient advantages of this innovative concept.

Integrated and well organized

The concept of CSE Zwolle is very similar to the approach of the Sportgymnasia in former East Germany but in a new look. Everything is very tightly organized. In the morning hours, there is training and then there everyone has until 15:30 for teaching time. Every student at the CSE has a learning coach. This is the central person when it comes to student guidance and this person is in close contact with the talents, parents, teachers and also the sports coach. Within a number of sports, CSE Zwolle has already succeeded in appointing a CSE coach who

is both an educator and trainer within the sport. This is very similar to the position of 'Lehrertrainer' in the East-German Sportgymnasia that will be discussed later in this chapter and chapter three. With the appointment of these CSE coaches, the CSE brings education into sport and sport into education. Incidentally, it is, in any case, the vision of the CSE to integrate sport into education. The CSE distinguishes three domains, namely the technical sports domain, the sports support domain and the educational domain. Within the sports support domain, experts from education and sport work on themes such as sports nutrition, mental training lifestyle skills that are important for learning the profession of elite athlete. This involves the sports talents learning more about their person, their own body and their lifestyle. The specialists from both domains determine the content of the theoretical and practical component of this domain. The theoretical component has two subjects, namely mental skills and a healthy lifestyle. Within the practical part, it is mainly about coordination and strength training. General motor skills, which are learned in games, judo, gymnastics, athletics and exercising to music (BOM). In addition, the behaviour of the athletes, how they participate and how they react to each other and to facets such as, for example, profit and loss, are discussed in particular. Unlike many other Elite Sport Talent Schools, the CSE does choose to allow athletes at school to come into contact with other sports and thus train their general motor skills and also to have fun in other sports. During the working visits for this study, this discussion has been held more often and this concept shows that when sports and education are at the discussion table, targeted choices can be made within the Dual Career network.

“IN ZWOLLE, WE STILL START FROM THE PRACTICAL IDEA OF ACTUALLY COMBINING SPORT AND EDUCATION. FOR EXAMPLE, THE COACHES ARE HOUSED IN THE SCHOOL”.

(THOMAS VAN DER STAAK, CSE ZWOLLE)



**THE RENOVATED HALL OF THE CENTER OF SPORTS & EDUCATION IN ZWOLLE.
BE PROUD OF YOUR ATHLETES!**

Practical coordination in education

In this study, besides Elite Sport Schools universities that have a rich tradition in the guidance of sports talents and elite athletes were also visited. The University of Salzburg, Humboldt University in Berlin, Halmstaed University and Vrije Universiteit Brussels were visited. What is striking is that these universities all have an excellent Dual Career coordination scheme and have appointed an elite sports coordinator for each faculty who is the contact point for elite sports students, but also for the staff of the university, sports organizations and parents. Below are a number of fine examples of German educational institutions when it comes to practical coordination. Institutions in this country still excel in optimal coordination schemes.



Dual Career program (Hochschulsport) of Humboldt University

Visited by AUAS, S.Hakkers 2-nov-'16

High student satisfaction

In 2017, Humboldt University, together with OSP Berlin, conducted a study¹¹ among students who are also active in elite sport. The elite athletes of this university indicate that they are particularly satisfied with their choice of study and the course of their studies. For them, the collaboration between their elite sports supervisor from the faculty and the career counsellor from the OSP Berlin plays an important role in this. The career counsellor offers elite athletes the opportunity to conduct orientation tests, organize training days and internships, among other things. For example, sports talents in secondary education can spend a day with an elite athlete who is already studying at Humboldt University. The elite athletes indicate that they are very pleased with the presence of the general elite sports coordinator and that they consult him/her most often regarding their dual

career. Furthermore, the elite athletes are particularly pleased with the Moodle platform, which enables them to maintain good contact with other elite athletes from the university and thus to be informed of important news. The elite athletes are less satisfied with the functioning of the coordinators at the faculty. Many elite athletes indicate that they do not know or use this support. This creates the realization that the appointment of elite sports coordinators is not always sufficient. It is therefore also about the approachability and visibility of these officials. Interviews with student athletes from Humboldt University also show how important it is that elite sports supervisors are elite sports-minded. The promotion of Dual Career awareness in the university is therefore essential and it is precisely there that the sports club can be of value, for example through a college tour of a coach or talent of a sports club (see chapter one).

"AS A YOUNGSTER AT UNIVERSITY, IT HELPS ME ENORMOUSLY THAT I HAVE A FIXED CONTACT PERSON WHO ALSO HAS CONTACT WITH MY CAREER COUNSELOR IN SPORT".

(STUDENT-ATHLETE OF HUBMOLDT UNIVERSITY)





Athletes-to-Mentee

Humboldt University recognizes the problem that elite athletes do not always feel able to find their way to a coordinator or that this can be a big barrier. This is why this university has also developed a buddy system which puts high-performance sportsmen and women at the Humboldt University in touch with one another to allow them to advise and help each other. Via the Moodle platform mentioned above, elite athletes are in contact with each other and are aware of their dual careers and developments within the university. Elite athletes find it particularly useful that an older-year student can guide newcomers and support them in, for example, studying and planning. Of course, it is also common for elite athletes to be unable to participate due to sporting activities.

It may then be wise to ask the buddy for (old) notes or to ask for an explanation of the content of, for example, missed lectures. Of course, it should be noted that this does not necessarily have to be a buddy with an elite sports background. It can be useful for elite athletes to have a buddy from the same class who is not practicing elite sports.



<https://www.hochschulsport.hu-berlin.de/de>



INSTITUTE OF SPORT SCIENCES OF HUMBOLDT UNIVERSITY



German Elite Sports Schools

Visited by AUAS, S. Hakkers 5 till 8-sep-'16

A lot of attention for periodization

In this study, three Elite Sport Schools in former East Germany were visited. In total, Germany has 43 of these schools that support 11500 sports talents in their dual careers. The Elite Sport Schools have a lot of contact with the sports associations and sports clubs about the periodization of education and sport. The fact that the school and the sports club are aware of each other's annual planning and activities makes it possible to coordinate these efficiently. For example, agreements are made about less training intensity in test periods and no tests on Mondays after training camps. At the Elite Sport School in Oberhof, winter sports are especially practiced, and these sports are particularly challenging for dual careers. "Our athletes are often away for training camps or tournaments for long periods. This requires a lot of flexibility and adjustments for us as a school and over the years, we have come to optimal annual plans for the nine sports. Since our sports are also seasonal, this means that we have special summer and winter plans. In the summer, we have a kind of summer school here and that demands a lot from the staff of the school. Fortunately, over the years more facilities have been added, such as distance learning, online testing and

an extra exam year", says Volkmar Heyder of the Elite Sport School in the mountains around Oberhof. The next stage is about the facilities to increase flexibility in education.

Preparatory physical education

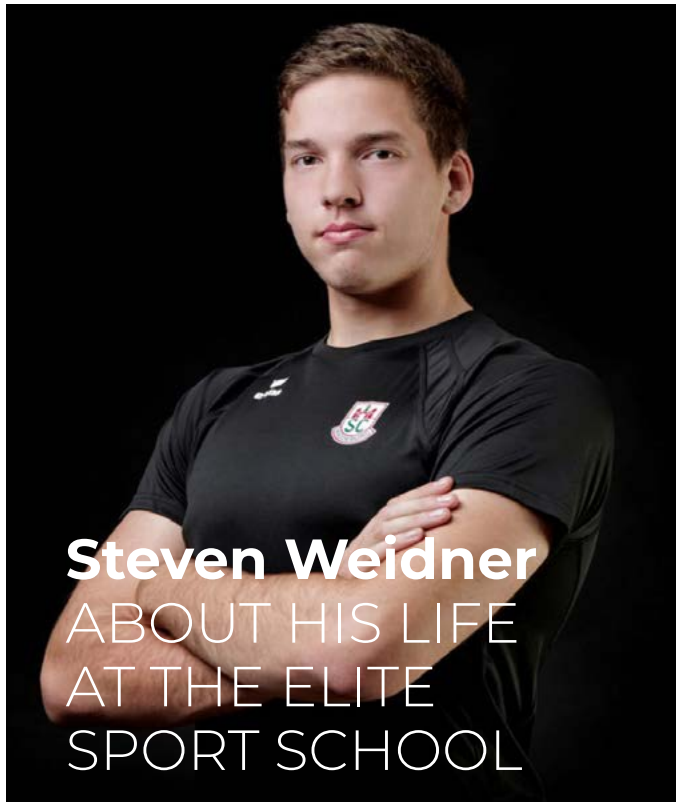
There are many differences between Elite Sport Schools in Europe when it comes to physical education. In many countries, this subject is the first exemption for sports talents. This is because sports talents already undertake many sports activities. In the German Elite Sport Schools, physical education is in the curriculum. But traditionally, the Elite Sport Schools in Magdeburg, Oberhof and Berlin have been attuned to the interpretation of this subject. For example, the sport talent course is used for strength and fitness training. Or specific exercises can be trained in this lesson. The physical education teachers are often in contact with the coaches of the sports clubs. The schools also offer other possibilities for sports. The Elite Sport School in Magdeburg has had a rowing machine at the school since the German Democratic Republic era. This is a good example of how you can also bring the sport to education.



ELITE SPORT SCHOOL CURRICULUM PLANNING BOARD IN MAGDEBURG



AN OLD ROWING MACHINE AT THE ELITE SPORT SCHOOL OF MAGDEBURG. A NICE SOUVENIR FROM THE GERMAN DEMOCRATIC REPUBLIC ERA.



ATHLETE STORY

Steven Weidner ABOUT HIS LIFE AT THE ELITE SPORT SCHOOL

Your elite sports coordinator has selected you for this interview because of your long experience at this school. How long have you been here?

"I came to this boarding school when I was 12 years old and I am now 19 years old. So I have been around here for seven years and I'm one of the oldest at this school. Especially because I use the 'Verstreckungs'-rule because of my elite sports practice. This means that I can take longer to complete my exam year and that comes in handy because I now train an average of 26 hours per week".

What was it like to live on your own as a young adolescent in the boarding school at this institution?

"It was actually a logical decision. Both my parents work and my father even works night shifts. So it was not possible for them to bring me to Magdeburg every time and pick me up. It also gave me a lot of stress. But honestly, so did the move. During the first period, I was homesick and then I was not doing very well. Fortunately, there are also pedagogues at the boarding school who help you in this phase and within the months it got better".

Precisely because you have been a student at this Elite Sports School for so long, you can give a good picture of the functioning of the school.

What are the strengths?

"That is absolute that the school supports elite sports optimally. It is easy to make individual planning for education together with the elite sports coordinator based on the training and competition schedule. That is challenging because in winter we train a lot. And it really isn't possible to get free time, then my elite sport coordinator has contact with my trainer and a solution is often found. I had to get used to the new school setting in the first years, but the fact that sports, school and living take place in one place gives a lot of rest in the weekly schedule".

And does your elite sport practice determine what that weekly schedule looks like?

"Yes elite sport is an absolute top priority for me, but I think that is true for many sports talents at the Elite Sport Schools. The good thing about these schools is that you are able to keep education at a high level. Otherwise I might have had to repeat a class, but now I'm doing an extra year on my exam. And I am convinced that I'll get my gymnasium diploma this year".

And are you already thinking about your future after obtaining your diploma?

"Yes, I do, and very honestly, I also see a barrier to that. Combining elite sport with a study is even more challenging. That's why my coach also pointed me to the career counselling of the Olympic Support Center. I am now talking to the career counsellor there and he helps me to list a number of options for the next school year. I would prefer to study computer science, but I understand that it is difficult to combine. That's why I'm now talking about a part-time study that I can work alongside. Soon I will have a conversation with that company, which is a sponsor of our rowing club. I think I'm going to enjoy the combination of work, study and sports, actually a triple career".

And will you really live on your own?

"Well at this Elite Sport School I can first continue to live in the boarding school for a while. I will do that too, otherwise things will change very much after the summer. And I actually have a lot of fun living here and the rowing club is nearby, but sometimes those first-years annoy me".

Do you ever talk to or help these younger sports talents?

"Well not really, that might be quite strange. When I came here as a young adolescent I was mostly taken care of by the older athletes and I really looked up to them. I experience that differently now. Still, I think I can help them with living here at an Elite Sport School and what it means to be an elite athlete".

**"COMBINING ELITE SPORT
WITH A STUDY IS EVEN MORE
CHALLENGING. THAT'S WHY MY
COACH ALSO POINTED ME TO THE
CAREER COUNSELLING OF THE
OLYMPIC SUPPORT CENTER".**



STEVEN WEIDNER AT A ROWING MACHINE (PHOTO CREDITS EROLL POPOVA)

Profile of elite sports coordinator

An elite sports coordinator plays an extremely important role in the coordination schemes from the educational point of view. That is why, based on the discussions with the coordinators of Elite Sports Schools and the aforementioned universities, a generic profile is drawn up for the position of an elite sports coordinator or Dual Career coordinator. The results of the Erasmus + ESTPORT project are also included in this profile. This project was coordinated by the University of Marcia and developed a tutorship model for student-athletes in universities. The other profiles for Dual Career specialists (of the sports club) will be discussed in the next chapter. Many NOCs and also organizations such as TASS and the LOOT Foundation have invested in the education of these coordinators in recent years. Experts stress that these courses are important in guaranteeing quality guidance and that this is not only based on the goodwill and enthusiasm of a physical education teacher.

Being an elite sport coordinator is a profession that requires a lot of knowledge about the latest insights and possibilities in Dual Career and how, for example, important competencies such as self-management can be learned. The position also requires a basic knowledge of lifestyle coaching and career counselling of sports talents.



Elite sport coordinator / Dual Career provider in Education.	Profile
<p>Based on consultations of:</p> <p>DOSB (German Olympic Sports Association)</p> <p>ESTPORT</p> <p>Stichting LOOT</p> <p>Talented Athlete Scholarship Scheme</p> <p>Amsterdam University of Applied Sciences</p> <p>Vrije Universiteit Brussels</p>	<p>Contacts with student (and parents)</p> <ul style="list-style-type: none"> • pro-actively organises an evaluation cycle, including reporting interviews (possibly intake) throughout the school year to diagnose and identify need of the student-athlete • part of consultation in Athletic Triangle, on behalf of school with sport, parents and student-athlete • small/incidental schedule adjustments • advising on and, if necessary, organizing educational support (tutoring, overtake tests, possible spread of examinations, etc.) • advise in collaboration with the dean or club's staff on dual career options and guidance / counselling for employment • information and advice about scholarship and financial aids • uses objective criteria for awarding Dual Career support and is able to draw up a tailored plan for the individual student athlete • coaches student-athletes to find a balance in their dual career and acts only in the interest / well-being of the student-athletes and is able to apply basic principles of lifestyle coaching (see chapter 4) • competent in his or her working method for developing and stimulating the student-athlete's own responsibility
	<p>External contacts</p> <ul style="list-style-type: none"> • with sports clubs' staff (in particular coach and study coach) • maintains online monitoring tools on behalf of the school and may be part of multidisciplinary consultations in sport • liaises with an Olympic Network or other sports organizations • participating in regional and national part-time study days and further training courses within the framework of Dual Career • participating in consultation structures regarding dual careers or student-athletes • coordination with other educational institutions in the education system • provide information when switching student to another Elite Sport Talent School
	<p>Contacts within the school</p> <ul style="list-style-type: none"> • Invest in an institutional approach (instead of Dual Career support only from one faculty) • keeps records of student-athletes in the school registration system (so staff know it is a student-athlete) • liaises with teachers, team leaders, etc., including with regard to 'normal' functioning and school performance • interacts with school management on Dual-Career policy and developments • structurally consults with other coordinators and Dual Career support providers (other branches or faculties); internal LOOT consultation • is open-minded and flexible when it comes to distance learning and e-learning and is able to manage new tools • provides information for Dual Career reporting, evaluation moments and accreditations • organizes evaluations regarding the Dual Career support of the institute • attends graduation ceremony of student-athletes
	<p>Increasing awareness in Dual Career</p> <ul style="list-style-type: none"> • organises activities to promote awareness in Dual Career (possibly together with sport) among teachers and student-athletes and facilitates contact between them • organises internal training for other supervisors of the educational institution • trains Dual Career competencies of student-athletes (think of outcomes of the Gold in Education & Elite Sports project) • is aware of the Dual Career 'roadmap' and can explain it to talents and stakeholders • is up to date with regard to the latest developments in Dual Career
	<p>PR, internal and external (organization of)</p> <ul style="list-style-type: none"> • take care of 'Wall of Fame' (online and in school building) • contribute to the newsletter (general and specific for Dual Career) • keeping track of social media with regard to Dual Career • participating in special activities for student-athletes at school or at collaborating sports clubs / sports federations (maintained network) • contribute to information evenings

INTERVIEW



Gert de Boer: AN EXPERIENCED ELITE SPORTS COORDINATOR

Gert de Boer has been the general elite sports coordinator of OSG Sevenwolden for over twenty years. He knows better than anyone how to connect education and sports within a school and what is involved in jointly supporting dual careers. Furthermore, he stood at the cradle of the SportsLifestyle classes that will be discussed later in this chapter.

You have been an elite sports coordinator at this Elite Sport Talent School for two decades. Have you seen the content of this function change in those years?

"Yes, more and more expertise is required in this position. And I am referring mainly to the knowledge of elite sports careers and of laws and regulations. I have always experienced that there is a conflict in what sport demands and what education can offer. In this role, it is important to be aware of that area of conflict and to know what the possibilities, and also what the impossibilities are. Both education and sport logically push the boundaries, but together we must ensure that it does not become limitless".

Have you also seen a change within the school itself?

“Very honestly, not much has changed in that. Consultation and coordination are still the most important starting points in this role within the school. I don’t know what it is like in other schools, but I also see my role much more as an advisor. I advise the talents, their environment and our management with regard to the combination of elite sports & education. Ultimately, it is up to the team management and board to make the decisions and that makes the work with the sports talents easier. Over the years, the school has become more and more sports friendly. This is a matter of investment and targeted policy. For example, we organize meetings in which we invite people from elite sports to activities in our school. We also invite parents and our teachers. Whereas in the beginning it was much more difficult for teachers to do things like rescheduling exams, this is now much less the case. In the last decade, our educational concept has also become much more modern and as an elite sports coordinator you also play an important role in this. You have to be able to bring elite sport into the school”.

And the education in elite sports, I assume. How do you do that?

“The main way to achieve this is by meeting each other and stimulating substantive contact. It is very important that you meet each other and that’s why I also go to sports clubs. You can just have a look behind each other scenes. We think it’s good that elite sports know how we work with our pupils at school. This way, within elite sport, more understanding can arise for education and the school. The elite sport, therefore, sees what is involved from the school to optimally support the dual careers. I think that because of this, in elite sport they can also be more aware that it is about ‘learning for life’, but also vice versa. I remember well a conversation with two gymnastics families a long time ago, of which one parent said: “If my daughter now goes to a tournament in Canada, she learns more than in two months at school”. And that is true and it has given me the insight that in my job it is really a matter of being open and connecting two worlds that in many ways have the same goal and in which individual customization is the key to success”.

And how do you come to individual customization for sports talents within education?

“In education, as an elite sports coordinator, you need to be in constant contact with the teachers to see what the possibilities are, for example, adapted schedules, examination periods or teaching material. This varies per subject and also per teacher and as a coordinator, you need to have a good overview of this. Teachers need to know what the pupil’s situation is and we encourage the pupils themselves to keep us well informed as a school. Furthermore, I invest together with the other elite sport coordinators, on the triangle school-sports-parent / pupil and we want to clarify in the talks what the possibilities and needs are. Basically, we have two Personal Development Plan-meetings (POP’s) per year and this triangle always sticks to that to talk about goals and to come to customization. It is crucial in this respect that you do not simply strengthen facilities and educational flexibility. In some sports disciplines, this need is much less important than in sports such as swimming or gymnastics. Our athletes need a great deal of customization. And we also see that not every student can cope with the flexibility that is offered to him or her. Offering individual customization may, therefore, depend on the character and level of the student”.

Practical coordination at the sports club

In order to achieve practical coordination between education and the sports club, it is important that the sports club also has a person as point of contact for education and for Dual Career. In many sports clubs, this distinguishes the level at which this practical coordination takes place. At the policy and administrative level, this coordination often takes place with the Educational Manager or the Manager of the Academy. When it comes to the guidance of students, clubs that are serious about Dual Career have often appointed a study coach. The role of the study coach will be discussed in detail in the next chapter in which the other profiles of Dual Career support providers at sports clubs will also be described. Experts do emphasize that it is important that this should be a two-way street. Dual Career policy has often arisen around sports clubs due to changing requirements in elite sports and education has become increasingly flexible in recent decades.

Consultations in education show that this has happened with a lot of love, but education does emphasize that the Dual Career ladder has two sides. It is now up to the elite sport to invest in Dual Career programs and schemes and to realize that this investment must come from both domains.



TRAINING SESSION AT CLUB NATACIO BANYOLES. A PILOT CLUB IN THE PROJECT 'INNOVATIVE CLUBS FOR DUAL CAREER'

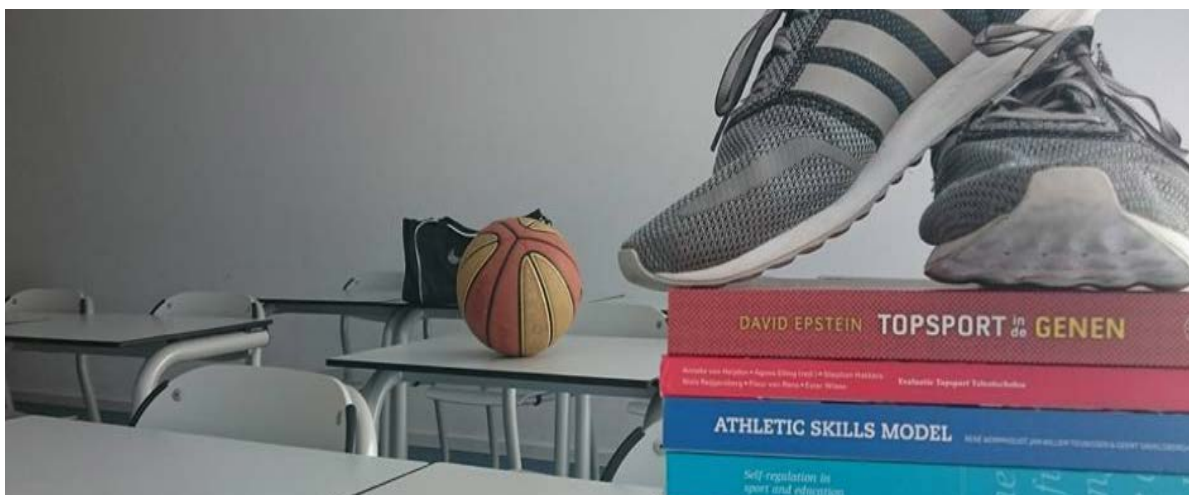
EDUCATIONAL FLEXIBILITY

Over the years, education has become more flexible in many European countries. This will only increase in the coming years and is certainly a good opportunity for sports talents with a dual career. During the working visits to the Elite Sport Schools, the subject of educational flexibility was an important topic of discussion, because it can reduce drop-out in both sport and education. What different forms of flexibility are there? What flexibility is important in a dual career? And how satisfied are sports talents with the flexibility offered? The evaluative studies on the effectiveness of these special Elite Sport Schools also provide good starting points for working towards more flexibility in education. The quotation below shows that in the aspect of educational flexibility, customization is evident.

Three dimensions of educational flexibility

Within Dual Career, a distinction is made between three forms of educational flexibility, namely a temporal dimension, a social dimension and a factual dimension. In the temporal dimension the objective is to make the organization of lessons and exams more flexible. This dimension of flexibility concerns, for example, the rescheduling of tests, the coordination of training and lessons during the course of the day, extending the school day and moving lessons to the afternoon in order to make training possible in the mornings⁴¹. In interviews, these forms of flexibility at Elite Sport Schools were often mentioned by sports talents. A study³⁷

shows that this flexibility is strongly dependent on how education is organized and defined. This became very clear during these working visits. The Elite Sport Schools in Sweden have much more room for manoeuvre in the educational legislation than the Elite Sport Schools in France. There can also be large differences within a country. For example, educational legislation in Germany is regulated by each Bundesland (State) individually and this results in differences in educational flexibility between these Elite Sport Schools. For sports clubs, it is important to know how much leeway there is and what facilities can be offered at the schools.



In the social dimension, it is mainly a question of resources, i.e. (additional) staff to support the athletes in the fulfilment of their academic obligations; for example, teachers who give them special or remedial tuition to help them catch up on missed lessons or prepare for exams. Adjustments in the social dimension are, as a rule, a consequence of temporal flexibility since rescheduling lessons or exams and giving students time off for competitions make it necessary to catch up on material they have missed at a later time⁴¹. It requires a lot from teachers of sports talents to guide them through their dual careers. Think of remote testing, developing individual schedules and providing education during holiday periods. Sports talents sometimes complain that there is no uniformity among teachers with regard to this guidance at regular schools, and even at Elite Sport Schools. School principals indicate that they take more account of this in the composition of teaching teams. At Elite Sport School Antwerps three teachers that provide education have themselves also been students at this school. The school management also indicate that talents, teachers and parents must know the unambiguous measures and that there is a point of contact for sports talents when they are not observed. This social dimension also includes the appointment of an elite sports coordinator by schools, in addition to the extra support.

In the factual dimension, one may think, above all, of adapting contents, and two variants are possible here: firstly, reducing lesson contents and exams and, secondly, incorporating aspects of elite sport into the school curriculum. The first variant of reducing lesson contents and the scope of the exams to be taken may indeed take the pressure off athletes and allow them more time for training. In the Netherlands, for example, sports talents from Elite Sports Talent Schools have the option of not taking certain subjects. The second variant of incorporating aspects of elite sport into the school curriculum is linked to sports or lifestyle lessons: here, elite sport contents (training) are made the subject of (sports) lessons⁴¹. This may mean that teaching content alternates with training content, but it may also go as far as making competitive sport a school subject, such as in Sweden or Finland. Later in this chapter, there will be fine examples of substantive harmonization in this factual dimension of educational flexibility. Below is an overview of the use of flexibility measures within these three dimensions.

“I TRY TO DELIVER TAILORED WORK. FOR SOMEONE WHO FINDS STUDYING A LITTLE EASIER, I REALLY DON'T HAVE TO EXEMPT THREE SUBJECTS. AND NOT EVERY SPORTS TALENT NEEDS A STAGGERED EXAM”.

(ELITE SPORT COORDINATOR, ELITE SPORT TALENT SCHOOL)

Overview of flexibility measures at Elite Sport Schools

The international comparison of sports schools³⁷, which undertakes an analysis of sports school models in Australia, Belgium, Canada, Finland, France, Germany, Italy, the Netherlands, Singapore and Sweden already gave a nice overview of support and integrating the temporal and social dimensions. They also concluded a big difference between these Elite Sport Schools. Based on this study and the recent working visits to Elite Sport Schools in Belgium, Germany and the Netherlands in particular, the following is an overview of measures that should bring about educational flexibility in Dual Career support and (can) be applied in the education of sports talents in three Elite Sport Schools in the Netherlands (Heerenveen), in Flanders (Antwerpen) and in Germany (Berlin).

EDUCATIONAL FLEXIBILITY AT ELITE SPORT SCHOOL:

Measures in temporal dimension:	OSG Sevenwolden Since 1991	SLZB Berlin Since 1952	Topsportschool Antwerpen Since 1991
Flexible curriculum that leaves room for elite sport activities	V ***	V ***	V ****
Postponing or adjusting of school exams or personalized planning in exams	V	V ****	V ***
Postponing or reduction of homework	V ***	V ***	V ***
Distance learning / E-learning	V	V	V ****
Measures in social dimension:			
Teachers accompany sport talents in training camps / tournaments	X	V **	X
Elite sport coordinator	V ****	V **	V ***
Help with eliminating backlog	V **	V **	V ***
Separate study room	V **	V ***	V ***
Small learning groups	X	V ****	V ****
Boarding school	X	V ***	X in 2021
Measures in factual dimension:			
Staggered exam year	V **	V ****	V ***
Individual educational trajectories	V **	V **	V *
Comprized study packages	V **	V **	V ****
Structural exemptions for certain subjects and teaching time	V ***	X	V *
Partial exemptions for certain subjects and teaching time	V ***	X	V ***

V = available

X = not available

* = not used often

**** = used often

During the European Youth Olympic Games of 2013, almost 1000 participants from 30 of the 49 participating countries filled in a questionnaire about their dual career and combining elite sport and school⁴². It should be noted that these are the top elite sports talents in these countries. Nearly one in three participants was enrolled in education at an Elite Sports School (ESS). Switzerland had the most EYOF participants enrolled in special secondary schools for elite sports (62%), followed by Belarus (61%), France (57%) and Finland (56%). Nearly all participants from Portugal, Italy, Latvia and Lithuania indicated that they were enrolled in secondary education at regular schools.

Apart from country-specific differences, hours of practice and type of sport practiced also clearly influence the chance of being enrolled in an ESS. Among those participants training at least 20 hours a week, more than half attend an ESS. In terms of the sports themselves, basketball players (48%), gymnasts (41%) and cyclists (40%) were most likely to be students at an ESS. Track & field athletes and handball players were least likely to go to an ESS.

As expected, there are more special facilities for talented athletes at elite sports schools than at regular schools (Figure 2.3). However, regular schools also offer several facilities to their athlete students to support them in combining an educational career with elite sports. Special leave for national / international is the most commonly available and used facility (77%), both for ESS students (89%) and regular school students (70%). E-learning/ distance learning is the least available facility at both types of school. Nearly half of the ESS students and three quarters of regular school students indicated that their school does not offer that facility. For both types of school, the percentage for all facilities which are available but not used is rather low. Support of a study coordinator is most often mentioned as available but not used (20%). The largest differences between ESS students and regular school students regarding the availability and use of facilities concern time to practice during school hours (78% vs 25%) and training facilities at a school (60% vs 21%)⁴².



PARTICIPANTS OF EYOF 2013. MOST SPORT TALENTS WERE ACTIVE IN TRACK & FIELD

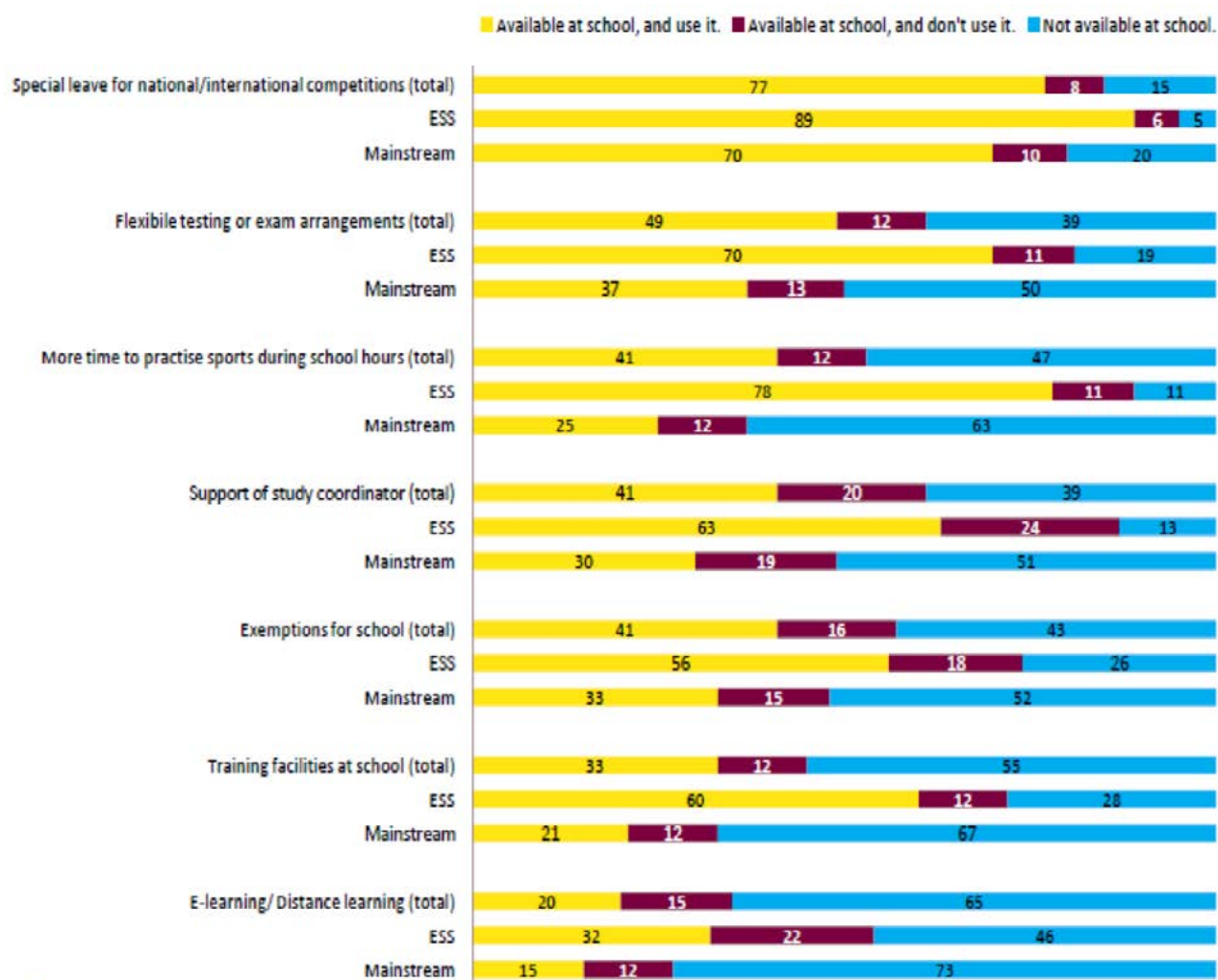


FIGURE 2.3 EXTENT TO WHICH FACILITIES ARE AVAILABLE AT SCHOOL FOR TALENTED ATHLETES, BY SECONDARY SCHOOL (IN %) ⁴²

The effectiveness of Elite Sport Schools

It is a legitimate question of whether the above facilities now also lead to better Dual Career performance. Precisely this question has been asked precisely in Flanders⁸⁴, Germany⁸⁵ and the Netherlands⁸³. In a comparative study between sports talents who obtained education at Elite Sport Schools and sports talents who attended a regular secondary school, hardly any differences were found in the final sports performance achieved at a later age.

The study among the German and Dutch sports talents of these special schools also compared their school performance with that of sports talents in regular education. Both studies show no differences in school performance. The Dutch study also shows that the sports talents at an Elite Sport Talent School, despite a higher training intensity and considerably less contact hours, achieve the same average examination marks as sports talents at a regular secondary school. But they often need more time to obtain their school diploma and more often drop off to a lower level of education. A primary school motivation linked to a higher sports ambition appears to be an important explanation⁸³. The survey among participants of the European Youth Olympic Games confirms this picture. One in five respondents indicated they chose a lower level of education in connection with practicing an elite sport. Students at an ESS (32%) and those training more than 19 hours a week (29%) were more likely to have chosen a lower educational level. These figures show that in the coordination between elite sport and school, it is of great importance to monitor the education level and the educational motivation of sports talent.

In the research among sports talents of Flemish Elite Sport Schools and Dutch Elite Sport Talent Schools, the talents were also asked about the satisfaction of the Dual Career support and facilities that are offered by these schools. Then differences do emerge. The Flemish elite sports talents of Elite Sport Schools are much more satisfied with facilities such as individual tutoring and flexible timetables. Sports talents from Dutch elite sports talent schools are also much more often satisfied with these facilities and the combination of elite sports and school. At regular schools, the availability of services for Dual Career in education is more dependent on the athlete's own negotiation and planning skills and the goodwill of individuals within the school⁸³. Also, these special Elite Sport Schools appear to be better able to offer proactive customization. Sports talents from these schools generally indicate that they can make use of a tailor-made facility offer without having to make much effort.

These evaluative studies, as well as the working visits, show that sports talents benefit most from customization. For sports clubs, it is good to map out which facilities are desirable for their sports talents and to invest in coordination with education. Examples also show that this is not always possible or necessary with an Elite Sports School. Regular schools are also sometimes sports friendly and able to provide good Dual Career support. Researchers also point out the danger of pampering⁸⁶. Doesn't a certain supply automatically create the demand for it and can talents also be over pampered, which in fact hinders their development in autonomy and independence? This question was also frequently addressed in the interviews with directors, coordinators and coaches, as the following quotations show.

OPINIONS ON DUAL CAREER IN SECONDARY EDUCATION

"THE FRICTION BETWEEN SPORT AND TRAINING ALSO HAS POSITIVE SIDES. IN SOCIETY, NOT EVERYTHING IS FOCUSED ON SPORT AND NOT EVERYTHING IS ARRANGED FOR YOU. THE TENSION BETWEEN SPORT AND TRAINING AND THE FACT THAT ATHLETES HAVE TO FIND A SOLUTION FOR THIS THEMSELVES IS ALSO PART OF GROWING UP AS A SPORTS TALENT".

(Coach, CTO Papendal⁴³)

"ONCE IN A LIFE- TIME YOU GET THE CHANCE TO REACH RIO AND YOU HAVE TO TAKE THIS CHANCE. AS A SCHOOL, WE LIKE TO MAKE EXCEPTIONS. SINCE THIS YEAR, OUR SCHOOL IS ALSO PART OF THE ELITE SPORT-FRIENDLY SCHOOLS IN SLOVENIA".

(Director, 'sport friendly' school Jesenice)

"IT IS ALL ABOUT A COMPLEX NETWORK OF SUPPORTING SERVICES AND FINDING INDIVIDUAL SOLUTIONS TO SPECIFIC NEED OF THE SPORT TALENTS".

(GUDRUN GÖTZE, DIRECTOR SLZB BERLIN)

"YOU GET FACILITIES FROM ME, PROVIDED THE STUDY RESULTS REMAIN GOOD".

(Nils Reckenbeil, elite sport coordinator Sportgymnasium Magdeburg)

"One student gets one exemption and the other student five. Everything has to do with school motivation, attitude and of course the results".

(Elite sport coordinator, Elite Sport Talent School)

Educational flexibility in higher education

In the Needs Assessment of the three pilot clubs of 'Innovative Clubs for Dual Career' and also in the interviews with sports talents of the consulted best practices, it became clear that in general there is less satisfaction with the educational flexibility in higher education. A number of striking quotes from these interviews can be found on the next page. For example, in order to give sports talent the opportunity to choose a study of their wishes and to improve the combination of elite sport and study, the Olympic Committees from the Netherlands and Sweden have focused on elite sport-friendly colleges of higher education and universities. The facilities that these educational institutions must be able to offer sports talents are aspects of being known as a sports club and being part of educational covenants.

Educational flexibility in higher education in England, the Netherlands and Sweden <i>This scheme gives a general impression of educational flexibility. Obviously there are differences between each countries' institutes.</i>	TASS Universities England	FLOT institutes Netherlands	RUIs Sweden
	Since 2017	Since 2014	Since 2015
Measures in temporal dimension:			
Flexible education curriculum / schedule that leaves room for elite sport activities (training + competition)	V **	V *	X
Postponing or adjusting of school exams or personalized planning in exams	V **	V ****	V ***
Remote exams (format and location)	V *	V *	V ***
Distance learning / E-learning	V ****	V *	V *
Measures in social dimension:			
Availability teachers / professors	V ****	V **	V **
Individual study coaching	V ***	V **	V **
Elite Sport coordinator	V ****	V ****	V ***
Student-Athlete 'flag-system'	V **	X	X
Measures in factual dimension:			
The ability to take the subjects and programmes best suited to their own interests and academic qualifications.	V ****	V ***	V ****
Possibility of late admission	V *	V *	V **
Individual educational pathway's (learning and or work placement training)	V ***	V *	V **
Curriculum in individual modules	V ****	X	X
Structural exemptions for certain courses and modules	V ***	X	X
Partial exemptions for certain courses and modules	V **	X	X

V = available

X = not available

* = not used often

**** = used often

OPINIONS ON DUAL CAREER IN HIGHER EDUCATION

"IF I WILL START STUDY, I NEED TO QUIT ROWING".

(sports talent, pilot club Rowing Club Bled)

"FEW HIGHER EDUCATION INSTITUTIONS DO NOT HAVE
PROPER GUIDANCE, SO THEN THE CHOICE NOT TO
STUDY IS EASIER TO MAKE".

(sports talent, CTO Papendal)

**"Australian and Canadian athletes who train at the CTO for a year can simply follow
their lectures via the internet. Dutch universities do not yet have this option".**

(manager, CTO Heerenveen)

"DUAL CAREER IS QUITE WELL DEVELOPED IN GYM-
NASIUMS IN SWEDEN. NOW WE NEED TO FOCUS
MORE ON UNIVERSITIES".

(sports psychologist Swedish Football Federation)

"HERE UNIVERSITIES ARE FOCUSED ON STUDY AND
NOT THAT MUCH ON SPORTS".

(sponsor BM Granollers)

***"I went from consultation hour to consultation hour in order to
show how important sport is to me, but also how studying medicine
is to me. Ultimately, professors cannot be obliged to compensate
their students or postpone exams".***

(sports talent University Kiel⁴⁴)

COORDINATION ON CONTENT

The study days of the LOOT Foundation were also visited for this exploratory study. These study days focus on the meeting between education and elite sports. On the 2017 study day, NOC*NSF presented its new learning line performance behaviour. This learning line will be discussed later in this book. After the presentation, a discussion arose about who is ultimately responsible for developing this performance behaviour among sports talents. NOC*NSF stimulates the substantive collaboration between education and elite sport based on the conviction that the development of performance behaviour logically has a positive influence on both school and sports performance. In this exploratory study, it was striking that the collaboration between elite sport and education is still too often limited to the first three stages of the 'Tour de Dual Career' (see figure 2.1). Therefore below are some inspiring examples that show that there really are more steps to take in favour of the dual careers of sports talents.

“WITH THE ‘SPORT-THEORIE’ SUBJECT, WE HAVE BEEN TEACHING ELITE SPORTS FOR YEARS. WE SHOULD RENEW THE CONTENT OF THIS SUBJECT ON THE BASIS OF THE LATEST INSIGHTS AND FOCUS MORE ON IMPORTANT COMPETENCIES IN DUAL-CAREER”.

(ELITE SPORT COORDINATOR, SPORTGYMNASIUM MAGDEBURG)



THE ELITE SPORT SCHOOL OF MAGDEBURG

For years the Elite Sport Schools in Austria and Germany have been teaching the subject of Sports Science or Sports Theory. In doing this, these schools integrate elite sports into education. The Elite Sports School in Salzburg, together with elite sports organizations, has recently revised the content of this subject with more attention to the broad competence development of young sports talents and their training as elite athletes. The subject Sport Theory and Sports Science are particularly suitable for including skill training in Dual Career (see chapter four), think of increasing the awareness of athletes in Dual Career and developing self-regulatory competencies.



'Sports Science' as an exam Subject

Visited by AUAS, S. Hakkers 11 & 12-apr-'16

Aim of the subject 'Sports Science'

The aim of the subject 'Sports Science' within SSM Salzburg is to deepen and to achieve a critical insight in the domains of exercise, game and sport and the positive and negative effects of these domains on individuals, on society and on the sports talents themselves. The focus is also on the meaning of active (elite) sport practice, one's own autonomous body and health awareness and the development of a personal (elite) sport experience as an essential part of the education at an Elite Sport School and the ambition to become an elite athlete. After following the subject of 'Sports Science', the students must be able to do the following:

- to be able to acquire and apply scientific sports knowledge in their own sports practice;
- to acquire knowledge for planning and participating in exercise, game and sport;
- to be able to analyze their own exercise and elite sports activities;
- to recognize the contemporary significance of exercise and sport on individuals and society;
- to know the fundamentals of the occupational field of physical activity, sport and health;
- to act responsibly, problem-conscious and versatile in exercise and sport;
- to involve other areas of knowledge in a wide range of sporting activities;
- to demonstrate what is required physically, mentally and psychologically to perform optimally.

Integrated educational offer

The 'Sports Science' subject at SSM Salzburg is not an isolated one. During the renewal of the subject, connections were made with other subjects such as 'speech and communication', 'people and society', 'nature and technology' and 'health and movement'. Within education, we work with projects and assignments that transcend disciplines. Other Elite Sport Schools also have this approach, which means that the education of these students can be provided in a more meaningful way. From educational research, it is known that when the content of education is attuned to the interests of students this benefits the school performance. It is, therefore, useful to enter into dialogue with the educational sector about meaningful assignments or (social) internships within elite sport or sports club. Or when students can apply assignments within the discipline of 'Sports Science' or within other disciplines in their own sports practice. This fits in with the design of the subject 'Sports Science' in which students are taught to reproduce and understand knowledge, to transfer it and apply it in sports practice and then to assess and reflect on that knowledge and its application.

Four main themes

The 'Sports Science' subject at the SSM Salzburg has four main themes. Within these themes, various components are covered that are offered by the senior lecturer of the profession, but also by other specialists of SSM Salzburg, such as sports managers, sports psychologists, nutritionists or physiotherapists. As a result, the course is also gaining in practical significance for the students.

Competence field 1: Exercise and sports techniques

- motion and sports techniques
- trend in sport
- motion stimulation and motor learning
- tactical skills and match strategies
- cognition, emotion and motivation in sport
- hazards and risks

Competence field 2: Optimization of sports performance capacity

- motion and physical performance capabilities
- physical and sports performance parameter
- technology and sports
- optimization of sporting performance
- testing and diagnosis in sport
- health promotion and quality of life

Competence field 3: Aspects in and value of sport

- sport as a system
- enhancement and doping
- sport, art and culture
- topics of sport and sport sciences
- diversity and sport
- standards and values in sport

Competence field 4: Social dimensions of sport

- historical perspectives on motion and sport
- sports and economics
- sports, politics and sports politics
- sport in the media
- nature, ecology and environment



In recent years, the Dutch Elite Sport and Talent Schools have also come together with elite sports organizations to bring the content of education and talent development programs closer together. The Sevenwolden Elite Sport Talent School, for example, has developed an educational concept together with Topsport Noord that joins the Long Term Athlete Development mode (LTAD). This model is used by many sports organizations. The educational concept of this school focuses on what sports talents in different phases need.



SportLifestyle Classes of Elite Sport Talent School Sevenwolden

Visited by AUAS, S. Hakkers, nov-'16 till feb-'18

Different phases and needs

The different phases of the LTAD model are shown in the accompanying figure. Within the educational concept of the Sevenwolden Elite Sport School, sports associations and sports clubs have been consulted on what is important for the different phases of education. Special SportLifestyle classes have been established for the phase of learning to train. These Sportlifestyle classes are strongly focused on developing competencies that are important for the sport, but are also in demand in daily life, for example: analyzing, planning, communicating and organizing and collaborating. Sport-specific themes such as mental guidance, nutrition and injury prevention are also addressed. Students in these classes learn to own their own Dual Career development; they are in charge of their dual career. This is important because most of these classes are prepared for further education within the Talentcollege Noord (TAN). This educational concept is fully adapted to the phases of training for competitions and training to win and being able to combine these phases with education. The TAlentcollege Noord will be discussed in the last stage.



FIGURE 2.3 BASICS OF THE EDUCATIONAL CONCEPT OF OSG SEVENWOLDEN

Also in the south of the Netherlands education and elite sport have found each other. The Center for Elite Sports & Education (CTO Zuid) is, of course, a good example of this from a practical point of view. More about these centres in terms of organization in the next chapter. In addition to practical coordination, CTO Zuid is also committed to good substantive coordination between elite sport and education. It works closely with football club PSV Eindhoven and two Elite Sport Talent Schools. The Talent Skills excellence program is a good example of this coordination in terms of content. Whereas during the LOOT study day questions were still raised about a joint responsibility for the development of performance behaviour or self-regulation, this program shows that it is precisely from this joint responsibility that beautiful initiatives can arise.



Talent Skills programme

Consulted by AUAS, S. Hakkers nov-'17 & jan-'18

Talent Skills 1.0

In the school year 2015-2016, CTO Zuid in close cooperation with football club PSV Eindhoven and two Elite Sport Talent Schools started with Talent Skills 1.0: classroom lessons given by the specialists of CTO and teachers of the Elite Sport Talent Schools to make talents skilled at an early(er) stage in tackling and solving the challenges they encounter during their dual career. However, the Talent Skills 1.0 programme proved to be too theoretical during the school year and did not adequately respond to the needs of the talents. The talents have to work with broad competencies and the acquisition of skills and attitudes in the areas of self-management, self-responsibility, communication and lifestyle that are directly applicable.

However, the Talent Skills 1.0 programme proved to be too theoretical during the school year and did not respond well to the needs of the talents. The talents have to get going with broad competencies and the acquisition of skills and attitudes in the area of self-management, self-responsibility, communication and lifestyle that are directly applicable.

Talent Skills 2.0

The Talent Skills 2.0 programme has a different approach. The starting point is still the learning of competencies, but now from the perspective of practical learning. The subject is still in the curriculum, but now it has a practical lesson of 'physical skills' and a one-hour lesson under the guidance of a study coach.

Within the renewed programme, the students also work in a digital learning environment (www.talentskills.nl) where they can work out their personal challenges, find supporting information, but above all showcase their results of challenges. These challenges can be partly carried out within practical lessons and partly within sport. Think of exercises such as 'write a manual for yourself', 'find a sponsor' and 'prep-a-match'.

Five attainment targets

It is an official subject within the curriculum and so for Talent Skills 2.0, final attainment targets have also been developed. In order to formulate these attainment targets, experts were consulted to analyse which competencies a talent needs in order to successfully complete its dual career. The results of the 'Gold in Education and Elite Sports' project were also included. This has led to five attainment targets in the area of self-management & self-responsibility, communication and lifestyle.

The Talent Skills student:

- is able to manage and account for its own development;
- takes the initiative and chooses the right channels to get in touch with the team around him;
- is able to recognize his own role within the team / group and has/ identifies alternative actions;
- is able to present himself representatively and not to harm others;
- is able to organize a balanced lifestyle and recognize and solve personal challenges/threats.

Physical skills classes

The Talent Skills 2.0 program therefore also has a practical part, namely the physical skills class. While many Elite Sport Talent schools automatically skip the regular gym lessons for sports talents, these two Elite Sport Talent schools choose to coordinate with the affiliated sports associations of CTO Zuid and the football club PSV Eindhoven to offer a physical skills lesson. This is based on the conviction that early specialization and not coming into contact with other sports limits physical development. In the physical skills class, students can put the challenges of the digital learning environment into practice under the guidance of a subject teacher in physical education. This physical education teacher is in close contact with coaches from the sport and therefore uses a targeted periodization in these physical skills lessons. The physical skills lessons focus mainly on improving coordination (better movement), have a lot of variation in supply, a low intensity and little injury risk.

“WITHIN TALENT SKILLS, YOU LEARN SKILLS THAT YOU CAN'T LEARN FROM A BOOKLET. SKILLS THAT ARE NEEDED IN ELITE SPORT, BUT YOU CAN ALSO APPLY THEM AT SCHOOL OR LATER AT WORK”.

(PAULIEN SENSSEN, ELITE SPORTS COORDINATOR SINT JORIS COLLEGE)

FURTHER DEVELOPMENT OF EDUCATION

It is expected that in the coming years, education will continue to develop at a rapid pace towards more personalized educational pathways and blended learning. According to the experts consulted, it is also up to elite sports to stimulate this development. In this exploratory study, a number of inspiring examples have been found in which education and elite sport join forces to further develop education. This paragraph contains examples of further development with regard to a good fit between the education column, the digitization of education, and the integration of elite sport in education as a dimension of educational flexibility.

“IN DUAL CAREER, WE ALSO FACE THE CHALLENGE OF MAKING TANGIBLE WHAT ELITE ATHLETES LEARN IN ELITE SPORT. THE EXPERTISE OF EDUCATION CAN HELP US TO ACHIEVE THIS”.

(HEAD OF ACADEMY IK SÄVEHOF)



TRAINING OF THE ACADEMY TEAM OF IK SÄVEHOF

Investing in good connection in the educational column

It has already been concluded that a considerable proportion of elite athletes opt for a lower level of education as a result of practising elite sports. As a result, it is sometimes not possible for this group elite athletes to move on to higher education after secondary or higher education. Verein KADA also ran into this in the support of elite athletes and that was an important reason for the establishment of the KADA-Academy. It is also a great initiative to retain sports talents and elite athletes in education longer. Sometimes an intermediate step is a sensible option in order to still be able to take up the desired study.



KADA-Academy of Verein KADA

Visited by AUAS, S. Hakkers 11 & 12-apr-'17

A transition to higher education

The completion of the KADA-Academy allows access to Austrian colleges of higher education and universities. This educational concept builds a transition between secondary vocational education (commercial school, vocational school) and higher education. The KADA-Academy can be followed in three locations, namely Vienna, Salzburg and Stams and therefore all sports talents and elite athletes are able to follow education at the KADA-Academy.

Customized education

This is reinforced by the fact that the KADA-Academy offers a lot of flexibility and can, therefore, take into account the full agendas of the elite athletes. The education is also offered independent of location and there is a lot of E-learning. Within the KADA-Academy, the sports talents and elite athletes are supported by experienced pedagogues and the professional career counselors of KADA in the subjects German, English, mathematics and sports management. The training has a minimum duration of one and a half years, but participants can decide each year how much they want to invest in the training in combination with their elite sports practice. The programme has a success rate of 91%.

"I FOLLOWED THE KADA-ACADEMY DURING MY ACTIVE CAREER AS A SKIER IN THE WORLD CUP AND IT WAS EASY TO COMBINE. WHEN I FINISHED MY CAREER, THE ROAD TO THE UNIVERSITY WAS PAVED AND I COULD START MY STUDIES. LOOKING BACK, THE KADA-ACADEMY WAS THE INITIATOR OF MY FURTHER CAREER".

(ANDREA FISCHBACHER, FORMER SKIËSTER AND GRADUATE OF THE KADA-ACADEMY³⁶)

Source: <https://kada.co.at/brp-im-leistungssport/>

Digitization of education

During the working visits, it became clear that there are large differences in the provision of digital education across Europe. Experts are convinced that this is the future and that it is an opportunity that should be used for the education of sports talent and elite athletes. For this reason, it is good for a sports organization to stimulate the digitization of education. For example, the Olympic Committee of Slovenia is supported in this by a sponsor. For the career counselling of sports talents, it is also good for sports clubs to know where digital education is offered in a good way.



E-learning project of NOC Slovenia

Visited by AUAS, S. Hakkers 27 & 28-sep-'16

In 2002, Olympic Committee of Slovenia and Telekom company established a cooperation in order to facilitate the educational process of athletes with e-learning possibilities in three secondary schools, namely: Grammar school France Preseren Kranj, Sports Gymnasium in Ljubljana Siska and II Gymnasium Maribor. Within the framework of the project and the signed agreement, the student-athletes are provided with adequate internet connection for the purposes of distance learning and school's adaptable e-learning programs. Preseren

Kranj was also visited and many of the sports talents at this school practice winter sports. They are very satisfied with the development of distance learning means because education is carried out in agreement with the professors during their absence due to training and competitions around the world. Recently the NOC of Slovenia upgraded their support and included one more Sports Gymnasium.



THE OLYMPIC ROWING HEROES OF SLOVENIA

The e-learning project of NOC Slovenia shows that it is possible for a sports organization to enter into a dialogue with education about the digitization of education. This will not immediately be possible for all subjects, but if talents can follow part of the curriculum online, this can be very positive for their dual careers. As a sports club, it is also wise to take stock of what the umbrella sports association or players' organization offer as options in digital education.



Academy of Association of Contract Players (VVCS)

Visited by AUAS, S. Hakkers 13-july-'17

Flexible and digital

The VVCS, together with the educational sector, has developed a variety of training courses, which are very flexible. All these training courses and seminars are available to players at times that suit them best. The players follow the lessons online, but in an interactive and virtual environment and under the guidance of a qualified instructor. So the players are not alone, but on the other hand, they do have the freedom they need as a professional footballer when they go to a training camp or have a busy match schedule.

From language training to Business & Innovation

Within the VVCS Academy, football players can choose from a broad variety of courses. Particularly popular are the courses 'Elite Sport Management & Entrepreneurship', Business & Innovation, training to become a commercial assistant and of course the trainer course. Logically, the VVCS has researched which studies are popular among footballers. In recent years, many footballers have also opted for the performance psychology course. "This course also helps you very well with your performance management in the field. I have learned a lot about ideal conditions to perform", according to a footballer from a Dutch premier league club. The good thing about the VVCS Academy is that the footballers stay in the study lounge and keep challenging themselves in other areas as well.

Support of a career counsellor

Football players who register in the VVCS Academy can opt for blended learning within most studies. A subject teacher is linked from the educational institution to the student footballer. The VVCS also supports the footballers with the support of a career counsellor.

"WE ENCOURAGE PLAYERS TO CONTINUE STUDYING DURING THEIR FOOTBALL CAREERS. BECAUSE OF THEIR BUSY SCHEDULES, THEY HAVE TO BE FLEXIBLE. I'M PROUD THAT PLAYERS CAN CHOOSE FROM MORE STUDIES OVER THE YEARS".

(ARJEN EBBINGE, CAREER COUNSELOR VVCS)

COLUMN



by Iztok Čop



Iztok Čop was one of the most successful rowers in the Slovenian history. Čop achieved his biggest successes together with Luka Špiš in the double scull. In that category he won Olympic Medals in all three colours. After the Olympic games of 2012 he finished his rowing career. However, Iztok is still active in elite sports, amongst others as chairman of Rowing Club Bled and member for a workgroup of 'Athletes-friendly-education'.

Slovenian experiences in Dual Career

At Slovenian NOC's Athletes commission we started to think about Dual Career education for athletes in 2006. At the start we followed IOC guidelines which, unfortunately didn't work the way we hoped. Therefore we started with evaluations and possible implementations of best practices of different (European) countries in Slovenia.

At the start our focus was on (freshly) retired and 'experienced' athletes approaching the end of their sport career. Unfortunately I can't say we had high success rate helping athletes set track for their 'after sport' career. Maybe athletes expected more than the system (NOC, federations, government and companies) could provide. That was the reason, we started focusing more on young athletes in high schools. With educational programs in high schools, presentations, workshops and testimonials during their training camps we're helping them plan their university level education and sport career.

I'm sure present generation of young athletes is more aware of importance of continuous work on professional career and getting as much as possible work experiences during (professional) sport career then previous. One of our goals was to adapt school obligations as much as possible to their sport timetable. At the age when starting studying at university level athlete usually also enters senior category. That demands extra efforts on both fields.

Three years ago at NOC we started, what was planned to be a pilot project with 2 high schools in my home town, project called 'Athletes friendly education' certificate. Our aim was to set standards in high schools and faculties where education and exam system is flexible and supportive enough for athlete to be able to proceed with his or her sport and finish school. When forming group of professionals to set rules for candidate schools we got surprisingly big interest by educational institutions. Two phases evaluation took two years and we recently assigned over 20 certificates with another 10 institutions passing first evaluation phase. Each education institution will have to, for keeping Certificate, pass frequent evaluations in future. I'm certain we will increase awareness and co-create more 'athlete friendly schools' with promotion of good practices, exchanging experiences and regular communication among stakeholders.

In future we have to start working also with sport organizations (clubs, federations) where often system is not flexible enough to enable athletes to (successfully) proceed with education during (professional) sport career. I can say the ICDC project was an important step in the right direction for rowing club Bled. It created a more sustainable Dual Career network in and around Bled in which sports, education and talents are more aware about an optimal support of dual careers.

I hope other clubs will follow this good experience!



The Danish Football Players Association has also established a similar academy. The academy is called Study4player and works together with educational institutions, but also with the Danish handball federation and with the other elite sport organizations in Denmark. An example that shows that it can be sensible to work together as a sports organization with other sports organizations to achieve Dual Career support and digitization in education. And that collaboration can also take place outside the national borders, as already was highlighted in the example of the Stick-project in which universities and hockey clubs from six European countries join hands.



Study4player

Visited by AUAS, S. Hakkers 12 till 14-sep-'17

Guidance and support

Study4player is an organization started by the Danish Football Players Association, providing Dual Career guidance and support to both current and former elite athletes. Study4player helps elite athletes in combining their sports career with an education, without it affecting and stealing focus from their sport. The key is flexibility so that the athlete can study on his/her own terms (more or less), and Study4player cooperates with the Danish educational institutions in delivering this flexibility. 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, for example, 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 athletes. **Here** you find an introduction movie about the FIFPro Online Academy.

<http://study4player.dk/>

In the further development of education, it is sometimes also good to take new paths. According to Ratten⁴⁵ the role of athletes as entrepreneurs is an under-explored area in the field of Dual Career. Strange, because athletes have a variety of human capital including social, emotional and leadership attributes that help determine their entrepreneurial abilities. The AtLETyC project has entered this phase and strongly believes in the outstanding potential of athletes to become successful businessmen and women. This project is truly a new type of Dual Career approach in education and makes it possible for elite athletes to combine elite sport with elite entrepreneurship education.



AtLETyC (Erasmus + project 2016 – 2018)

Information gathered by AUAS

“Athletes make great entrepreneurs”

In recent years many efforts are made in supporting entrepreneurship education in Europe. Besides all the well-developed higher education programs one important aspect is missing. There is no entrepreneurship training provided for athletes in Europe. This is a big loss because it deprives athletes of a promising opportunity and a big potential for the society remains unaffected. The aim of AtLETyC project (AtLETyC – Athletes Learning Entrepreneurship – a new Type of Dual Career Approach) is to develop education on entrepreneurship in particular for elite athletes to facilitate and enlarge their educational opportunities and to enhance and stimulate Dual Career approaches for people in sports.

A fresh and flexible educational program

AtLETyC is a pioneering European entrepreneurship education course at the postsecondary level. The highly flexible training programme was commonly designed by elite athletes, Dual Career experts and academics. A blended learning concept combines a custom-tailored online MOOC course with concise on-site workshops. These are workshops about topics like decision-making, communication and teamwork, marketing clues, understanding and leading business and leadership skills.

Click on **the video** of the AtLETyC channel for an interview about the parallels between elite sports & entrepreneurship

<http://atletyc.eu/#about>



Integration of elite sport in education

In the further development of education, there are also good examples where elite sport is made part of the education of sports talents. This is part of the factual dimension of educational flexibility (see stage three). Football club AFC Ajax Amsterdam, together with an educational institution for secondary vocational education, has developed its own training for professional football players.



College De Toekomst (AFC Ajax & ROC Amsterdam)

Visited by AUAS, S. Hakkers & C. Vervoorn, 5&6-apr-'17 & 31-oct-'17

College De Toekomst is a vocational educational programme and is only available for only the football talents of the football club. A large part of this two-year course takes place in practice. The students follow many lessons at the club given by the specialists of the football club and teachers of the ROC Amsterdam. The curriculum takes into account the training and competition programme. In addition, sports talents gain work experience by doing an internship. This can be at Ajax, or at one of the amateur associations with which Ajax collaborates.

These are the important parts of this new educational programme:

- What it takes to become a successful professional footballer;
- Self-regulation and insight into your own qualities;
- Functioning of the human body and prevention of injuries;
- Coping with the media, being an example to others;
- Knowledge about healthy eating and cooking sports meals;
- Dealing with money and sponsorship;
- Offering sports and exercise activities, organizing competitions, tournaments and events and providing training and coaching for athletes;
- Performing side tasks within a sports organization.

www.ajax.nl



DE TOEKOMST, THE TRAINING COMPLEX OF AFC AJAX WITH ITS OWN EDUCATIONAL FACILITIES

As discussed in the first stage, Sweden is committed to developing Dual Career environments in the immediate vicinity of Sweden's elite sports-friendly universities. Halmstaed University is one of them and carries out high-quality research in the field of Dual Career and gives these research results a place in the programme 'professional sports career and working life'. This programme, therefore, includes subjects such as 'career development in sports', 'sustainable dual career in elite sports' and 'performance psychology'. Within the programme 'professional sports career and working life', the elite sports practice of students is central and the educational programme is geared to the training courses and competitions of the student-athletes.



Bachelor 'professional sport career and working life'

Visited by AUAS, S. Hakkers 1-mrc-'17

Focus on career development in sports

Halmstaed University is one of the elite sport friendly universities in Sweden and developed a special university bachelor program for student-athletes. One of the central themes of this four-year bachelor program is career transitions in sport. This gives the student-athlete insight into his or her own transitions, but after completing this study, he or she will also be able to support the dual careers of other sports talents as a coach, manager or career counsellor. An important basic assumption for this educational program is that elite athletes need to prepare for life after sport and by following modules such as 'career development in sport', 'sustainable career development in elite sports' and 'the athlete's career in a diverse and globalized world', the student-athletes gain more insight into the possibilities in Dual Career and the important transitions that athletes face in their dual career. Modules that would also not be out of place in the training of Dual Career support providers (see chapter three).

Scientific insights into (own) elite sports practice

Sports science modules such as 'physiology and nutrition in elite sports', 'training planning' and 'biomechanics in sports' are also offered to give the student-athletes more insight into their own elite sports practice. The underlying idea is that the content can also be directly applied in their high-performance environment and that this will positively influence the sports performance of

these student-athletes. It also offers students the opportunity to work towards a role as a specialist in high-performance teams after completing their studies. However, the university is convinced that the experience and competencies gained in elite sports can also be used in other sectors of the labour market. That is why this programme also devotes a great deal of attention to the application of elements of elite sport in other sectors. For this reason, modules such as 'developing individuals, groups and organizations in sport and work life' and 'sport & entrepreneurship' are on the programme.

"THE GOAL OF THIS EDUCATIONAL PROGRAM IS TO SUPPORT ONE CAREER AND OPEN OTHER CAREERS. IN THIS BACHELOR, IT IS NOT ABOUT EITHER OR OR, BUT WE INTEGRATE BOTH WORLDS IN ONE STUDY".

*(RASMUS TORNBERG,
HEAD OF BACHELOR PROGRAM).*



INDIVIDUAL EDUCATIONAL PATHWAYS

Open any school guidebook and you will soon come across terms such as 'personalized learning', 'differentiated learning', 'individual customization' and 'individual learning lines'. Education is changing and schools are increasingly moving towards customization. This exploratory study examines schools that offer successful educational programmes, based on the principle that pupils can work towards their own individual educational pathways. Two inspiring examples are briefly discussed in this section. At the end of this chapter, Topsportschool Antwerpen stands in the spotlight. At the moment it is not immediately possible for a sports club to shape the educational programme of a school, but it is possible to enter into dialogue about it and to stimulate educational innovation. Successful elements of the educational programmes can also be implemented within a sports club.

“DIFFERENTIATION IS OFTEN APPLIED IN PRIMARY EDUCATION, WHERE PUPILS’ LEVEL DIFFERENCES ARE CONTINUALLY ADDRESSED. WITH THE EXCEPTION OF THE SCANDINAVIAN COUNTRIES, WE OFTEN STOP THIS ACUTELY IN SECONDARY EDUCATION”.

(PETER NOACK, EDUCATIONAL PSYCHOLOGIST FRIEDRICH SCHILLER UNIVERSITY JENA)

“FOR THE LOOT FOUNDATION, BEING ABLE TO OFFER INDIVIDUAL CUSTOMIZATION AT OUR ELITESPORT TALENT SCHOOLS IS VERY HIGH ON THE AGENDA”.

(TOM DE GROEN, NATIONAL LOOT COORDINATOR TOPSPORT TALENTSCHOLEN)



Educational concept of Kunskapsskolan

Consulted by AUAS, S. Hakkers 8-nov-'16

Your own choices, your own pace

In 2000 the Kunskapsskolan was started in Sweden for pupils in secondary education. Sweden now has 29 Kunskapsskolan who have a special teaching method for personalized learning. Within this method of education, every pupil is seen as a unique individual who can get more out of himself or herself than he or she ever thought possible. The schools work according to the KED program: Kunskapsskolan EDucation. This is an approach for personalized education within school hours from 9 am to 4 pm. The needs, ambitions and learning goals of individual students form the starting point of the approach. An integral concept has been set up around fixed pedagogical views, of which the active involvement of parents in the school career is considered important. The web portal and the housing play an important role in these schools. Students can follow a customized programme in a digital learning environment (almost all students have a tablet), at their own pace and at times of their choice within the teaching hours. The student works closely together with a study coach who helps to draw up the programme and monitors the learning goals and progress of his students. If a student needs more depth, then subject teachers are available.

Personal challenges and competencies

The basic principle of this educational concept is that everyone is different and learns differently. Students are met by the fact that they can make their own choices in level and tempo. Every pupil has the right to a personal challenge every day, regardless of his or her abilities.

Boundaries are being pushed with challenging goals and clear criteria. All students can push their boundaries through their own hard work, perseverance, ambition and the support of dedicated and competent teachers. The KED programme assumes that education prepares for lifelong learning, with attention to the competencies needed for this.

Every individual deserves a basis for personal development, self-knowledge, self-regulation and awareness of personal responsibility and the ability to rely on their own possibilities. This forms the basis for a constructive attitude to take ownership for one's own learning and life.

Personalized Learning

In personalized education, pupils first learn to understand who they are themselves, what they want to achieve in their lives and what that means for their school career. Next, each pupil learns to get and keep a broad perspective of his/her final goal at school (which diploma and which direction do I need) and what steps he/she needs to take to get there. Together with the coach and the teachers, the student chooses the learning goals, the level and at what pace and in what way he or she wants to achieve them. In the beginning, students get more structure and direction than in traditional education. If a student shows that he or she can take ownership, the guidance of the coach and the teacher gradually decreases. There are also students who always need a degree of external structure and direction. That too is personalized.



Talentcollege Noord (TAN) of OSG Sevenwolden

Visited by AUAS, S. Hakkers 16-aug-'16, 9-nov-'16 and 20-feb-'18

More step by step customization

The OSG Sevenwolden attaches great importance to personalized learning. However, the school also knows that it has to guide the pupils in this process. For this reason, the school has started the 'sports lifestyle classes' in the lower secondary schools, which have already been described in stage four. Figure 2.3 clearly shows that the school adapts its educational programmes to the needs of the pupils and to the phase in their professional sports career. Sports talents in the phase of learning to train in sport generally follow education in the 'sports lifestyle classes' where a lot of attention is paid to developing the self-regulating capacity. After all, anyone who wants to be at the helm of their own learning trajectory must be able to set, plan, monitor, evaluate and reflect on good causes. Within the Center for Elite Sports & Education Heerenveen (CTO Heerenveen), the OSG Sevenwolden works together with the Dutch judo, gymnastics, skating and swimming associations and the sports talents of these associations in particular generate a lot of training hours. The 'normal' facilities such as Elite Sport Talent School were not sufficient for the high-flyers of these four sports federations and therefore the school has developed an innovative educational concept, in which the education has been moulded around sports. This concept can only be followed by sports talents who have been granted national or international status by the Dutch Olympic Committee (NOC*NSF) and train in an official association programme (the Dutch Junior Team) of one of the affiliated sports federations. This means that the school already uses customized solutions for admission to the various educational concepts.

Sports programme is dominant

Within the educational concept of the TAN, the facilities that can be used by the Elite Sport Talent Schools in the Netherlands are used, but the educational programme looks different and resembles the working method of the previously discussed Kunskapsskolan from Sweden. The starting point of the TAN had to be the sports programme of sports talents. "Education has to make concessions, because sport does not do it", according to a determined coach of the CTO Heerenveen. The education manager emphasizes that it really has to be a balance. "We look at both programs and then make informed choices. In a year with the Olympic Games, this could mean that education is put at a lower level, but in the final year school can also be a priority ", says Anke van Baar. The school has developed a customized system, tailored to the individual athlete / pupil because sport is dominant (training times, training courses and competitions). Each student works independently, supported by a personal study coach, on their own learning trajectory. The annual programme of an academic year is divided into four periods, as well as the tests to be taken. The learning activities are planned per week, with the tests as a conclusion. In this way each student works on his or her own weekly programme. The tests are planned at the initiative of the students.

Study coach and study room

In this educational concept, the student is guided by the study coach towards an independent, self-regulating, active attitude to work. During the initial interview, this is an important point of attention and a plan is made to develop these self-regulatory skills. Explanation and instruction about the subject are given structurally and/or on request by a teacher for a specific subject. By means of digital study guides supplemented with links to power points, videos and animations, the subject is offered as much as possible independent of location and time. As the sports program is dominant, this means that there is no use of schedules or classroom lessons. There is a large study room where the students work on their tasks at times that fit in their schedule. Most students train twice a day and are at school between 11.00 and 14.30 hours. During holiday periods, it is also possible for the students of the TAN to follow tutoring and study coaches are also available. The ultimate goal is, just like the education at Elite Sport and Talent Schools, to obtain a regular diploma at the level that suits the student, and that succeeds well because the TAN has a pass rate of no less than 100 percent.

**“THE TAN STUDENTS OWN THEIR OWN LEARNING PATHWAY.
IT ALSO SURPRISED ME HOW SOME SPORTS TALENTS SUDDENLY
BECOME ACTIVE STUDENTS OR A PASSIVE STUDENT”.**

(ANKE VAN BAAR, MANAGER TALENTENCOLLEGE NOORD)

www.sevenwolden.nl



THE STUDY ROOM OF THE TAN

INTERVIEW



Anke van Baar has been working in education for over 40 years and has extensive experience with personalized education. The past ten years she was the educational manager of the TAN and with her, we look back and forward on the (further) development of this innovative educational concept.

How did you come to the educational concept of the TAN?

"The Talentencollege is the O (or the E of Education) of the CTO Heerenveen, the Center of Elite Sports & Education in the Northern Netherlands. At the beginning, we were given the challenging assignment to design education for 12 to 20-year-olds, where the (elite) sport is dominant. The CTO Steering Committee had submitted a futuristic plan for the recruitment of the CTO in the municipality of Heerenveen with the aim of: two gold medals, one in sport and one in education, the diploma. Our students of the four CTO sports (swimming, judo, gymnastics and ice skating) train an average of 25 hours per week and therefore have about 15 hours left to follow education. My task was to design, implement and continuously improve an educational concept together with a team of three study coaches. In practice, I guided the integral design of this educational concept and I had a lot of coordination with the specialists of the CTO".

How did you manage to fit the education into those 15 hours?

“That has to do with the fact that the TAN has very good study coaches who can guide the students through many subjects. In addition, we have chosen to focus on the core of each subject within this form of education. We work from this core and have developed compact teaching packages, most of which are also available online. The focus is mainly on what you can not or do not yet control. This saves a lot of time and we see that the effect is the same. In addition to the time savings with core programs, we also focus on maximum freedom of regulation with exemptions for this group of sports talents. The students of the TAN only need 60% of the teaching time “.

What has made TAN a success?

“There are various factors, but a very important one is that elite sport and education arrive at a common vision and then go for it to the fullest. Just like in elite sport. The sports talents of the TAN also have a clear vision of where they want to go and we teach them what to focus on. It is wonderful to see how this concept contributes to the self-regulating ability of sports talents and I am sure that this also benefits their sports performance. Because the students own their own educational trajectory, they are a lot more independent and disciplined. Recently we had a swimmer here, and I don't mean to brag or anything, but within the week he became more active in the TAN and he also got the fun back in school. I think our concept is also very interesting for the project 'Innovative Clubs for Dual Career'. Perhaps as a sports club, possibly together with other sports clubs and together with surrounding schools, you can also focus on a kind of TAN that is led by driven study coaches”.

What is required of (study) coaches to be able to give good support in this educational concept?

“That's an interesting question that I have asked myself also. That is also the reason that for the last two and a half years I was a member of the movement 'School leaders for the Future'. A movement that wants to inspire the educational sector in innovation and the ability to offer customization. Together with six other schools we were part of a learning lab to find out what is needed in support to put students more in charge of their own learning process. That has led to a beautiful whitepaper⁸⁷ in which, also based on practical experience and best practices, is described which behaviour a teacher can show to stimulate and promote ownership with students. An important conclusion is that the teacher is seen more as a coach that has to be able to offer a framework with preconditions, in which the student can set meaningful learning goals. The teacher or rather coach has to be able to use feedback to make the student reflect, offer room in education for reflection and the development of skills on different levels, whereas feedback is always constructive and with content. Research by Hattie⁸⁸ shows that feedback has a big influence on learning. Especially feedback on self-regulation skills makes the student aware of aspects that enable learning self-management. In the collaboration between education and sports I see a next challenge arising to invest more in a joint method to make sport talents in sports and education (as a student) the director of their own development”.

What, in general, is important for sports organizations to improve the cooperation with education?

“It's evident that education and sport have to see each other as equal partners. In the lives of young sport talents recognition for the fact that education is an essential part of their world is an important pillar in the collaboration between education and sport organizations. TAN proves if that requirement is met beautiful steps forward can be taken. To do that there has to be structural contact and deliberation in which education and sports can, for example, work together towards a shared coaching vision on development, in which personalized work and customization are the key. Working together towards innovation in education and solutions is also an opportunity”.

IN THE SPOTLIGHT...



TOPSPORTSCHOOL ANTWERPEN

VISITED BY AUAS, S. HAKKERS 17-OCT. '16

Elite sports school as a result of vision

Frans van den Wijngaert is a clear visionary when it comes to building an elite sport school. When it became clear that his elite sport school had to move, it was clear to the school director that the new school had to be built close to the sports facilities, the university and public transport. Due to a lot of bureaucratic red tape and a delay due to the presence of bats in the adjacent fort, the new building took a while, but what has been realized is something Flanders can be very proud of. The location of the school has been chosen with the utmost care and enables sports talents to combine living, school / study and sport in one location. With the construction of the new Topsportschool Antwerpen, a kind of sports campus has been created. The construction of an elite sport school on a university campus is a smart move. The transition from secondary education to higher education will thus be much calmer and easier for the students. And sports science knowledge is now really around the corner from the school.

Provided with all modern gadgets

Digital education boards, online learning environments, multifunctional study areas, education via video connection. It's all present in this modern Elite Sport School. The students of this

school can, for example at a training camp or at home, watch the English or Mathematics class in their own time. Because of these facilities and because the Flemish government gives the elite sport schools the possibility to work with small classes teachers are well able to offer individual customization to the sports talents. The subject teachers draw up individual planning with each student at the beginning of the year.

Education knows elite sports

Many of the teachers at this elite sport school have a lot of affinity with elite sports or have been active elite athletes themselves. One of them is former elite swimmer Silke van Hoof and as a teacher of sports talents, it helps her that she herself has had a dual career. "I stopped elite swimming when I was 20, so I know how difficult it is to find the right balance". She is also enthusiastic about the set-up of the new staff room: "It is an open space where both teachers and coaches of the sports federations now prepare their training and lessons. We can get together for a moment to talk about a certain student or to coordinate our schedules".

"THIS NEW ELITE SPORT SCHOOL IS NOT JUST A DREAM COME TRUE, IT IS MORE THAN THAT. IT'S INCREDIBLE, THIS INFRASTRUCTURE IS WORLD CLASS".

(FRANS VAN DER WIJNGAERT, FORMER SCHOOL DIRECTOR TOPSPORTSCHOOL ANTWERPEN).



OPEN STUDY SPACE FOR THE SPORTS TALENTS OF THE TOPSPORTSCHOOL ANTWERP



THE CHEMISTRY ROOM WITH A MODERN DIGITAL TEACHING BOARD



Photo credits: Klaas De Scheider

INTERVIEW

Frans van den Wijngaert was an international referee in professional football for years. On the football field, he was known as strict but fair. After his referee career, he was also director of the largest elite sport school in Flanders. In this interview, he looks back on the 17 years that he has seen this school grow into one of the most modern Elite Sport Schools in Europe.

How did the elite sport schools actually originate in Flanders?

"The creation of these elite sports schools was the result of the increasingly poor results at European Championships, World Championships and Olympic Games of our elite athletes. Something had to change. Therefore it was decided to give the young people the opportunity to combine sport and study better and to score high in both areas. Federations had to bring their best athletes together in one school with an elite sports department where the sports talents were guided in their dual careers. General school hours were reduced to 20 hours and the other 12 hours that became available were used under the responsibility of the federation where a top coach was appointed".

How did they end up with a former referee?

"To run an elite sports school you need a real elite sports mentality and authority. I had it because of my work as an elite referee. The students also saw me as a ref in the football matches on television. I was also the director of a school in Antwerp. When the first ideas of an elite sports school came to the table, they soon came to me to lead and develop it. They had to have the big federations with them in order to develop this well, otherwise, they would never have succeeded. So they actually asked for a good word at the football federation. I called immediately. I said: "Mr. Peeters (chairman of the soccer federation, Jan Peeters ed.), Franske here. Can we build an elite sports school?" The soccer federation was immediately with us. In building up to something beautiful that is here now, investing in a network is crucial. It helps if people from the sport know people in education".

We are talking about the year 1999. What was important at the time in the design of the Elite Sports Schools?

"I soon came up with a plan to convince the policy makers of the desired layout for the Topsportschool in Antwerp. Together with the sports federations, we came to the following points:

1. The elite sports department had to be housed in a separate building in such a way that anyone entering the school building could immediately feel the elite sports mentality;
2. Limiting the number of students per class to a maximum of ten students in such a way that we can almost speak of individual teaching;
3. Appoint teachers who consciously choose to teach elite sports pupils. Elite sports students are often absent from school and need to be able to be fully updated afterwards;
4. Every person who works with elite sports students should have their own PC so that everyone is always accessible;
5. The school had to have a kiné area and fitness equipment so that injured pupils could rehabilitate as quickly as possible;
6. School and study are equally important, not everyone becomes a professional and nobody knows how long the sport can be practiced. If you don't get enough marks, you will have to explain at on the director's desk".

Were these also the starting points for the new construction of the elite sports school?

"Of course, time has not stood still. Whereas in 1999 we were very satisfied with PC laptops for teachers, now all students have access to a laptop and can also follow the courses via video conference for certain subjects. Digital education is becoming increasingly important to us. In addition, over the years, we have arranged teaching packages with our teachers for all teaching subjects. This means that when students go abroad, they can also engage in school in a good way. In doing so, it is still our starting point that we work with small classes and there is so much time for developing individual learning routes".

What is important in the collaboration between elite sport and education?

"The most important thing is that there is real contact between the two domains. It is precisely for this reason that we asked the architect of our new school building to develop an open space in which our teachers and trainers from the sports federations work and meet. As a result, teachers know what is going on in the sport and coaches know what is going on at school. Especially now that individual customization is becoming increasingly important in our educational concept, this coordination has become more important. For example, when a tennis talent goes to America to play 3 tournaments for 3 weeks and plays the finals every time, he has not had time to work on his package. Someone who is in the same situation but was eliminated after each first round has enough time to complete his or her studies. The same reasoning for our snowboarders and skiers, little snow or a lot of snowstorms, enough time to study, beautiful weather to train, then there was very little time to study. Our teachers also guide trainers to guide their athletes in this. Teachers and coaches also regularly sit at a round table with the students to discuss their performance and well-being".

So do the students have the feeling that they are being seen at the elite sport school?

"Absolutely. Especially now that the coaches also move around the school, that feeling has grown. The pupils literally see that there is contact between both domains and parents also find that important. As a director I have always thought it important to know how the students are doing every day. You have to know how their state of mind is. That is why every day for 17 years, I have been serving hot food in the kitchen so I can look the pupils in the eye ".

IMPORTANT CONCLUSIONS FOR PILLAR 2

- 1 As a sports club, provide a step-by-step plan to work together with education towards optimal coordination.
- 2 Determine which criteria in education are important to achieve an optimal Dual Career environment together with schools.
- 3 Develop an educational framework in which it becomes clear what the educational options are for sports talents and what the consequences are for these choices.
- 4 In collaboration with the education sector, ensure good practical coordination and certainly think of periodization, development of study areas and the appointment of coordinators / study coaches.
- 5 Identify which forms of educational flexibility are possible and work with the education sector to realize and monitor these flexibility measures.
- 6 Align content with education with regard to the possible integration of elite sport in the educational programmes and the development of competencies of sports talent / pupils.
- 7 Connect the educational need to the elite sport phase in which the student is.
- 8 Encourage the development of education and focus on good progress in the education column, digitization of education and integration of elite sport and education.
- 9 Try, together with the education sector, to focus on individual learning programmes for sports talents, whereby sports talents learn to own their own Dual Career development.
- 10 Make sure that all steps of the 'Tour de Dual Career' are individually tailored.



PILLAR

03.

ESTABLISH A PROFESSIONAL DUAL CAREER TEAM WITH NEW PROFILES AT SPORT CLUBS

When a sports club has a clear vision, it is a logical next step to appoint a team of coaches and specialists based on that vision. This team is jointly responsible for the sound talent development within the club. It is precisely this shared responsibility that ensures that this support is not dependent on one person and that there is more coordination between the experts in the coaching team. This can contribute to a more proactive way of working. The long term is central to guiding dual careers. This means that all members of the coaching team, including the coaches, must be able to focus on the long-term development of a talent. This also applies, of course, to the board, which must give the club's coaching team the time, opportunity and space to work on talent development in the long term.

In order to be able to guide talents in a responsible way, there must be a coaching team with coaches (sports / technical, fitness / strength), a physiotherapist, a nutritionist, a sports psychologist and medical support¹⁰. In this chapter, the professional Dual Career teams' models of the former Children and Youth Sport School, the Dutch Centres for Elite Sports & Education and the one of FC Barcelona are explained for inspiration, showing how these specialists work together. In this exploratory study, specialists from the coaching teams who can make a difference for the dual careers of talents were consulted. In these organizations, a lifestyle coach (tutor) plays a very important role and through conversations and observations, a profile for this specialist has been drafted. In this study, career counsellors, sports psychologists and study coaches of sports organizations were also consulted. With these support providers in Dual Career programs, it was discussed what their function is, how they support their talents and how they cooperate with other specialists within the Dual Career team. The 'Innovative Clubs for Dual Career' aimed to create the function of Dual Career Club Manager. Therefore FC Barcelona's Dual Career Club Manager, Ana Merayo, was interviewed about her role and the necessary specialists for optimal support. In the next chapter, the Dual Career services provided by these specialists, such as study coaching or mental coaching, will be discussed in more detail.

An important guideline within the European Dual Career guidelines is that the guidance team within Dual Career programmes should be competent and qualified and free from any criminal record in relation to a child, physical or sexual abuse. The end of this chapter gives a good overview of the competencies that coaches and Dual Career support providers must meet. In recent years, this has resulted in targeted training courses for specialists from a Dual Career team in a number of European countries. Fortunately, the Dual Career concept is increasingly included in coach training courses in sport. But there are also good opportunities for the professionalisation of coaches on and around the sports club.

COLLABORATION WITHIN DUAL CAREER TEAMS

Many European countries have centrally organised high performance centres. The Association of Sport Performance Centres provides an overview of these centres worldwide on its website. As stated earlier, working with these centres for sports clubs offers a good opportunity for further professionalization of staff. The structures and working method also provide inspiration for the improvement of Dual Career structures in sport. For this study, among others, the Olympic training centre in Berlin, INSEP in Paris, CREPS in Toulouse, CAR in St. Cugat, four of the five Centres for Elite Sport and Education in the Netherlands and football club PSV Eindhoven were visited. Also, a look was taken into the past and the Dual Career teams of the former Children and Youth Sport Schools (KJS's) were analyzed. Important aspects of these centers will be discussed.

This paragraph will address the structure around the KJS's and the innovative organization of the Dutch Centres of Elite Sports and Education (CTOs) to give an example of how the Dual Career teams at these high performance organizations work on responsible talent development and optimal support of dual career. The description of the first model is based on Dual Career experiences and insights in the period of the German Democratic Republic. Shortly after the foundation of this socialist state, the first Children and Youth Sport Schools (KJS's) were founded in 1952. Eight years later, the republic already recognised 23 of these specific schools for sports talents⁴⁶. In 1963, the purpose and structure of these schools were redefined. An evaluation concluded that both pupils and teachers often did not meet the skills required to achieve good performance. The solution was found in better harmonizing the housing situation, sports clubs and school. New sports facilities and boarding schools were built in the vicinity of the school grounds.

Most KJS's had collaborations with the major sports clubs and so, more than fifty years ago, professional Dual Career teams were formed around these schools in East Germany⁷¹. Now it is known that this system over time has advanced to a one-sided focus on top performance in sports. The use of doping wasn't an exception⁴⁸. In these situations, there is logically never a sound talent development and optimal support of the dual careers of talents. Nevertheless, the Dual Career teams in and around these schools are described in this guidebook, because these teams are very suitable for an optimal support of young sports talents. It is for a reason that the Children and Youth Sport Schools were taken as an important starting point for the improvement of the Dual Career structures in education and sport in West Germany when the wall fell.



Dual Career Teams around Children and Youth Sport Schools (KJS's)

Visited DOSB by AUAS, S. Hakkers 29-nov-'16 and consulted different researchers

Shared responsibility between school and sport

As far back as the sixties, the ministries within the German Democratic Republic decided to link sports clubs to the KJS's in order to coordinate education and sport optimally. East-German clubs like SC Dynamo Berlin, SC Motor Jena and SC Magdeburg were all connected to these KJS's⁴⁸. While the collaboration in the early years of the German Democratic Republic was still spontaneous, it was later organised in a very structured way and the staff of the sports club and school were jointly responsible for the development of the young sports talents. "The joint pedagogical commitment of teachers, coaches and supervisors of schools and clubs is aimed at maximum sports performance of talents, the attitude as a citizen, increasing perseverance and a broad general development"⁴⁹. The management of the sports clubs and the director of the KJS were ultimately jointly responsible for this process of training, education and upbringing. To ensure this, the director of these schools was on the board of the sports club and the coordinator sports development of sports clubs was a member of the pedagogical and advisory council of the school. Because the school and the club were often located close to each other, there was also plenty of room in the workplace for practical and substantive coordination between the coaches of the club and the teachers of the school in order to provide individual customisation with regard to the personal, sporting and academic development of their talents. It often happened that a sports teacher at school was also a coach at the sports club. After the German unification, this officer was called a 'Teacher-Trainer' (Lehrertrainer); one person who embodies the coordination within Dual Career teams and is therefore an ideal bridge between sports club and school.

Coach as allrounder

All supervisors within the Dual Career team around the Children and Youth Sport Schools had a professional background. The coach was seen as all round-captain of this team and was widely educated at the German High School of Body Culture in Leipzig. Not only coaches, but also sports teachers, managers, sports psychologists and sports pedagogues of the Kinder und Jugendsportschule and linked sports clubs graduated from this highly regarded training. The coach education was a broad training not only with technical sports components but also modules such as sports pedagogy, sports psychology and elite sports guidance. The emphasis laid on a broad knowledge of the disciplines involved in talent development and especially on strong pedagogical expertise. Above all, the coach in the DRR was seen as a pedagogue who leads a pedagogical process based on sport, in which talent development must lead to maximum sports performance and physically, mentally and morally strong personalities. The broad and solid training of coaches in sports science, social science and natural science enabled them to lead the various disciplines in the Dual Career team and to work well together with teachers, parents and specialists such as movement scientists, doctors and career counsellors. It was striking that coaches were also assisted by career counsellors in their guidance of the dual careers. Every sports club that was connected to a KJS had access to a special career counsellor who offered support to talents in important transitions in sport and education. It was also used for the follow-up when leaving the KJS or at the end of the sports career.

**"FROM START TO FINISH ONLY
PROFESSIONAL SUPPORT IN DUAL
CAREER".**

*(SVEN BAUMGARTEN, PROJECT LEADER DUAL
CAREER DOSB)*

Career guidance is still one of the key points in the Dual Career support within Olympic Support Centers in Germany. In addition, all sports talents of the KJS had support from the sports physician and physiotherapist appointed by the school. Whereas nowadays this support is only made available when there is a certain talent status, this support within the KJS was available independently of type of sport or talent status.

Strong scientific foundation

The German High School of Body Culture also had a strong research department. Sports scientists, sports physicians and sports psychologists were trained within this institute to support trainers and coaches in talent development within sports clubs. At the end of the eighties, there were ten scientific disciplines within this institute. Mostly directly related to improving sports techniques or sports performance, but also a line of research into responsible pedagogical talent development

and one to effectively lead and organise talent development. Since the 1960s, scientific sports centres have also been established. In the 1980s, there were no less than twenty scientific sports centres in the various Olympic summer and winter sports. The purpose of these centres was to help sports associations and sports clubs with their talent development and the organization and planning of training development by means of research. Through close cooperation with these centres and with the sports science faculties of universities, the sports club support teams were able to proactively support talents in their dual careers. Experiences from this time show that working with universities or scientific institutions can be of great importance for the professionalization of coaches and supervisors of Dual Career teams.



MODEL CHILDREN AND YOUTH SPORTS SCHOOL IN A NUTSHELL

- In total 10.000 elite sport talents and 5000 of them were living at a boarding school
- Optimal coordination between sports clubs and schools, both at the policy level and in the day to day practice
- The coach at the sports club is often also (sports) teacher at school
- The management of sports clubs and schools had a strong focus on good collaboration between coaches, teachers and pedagogical support provider ('dreier-kollektiv')
- Career counselling at sports club for guidance of transitions and support of dual careers
- Complete support of professionals for coaching and talents
- Lots of pedagogical expertise and support available through (boarding) school
- Parents were often not involved in supporting the dual careers at these schools

Model of Dual Career Team Children and Youth Sport Schools (KJS)

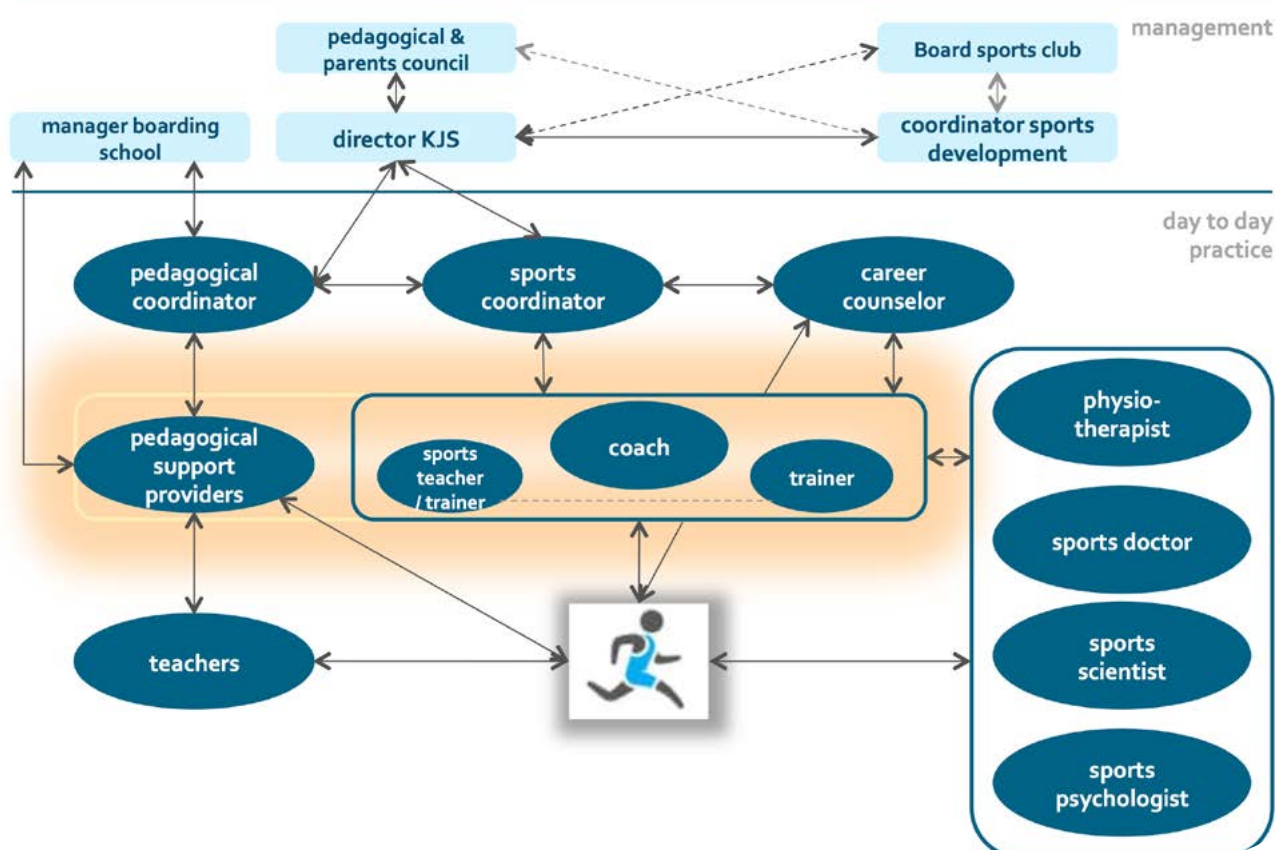


FIGURE 3.1 MODEL OF DUAL CAREER TEAMS AT CHILDREN & YOUTH SPORT SCHOOLS (KJS'S) (BASED ON CONSULTATIONS)

COLUMN



by Sven Baumgarten



Dr. Sven Baumgarten is the project manager Dual Career for the German Olympic Sports Federation (DOSB). Before that, he worked as a career counselor at the Olympic Support Center in the Bundesland Hessen and as a project manager at the German 'Sporthilfe'.

Elite schools of sport in Germany - an important basis for success in elite sport yesterday, today and tomorrow ...

About the past

In Germany today we are concerned with the systematic further development of elite schools of sport, above all because there were 25 children's and youth sports schools (KJS) in the GDR and because, after turbulent times in the course of reunification, almost all of these continue to exist today and because, in addition, schools with similar objectives were developed in the western federal states from the mid-1990s (also for this reason).

Since the 1950s in the GDR, these KJS have initially been built on the Soviet model and gradually established as an important structural element in the GDR's competitive sports system.

The following reasons were decisive for the success of the KJS:

- systematic substructure of the KJS (in terms of time and content prior to enrolment in the KJS), i.e. there was a clearly structured junior competitive sport with 400 training centers
- A uniform talent viewing and selection system (In the 1980s, up to 80% of all children were examined for aptitude for competitive sports),
- full-time filling of the most important positions, also in junior competitive sports, and thus also professional control of school enrolment for others,
- uniform movement requirements in primary school, sport as the basis for a sporting development for all children (versatile practical movement

experience with standardized specifications and grades),

- close integration of the KJS with the sports clubs (these were purely competitive sports clubs).

The best talents were then 'delegated' to the KJS. Up to 50 % of the pupils lived in associated boarding schools. Approximately 1,500 teachers and 430 educators were available for about 10,000 pupils. That is why, a supervision ratio of 1:6 also contributed significantly to being able to work in small classes and partly with individual lessons.

From the 70s onwards, virtually all members of the Olympic teams were former (or still active) students of the KJS. An important success factor in the sporting field was the full-time positions of the coaches and officials as well as their job-related academic training, mostly at the German University of Physical Culture in Leipzig (DHfK). Their closure in the course of the reunification of Germany created gaps in the trainer and management areas that were difficult to compensate.

In the first years after reunification, there was some uncertainty about the continued existence of children's and youth sports schools. Most of them were also open to those interested in sports (in addition to those suitable for competitive sports) and, in some cases, to "normal" pupils in the respective districts.

About the present

In the mid-90s, the use of the term 'elite' in education became possible and the title 'Elite School of Sport' was developed. Since then, the DOSB has awarded this title 43 times in coordination with the representatives of the cultural authorities (main financiers), the sponsor Sparkassenfinanzgruppe and other partners. Elite Schools of Sport exist in combination with a full-time boarding school and the sports system. They are each assigned to one of the 17 Olympic bases and Olympic Support Points. At these 43 elite school locations, 108 primary, secondary and comprehensive schools, as well as grammar schools, are involved (integrated systems) and more than 11,500 sports talents are currently being trained.

At the Olympic Games in Pyeongchang, the (former or current) Elite School of Sport students participated in 26 out of 31 medal wins (84%) from Olympia Team Germany. In Germany, we are currently working on the systematic further development of the Elite Schools of Sport. The basis for this is a 2018 ratified joint decision by the Conference of Ministers of Education (Association of the 16 Ministries of Education of the Federal States), the Conference of Ministers of Sport Ministers (merger of the 16 sports ministries) and the DOSB. First of all, a nationwide steering committee of the Elite Sports Schools have been set up with the partnership of education and sport, and a uniform rules of procedure has been developed for the existing regional teams of the Elite Sports Schools. The management in the control circuit lies with the DOSB.

About the future

The next steps in Germany are:

1. The development of new quality criteria for the elite schools of sport. This is done by Steering Committee of the Elite Schools of Sport.
2. The description of the concrete requirements of the profile sports (focal sports) for an elite sports school in terms of enrolment, training scope, number of training units, morning training, exemption requirements for courses and competitions, individual planning and training, etc. (The basis for this must be a "future-oriented" framework training plan of the respective sports association).
3. An honest description of the current status at each site (evaluation and 'list of shortcomings')
4. The fixation of a target profile at each (future) elite school of the sports location as a target in 4 years
5. The development of a step-by-step plan for each location

(from ACTUAL to TARGET) with responsibilities, deadlines and "price tags" (= processing the list of defects).

6. Systematization and control of the work of the regional teams at the elite schools of sport locations under the direction of the Olympic Support Points (OSP).

7. Consideration of the conditional structure of athlete development-trainer structure-sports facilities-school boarding-OSP and creation of a systematic communication structure.

Elite schools of sport, i.e. special schools for competitive athletes, can only be 'really effective' if they are integrated into a complete system of competitive sport, i.e. if all the building blocks from the start of a sports career to the end of a sports career (as part of the sports career) are interlinked and a long-term, step-by-step performance development determines the sports structures. This is the responsibility of the sports system. The school can 'only' be a partner here.

All structural elements must be staffed full-time with specialists trained for the specific positions described, each with a clear (partial) responsibility. What is most important is what happens (athletically) before enrolling in an elite school. The prerequisite for this is that politicians, health insurance companies, school principals and parents understand that general exercise experiences with minimum standards in the pre-school and primary school sector (trained by sports teachers trained for this purpose) form the basis for

- harmonious development of body and mind,
- for lifelong sport activities (with fun at sport) and finally
- also an opportunity for an effective screening and selection system.

Conclusion

Elite schools for competitive athletes can only be as successful as they are required and promoted by the associated competitive sports system. The framework conditions at these elite schools of sport depend to a large extent on how those responsible for education understand the requirements of competitive sports training and the current competition systems and how they contribute the necessary budgets accordingly. The partners involved bear joint responsibility for a successful dual career for children and young people. A responsible combination of the willingness for 'real' competitive sport with the status of a pupil can only be successful if it is perceived as a task for society as a whole.





Centres for Elite Sports & Education

Visited by AUAS, S. Hakkers in 2016 & 2017.

All together

The Netherlands has the ambition to structurally acquire a place in the international top ten. To achieve this, since 2009 the Ministry of Health, Welfare and Sport has given financial support to the now five CTO's spread throughout the Netherlands. These centres are aimed at offering the most talented athletes the opportunity to get the most out of their sporting careers and education. How? By clustering and bundling the necessary facilities for sports, education, housing, sports medical and social support in one location. A unique feature of the CTOs is that full-time training, study and living can be optimally combined at one location, with minimum travel times and sufficient rest. In total, some 1000 elite athletes from around 25 sports federations use the facilities of these centres⁴³.

Coordinated use of experts

Within the CTOs, various experts from sports, such as physiotherapists, sports doctors, and mental coaches, work together. In addition, the CTOs have chosen to work with lifestyle coaches and study coaches in order to pay more attention to the psychosocial and academic development of the talents. A major advantage of the CTO concept is that the experts work for programmes of several sports associations for all sports. In this way, higher quality can be offered than if each talent development programme has to put together its own Dual Career team. This collaboration also offers an opportunity for sports clubs. For example, CTO Heerenveen works together with football club SC Heerenveen for Dual Career support

and CTO Papendal works together with football club Vitesse and, for example, dance training Artez. It is also possible to imagine that sports clubs can work together to achieve a coordinated deployment of experts in supporting dual careers. Certainly when this cooperation involves different sports disciplines and therefore there is no competition.

Multidisciplinary knowledge sharing

The CTOs, together with the staff of the sports associations and the CTO coaches/experts, provide a complete safety net for the athlete. The multidisciplinary nature of the collaboration increases the available knowledge and the short lines of communication make it possible to switch quickly. Knowledge flows easily and there is exchange and synergy in knowledge⁴³. It also allows for more proactive detection. Often a coordinated consultation structure is defined for each sport discipline, in which coaches and experts discuss choices in talent development with each other and there is room for intervention. This creates shared responsibility and a close-knit Dual Career Team. Because the lifestyle coach, the study coach, and the mental coach are part of this multidisciplinary consultation, the social and psychosocial development of talents is also on the agenda and the coaches are also aware of this. The addition of lifestyle coaches enables the Dual Career team to pay more attention to broad talent development and to learning the necessary skills and competencies to build a successful dual career and to act independently, especially as a talent. It is also striking that the CTOs have a valuable collaboration with universities or scientific institutes.

“TRUST IS THE BASIS. CTO TALENTS MUST HAVE THE CONFIDENCE THAT THEY CAN RELY ON US AT ALL TIMES. WE HAVE NEATLY DIVIDED THIS POSITION WITHIN OUR SUPPORT TEAM”.

(WILLEM VELDMAN, DIRECTOR CTO HEERENVEEN)

“A COACH IN A DUAL CAREER PROGRAM LIKE THIS, SHOULD BE MUCH MORE MODEST. YOU WORK TOGETHER WITH OTHER SPECIALISTS ON THIS DEVELOPMENT. TOGETHER WITH THEM I NOW MAKE THE IMPORTANT DECISIONS IN TALENT DEVELOPMENT. AND AS A TEAM WE WORK MORE PROCESS-ORIENTED THAN PERFORMANCE-ORIENTED”.

(PETER ZEIJERVELD, SPORTS COACH CTO PAPENDAL)

For example, the CTO Amsterdam collaborates with the Amsterdam Institute of Sport Science in the establishment of field labs and there is knowledge sharing between the research group 'Topsport & Onderwijs' of the Amsterdam University of Applied Sciences and the CTO Amsterdam.

Coach as manager

The Dutch CTO structure has a coach-driven approach. The coach is seen as the manager of the Dual Career programs of the talents. Working within a CTO means that coaches have to pay more attention to development aspects than before and the training and coaching have a more holistic nature. In addition, an important task of the coaches within this structure is to ensure that the various areas of expertise fit in well with each other so that the talents can benefit optimally from them. This coach-driven method of working, therefore, requires a lot of the background and training of coaches. For this reason, in recent years there has been a reselection of coaches within the programmes of the CTOs. This cross-selection makes it clear that the sports organization, and therefore also the sports clubs, must pay attention to the competencies of coaches who determine whether or not a coach is suitable as manager of Dual Career programmes. For this reason, the

Dutch Olympic Committee pays more attention in the coaching courses to the competencies such as leading a programme and working together with other experts. At the end of the chapter, this will be discussed in more detail.

According to research¹³ this coach-driven approach also has disadvantages. In many sports and talent development programmes, coaches are still judged too quickly on the sporting results and therefore a coach as manager may be more inclined to make choices in favour of the sporting development of talents and perhaps at the expense of general psychosocial development. Furthermore, those involved mention that talents may find it difficult to discuss challenges or choices in the private area, school or work with the coach. Within the CTO structure, the other experts, such as the lifestyle coach, sports psychologist or study coach, have an essential role to play in monitoring the balance in responsible talent development and take a more objective role in this. When putting together a professional Dual Career Team, an important point of attention is who can monitor this objectivity and balance in order to achieve responsible talent development. Especially at a sports club, it can be useful to add expertise from outside to the Dual Career team.

MODEL DUTCH CENTERS OF ELITE SPORTS & EDUCATION IN A NUTSHELL

- 1000 elite athletes in 25 different sport disciplines at five different CTO's.
- The model has a strong coach-driven character
- Coaches coordinate the Dual Career support by other specialists
- Focus in this model is on good communication and evaluation in the multidisciplinary team and in the Athletic Triangle (coach - parents - teachers)
- Lifestyle coaching is an innovative aspect of the guidance in this model
- The sports psychologist is increasingly seen as the coach of coaches and lifestyle coaches
- The sports psychologist is often used for second line dual career support; first line dual career support is provided by the lifestyle and the study coaches
- Talents are also logically directly related to the specialists, but this is under the guidance of the coach

Model of Dual Career Team Dutch Centers of Elite Sports and Education

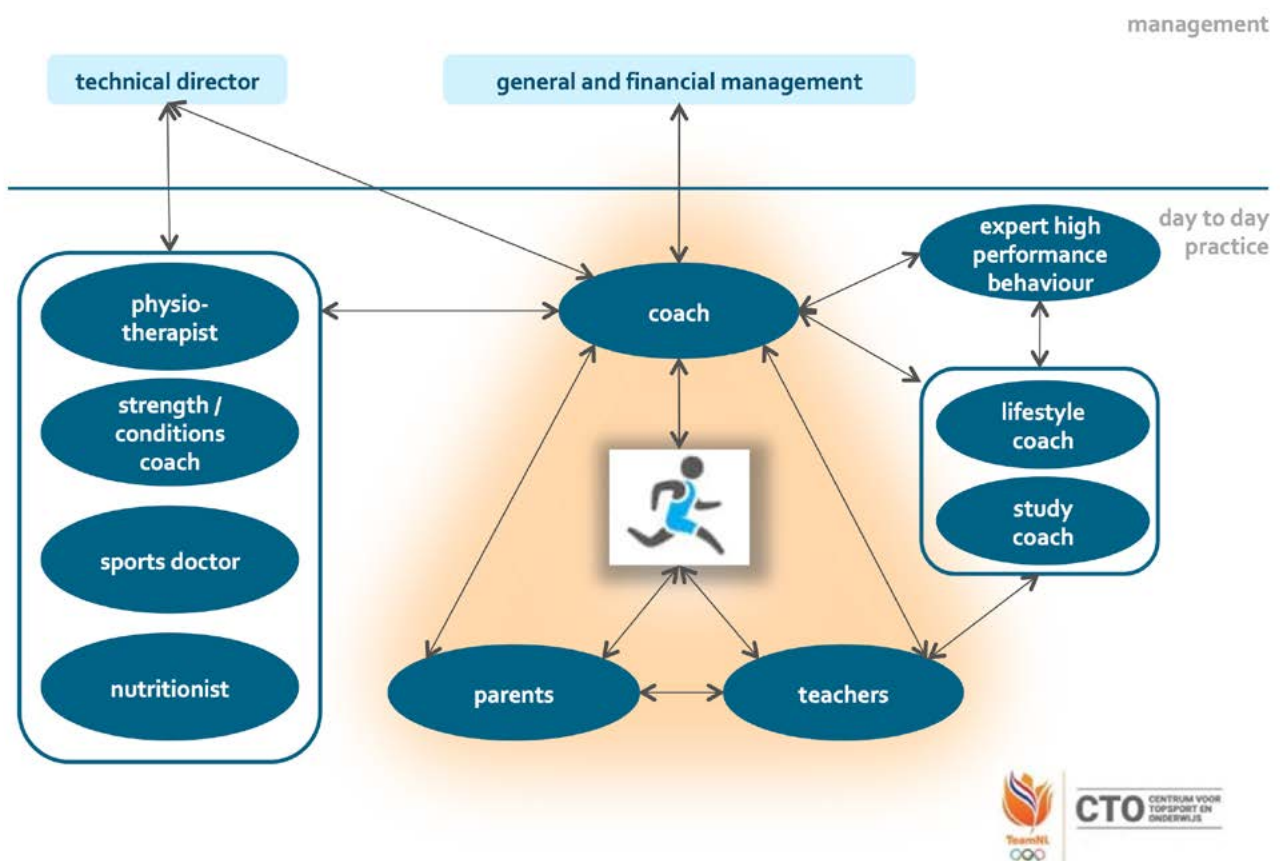


FIGURE 3.2 MODEL OF DUTCH CENTERS OF ELITE SPORTS & EDUCATION (BASED ON CONSULTATIONS)



PROFILES OF IMPORTANT SPECIALISTS IN DUAL CAREER TEAMS

During the working visits to the organizations consulted in this exploratory study, extensive discussions were held with the specialists of the various Dual Career teams. In the project 'Innovative Clubs for Dual Careers,' a pilot program is implemented by a Dual Career Club Manager. This manager also leads the Dual Career team. This position does not yet exist much within clubs, but FC Barcelona has already appointed a Dual Career Manager for a number of years, who manages the specialists within this team. A starting point for the pilot program is that there is structured educational, psychological and psychosocial coaching. For this reason, during the working visits the lifestyle coaches (tutors), sports psychologists and study coaches were also discussed. Below is an overview of the background and most important activities of these specialists.



A DUAL CAREER TEAM MEETING OF CN BANYOLES

Profile of Dual Career Club Manager (DCCM)

Based on consultations of:

- **FC Barcelona**



Role & tasks:

- Leads the Dual Career Club team and is the point of contact for the members of this team
- Is chairman of the Dual Career team consultation
- Is responsible for the Dual Career Team and its program (SAIE) within the club
- Reports to the board and management on developments and progress within the Dual Career programme
- Is the point of contact for other stakeholders around the Dual Career team (parents, education, etc.)
- Coordination and monitoring of tutoring service programs. Propose, agree and follow-up work to ensure that the objectives proposed by the tutor and his or her athletes are met.
- Coordination and monitoring of the clinical psychology programme. Follow-up of clinical situations together with the team of psychologists.
- Coordination and monitoring of the sports psychology programme. Follow-up of the work to be carried out with the technical department and other professionals, from first teams to lower categories.
- Provide tutors / psychologists with the necessary training / work equipment to help the athlete make his sports life compatible with the educational / work areas.
- Inform and transfer the relevant information about all athletes who are part of the Masia 360 programme to the sport directors and technical secretaries of the various professional sports departments.
- Ensure the quality of the support developed from the Dual Career program (SAIE).
- Coordinating the activities to be carried out by the various specialists and stakeholders.
- Seek for collaborations to improve the club's Dual Career program.
- Creating agreements within the Dual Career Team and in the Dual Career environment.
- Encourage career counseling within the Dual Career program.
- Follow-up of outflow of sports talents and elite athletes.



Ana Merayo

DUAL CAREER CLUB MANAGER OF FC BARCELONA

Your function as a Dual Career Club Manager is particularly interesting. What should be the background of such a manager within a sports club?

"It is important to have a psychological or sociological background. He or she must be able to understand and influence different specialists, the sports talents themselves and of course other important stakeholders such as education and parents. I notice that my studies in psychology (including sports psychology and educational psychology) and the master in social-pedagogical family therapy come in very handy. It is also important that you have experience in management. As a Dual Career Club Manager, you still need to be able to effectively manage a variety of specialists and supervisors".

How do you ensure good communication within the support team within La Masia 360?

"Our tutors play a fundamental role in this. They are the linking pin within our support team. In my role as Dual Career Club Manager, I guide them in this and so I stay well informed of what is going on with them and, of course, with our sports talents. These tutors are in close contact with the families of the athletes, coaches, doctors, physiotherapists and teachers. Every week a report is drawn up based on this contact so that every specialist is informed. Our tutors do this in a very personal and familial way, which also creates

Ana Merayo is the Dual Career Club Manager at FC Barcelona and lecturer at different educational programs. At this club, she leads the Athlete Integral Care Service and in this interview, she explains more about the Masia 360 program and her role in it.

a close bond in the coaching team. This enables us to communicate with each other in a very direct, bidirectional and fluent way. The sports talents know that they are the center of attention and therefore, get the same message from the club".

How do you ensure that the La Masia 360 program is actually about Dual Career?

"Precisely by working with different specialists within our team who work together with the sports talents on personal objectives in different areas, such as the personal, social and academic one. Individual tutoring and the involvement of parents in talent development create a climate in which holistic talent development can be properly monitored. Furthermore, within our programme, we ensure structural meetings between the athlete, parents and the important supervisors from the sports club and we discuss the objectives within the different domains. We also do this within the coaching team in which we discuss with all specialists the 'eco-system' of the sports talents and how we can best influence them. It is extremely important to be aware of each other's working methods and to realize a multidisciplinary approach".

Profile of lifestyle Coach (Player Development Manager)

Based on consultations of:

- **Institute of Sport Scotland**
- **Rugby Players Ireland**
- **AZ Alkmaar**
- **CTO Papendal**
- **Player Cricket Associations**
- **CAR St. Cugat**

Role & tasks:

- Develops good relations in network and with players. These relations are about encouraging personal development of athletes off field
- Promotes the importance and impact of athletes creating and developing broader identities and interests beyond their sport in maintaining personal well-being
- Works on and monitors together with the other specialists the personal welfare and wellbeing of athletes
- Coordinates the training programme to become an elite athlete in which training courses, workshops and coaching are implemented together with (external) specialists
- Encourages and facilitates Dual Career aspirations with effective management of the balance between sporting and non-sporting commitments, to protect performance potential and contributes to elite sport climate
- Carries out lifestyle coaching and in doing that pays a lot of attention to the environment of talents and development of the competencies needed to be successful in the dual career
- Provides a safe, impartial and where appropriate confidential space to support athletes – sign posting and referring onward as appropriate to safeguard the welfare and well-being of the athlete
- Prepares sports talents for the important transitions in their dual careers, where the lifestyle coach must be able to give impartial advice and listen carefully
- Is responsible for good communication and structural evaluation within the athletic triangle and maintains relationships with these stakeholders (coach, parents and school)
- Is very approachable and an objective point of contact for the sports talents
- Empowers athletes to make their own decisions
- Has a lot of attention in the coaching for the development and ambitions within the other domains and life after sport





Susie Elms
HEAD OF PERFORMANCE
LIFESTYLE COACHING

"The Performance Lifestyle advisor is the key player in our professional Dual Career Team and takes care of the welfare and wellbeing of athletes and coaches. It is therefore important that the lifestyle advisor is also involved in the sporting activities within the club and does not only affect those involved in his or her office. The lifestyle advisor communicates a lot with other coaches and specialists in the team to get a good impression of the broad development of elite athletes. This is precisely why the lifestyle advisor is in close contact with the parents or partners of elite athletes".

"With our life-skill coach, I have much more intimate conversations than with my coach. She teaches me to structure my dual career and to keep calm in it. At difficult moments I can always contact her. A kind of Papendal mother, although she doesn't want to hear that herself".



Bas Ottenvanger
CYCLING TALENT

WWW.VLASMANCYCLINGTEAM.NL

Profile of Study Coach

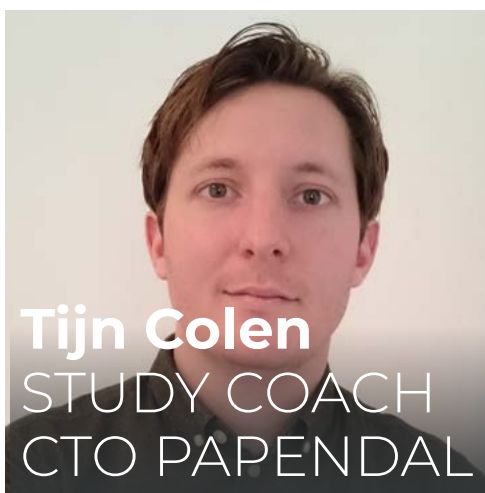
Based on consultations of:

- **AZ Alkmaar**
- **CTO Papendal**
- **FC Groningen**

Role & tasks:

- Works closely with coaches and other specialists within the multidisciplinary team and plays an important role in monitoring the holistic development of elite athletes
- Is a contact point for elite athletes in the field of education
- Conducts structural consultations with elite athletes and identifies (potential) bottlenecks in those discussions and helps devise solutions with regard to the combination of study and elite sport
- Advises elite athletes about study choices, gives information to parents and coaches about combination study and elite sport
- Consultates on a structural basis with elite athletes and their education and parents about the combination of elite sport and study
- Works closely with the entire education column and representatives of educational institutions to arrive at practical and substantive coordination for the combination of study and elite sport
- Invests in a good relationship with educational institutions and strives for optimal practical and substantive coordination
- Coordinates the educational opportunities at the club
- Contributes to a responsible climate for talent development within the club where you are able to strongly represent education





"The strength of the CTO setting is that we are literally and figuratively close to the athlete. This enables them to find us and we can deliver individual tailored work. That is an important starting point in my coaching and collaboration with schools. My role in the multidisciplinary team is precisely to monitor the balance between elite sport and education and sometimes to be quite critical in that respect. The O is in our name for a reason and I try to make talents and coaches aware that by continuing to challenge yourself, you can achieve good performance in elite sport. For me, this requires intensive collaboration with educational institutions. As a study coach it is important never to stand alone in your work. And that is precisely why I work a lot with coaches and lifeskill coaches to make these colleagues aware of the educational development of our talents".

"In recent years, AZ Alkmaar has strongly professionalized its youth academy. My appointment as study coach was also an important factor in this in order to structurally strengthen the collaboration with education. I am the link between the club and the schools we work with. Furthermore, as a study coach I am responsible for good communication and evaluation in the 'athletic triangle'. This means that I visit the schools, involve parents in the development of their child's dual career and meet monthly with the coaches to discuss the educational development of their players. As a club, we simply find it very important that everyone knows what is happening both at the club and at the school. Furthermore, I have a lot of contact with the talents themselves. As a study coach, I have coaching conversations and at the club we organize three study sessions per week for each team".



Profile of sports psychologist / mental coach

Based on consultations of:

- **Topsport Noord**
- **European Handball Federation**
- **Team Danmark**
- **PSV Eindhoven**

Role & tasks:

- Provides athletes with mental coaching related to their dual career performance (individual or in group)
- Works closely with other specialists in the Dual Career team to improve and monitor dual career Performances
- Is the point of contact and coach of the lifestyle coaches and sports coaches when it comes to mental coaching and holistic talent development of athletes
- Focuses on collaboration with psychologists or schools of athletes to improve dual career performances of athletes
- Where necessary, the sports psychologist refers to other support, such as a clinical psychologist or psychiatrist
- In the coaching / workshops, pays attention to the development of mental health, mental strategies and essential competencies to be successful in Dual-Career (time-management, goal-setting, relaxation, self-regulation, etc.)
- Conducts structural research and evaluation on the athlete's mental, emotional and physical attributes in order to effectively coach and improve performance levels
- Counsels athletes during important transitions in sports, school or work and plays an important role in identification and orientation training of athletes.





"In the eight years that I have worked as a sports psychologist at CTO Heerenveen, my work has shifted considerably from individual coaching of athletes to coaching of colleagues from the multidisciplinary team of our CTO. I give workshops to our coaches and then carry them along in the important transitions and challenges in the dual careers. We now focus mainly on learning performance behaviour. Of course, performance is important, but for me, it is mainly about coaches and their talents being able to create the right conditions to perform. We now also apply 'coaching on the pitch' and that works very well. This also reduces the distance as I can be between a sports psychologist and a talent. Every three weeks, I also sit with the study coaches and lifestyle coaches and we discuss the behaviour and well-being of our talents".

"The lifestyle coaches teach the sports talents how to plan, make choices, arrive at a responsible diet, etcetera. In places where no lifestyle coach is present, the sports psychologist can also teach such life skills. I also talk about many themes with the talents, but also with the parents and coaches. Not least because the athletes, in general, should be inhibited rather than stimulated in their environment. Certainly for coaches, this is often a crazy movement, just as it is not uncommon for the ambition to come mainly from the parents. Increasing self-knowledge with the coach and with the parents is at least as important as with the sports talent⁹²".



EDUCATION OF SPORT COACHES

Most of the sports organizations consulted in this study, just like the Dutch CTO structure, have a coach-driven working method. This method demands a lot from coaches in sport. They often lack time: overcrowded agendas with foreign activities, many training hours, matches at weekends. For coaches, many sports also involve a dual career where they often face the same challenges as talents. In that respect too, it is wise to involve coaches as much as possible in the support of the dual careers of talents and also to have an eye for the support of coaches. In terms of content, coaches also point out new challenges in this study in order to be able to fulfil their responsible role within dual career teams with a coach-driven approach. This requires specific knowledge and other competencies. A number of examples are given below on how sports coaches can acquire this knowledge and competencies.

Coach as responsible coordinator?

When you ask within a sports organization who is responsible for supporting dual careers, the answers vary. But often the coach is looked at with regard to this responsibility. Also in the study of the minimal requirements of Dual Career services, experts point to the responsibility of coaches and indicate that it would be good to make coaches responsible for talents to reach their full potential in sports and in education or work. There are even experts who want to go so far as to hold coaches also responsible for the academic performances of their talents¹⁰. The

question is whether this is feasible within sports clubs, where many staff members are often available part-time or even work on a voluntary basis.

The Dutch Olympic Committee (NOC*NSF) has clearly focused on a coach-driven approach in its policy and has translated this into its coach training courses. Below an example of the Talent Coach training of NOC*NSF, in which coaches are trained to lead High-Performance programs and thus, together with other coaches, take care of the execution (coaching and training) and evaluation of this program.

"YES, WHO IS RESPONSIBLE FOR THIS? IN THE SPORTS PROCESS, THAT IS THE TRAINER. IF IT'S ABOUT EDUCATION OR PERSONAL DEVELOPMENT, THEN YOU CAN PULL IT MUCH WIDER. THEN I THINK THAT MORE PEOPLE ARE RESPONSIBLE. AND THEN I SKIP PARENTS, WHO ARE PERHAPS THE MOST IMPORTANT OF ALL".

(COACH OF CTO HEERENVEEN)



Talent Coach program of NOC*NSF

Visited by AUAS, S. Hakkers in 2016 & 2017.

As the Olympic Committee in the Netherlands, NOC*NSF is responsible for sending top teams to Olympic and Paralympic (Youth) Games and for an ambitious elite sports programme for which the best coaches are trained. NOC*NSF uses four different development areas for the training of master coaches: Leadership, (Performance) Management, Coaching and Support, and Training. Leadership is mainly about setting objectives / strategies and inspiring and motivating people. With regard to the development area management, the starting point is that the coach directs and also evaluates the coaching team. This also includes exploiting and creating opportunities around elite athletes. In the coaching and training, analysis, planning and evaluation are central in cooperation with other supervisors and of course the athletes themselves. Logically, this also includes self-training and coaching. The focus on the role as coordinator and manager is striking. The NOC*NSF has translated these learning areas into the following competencies for their master coaches.

Leadership Vision Flexible behaviour and influence Developing learning capacity and expertise Self-development / reflection Fulfilling an example function	Coaching & Support Empathy Conscious behavioral influence of sports talent Inspiring and motivating communication
(Performance-)Management Create and maintain an overview Process control Planning	Training Talent recognition Analysing and optimising Periodize Didactic action

<https://www.nocnsf.nl/cms/showpage.aspx?id=19170>

The description above is a good example of how Dutch coaches are trained for their management role and the responsibility these coaches bear in the Dual Career teams. Innovative, because many coach training programmes do not have such a strong focus on the above-mentioned subjects. Whereas the aim in the Dual Career is to develop talents to the maximum, this would also be a good aim for the development of coaches. It is precisely in these learning areas that profits can be made. As a sports club, it is wise to map out and stimulate this development need and to look at where and how coaches can follow a training course or refresher course. As described in the previous chapter, the collaboration with universities and elite sports performances can also be valuable in this respect. But of course (Olympic) sports associations also play an important role in this broad training of coaches.

Coach as expert in Dual Career

The Dual Career concept and how coaches can give substance to responsible talent development, is becoming more and more a part of the training of coaches. In this study, a number of universities were visited that are known for an optimal Dual Career support of their sports students. It is precisely these universities that see the importance of knowledge about responsible talent development and dual careers in the training of coaches and other coaches of sports talents.



Minor High Performance Coaching of Amsterdam University of Applied Sciences

High Performance Management is central

This minor focuses on the important management aspects within the world of High Performance Sport and is therefore particularly useful for coaches, managers and academy directors of sports federations, elite sports performances and sports clubs. Students of this minor will learn how to manage a team of elite athletes and its professional Dual Career team and especially how to collaborate and communicate with other stakeholders in talent development and high performance sports. Through modules such as Team Dynamics, Talent Identification and Development, High Performance Management Skills, a good insight is gained into the life of elite athletes and what it means to manage and coach in sports at the highest level and how to give it a responsible interpretation.

Dual Career in education

In this minor, there is a lot of collaboration with experts working in the world of high performance and Dual Career. These experts provide the modules or guest lectures and in this way, the education is also fed by the most recent and practical insights about elite sport and Dual Career in sports. Practical insights are also gained through practical assignments to give them experience in high performance coaching and working in a Dual Career environment. In the module Support Teams, lecturers work together with experts from the research group 'Topsport & Onderwijs' and guest lectures are given by specialists from Dual Career Teams. These specialists discuss their role in the team and how they can support coaches and talents in the process of talent development. Dual Career experts from the research group 'Topsport & Onderwijs' take the students on board in how a responsible talent development programme can be set up and how they can work on the important skills for a successful dual career in a practical way in their training and coaching. It is the ambition of this university in a new Erasmus+ project (SCORES) to work together with other universities on a specific minor aimed at optimal support of dual careers and how to work on Dual-Career skills in elite sport. From the vision that these skills are transferable to, for example, education and the labour market^{22,51}.





Innovative bachelor at Edinburgh Napier University

Consulted by AUAS, in 2016 & 2017.

Developing Athletes through Professional Practice

In recent years, The Edinburgh Napier University has developed an innovative bachelor's programme to give coaches and support providers of sports talents more insight into important aspects of dual careers. This course can largely be followed online and that offers good opportunities for coaches and support providers outside Scotland. In developing this educational program, Napier University found that, in terms of qualifications, the level at which the coaches received additional support was not sufficient. It was also found that this coaching population was working with complex athletic needs, both in terms of athletic transitions and developmental requirements. Logically, it is these coaches and practitioners that require significant levels of support, in order to more effectively support the needs of the athlete.

Development instead of education

Central to the philosophy of the Napier University was to move away from this program being viewed as 'coach education' but rather see it as 'coach development' whereby the focus is less on how to coach and more on the application of ideas and evolving practice. In this process, teachers are moving away from the conventional lecturer-led approach to one where coaches and sports practitioners are offered ideas to develop in a non-biased environment. In this environment the methodology then focuses predominantly on questioning and problem solving and stresses the benefits of evidence gathering and reflective practice in a collaborative and cross-disciplined environment, allowing for the mutual exchange of ideas and practice. An applied approach to learning is fundamental to the teaching philosophy, due to the potential impact it can have on the development environment of the athlete. The main objective is to guide coaches and other support providers to challenge their current practice by encouraging systematic reflection with a view to creating meaningful change to practice over time. The program team purposefully chose not to use the word 'coach' or coaching in the programme title as they were determined for this program to be useful for any practitioner working with athletes who has ambitions to develop their own practice, in whatever area that might be in. So for example, athlete welfare officers, team managers, performance directors, for example, should find value in some or all of the modules.

Focus on psychological support and support in transitions

The Napier University found that there is a lack of empirical evidence allowing them to better understand the needs and experiences of development level coaches and sports practitioners. Considering this and all other evidence, the program team felt the best approach to impacting on the support provided to the developing athlete was to better understand the areas across which these coaches required support. An area that continually came up where support was required and difficult to obtain was sport psychology support and the support of transitions in Dual-Career. This bachelor, therefore, has the following modules:

1. Work Based Learning for Elite Sport: coaches will be taught various processes of appraising the strengths and weaknesses of their own practice and the practices of others. They learn key models and theories associated with contemporary coaching practice and peer learning and observation techniques to bring in practice of their coaching. The module enhances skills in relation to developing evidence-based practice and informed decision making to be a more effective development practitioner.

2. **Stress, Performance & Behaviour:** This module investigates the concept of stress from an individual and an organizational perspective. The consequences of environmental and psychosocial stress will be examined and this module will lead to a critical understanding of the major theoretical models of stress and demonstrate the ability to relate these theories to the high performance setting. A dual career can lead to a lot of stress and this module enables providers to support elite athletes in this by exploring stress management strategies and environmental factors that can contribute to an elite athlete's perception of and response to stress. This module also helps the supervisors to cope with stress.
3. **Enhancing Athlete Welfare:** This module enables supervisors to relate current theory to practice and improve development and welfare. The module provides an understanding of athlete needs, stages and transitions and how this can be translated into practice and how this can contribute to the development of safe and effective sporting environments. Considerations as child protection issues, mental health, communication, Dual Career awareness and conflicting demands are essential elements which will be translated in the practical context of coaching to be a more effective coach.
4. **Performance Psychology:** This module introduces numerous methods to assess the psychological needs of an athlete. The content will offer in-depth insight into important psychological skills like goal setting and reflection, which are important skills for coaches as well for talents in Dual-Career structures that can benefit them in their performances.
5. **Developing Athletes:** The content of this module is designed to take a holistic approach to understanding athletic development. This means that areas including coach attributes (communication and behaviour), athlete attributes (age, stage of development, sport type etc.), environmental factors (e.g. competition, transitions, stress, and support), physiological characteristics (stress response, maturation stage), and psychological characteristics of developing excellence (e.g. psychological skills) will be covered by the module content. The module will also help to develop skills relating to accessing and synthesising relevant academic literature. It will also encourage you to apply knowledge gathered in this way to your own practice and/or environment.

<https://www.napier.ac.uk/>

It is the philosophy of Napier University that these modules, in particular, should enable coaches to give substance to talent development in a responsible way. The emphasis is mainly on psychological aspects and the translation into coaching in practice. The sports psychologists of the Dual Career teams can also play a valuable role in this. It will not be possible for every coach to (partly) follow a training course like this, but in practice, we see that sports psychologists are very suitable to act as coaches of coaches and other support providers. It is precisely the fact that these sports psychologists often come from outside the sports club that makes them very suitable for teaching the Dual Career team to reflect critically on the components of the Napier University programme described above.



Bojana Jelacic

ABOUT THE ROLE OF A SPORTS PSYCHOLOGIST IN DUAL CAREER

Bojana Jelacic studied psychology at the University of Novi Sad in Serbia and has educated herself towards sports psychology. Her first step into elite sports was an internship at a football club. The last years Bojana has mostly been working in the handball sport. She was part of the staff of national handball teams of Serbia and Croatia and since 2016 Bojana is member of the Scientific Network of Specialists of the European Handball Federation (EHF). As such she was part of the project 'Handball 4 Dual Career (H4DC)'.

The EHF and you were part of the project H4DC. Why did you decide to take this role?

"Two years ago the EHF organized and launched a platform of experts, it is called the EHF Scientific Network of Specialists, gathering professionals with active careers in various fields of expertise, directly working with and covering health and performance of actively-performing athletes and teams in handball. When the EHF has decided to take part in this project, it activated some of its experts to take part and help this project. As one of the members of the mentioned Network of Specialists, I was nominated for the project of Handball 4 Dual Career, to help out with implementation of the project in the three handball clubs that are taking part in this project. For all these 14 years of my professional career, I have been explaining to my athletes the importance of education, and how they are investing not only in their future/post-sports career, but in their present athlete career at first - which made my decision to accept the nomination for the H4DC project an easy one".

Why do you like the concept of Dual Career?

"The whole idea of the concept of Dual Career I see as a movement for a healthy development of an athlete as a person, while on the professional level it is a link between their actual/active career in sports and education, as an investment in their present career and their post-sports career. Dual Career movement empowers athletes mentally, by challenging their cognitive and emotional capacities on new levels and in new ways, giving them the opportunity to raise their self-awareness and confidence, be introduced to new learning methods, develop skills and, in general, invest in gaining insight in themselves personally, to be ready to look at their professional reality. A complete, personal-professional approach is to be taken to prepare and empower a client to reach his or her top performance levels".

How do you make coaches more aware for the Dual Career concept and their role in Dual Career programs?

"My activities with the EHF have started three years ago. The collaboration was launched with lecturing for the 'Rinck' Convention - Master Coach & Licencing program (that began in 2012, concerning the mutual recognition of standards and certificates in the field of coaches' education in handball in Europe) and is still successfully ongoing. Working with coaches from numerous European member countries is continuously mutually motivating, inspiring and energizing. Psychology is still a profession that a lot of coaches need to learn more about and accept the benefits they themselves and their teams will have once they gain an adequate insight and let us assist and advise them on issues that are covered by our area of expertise. Being an 'in vivo' psychologist helps me reduce this gap between some coaches and psychology. 'In vivo' psychologist, meaning being practical and pragmatical, being directly a part of the team staff, being accepted by the players and the staff as a part of the team, knowing what all the activities and daily dynamics within the team are/can be, not just the game, but all the days, weeks, months before it. Through these lecturing activities and contacts with coaches, I challenge myself to invest into the development of sports - by showing the coaches how they can become better at coaching by collaborating with a psychologist or introducing one into his team, how to reach and remain at top performance level, how to build a supportive and trusting atmosphere within his team, how to most efficiently lead a team in various situations

(on and off the field) that a coach faces during his coaching career, to help a coach work on himself to become more prepared and in stronger position when working with others/his athletes, just to name a few. All that was previously mentioned are areas that need to be covered and established in a communication with a coach to create a relationship of respect, trust, competence recognition and team work, as pillars for introducing anything new, going towards preparing for a change or acceptance - same goes for helping them gain insight of the significance education and Dual Career concepts have for his athletes, and him as well".

Why is it important for handball clubs to focus on an optimal Dual Career support?

"In the case of the 3 handball clubs that were a part of the project, and, in my experience, this goes for most of the other clubs as well: we need to invest more into the awareness of handball clubs and federations on the topic of Dual Career. To inform them about what the movement is, what it represents, what are the benefits from Dual career, not just focusing on the education of the athlete and his or her post-athletic career, but accenting what will be the benefits of an athlete while he or she is still active as a player, therefore what will be the direct benefits of the clubs and federations if they give support and stimulate their athletes towards a dual career. I believe we need to be 'managers' of this movement, advocates of benefits of education, to get this "snowball" called Dual Career rolling - support and assist our athletes, clubs and federations in this process of complete and overall benefit of the handball society".

What can or must be the role of a sports psychologist (mental coach) in a Dual Career program?

"The sports psychologist is, and needs to be seen/accepted as, a support and supervising professional for all categories of clients in Dual Career program. The sport psychologist is to help all categories of activists within this project understand better their positions and roles, to assist them in developing good communications and relations (to prevent/resolve issues or conflicts that might come up along the way), to guide all members of the Dual Career program and help them move forward individually and as a Dual Career team of the club or federation. The sport psychologists in Dual Career programs are to invest their knowledge, experience and know-how towards an overall well-being of all athletes and professionals that are a part of the Dual Career program, contributing to the success of the Dual Career program".

How do you work together with the coaches and other specialists in professional Dual Career teams?

"I will start with an advice that accents the value of understanding ahead that it will take time and patience to prepare the society (in our case, the handball society – clubs, federations, athletes/talents,

coaches, team staff - and not only the professions that are directly in contact with athletes, but also their private environment) to accept something still rather new, even though it is for their own good (it is simply how a human mind sometimes tends to work when it needs more information about something). Dual Career experiences have shown that an open communication with other specialists is of great importance for the success of a Dual Career program, as it is, in general, in all team activities and team functioning. Being open-minded towards the collaborates within the program, the roles and activities each of them have, understanding the significance of transparent signaling structure and monitoring, evaluating, are among the steps that will guide all the participants of the program to the Dual Career goals".

What did you address in the staff training of the Dual Career teams in the H4DC-project?

"Having an idea of the implementing strategy that would work best with the target population I see as a requirement in any area of work. This also adds to the overall impression of dedication, seriousness and competence, which needs to characterize you if you want to develop a strong and fruitful collaboration with all the participants. When I was preparing myself for the staff trainings of the Dual Career teams in our H4DC project, the focus was on their thoughts about the project, what questions they might have about the implementation process or anything else regarding this project, how did the decision to make this step and enter the H4DC project make them feel, what were their expectations, what were the personal goals they wanted to reach, besides the professional ones that we usually only focus on verbalizing. It is important to hear your clients, to include them in all possible processes, to make them feel accepted/needed, essential. As the training went on, we tackled their questions/issues that they either are already facing or are anticipating they will face with talents or possibly with other specialists in the project - they were explained and guided on how to overcome the insecurities, they were given possible solutions, at a certain point I used the timing to activate all present to speak up about what they would suggest or to share their opinion on the topic in focus, and with that, we guided the process of team forming right there, using the first opportunity for a mutual solution finding activity. Those staff trainings need to show and develop the image of group dynamics that we want them to develop with the talents later on. The role of a psychologist on this project is to educate, guide and help, advice and counsel, support and supervise all participants on their path in H4DC project, as we are doing in all other areas/cases of collaboration with clients".



EDUCATION OF TUTORS AND LIFESTYLE COACHES

It is striking that in the core of the Dual Career teams consulted in this study, there is a supervisor next to the coach who is responsible for the personal wellbeing and development of their talents. In the Centres of Elite Sports and Education, this is particularly the role of the lifestyle coach. At the other Elite Sports Centres visited (CAR St. Cugat, INSEP Paris and CREPS Toulouse) there is also a lifestyle coach in the Dual Career team. At FC Barcelona this officer is called a tutor.

In the United Kingdom and Ireland, this specialist is often referred to as a 'player development manager' (Professional Cricketers Association and Rugby Ireland). Where the training and skills of coaches in a Dual Career program are discussed above, this is done below for these lifestyle coaches, tutors or player development managers in the sport.



Talented Athlete Lifestyle Support program of TASS

Visited by AUAS, S. Hakkers & C. Vervoorn 17 & 18-nov-'16

The purpose of this educational programme is to monitor the quality of these lifestyle coaches. The qualification provides the theoretical and practical foundation for any individual advising or mentoring talented athletes and is a requirement for delivering lifestyle support. The programme is an introduction to the principles and practice of supporting and advising talented athletes in their personal development and lifestyle due to their sporting commitments. It has been designed to enable learners to study both the theoretical and practical aspects of the support and advising process.

The training is divided into five different parts/training:

1. Support and advise athletes within a performance environment:

This section deals extensively with the role as a lifestyle coach. According to TASS, this is mainly based on encouraging talents to manage their own learning in order that they maximise their potential, develop their skills, improve their dual career skills and become the person they want to be. The emphasis is on making talents more self-aware and taking responsibility for their lives, assisting them to be proactive in their lives. In this training, a variety of skills and attributes needed when providing lifestyle support, such as communication (listening, conversation techniques, questioning etc.), personal management skills and to build effective interventions will be discussed. The collaboration with other specialists from Dual Career teams is also touched on and it is important that lifestyle coaches know the boundaries and limitations in their work and refer sport talents to other specialists, such as nutritionists and psychologists.

2. Manage support networks for talented athletes:

Lifestyle coaches should identify and understand the role of each member of the support network that surrounds a talent so that they are familiar with the support available and the personnel that talent may communicate with concerning specific issues. Advisors may need to consult members of the support network in order to clarify or update the nature of support and contact information or suggest additions/changes based on the talent's needs.

3. Support talented athletes through lifestyle change:

Lifestyle coaches can play an important role in facilitating talent's management of multiple demands. To achieve this, lifestyle coaches should be familiar with the demands experienced by talented athletes, as well as being aware of strategies to manage such demands. Strategies that can be utilized to support athletes with managing multiple demands include facilitating talent reflection upon management of their demands, supporting the development of relevant skills (e.g. time management, organization, prioritisation), facilitating decision-making and supporting conversations with those involved with challenging demands (e.g. the coach). Central to this training is also the supervision of the transitions that talents go through. Lifestyle coaches learn how this guidance before (identifying and explaining potential transitions points, planning), during (providing logistical and emotional support) and after (reviewing and the lessons learned) transitions can be effectively managed in lifestyle coaching.

"IF YOU WANT TO MAKE A DIFFERENCE FOR ATHLETES, INVEST IN LIFESTYLE".
(GUY TAYLOR, DIRECTOR TASS)

4. Support talented athletes to understand their anti-doping responsibilities:

According to TASS, lifestyle coaches play a key role in protecting and promoting clean sports, and supporting talents to understand and adhere to their anti-doping responsibilities.

5. Support and advise talented athletes to plan their careers:

The lifestyle coach can play a key role in facilitating the identification and management of education and training options. Learning about the education systems in which talents participate can also help to facilitate an understand potential transition points. Lifestyle coaches can also signpost talents to relevant tools and support services that may provide further assistance in relation to career planning. Therefore, knowledge of resources and some career pathways is useful. Lifestyle coaches often work together with career counsellors or study coaches from their own sports organization or from education, as part of career planning within Dual Career teams.

Source: <https://www.tass.gov.uk>

Competencies of Dual Career support providers

Within the Erasmus + 'Gold in Education and Elite Sports' project, research has been conducted into the work of the Dual Career support providers. In this study, the Dual Career support provider is defined as "a professional consultant, related to an educational institute and/or an elite sport organization – or certified by one of those – that provides support to elite athletes in view of optimizing their dual career/combination of elite sport and education⁵²". This definition certainly includes lifestyle coaches and tutors. Eventually, a questionnaire was sent out to 524 Dual Career support providers in Europe and a question was asked about the most important competencies of Dual Career support providers.



TASS, ONE OF THE PROJECT PARTNERS OF THE PROJECT 'GOLD IN EDUCATION AND ELITE SPORTS'



Project Gold in Education & Elite Sports (Erasmus + 2014-2016)

Visited final conference by AUAS, S. Hakkers 8-dec-'16

The Dual Career Competence Wheel

Through an expert meeting and extensive literature research, the GEES consortium (a consortium of universities and National Olympic Committees in 10 European member states) drafted a questionnaire with 35 important competencies for the Dual Career support providers. These competencies can be divided into six different areas⁵⁴.



FIGURE 3.4 THE DUAL CAREER COMPETENCE WHEEL FOR ATHLETES⁵⁴

Self-assessment tool

Dual Career support providers can use the questionnaire as a self-assessment tool to determine how they score on the important competencies and whether development is required. It is also possible to involve talents in this assessment. Research has shown⁵⁴ that 'Empowerment competencies' and 'Awareness of Dual Career athlete's environment', in particular, are a need for development. This self-assessment can be a good opportunity for a specific further education or training for, for example, the lifestyle coaches and tutors. Later this year this tool will be available on the website www.dualcareertools.com.

Transferable competencies

On the basis of various scenarios, Dual Career support providers were asked which competencies are important and which scenarios that are also very relevant within the sports clubs, such as supporting a talent that does not receive support in education or preparing a talent for a challenging study and sports period. Based on analysis of these scenarios Wylleman, De Brandt and Defruyt⁵³ have arrived at the next top 5 ranking of transferable competencies across all the scenarios in Dual-Career support:

1. Ability to stimulate autonomy in dual-career athletes
2. Ability to treat each dual career athlete in an individualized manner
3. Ability to take a holistic (i.e. sport, education / vocation, psychological, psychosocial and financial) view of the dual career athlete's life
4. Ability to be an active and supportive listener
5. Ability to make dual career athletes self-aware of their dual career competencies



by Simon Defruyt



Simon Defruyt is a doctoral researcher at the research group Sport Psychology and Mental Support of Vrije Universiteit Brussel, Belgium. He has a master degree in organisational psychology and is certified as a sport psychologist. In his research, Simon focuses on the competencies, support strategies and education of dual career support providers. Furthermore, Simon is involved in the Topsport & Study department of the VUB, where he provides Dual Career support towards student-athletes and coordinated and/or participated in several Dual Career projects.

What about the support providers?

Student-athletes (finally) receive the attention they deserve from researchers, practitioners and governing bodies. The EU guidelines and the many initiatives on dual careers afterwards have led to more knowledge, enhanced support structures and more qualitative professional support for student-athletes. Being co-funded by the Erasmus + programme of the European Union, the 'Gold in Education and Elite Sport' (GEES) project contributed to these advancements in several ways.

A main achievement of the GEES project was the development of the Dual Career Competency Questionnaire for athletes (DCCQ-A)⁹⁰ an instrument for student-athletes to assess their Dual Career specific competencies. The framework allows student-athletes and their support providers to focus on a competency development and to develop process goals in their dual career (rather than only focusing on short term outcome goals). Dual Career support providers do have a substantial role and responsibility in enhancing the conditions for and competencies of student-athletes, but research and practice have failed to provide them with specific support to develop their professional competencies themselves. For example, a GEES study⁵³ showed that only 14% of the Dual Career support providers in Europe received specific training or education in relation to their work as a Dual Career support provider.

As such, GEES focused on enhancing these professionals' resources as well. As a starting point, a competency instrument, the Dual Career Competency Questionnaire for Support Providers (DCCQ-SP)⁹¹ was developed. This was important to provide a common framework and starting point for DC support providers and their employers in the European context. While the DCCQ-SP can help (future) DC support providers with the question "What should we be able to do?", the question "How should we do it?" remained unresolved. As such, the last part of the GEES project focused on gathering and developing methods and instruments European Dual Career support providers use. A selection of these tools were gathered in the GEES Handbook for Dual Career Support Provider⁵³.

So, are we there yet in the professionalization of Dual Career support? No! An important next step that should be taken is the creation of structural opportunities for continuing professional development (e.g., through digital learning environments, summer schools etc.) and enhanced cooperation between Dual Career environments (e.g., exchanges, internships, structural cooperation). This is crucial, as the GEES project has shown us that Dual Career support providers come from many different backgrounds (e.g., psychology, pedagogy, physical education, ...), but that they do have one thing in common: the passion to support student-athletes to the best of their capabilities. As long as Dual Career support providers have to do this in isolation and without structural and Dual Career specific educational opportunities, we will fail to bring this 'best of capabilities' to the optimum.

A number of sports organizations consulted have developed a tutoring programme in which former elite athletes and former Olympians are linked to sports talents. They make their wealth of experience available to the next generation. The great advantage of a sports club is that there are many former elite athletes present within the framework or in the network of the club. These former elite athletes may not have the time or ambition to be a coach but may be available for a role as a tutor or lifestyle coach.



Tutorial programs of Slovenian Olympic Committee

Visited by AUAS, S. Hakkers 27 & 28-sep'16

Experienced expert as tutor

The basis of both tutoring programs is to link ex-Olympians and former elite athletes to young sports talents. These former elite athletes have gone through a dual career themselves and can thus act as role models and optimally guide the young athletes. This guidance is not so much sports-oriented, but more about finding a balance between sport and school or work. The tutor supervises the important transitions in the dual career of talents throughout the entire sports career and also advises talents on career opportunities in addition to or after the sport.

Profile of a tutor

The organizations that work with a tutor system within their Dual Career programme (FC Barcelona, Stichting Sporttop, NOC Slovenia) were asked what important characteristics are for the profile of a tutor within a sports club. The following practical aspects have been mentioned:

- Involved: you are genuinely interested in what your talent does, you are attainable and accessible and make time for your talent.
- Integrity: your talent must be able to rely on everything he/she tells you during coaching conversations being treated as confidential.
- Independent: as a tutor, you do not interfere with the technical sports side of your talent and therefore you are an addition to the coaching team of your talent
- Empathetic: you listen to and can really empathise with the world of your talent. Each individual has his own motives and it is important to discover them. Because only then you can understand the talent and guide it in its sustainable development.

“OUR PLAN IS TO USE RETIRED OLYMPIANS IN ACTIVE ROLES WITH THE YOUNGER ATHLETES AS WE BELIEVE OLYMPIANS MAKE EFFECTIVE MENTORS AND WILL INSPIRE OTHERS TO TAKE PART – THE CONCEPT OF ATHLETES HELPING OTHER ATHLETES IS INTEGRAL TO OUR ACTIVITIES”.

(PETRA ROEBNIEK, PROJECT MANAGER DUAL CAREER SLOVENIAN OLYMPIC COMMITTEE)

IN THE SPOTLIGHT...

MASIA 360 OF FC BARCELONA

VISITED BY AUAS, S. HAKKERS 20-MRC. '16

La Masia has grown into one of the most successful training clubs in the sports world. Central to this training is the Masia 360° program. An integrated program, in which the club seeks to take advantage of the knowledge accumulated in the club's various fields over decades in order to benefit all of the 644 athletes, coaches, staff members, families and those surrounding the athletes who form part of five professional sections of FC Barcelona whether they are in their beginners, in consolidation, a step away from becoming professional athletes or already retired. This provides the club with an integral vision of the athlete through the viewpoint of each professional that surrounds them.



THE DUAL CAREER TEAM OF LA MASIA AS A BIG 'FAMILY' WITH A LOT OF DIFFERENT AND PASSIONATE SPECIALISTS

Comprehensive Athlete Support Service

According to FC Barcelona, Masia 360 is synonymous with support. Led by an experienced pedagogue, a team of specialists is responsible for the Dual Career support within this program. The starting point is that the talent never feels alone and feels surrounded by an involved support team. Training to be a sportsman, emotional education in which athletes and coaches are trained in emotional competencies and well-being, academic assistance from professionals, teachers and psycho-pedagogues are available to help athletes make sport compatible with their studies, tutorial assistance from arrival till retirement, psychological care service to the family and the surroundings of the player and a special guidance service for the retirement of the professional athlete are the most important pillars related to the dual careers of the players in the La Masia Academy. To deliver these support and guidance, the club uses a wide range of expertise, such as sports psychologists, pedagogues and career counsellors.

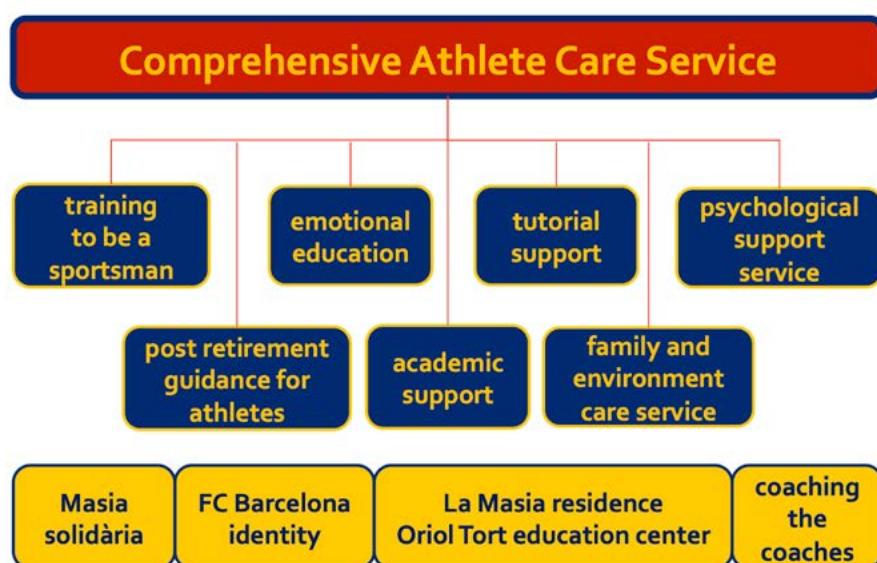
Tutor as key-figure in development

Within the La Masia program, the sixteen tutors have an important role. For director Carles Folguera this is a conscious choice: "They are the people who accompany them in their day to day life at the club". The tutors often have a psychosocial background and have a more objective role

in the coaching of talents. They are not too much involved in sports or in education and can, precisely because of this more independent role, get a good overview of the broad development of talents. The tutors are in close contact with the most important coaches / specialists around the talent and receive a monthly evaluation report from these staff members.

Coach as a specialist

FC Barcelona wants to develop people through sport. For this reason, the club attaches great importance to the quality of the coaches within La Masia and has developed its own training for sports coaches. The aim of this coach training is to create moments of reflection in which specific (professional and technical sporting skills associated with each sport) and general (personal and social skills) knowledge is gained. This course also focuses on the prevention of risk situations in sport and coaching coaches in emotional education.



<https://www.fcbarcelona.com/en/club/masia-360>

Innovation hub

In addition, the club has established an innovation hub. FC Barcelona has accumulated knowledge in different spheres over many years, which has been organised into seven transversal, interrelated areas, such as team sports, analysis and sports technology, sports performance and health and wellness. This innovation hub offers coaches and other support providers of the club the opportunity to develop further by following various training programmes and obtaining a certificate in, for example, Sports Nutrition, Sports Psychology for Athlete development or Strength in Team Sports.

Interestingly, this innovation hub works with a digital platform that also enables coaches and supervisors outside FC Barcelona to take part in an international exchange between coaches from Dual Career teams. Coaches are seen as a specialist within the La Masia program. Whereas in many other models the coach is often also manager of the Dual Career program of talents, within the La Masia program this task lies more with the tutors. The talents of FC Barcelona are enthusiastic about this distinction between coaches and tutors. They indicate that it is sometimes more convenient for them to talk about personal aspects and school matters than with their coach.

Parents important partner in Dual Career

A Dutch study among talents and their coaches and parents shows that the involvement of parents is a complicated issue for Dual Career teams. Coaches sometimes have negative experiences with (and therefore rather not too much interference from) too involved parents that hinder the development of independence. Often, according to coaches, there is also a lack of knowledge about elite sports. Nevertheless, parents are formally responsible and, especially with young talents, they should be better informed and more involved¹³. FC Barcelona is well aware of this and has appointed a special person within La Masia who coordinates the contact with families and parents. The family of the talent is seen as an important partner in talent development and is involved in important decisions. There are also structural evaluation moments and the tutor of the talents is in close contact with parents and parents fill in their monthly experiences and findings within the talent monitoring system of FC Barcelona. Parents are also involved in courses and workshops in order to gain more knowledge of topics such as nutrition or rest.

“BEING BETTER PEOPLE WILL MAKE THEM BETTER SPORTS PEOPLE”.

(CARLES FOLGUERA, DIRECTOR LA MASIA)

MODEL FC BARCELONA IN A NUTSHELL

- 644 athletes, 131 coaches in five different sport disciplines (football, futsal, hockey, basketball and handball)
- The philosophy is that "the athlete is never alone", talents are surrounded by specialists
- Coaches and tutors are the talents first point of contact and closely work together
- Tutors represent the objectivity within this Dual Career team
- Tutors are in contact with coaches and specialists and receive monthly input from these staff members regarding the development of talents
- The Dual Career services (Comprehensive Athlete Support Service) runs through tutors and specialists
- Talents are also logically directly related to the specialists
- Parents are seen as partners in talent development

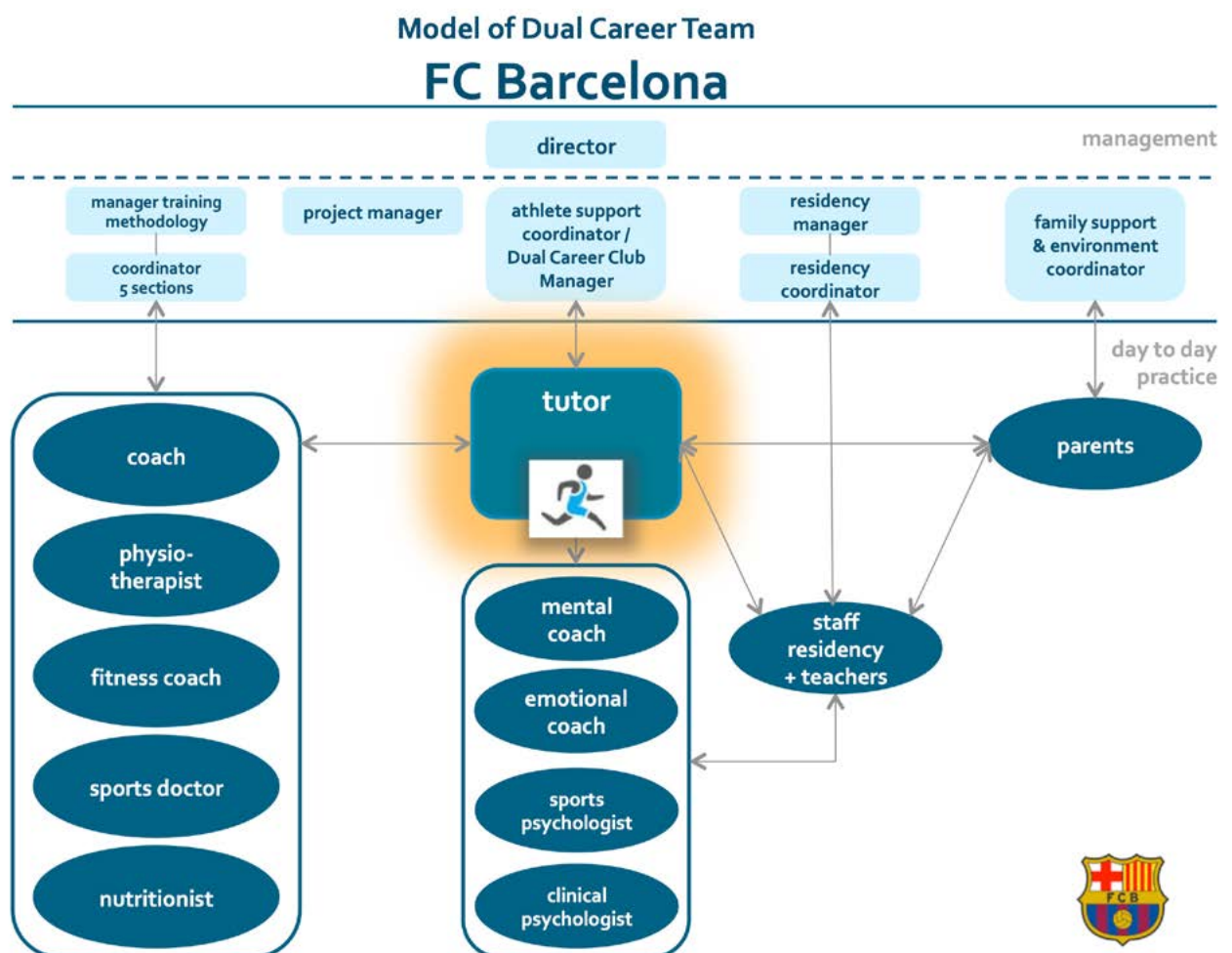


FIGURE 3.5 MODEL OF DUAL CAREER TEAM OF FC BARCELONA (BASED ON CONSULTATIONS)

IMPORTANT CONCLUSIONS FOR PILLAR 3

- 1 Develop a Dual Career team with the right and needed specialists.
- 2 As a club, appoint a Dual Career Club Manager. Preferably this is not the general manager of the club.
- 3 Organize structural consultation moments within this Dual Career team aimed at good cooperation between specialists, organizing activities within the program and evaluating the dual career results in the club.
- 4 Create a strong scientific collaboration and encourage multidisciplinary knowledge sharing within the Dual Career team.
- 5 Ensure sufficient objectivity within the Dual Career team.
- 6 Supervise the coaches in their role as manager / coordinator of the talent development program.
- 7 Organise training on the topic of Dual Career for coaches and lifestyle coaches.
- 8 With regard to this training, it is possible to collaborate with stakeholders in the Dual Career network, such as universities, other sports clubs, and high performance centres.
- 9 Involve parents in talent development within the club and ensure structural evaluation in the Athletic Triangle.
- 10 Make sure that the Dual Career team and its specialists are available for all sports talents.



PILLAR

04.

DEVELOP A DUAL CAREER SUPPORT SERVICE AT SPORT CLUBS

The aim of the project 'Innovative Clubs for Dual Career' is to offer optimal Dual Career support to sports talents aged 14 to 21 years. Especially for this age group, the pilot clubs experience a high drop-out in sports and study. Therefore, in this exploratory study the frameworks and the content of this support were discussed with experts with the aim of reducing drop-out and that talents can more satisfactorily combine their ambitions in sport with a study.

Support from a holistic perspective

When looking at the support of the dual careers from a holistic perspective, it becomes clear that sports talents are not only confronted with challenges in education and in sport, but in fact face throughout their dual career concurrent challenges and (possibly conflicting) requirements at psychological (e.g. stress related to exams, increased need for independence, and self-regulation), psychosocial (residing in a student-home, integrating in a new social network) or financial level (tuition fees, private mentoring) which will influence the progress they will make throughout their dual career. This is summarised in the following model³⁵. Experts stress the importance of a sports club's guidance that takes account of developments in the other domains and can therefore guide sports talent more optimally in the challenges and transitions in their dual careers.

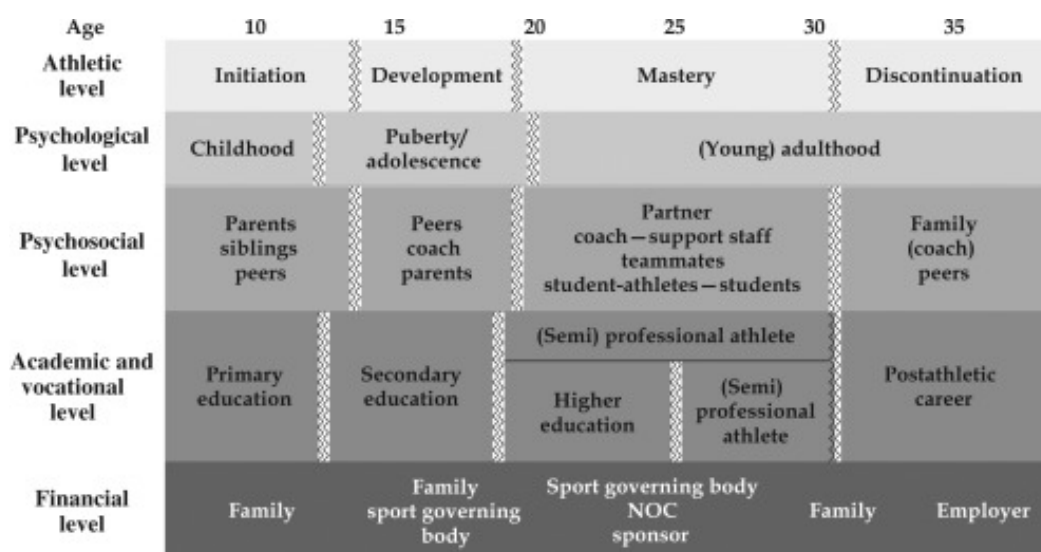


Figure 4.1 Holistic Athletic Career Model³⁵

Guiding transitions in Dual Career

This model makes it immediately clear that supporting dual careers is not only about combining elite sport with education or work, but also how a talent develops within the other domains. And how sport talents deal with the challenges within, for example, the psychological, psychosocial and financial level and how he/she identifies any problems within these domains. Within these five different domains, talents undergo normative and non-normative transitions⁵⁵. The normative transitions are for example the transition from secondary education to university and the promotion from the B-team to a place in the A-team. The non-normative transitions do not occur in a set plan or schedule and are the result of essential events in the environment or the lives of the talents. These are usually unpredicted and unanticipated, for example, a serious injury, a sudden selection for the national team, a forced change of subject of study or the departure of the coach. For talents, this often involves a combination of both types of transitions throughout their dual careers^{56,57,58,59,60}.

Think, for example, of a volleyball talent who, when he is nineteen, switches to a premier league club in another city. He went there to live on his own for the first time. Nothing of his plan to study medicine came to pass: unfortunately, he was rejected. In addition, his girlfriend has been upset for weeks by her parents' divorce. It is an example that makes it clear how important it is to support sports talents in these normative and non-normative transitions in their dual career. A study of British athletes suggests that Dual Career programmes that actively prepare them for transitions have a positive effect on talent retention and reducing of drop-out rates⁶¹. In the organizations consulted, career counselling supports sports talents in their progress and transitions in the academic and vocational domain. Career counselling mainly focuses on the sports talents'

academic, vocational and social development and of course also targets older elite athletes. However, the project 'Innovative Clubs for Dual Career' targets sports talents in the age of 14 till 21 years old and for this reason, in this chapter about optimal Dual Career Support Service, study coaching is described as an important part of career counselling. The programme of Sport Flanders is a good example of **study coaching** with the goal to decrease drop-out in education and also elite sports and to support the sports talents in their transitions within this domain. **Lifestyle coaching** focuses mainly on the progress and transitions within the psychosocial and financial domain.

Pro-active coaching and acquisition of competencies

The experts consulted in this study all point to the importance of providing timely and proactive support to sports talent in these transitions and that this support is ongoing in nature. In addition, research^{62,63} shows that Dual Career support service which focusses on **skill training** can help the talents to cope with transitional challenges in their dual career. These skills are often transferable to other domains in society. It is therefore wise to focus the Dual Career support service on the skills that sports talents can use in important transitions in their dual career pathways and that are necessary to achieve a successful dual career. It can be useful to investigate within a sports organization what the difficult transitions are for the sports talents. According to the experts, the specialists have an important role in the timely and objective identification of problems and challenges within the domains of talent development. In practice, this will mainly be the coach and lifestyle coach, because these specialists see and speak with the talents most often.

Mental coaching works!

Much research has already been carried out within the sports research into the preconditions for a breakthrough as a talented athlete. Issurin⁶⁴ looked at no less than 92 studies on talent recognition. He came up with a very useful list of characteristics that can help scouts and coaches to recognize young talented athletes. The list can also help managers in the sport to develop responsible talent development programmes. According to the Israeli researcher, in addition to technical skills and physique, appropriate to the various sports, these are personality traits that influence motivation. The early acquisition of mental skills is also important. His review analysis showed that young sports talents make further progress when they have already developed significantly in the psychological field at a young age. Researchers^{65,66,67} also found positive evidence of stress management and psychological **skill training** for the promotion of health and the psychological well-being among sport talents. According to Schuls⁶⁸ it is all the more remarkable that not all talent development programmes and Dual Career programmes pay structural attention to the development of mental skills. Therefore it is the advice to make **mental coaching** part of the Dual Career support service.

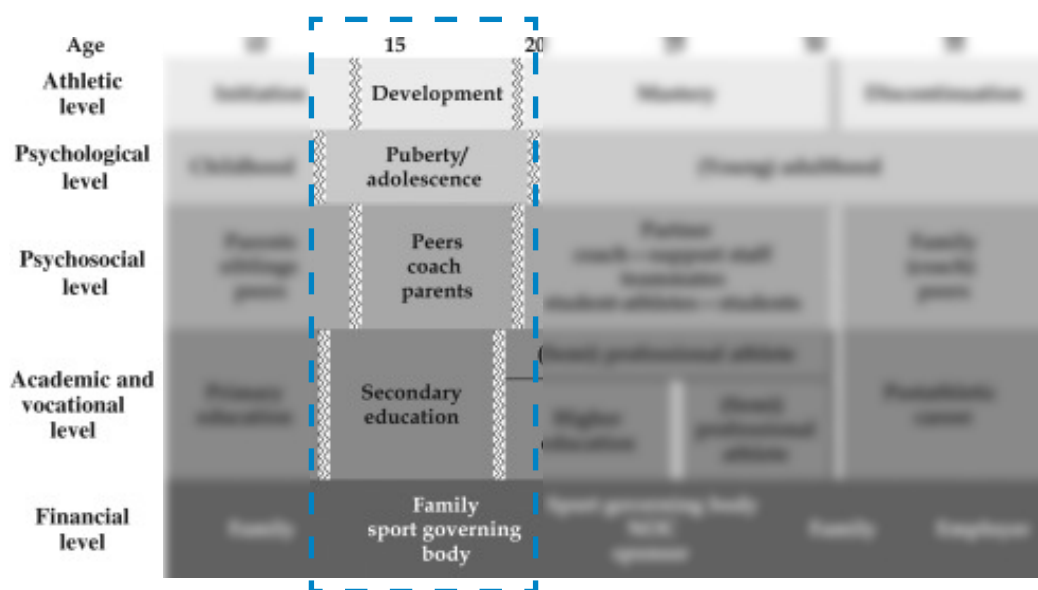


Figure 4.2 Dual Career Support Service in Holistic Athletic Career Model³⁵

In the remainder of this chapter, for the **five aspects** of Dual Career support highlighted above, a brief description is given of what the coaching or training entails, and good examples are explained that have served as inspiration for the pilot programme and can easily be applied within the daily practice of the sports club.



LIFESTYLE COACHING IN DUAL CAREER

In addition to the attention for the transitions, the lifestyle coaching programmes of the consulted elite sports centres also focus on the personal development of sports talents and the training to become an elite athlete. This section gives a good example of CTO Papendal's elite sports programme for elite sports training. Over the years, the profession of elite sports has become increasingly professionalised and, in line with this development, sports talents in Dual Career programmes are increasingly extensively prepared for this profession. This explicitly revolves around the necessary knowledge and competencies to be able to play sports at a high level. Furthermore, within the lifestyle coaching of the consulted organizations such as CTO Papendal, Scottish Institute of Sports and CAR St. Cugat a lot of attention is paid to the personal development of their sports talents and elite athletes learn how they can contribute to a responsible talent development and balance in their lives. Below we first discuss how lifestyle coaching within a sports club can be organized practically. The tutor system of Stichting SportTop is a good example.

Close collaboration between mental coach & lifestyle coach

From the consultations of the professional Dual Career teams in the previous chapter, it is striking that clubs and elite sports centres organise lifestyle coaching and tutoring in a variety of ways. The tutor as 'linking pin' of the Dual Career team within the FC Barcelona model (see chapter three) is innovative. In most sports organizations, the lifestyle coach is more of a specialist within the team. Lifestyle coaches work closely with mental coaches within the Dual Career teams. These mental coaches (experts high performance behaviour) often turn out to be a coach or supervisor for the lifestyle coaches and it is also the

case that lifestyle coaches can refer talents to these experts with a sports psychological background. The reality within many sports organizations is that the mental coach is not available on a structural basis and is often not able to guide all talents. By a good collaboration with a mental coach it is possible to involve the expertise of this specialist in lifestyle coaching.

More generations in a sports club

A great advantage of a sports club compared to an elite sports center is that there are several generations of active sports or members of a club. But when asked how often these generations within

a club have contact with each other, that is not much. And if there is contact, then this contact is logically often about the common denominator and that is the sport itself. Yet experts see a great opportunity in stimulating contact between the different generations. Especially if there is more cross-fertilization in this contact with regard to the dual careers of young talents. Within or around a sports club there are many former elite athletes present who have had a successful dual career and have gained a lot of experience in elite sports. If these former elite athletes have not been active for some time and have an affinity with talent development and coaching of young people, they are the ideal people for a role as tutor or lifestyle coach. This is all the more true if these people can be supported by a mental coach who can coach the tutors or lifestyle coaches in their coaching. However, it should be taken into account that these former elite athletes have been active in the same sport. This has an advantage for the recognition of situations in the sport. The disadvantage is that the tutor or lifestyle coach will feel too responsible for the sports development of the talent. When they are former elite athletes of the club in question, these people are often also part of the club. This can be at the expense of the objectivity and professionalism in the coaching. At omni-sport associations, it can be a sensible move to connect tutors and talents from different sports disciplines. This is modeled on the tutor system of the Sporttop foundation (see further on as a best practice), where former Olympians are linked to a talent from another sport. This is done to prevent conflicts of interest and to prevent them from posing a threat to the coaches of the talents. If a sports club works together with other sports clubs within a Dual Career network, agreements can also be made about the organization of lifestyle coaching.

Buddy's as primary lifestyle coaching

A young sports talent often looks up to the examples from the first teams of sports clubs. These older players are a lively source of inspiration. For this reason, sports clubs increasingly moved the training from the first team to the training complex of the youth department. Youthful athletes can then see much better what they are doing and the first team remains so much more part of the entire sports club. Contact between, for example, players of a first team and sports talents in the Academy of the sports club also offers opportunities for supporting the dual careers. For example, the older players have experience combining study / work and sports or have learned to deal with certain challenges that occur during dual careers, such as an injury, de-selection or living on your own for the first time. This experience can be particularly useful for the club's young sports talents. It also contributes to more connection within the club. The challenge in this contact is that it is not only about the elite sport, but that the coaching also has a holistic approach. This process can guide the lifestyle coaches or other specialists. Willem Veldman (director of CTO Heerenveen) is enthusiastic about this form of lifestyle coaching: "For example, we got a young judoka here who is in a certain weight class, but had quite some difficulty with the nutritional discipline. He ate mainly from the frying pan he had on his balcony and was above his weight in a few months. In such cases, you can very well call in a buddy and ask him or her to talk about it and pay attention to the younger talent. Of course, the nutritionist will do the rest. Incidentally, the buddy system also works in education. The Humboldt University in Berlin (see chapter two) works with senior students who practice elite sports and are connected as buddies to younger sports talents who pursue a dual career. It is also sometimes a buddy who studies in the same class, does not practice elite sports him- or herself, but helps the sports talent with, for example missed lectures.

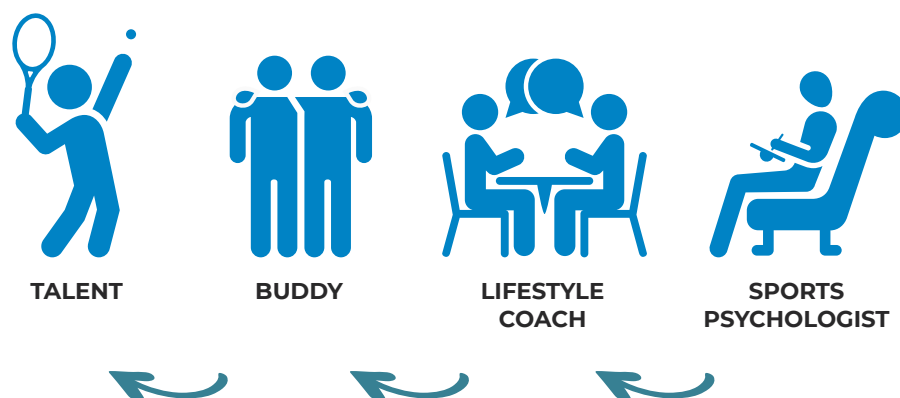


Figure 4.3 The scheme for lifestyle coaching in sport clubs.



Tutor system of Stichting Sporttop

Visited by AUAS, S. Hakkers mrc – sep 2017

Hold up the mirror

Stichting Sporttop helps young talents to achieve goals in their dual career. A total of 20 young talents are now supervised by former Olympians who know all too well what is involved in a dual career. The tutors at Sporttop hold up a mirror to talents. An important success factor is the 'cross-sport' principle, which generates independence and trust. The talent can tell his or her story to an expert who is neutral. Talents of Sporttop experience this as an outlet. They can contact their tutor with any questions, but the tutors don't say: "that's how you should do it". Because what has worked well for the former elite athlete in his or her sporting career does not have to work for someone else. In fact, it can even be counterproductive for others. According to Sporttop, it is a question of customization, in which the relationship between tutor and talent is central. The frequency of contact between mentors and talents varies per pair. The coaching always starts with a physical meeting, after which some pairs have weekly contact with each other and others speak to each other once every two months. Online opportunities and chat programmes also help with frequent contact between the talent and the tutor.

In this contact, the tutor has an important signaling role, so that the needs of the talent can be anticipated at an early stage.

Durable performance with four batteries

The aim of Sporttop is to contribute from a holistic point of view to a sustainable development of the elite sports career, but also to the personal development and social career of the talent. Sporttop works according to the principle of sustainable performance and the batteries of energy needed to achieve this: the spiritual, emotional, mental and physical battery. "I dare to say with certainty that with my current knowledge about sustainable performance and the four batteries, I could have been successful in international skating for many years longer," says founder Jochem Uytdehaage. Also interviews with tutors and talents of Sporttop emphasize the importance of charging these four batteries and how they can provide support for dual careers.

"WITH SPORTTOP WE WANT TO SHARE THAT EXPERIENCE WITH YOUNGER GENERATIONS. WE ARE CONVINCED THAT YOUTHFUL SPORTS TALENTS SHOULD BE NURTURED AND THEREFORE NEED EXTRA ATTENTION IN A VERY VULNERABLE PERIOD OF THEIR LIVES, AS PEOPLE AND AS ATHLETES, SO THAT THEIR TALENT IS NOT LOST".

(JOCHEM UYTDEHAAGE, FORMER OLYMPIC ICESKATER AND FOUNDER OF STICHTING SPORTTOP)

Charging batteries

The principle of Sporttop is that you can only spend the 100% energy once. A good balance between these batteries and charging them is therefore essential. According to Uytdehaage, all batteries are connected: "When one of the batteries is not in order, it is my conviction that top performance in a dual career is not possible. A disturbance within one of the batteries has a direct impact on the other three batteries. On days off, when my girlfriend wanted to do something nice, I didn't go along because I thought I needed some rest. I was only busy with the sport, so at one point I didn't get good results. That sounds strange, but it really was. I slept badly because I was thinking about skating. Because of this I got too little rest and recovered slowly. And if things are not going so well in sports, is the solution to train harder? I often don't think so and our tutors share that opinion and work with our talents to achieve a good balance that I have missed so much myself".

WWW.SPORTTOP.NL

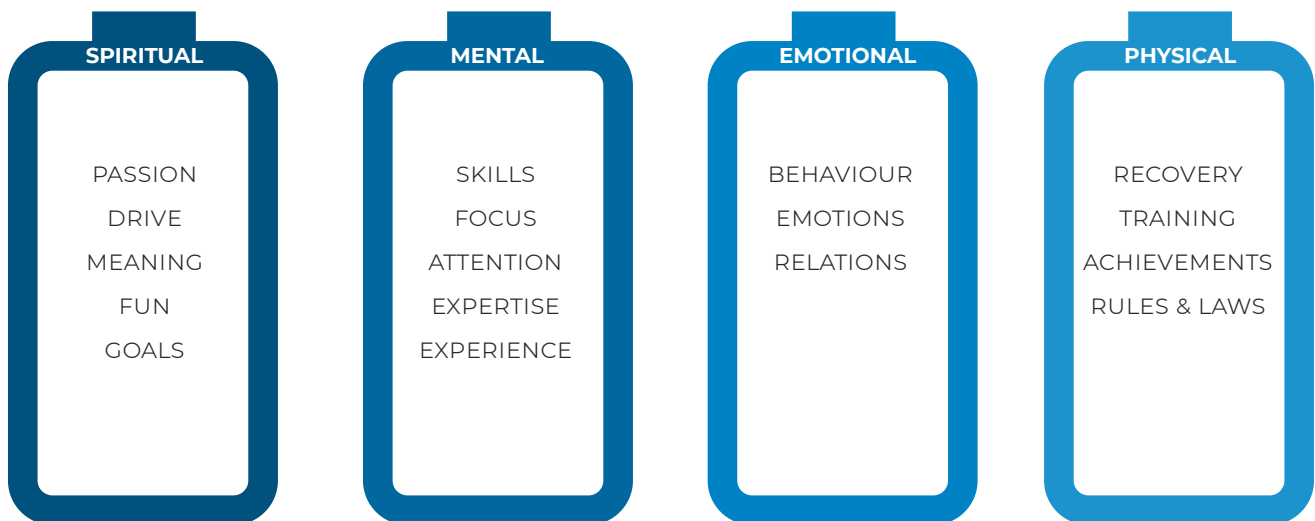


Figure 4.4 The four batteries of energy in the tutor system of Stichting



Jeske Kisters in conversation with her tutor Wietske de Ruiter

Former hockey star Wietske de Ruiter (world champion in 1990) has been the tutor of sailing talent Jeske Kisters at Sporttop since 2008. At the age of 14, she became world champion in Australia. In this interview, Wietske and Jeske openly look back on ten years of tutoring that have brought them both a lot.

JESKE: "I grew up as a young girl in the south of the Netherlands and at the age of six I came into contact with water sports. Brabant is not really the best province for a sailing talent and since my early puberty, it became more and more a challenge to keep all the balls in the air. Training camps were often in other parts of the Netherlands and then I was often whole weekends away from home. Through the sailing association, there was an opportunity to register me at Sporttop and that seemed a great opportunity for my development. However, with my first tutor, there was no good connection. He had just stopped practicing elite sports and came from an individual sport and I had very different questions myself".

WIETSKES: "For years I myself have been responsible for linking tutors to talents. We have an extensive intake, but of course, we are not a dating agency. Our starting point is that our tutors are former elite athletes who know the world of elite sports and know what a dual career involves. In addition, we look at the character of both people and which sports disciplines can easily be linked to each other. And sailing and hockey appear to be a perfect match. And now I have been coaching Jeske for about ten years. In the beginning, it is mainly about openness from both sides, getting to know each other and building a relationship".

"And Wietske can do that very well. She accepts talents with all the strong and less strong qualities and radiates: "you are OK". For me, that is one of the most important characteristics of a tutor. The tutor must also be open to development and not reason from his or her own truth. We often had quite 'socratic' conversations. Because Wietske asks the right questions, we could often put our finger on the sore spot together. This way you let your talents think for themselves and acknowledge things. And the tutor himself must also have a certain balance in life because in restless water you cannot mirror. My first tutor wasn't ready yet".

And you have to be that because a tutorship can be an intensive process. Jeske is a very smart girl, thinks about everything and is a real perfectionist. A good example is when Jeske became world champion. It was my proposal to celebrate that with a cake at the airport".

But I couldn't do that at all, because I had to go straight to university for an exam. My schedules at that time were already fuller than full anyway. Went from thing to thing. Too bad, because I never enjoyed that world title and celebrated it. All kinds of things had to be done in my dual career, but I lost my feeling and my pleasure in it. So it was not strange that I was completely overloaded".

"And I did regret it a lot afterward. So I just didn't see that coming at all".

"You couldn't see that either, because I said that everything was always fine and we thought we'd do that for a while. As an elite athlete, it is difficult to admit that things are going a bit less and I simply didn't know it myself".

"But still I learned a lot from it. It was in the phase that you moved from Eindhoven to Amsterdam, went to study medicine and also really ended up in elite sport and I didn't prepare you enough for that. That won't happen to me as a tutor again. Preparing for the transition from youth to seniors, which often coincides with the transition from the familiar secondary education to a follow-up study, is a particularly vulnerable task".

"Every minute had to be useful. While resting on training camp I was studying. The bar was very high on everything at that time".

"Well, not on everything. We both paid too little attention to charging the emotional battery. And you see that so often with young elite athletes. The moment they are selected or breakthrough, the fun ebbs away and a lot of pressure comes in its place".



JESKE KISTERS IN CONVERSATION WITH HER TUTOR OF STICHTING SPORTTOP

"The training camp on Mallorca was a turning point for me. I thought I had a heart attack, but all the stress came out. Wietske was a very important sounding board then. The advice was to stop for a while and I was so afraid that I would lose my identity as a successful sailor. The question is also whether I had a different identity at all then. The person behind the athlete simply did not exist".

"But that is also where the focus of tutorship lies at Sporttop. To avoid a one-sided focus and to look for the person behind the young elite athletes. It is very pleasant if you can look back on your career in a positive way. That's why we tell the story of Jeske to newcomers in our programme. Many athletes think that their life is only successful when they have a gold medal around their necks, but that is not the case".

"This awareness is extremely important. There is so much more than that gold medal. Wietske taught me to find a new balance after that burn-out. I am visually oriented and I have the four batteries of energy now just in my head and the elite sport has brought me that I can deal with that much more consciously. The emotional battery just didn't exist and fortunately, it is there now".



Life-skills coaching at Center of Elite Sports & Education (CTO) Papendal

Visited by AUAS, S. Hakkers mrc – sep 2017.

Growing as an elite athlete and as a person

Much is changing in the daily lives of young and talented athletes. Not only do they have to deal with an increasing number of training hours and competitions, but also with long periods of time away from home. Some even live on their own at a relatively young age. For many of the approximately 400 sports talents and elite athletes of the CTO Papendal, their lives take place mostly on the beautiful grounds of this elite sports center. The CTO Papendal wants to guide athletes through the dynamics of sports, living and studying in one place by means of targeted coaching. Elite sport already demands a high degree of independence and self-reliance from itself, but even more so when elite athletes live in a boarding school, campus or sports hotel for their elite sport practice. That is why CTO Papendal considers it important to coach young talents in independence and to pay attention to the necessary personal development. The multidisciplinary team, therefore, has three experienced life-skills coaches at its disposal who are jointly responsible for training the sports talents to become elite athletes and monitoring the coaching of their personal development. During recurring conversations with sports talents and elite athletes, these coaches offer tools to deal with any problems or challenges. Drastic decisions are often made at an early age and the consequences of these decisions are understood and accepted in the coaching.

Anticipating and signaling

Because life-skills coaching takes place on a structural basis and is available to all sports talents at CTO Papendal, life-skills coaching within this elite sports center also has a proactive and signaling function. The life-skills coaches work closely together with coaches and other specialists from the multidisciplinary team (study coach, physiotherapist, etc.). These specialists are also directly involved in the development of life skills in practice and they have a good picture of the personal development and well-being of the talent. The function of a life skills coach is confidential and therefore sportsmen and women can contact them with topics that are sometimes difficult to discuss with coaches or other support providers in the sport.

Lifestyle coaching as component

An important part of life-skills coaching is developing a lifestyle that is necessary to perform well in a dual career. All CTOs in the Netherlands are committed to this and have appointed elite sport lifestyle coaches or lifeskills coaches. The life-skills coaches of CTO Papendal use a training folder with various tools to work on lifestyle development. One of these is the wheel below and is intended to get in touch with their talents about important themes within the lifestyle of sports talents and elite athletes. In the coaching, athletes of CTO Papendal regularly have to score the different development areas from 1 to 10. A low score has a signaling effect and can be a reason for further coaching on a specific part.

Focus on performance behaviour

Within the CTO Papendal, life-skills coaching is discussed instead of lifestyle coaching. According to this elite sports center, this specific form of coaching focuses on stimulating performance behaviour and developing the corresponding competencies and self-regulation to be successful in their dual career. When sports talents have developed competencies such as reflection and goal-oriented action, they are better able to optimize their own elite sports lifestyle. According to the CTO Papendal, this is an important condition to excel. The life-skills coaches pay a lot of attention to increasing the self-sustainability of the talents and to giving insight into their own behaviour and its consequences. Talents learn through this coaching how they can direct their own lives and bring structure to their daily lives and dual careers. In a dual career, talents are confronted with all kinds of challenging situations. Some of these challenges vary from phase to phase in talent development, others occur throughout the entire dual career. This concerns not only challenges in training or during competitions but also, for example, within the psychosocial domain or within the combination of elite sport with study or work. In addition to specific sports-technical competencies, talents must therefore also have competencies in order to be able to develop the behaviour required to perform successfully in the dual career. The aim is, therefore, to learn this performance behaviour through coaching and training in sport, but of course, the life-skills coaches of this CTO also have an important role in the development of the competencies and performance behaviour of their sports talents. The learning line was recently developed by NOC*NSF and includes for instance the following competencies:

- Perseverance
- Targeted action
- Create optimal balance
- Adaptability
- Reflective power

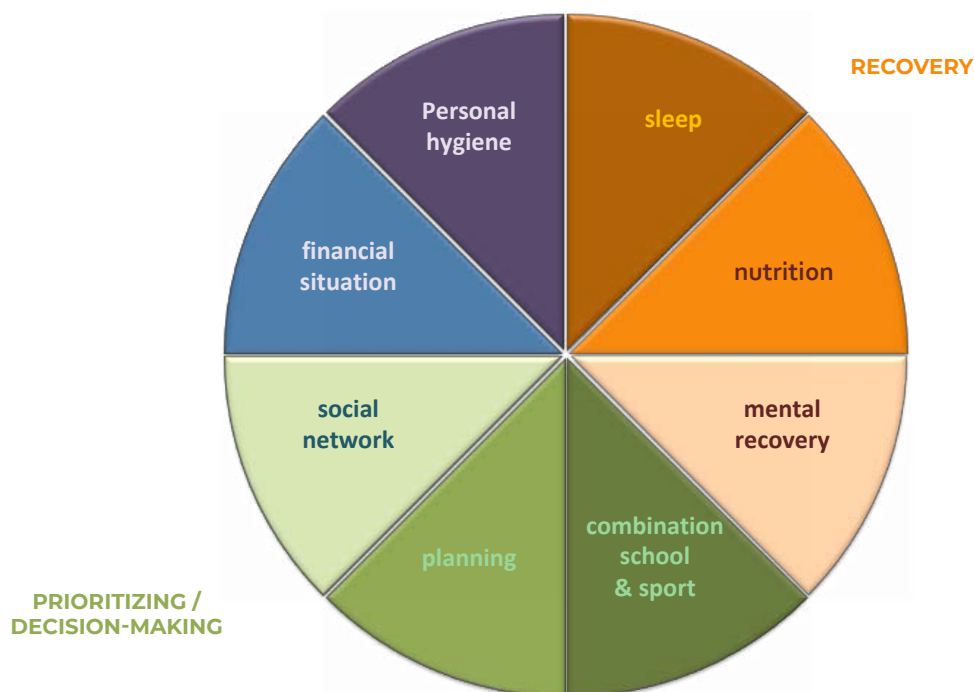


Figure 4.5 Lifestyle-wheel of CTO Papendal

"THERE ARE 24 HOURS IN A DAY. AND ON AVERAGE, THE ATHLETE TRAINS ABOUT 4 HOURS A DAY. THE 20 HOURS THAT REMAIN ARE ALSO AND PERHAPS JUST AS DECISIVE FOR SUCCESS IN ELITE SPORT. AS A LIFE-SKILLS COACH, WE GUIDE SPORTS TALENTS IN WHAT THEY ENCOUNTER IN THOSE 20 HOURS OF THEMSELVES AND OF THEIR ENVIRONMENT".

(HEIDI PENTERMAN, LIFE-SKILLS COACH CTO PAPENDAL)

Inspiring workshops

In addition to individual coaching, life skills coaching within CTO Papendal also takes place in groups. During workshops or theme meetings for example. The specialists, and therefore also the life-skills coaches, lead team sessions and organize workshops on themes such as nutrition, doping, social media, match-fixing, safe sports climate & (sexual) cross-border behaviour, mindfulness, sleep and mental recovery. The principle is that elite sport is a profession, that you have to learn this profession and that more awareness with regard to these themes is essential to achieving a more responsible talent development in sport.

Parent involvement

The CTO Papendal makes a conscious choice to involve the parents in the workshops. For example, the CTO support team also provides information about, for example, nutrition and cross-border behaviour in sport. The CTO is aware that elite sports is an environment par excellence that is sensitive to cross-border behaviour. By giving a workshop about this theme, it is explained how parents and also coaches can contribute to a safe sports climate and how cross-border behaviour can be countered or recognized. There is also a specific workshop on what it means to be the parent of a child who is practicing elite sport, and for parents this is a good time to exchange experiences regarding their children's dual careers.

Theme Months

In addition to the workshops, the life-skills coaches have recently designed the concept of the theme-months. Important overarching themes such as relaxation, recovery, nutrition are central in one month. For example, the theme month of recovery started with a kick-off, in which Olympic skating champion Mark Tuitert guides the talents and coaches in an inspiring way in his elite sports experience and insights about recovery, guarding boundaries and about trial and error. This kick-off was followed by several workshops on the theme of rehabilitation that were provided by experts from the professional multidisciplinary team of the CTO Papendal. Furthermore, in such a theme month various ways are used to translate knowledge into practice and to motivate athletes with these insights, such as door hangers with sleep tips, placemats in restaurants and social media (Instagram and facebook) for distributing infographics. A theme month ends with a quiz, in which the knowledge about the workshops and infographics is tested. Completely in the style of elite sports. The thematic months are also described and mentioned on the website <https://papendal.nl/herstel>, so that interested parties can always have another look at the information.



A WORKSHOP BY MARK TUITERT, A FORMER PROFESSIONAL OLYMPIC ICE-SKATER AND WINNER OF A GOLD MEDAL



herstelmaand • Follow

herstelmaand Bijna lunchtijd! Begin deze week hebben we de eerste placemat verspreid in het #Topsportrestaurant #OpPapendal: waarom is herstel zo belangrijk? #herstel #Herstelmaand #topsport



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INSTAGRAM STORY OF CTO PAPENDAL ABOUT THE RECOVERY-MONTH

TWO KEY EXERCISES FOR LIFESTYLE COACHING



Lifestyle circle of CAR St. Cugat

Visited by CN Banyoles A. Buquets and AUAS, S. Hakkers 22-mrc-'17

Sometimes images say more than words

CAR is the Olympic Training Center of Catalonia. It has a specific Athlete Service in which lifestyle coaching is an important aspect. In the large hall of the elite sports center, CAR, a very large lifestyle circle is displayed on the wall. This is meant to give talents and other stakeholders a quick idea of everyday activities and important moments and transitions in the dual career of different groups. The idea is that talents realize what similarities and differences are between different levels and age groups. The experience of CAR is that because of this talents are more likely to enter into dialogue with each other about their dual careers. Especially when this circle is also used as a tool in lifestyle coaching. Other stakeholders, such as parents and sponsors, become more aware of what a dual career entails. This lifestyle circle has been developed by sports psychologists and former elite athletes from CAR. Ideally, this tool is developed by the staff in collaboration with the talents in different groups. In this way they can increase awareness about their dual career and the circle can serve as a basis for lifestyle coaching. By placing the lifestyle circle of the sports club on the website and displaying it in the club building, it becomes clear that the sports club feels responsible for the broad development of their talents.



THE LIFESTYLE-CIRCLE OF CAR ADDRESSES 4 DIFFERENT LIFESTYLE CIRCLES FOR 4 DIFFERENT AGE GROUPS SO THAT TALENTS CAN PREPARE FOR THE NEXT PHASE. ([HTTPS://WWW.CAR.EDU/](https://www.car.edu/))



The role of lifestyle coaches of SportScotland is to provide tailored, individualised coaching, mentoring and counselling services that support sport talents, athletes, coaches and key personnel in all aspects of an athlete's life. The staff uses of different lifestyle exercises. One of these exercises is the lifestyle stress assessment. In this assessment, talents fill out their expected commitment to the various domains in their dual career (sport, education, work, leisure/social or other activities) in advance. By looking to the future in this way, it becomes clear in which areas the intensity is too high and where possible challenges / conflicts arise. For example, at the end of the season and school year, when exams have to be taken and the championship competition is decided. Or in the summer period, when a new season has to be prepared, but there are also many social activities on the agenda. By discussing this planning, the programme can be adapted if desired or can be used for effective preparation. It can also help staff with periodization and coordination with, for example, education or companies.

SUSIE ELMS, HEAD OF PERFORMANCE LIFESTYLE SCOTTISH SPORT INSTITUTE

Intensity levels	
High	High intensity eg competition, o/s travel, exams, assignments due, busy time at work etc
Med	Medium intensity eg normal training load etc
Low	Low intensity eg rest period, holidays etc

A demanding time....are you prepared??

[HTTPS://SPORTSCOTLAND.ORG.UK](https://sportscotland.org.uk)



MENTAL COACHING IN DUAL CAREER

From the conversation between tutor Wietske de Ruiter and Jeske Kisters, it is clear that lifestyle coaching and mental coaching intertwine. A lifestyle coach or tutor needs to know at the right moment when to refer to a mental coach. In other cases, this could be a clinical psychologist, for example. During the interviews within this study, those involved talked about the possibilities of the mental coach or the sports psychologist in supporting the dual careers of young sports talents. All too often, the latter is only involved in improving performance in sport. But the following best practices show that the role of the sports psychologist or mental coach can and should be much broader. And that the expertise also comes in very handy when developing policies on talent identification or talent development and when positively influencing Dual Career culture or coaching staff. This chapter discusses a number of important insights from the interviews and from research. The best practices further demonstrate how mental coaching can be organized within a sports organization. It also highlights how mental coaching is put into practice within the Dual Career programmes of SLZB Berlin, PSV Eindhoven and Team Danmark.

Ongoing stigma and discussion?

When offering mental coaching in sport, it is important to know that there is still a stigma, namely to avoid the label of mental illness and the potential diminishing of self-esteem⁶⁹. Mental health stigma is still an ongoing issue in society, however, this may be heightened even more in sports talents who may fear the loss of their role model status. So it starts with awareness among the stakeholders that consulting a sports psychologist or mental coach is not a sign of weakness, but is also one of the important guides to develop yourself to the maximum in a responsible, successful and pro-active way. A number of sports organizations prefer to talk about the use of a mental coach rather than a sports psychologist.

Yet it is also the coaches and managers themselves who too often dispute the importance of mental coaching. And these are the people who make important decisions in talent development programmes. Researcher and sports psychologist Yannick Balk (The Mentalside & University

of Amsterdam) also notes: "You can still see the conviction that there really has to be something wrong with you when you go to a sports psychologist. In clubs you see the trade-off: if we take an artificial turf pitch, we can train more often. If we collaborate with a sports psychologist, it is more difficult to measure the effect." There is also discussion among coaches and managers with whom in this study was spoken whether a specific specialist should be responsible for the mental coaching or whether this falls within the scope of the tasks of the coach as an all-rounder (see chapter three). "You don't believe in our coaches" is the first reaction of the manager of BM Granollers to the question whether the club also works or wants to work with a sports psychologist. A rowing coach from SC Magdeburg also sees the coach as an all-rounder: "The essential question is what the core competencies of a sports

coach should be. Or should he outsource everything and become a kind of super manager? A sports psychologist is superfluous because his skills are precisely the core competencies of the coach himself".

Yannick Balk does, however, see a turning point among sports coaches. "In my research, I noticed that the smaller sports with innovative coaches are much more open to mental coaching. I'm talking about short track, beach volleyball, water polo, and swimming. In these sports, they believe in the difference you can make if you train not only the physical but also the mental. With football, it is often more difficult. Some clubs are open to it, but I often heard that they were too busy with other things. Nevertheless, the magazine Voetbal International⁷⁰ points out that more and more Dutch Professional Football Organizations are collaborating with mental coaches. It is for a reason that in this chapter the youth training programmes of football clubs AZ Alkmaar and PSV Eindhoven are discussed. The experts interviewed in this study are gradually seeing a change in perception. The discussion remains about by who and how mental coaching should be provided. But for them, it is no longer debatable that mental coaching should be given a firm place within the Dual Career programmes and responsible talent development.

OPINIONS ABOUT MENTAL SUPPORT IN DUAL CAREER

**"A MENTAL COACH COULD HELP ME HOW TO DEAL WITH STRESS.
SOMETIMES MY DUAL CAREER IS REALLY STRESSFUL".**
(SPORTS TALENT CN BANYOLES)

**"TALENTS IDENTIFY THEMSELVES OFTEN ONLY AS AN ELITE ATHLETE,
ADDITION OF A SPORTS PSYCHOLOGIST IS REALLY IMPORTANT".**
(FORMER ELITE ATHLETE IK SÄVEHOF)

**"IN DUAL CAREER IT IS ALL ABOUT BEHAVIOUR AND A MENTAL
COACH IS THE ONE WHO KNOWS MOST ABOUT THAT ASPECT".**
(SPORT PSYCHOLOGIST TOPSPORT NOORD)

INTERVIEW

A portrait of Sander Roege, a man with dark hair and a slight smile, wearing a dark shirt. The text is overlaid on the bottom left of the image.

Mental coach Sander Roege: “THE STARTING POINT IS TO GIVE AND TAKE PERSONAL RESPONSIBILITY”.

Sander Roege is a former professional football player and is a leading sports psychologist and mental coach in the Netherlands. Over the past four years, he has been active as a mental coach in the youth Academy of PSV Eindhoven. In this interview, he looks back on his time in Eindhoven and how mental coaching has become a solid part of talent development at this football club.

You have also had a dual career yourself. How do you look back on that?

“That was a period in which I learned a lot. Growing up as a talent in elite sport is no substitute for education. A lot of what I learned then comes in handy in my current work. As a young footballer I was scouted by FC Twente, but it was a conscious choice for me to stay with FC Zwolle. I wanted to combine elite sport with a study at the Academy for Physical Education. That was also because my parents pointed out to me that obtaining professional football was no certainty and that it was wise to complete a study in addition to it”.

And that combination of elite sport and study was feasible for you?

“I was a semi-pro, so we often trained in the afternoon after studying. Not as many dual careers were arranged then as now. So it came down to discipline, self-regulating ability and support from your environment. By the way, I think that sometimes too much is organized and that elite athletes are relieved of too many worries. That is a difficult balance, because as a professional football club you want to spawn the big talents and that they come to play at your club. On the other hand, players must also learn to be responsible themselves”.

How do you think sports clubs should deal with that?

"When I started at PSV, we thought that pampering in the accompaniment should be removed. For example, we changed the transport plan. Quite simply, but players who can come to the club by public transport or bicycle don't have to be picked up by vans. We do not want spoiled, complacent, thoughtless players who are separate from the society. We wanted talents who think about what they are doing and who are consciously engaged in their development and environment".

As a mental coach, how did you contribute to this cultural change within PSV Eindhoven?

It is my strength and conviction that I want to be involved in developing policy and influencing the context in which talent development is being worked on. Incidentally, I think that this can be one of the most important tasks of the mental coach in Dual Career programmes. Together with the management or board, sounding boards are held about where you want to go as a club. The starting point was to give and take personal responsibility. As a mental coach, trainer or player, and I think as a human being, you have the obligation to become the best version of yourself. At the time, the focus was on a culture in which openness, vulnerability, and development are central. If you also make the coaches responsible for their own development, then a learning attitude, more insight, and more cooperation will automatically arise. This cultural change depends or stands on the working method and attitude of the staff. That's why in my early years at PSV I mainly invested in this. Coaches learn the right skills to make talents aware of their development and stimulate a learning attitude among players. Coaches at PSV are also coordinators of the talent development programmes and chair the multidisciplinary expert consultation. I supervised the coaches in this process. The starting point is always the broad interest of the talent and the team. You also have to want to see the person behind the footballer. Then you can make the footballer better, but also make the person a better person".

Was it an advantage that you came from outside the club to create that cultural change?

"I think so. You're a bit more neutral in that process. As an expert, I was able to move more objectively and freely throughout the entire organization. I find this external role important for my work as a mental coach. Sometimes there is quite a field of tension in this; when you are also involved in the team as a mental coach and you are also part of the staff and the team. I act consciously in the background, don't wear a tracksuit and walk in casual clothes".

"IT MUST BE UNDERSTANDABLE FOR THE TRAINERS AND PLAYERS
AND CAN BE APPLIED DIRECTLY IN PRACTICE".

What was your exact role within PSV Eindhoven?

"It was multisided. Firstly, together with the management, I wanted to set the context in which we want to train talents in a holistic way. In doing so, you have to inspire, and as a club, you should not hesitate to hire experts from outside. Important in this have been our college tours, which increasingly led to a learning attitude throughout the club. The multidisciplinary consultation was also essential in this respect. However you look at it, coaches are influenced by other experts and it ensures that talent development is actually the subject of discussion. Secondly, I was focused on influencing the staff. Because of the learning attitude of the coaches, coaches knew how to find me. There was also regular intervention, for example, in which a theme was discussed in more detail under the guidance of me or another expert. A kind of internal training that was needs-based. Furthermore, like many other mental coaches, I was naturally involved in the development of the various teams and the 1-on-1 coaching of young talents. With this coaching it is important to me that you understand the insights from sports psychology. It helps that as a mental coach you know the laws of elite sport".

How did you offer the mental coaching?

"First of all, I never speak of mental coaching, I speak of development. You can still doubt what the name of a mental coach should be. Not so obvious to me, as long as staff and players know what to get from you. That's why I thought carefully about the different supply channels to reach them. In my method, I start by drawing up personality profiles for staff and players. That is definitely a conscious choice. The players and trainers recognize themselves in these profiles, they feel seen and heard and there is immediately a reason for conversation or coaching. Furthermore, I think that as a club you also need to know who you are bringing in, in whom you are going to invest and how best to do so. These profiles help to create a more conscious self-image. They also stimulate a learning attitude and can also be used to coach team development. It is also valuable information for the multidisciplinary team, the substantive alignment with education and for the later transition to the labour market. I also offered workshops with the aim of training staff and players. Workshops on mental skills such as focus and visualization. But also workshops about team-functioning and managing thoughts. When the workshops fit in with the experiences of the talents and coaches, it is my experience that they want to know more and there is another reason for coaching and they know how to find you. At PSV, we also enjoyed working with personal development plans. Players, for example, present their development to the staff. This concerns technical, tactical, physical, lifestyle and mental development. In this presentation, the players answer questions. What goes well? Why is it going well? What do you want to improve and who or what do you need for this and how are you going to do that? And these questions are answered by experts and therefore also by the mental coach. I consciously involve coaches in these activities in order to emphasize the broader interest and also to make them aware of the broad talent development".

Why do you think it is important that a mental coach is involved in Dual Career programmes in sport?

"Because you not only want to develop good athletes but also good people. It is also good for sports clubs that there is a person within the club who can also serve as a mirror for the staff. Someone who observes and thinks from the 'human side'. Who represents the interest and well-being of the athlete. From his neutral position, the mental coach can counter this and also bring in a different perspective from his expertise".

What is your motivation to work as a mental coach?

"It is my experience that the football world, and perhaps elite sports in general, lacks a human approach. Of course, I exaggerate, but the world of elite sports can be rock-hard. I see it as a great challenge to make the world more humane and to make 'feeling' more part of talent development. This is based on the conviction that you can improve what someone is good at and that everyone has virtues".

What can be improved with regard to mental coaching in elite sports?

"In my opinion, mental coaching is still too often used when there are problems. I am not in favor of that. Mental support must be proactive and more structural monitoring must be carried out. In addition, sports clubs may pay even more attention to developments within the psychosocial domain. What does it mean, for example, when a player is selected for the Dutch Team or drops out of a programme".

Of which accomplishment you've reached in the past four years times at PSV are you most proud?

"That, at the time, in working together we were able to change the existing culture. From a hierarchical and individual environment to one that is directed towards personal development and the idea that it's something you can only do together".





Have an eye for risks in elite sport

"There are many positive effects of practicing elite sport, such as increased social contact with peers, development or self-esteem and confidence, fostering psychological coping resources such as autonomy and self-efficacy, the opportunity to improve leadership qualities and the promotion of optimal health and fitness. Exercise and sport have been shown to have an association with positive adolescent mental and physical well-being^{71,72}. But there are also risks during a dual career in elite sport. Young athletes are required to participate in extensive training schedules as well as in large numbers of competitive events. At this age, there are many causes of stress, adult dominance, and drop-out or attrition problems. The drive to win and attain selection in elite sports can be the cause of great psychological and physical stress⁷³. In addition, other bad performances, issues with teammates or coaches, over involvement of parents, aging and of course the dreaded retirement, may leave athletes vulnerable to the development of mental health problems.

Sailing talent Jeske Kisters spoke frankly with her tutor about her overtraining and burn-out. According to Sabato, Walch, and Caine⁷⁴ this may well be due to the increased pressure in elite sport and early sport specialization. Every sport has different risks for overtraining, but individual athletes and females competing at the highest level have a better chance. Overtraining can be recognized by frequent upper respiratory tract infections, muscle soreness, sleep or mood disturbances, loss of appetite, shortness of temper, decreased interest in training and competition, decreased self-confidence and inability to concentrate⁷⁵. The sports psychologist or mental coach is the specialist to prevent, recognize or solve these risks. The coach plays an important role (in collaboration with other specialists) in monitoring personal well-being or young sports talents.





Project "Healthy School" of SLZB Berlin

Visited by AUAS, S. Hakkers 13 & 14-sep-'16 and 29-aug-'17.

Reducing stress, more relaxation

At one of the oldest and largest Elite Sport Schools in Europe, thousands of young sports talents in Berlin have been pursuing their successful dual career dreams since 1968. This school now consists of 1200 talents, resulting in seventeen different sports disciplines. The pursuit of ambitions within sport and education can be accompanied by a lot of stress. When stress is not managed effectively, it can have a substantial impact on the talent's welfare and the mental and physical readiness to perform⁷⁶. This Elite Sport School is well aware of this and has therefore developed the project 'Healthy School'. Together with the sport associations the school has developed this project which is available for every sport talent and staff member.

Popular and diverse offer

A team of specialists is responsible for this successful project. This team consists of relaxation pedagogues, nutritionists, and mental coaches. These specialists work together with the coaches of the sports organizations and with the teachers of the school on the programme. In it is attention to health and prevention, autogenic training, yoga, meditation, visualization, and mindfulness. The specialists are asked by teachers to bring their expertise in education. Also, coaches do this in the preparation or after training or competition. In addition, every day between 11:00 and 14:00 there is a fixed programme that is available for everyone. The talents themselves, but also the teachers and trainers, participate together in the various relaxation sessions.

Volleyball coach Johan Verstappen notes that the enthusiasm among his players has grown: "At first, the players didn't want to have anything to do with it, but nowadays they're motivated and choose a specific offer. I also participate, and sometimes I see that a player falls asleep. Fine, pursuing a dual career is also quite tiring and therefore I am happy with this project. And not unimportant for my sport discipline, yoga also makes my players more flexible".

More experts in this study point out the importance of relaxation and reducing stress in talents. This is a good example of school, sports clubs and sports associations working together successfully to achieve this. It also leads to more connection and solidarity. Experts are therefore positive that mindfulness is increasingly gaining foot ashore within the guidance of dual careers. For example, learning to focus, breathing exercises and dealing with thoughts, feelings, and stress. Not from the idea that, as with most traditional cognitive-behavioural skills-training-based approaches, that negative thoughts and emotions must be controlled, eliminated, or replaced. Research⁷⁷ shows that efforts to control, eliminate, or suppress these internal states may actually have the opposite effect. Mindfulness in a dual career is all about mindful (nonjudgmental) present-moment acceptance of internal experiences such as thoughts, feelings, and physical sensations, along with a clarification of valued goals. There are many useful apps that can be used to apply mindfulness in or around the training and coaching or in the home situation.



Sports Psychology Model of Team Danmark

Consulted by AUAS, S. Hakkers in sep 2017.

A groundbreaking initiative

There are not many sports organizations where sports psychology is as firmly anchored as within Team Denmark. At the initiative of Team Denmark, sports psychology has developed rapidly in Denmark over the last ten years. The development in Denmark came about when Team Denmark decided in 2008 to set up a sports psychology team with the aim to enhance the consistency of applied sports psychology services. The team immediately decided to work towards a working model that symbolized the professionalization of sports psychology and mental coaching in Denmark. The model could serve as a framework within the talent development programmes of Team Denmark.

According to Henriksen et al.⁷⁹, the sports psychology model of Team Denmark has been important to put sports psychology on the map in Danish elite sport. It is also striking that the working model focuses on aspects that are important for a broad development in dual career. The model is therefore not only intended to achieve better sports performance. Also in Denmark it was already clear that the sports psychologist or mental coach plays an important role in optimizing the balance between sport and school / work, healthy identity development and career planning in Dual Career. This working model can help other sports organizations to develop a framework for mental coaching in their sports association or sports club.

The Danish philosophy

The first task of the sport psychology team was to develop a systematic and coherent professional philosophy on mental coaching in Dual Career. At a glance it becomes clear that the Danish model considers the environment of their sports talents and elite athletes important. This choice was made by Team Denmark on the basis of research^{80,81}. This research shows a holistic ecological approach, in which the focus is shifted from the individual to the environment in which the talent develops, that can contribute to successful athletic performances. It is an important reason why the sports psychologists of Team Denmark, besides the sporting area, also pay a lot of attention to the non-sporting area of their athletes. Team Denmark therefore consciously deploys its sports psychologists with regard to the further development of the Dual Career system in Denmark. This happens mainly at the macro-level, but is logically also applicable at the level of a sports club.



Below follow some fundamental beliefs of Team Denmark in the development of his successful model. They are very appropriate in supporting the dual career of sports talents and elite athletes:

1. Elite athletes and coaches operate from interplay of thoughts, feelings, physiology and actions. The interplay of these elements is crucial for the athletes' and coaches' performance and wellbeing;
2. Elite athletes and coaches have a personality and identity that shape their lives and actions. However, people act differently in different situations, because they are also affected by the surroundings and adapt to different situations;
3. Elite athletes are embedded in an environment. One cannot understand an athlete without understanding his or her relationships with people within this environment;
4. Elite athletes are motivated and learn better when they are allowed to think and take responsibility for their own development;
5. Elite athletes are elite athletes 24 hours a day. This requires dedication and commitment. However the development and performance of elite athletes is best in the long run, when their identity has broader meaning than the sport and when their self-esteem is not only dependent on sporting performances;
6. Adversity is a part of sport. Athletes must learn to view adversity as a natural part of sport and therefore develop strategies to manage and cope with it;
7. The way to elite results is through a focus on performance processes rather than only on the results;
8. Mental skills should be developed to be successful in dual career.

Athlete in the middle

Team Denmark's approach is that the athlete is responsible for his or her own development. An important goal of sports psychologists is to work step by step with the athletes towards more personal responsibility in their dual careers. For that reason, the athlete is in the middle (the triangle). For each athlete Team Denmark looks at three levels, namely personality and identity, life as an elite athlete & life skills and mental skills in dual career. Especially on the second level, collaboration with lifestyle coaches and career counsellors in sport and education is important. Working on personal development and identity is an important basis in the model. While many sports psychologists tend to work immediately with visualization or goal setting, Team Denmark's working method first focuses on the behaviour, self-image, motives and values of its athletes. Surrounding the athlete is a circle representing the sport and non-sport environment into which the athlete is embedded.

The Mental Wheel

At the top of the triangle is the Mental Wheel. This wheel contains 8 key mental skills that are important for Team Denmark to perform optimally in elite sports. The sports psychologists work together with the coaches to train these skills in training and competition. Team Denmark has developed a questionnaire to measure how effectively Danish sports talents and elite athletes use this Mental Wheel in training and competition.

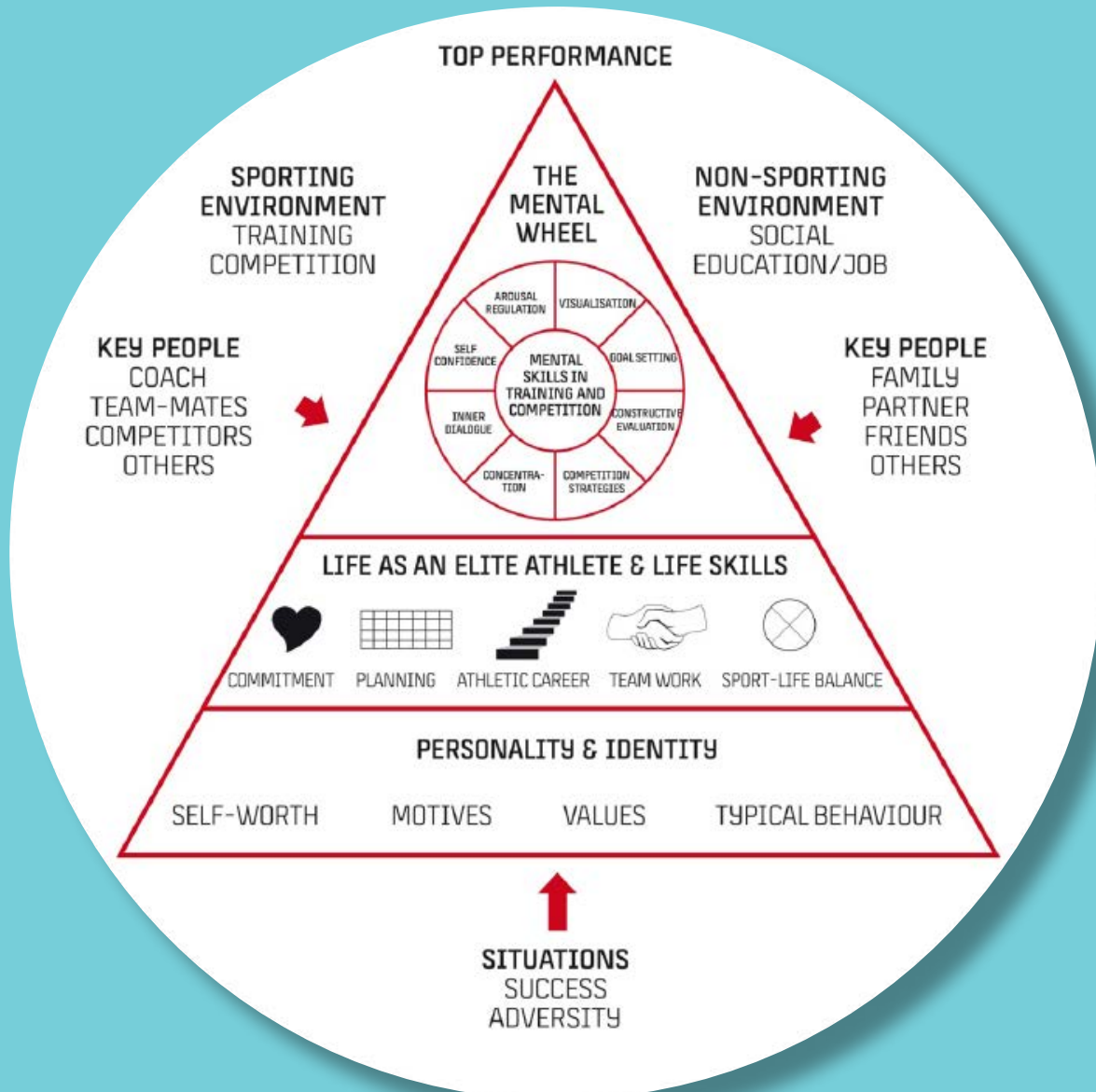


Figure 4.6 Sports Psychology Model of Team Denmark⁷⁹ (www.teamdanmark.dk)

Variation in mental coaching

In this study, logically sports organizations were consulted that have given mental coaching a structural place within their Dual Career programme. It is striking that the form in which mental coaching is offered varies greatly; from 1-on-1 coaching to group coaching or coaching 'on the pitch'.

Mark Schuls of TipTop Sport notes that 1-on-1 coaching with a sports psychologist is a highly effective way to improve mental skills. But it's not the most efficient tool for a Dual Career programme. For many sports clubs, it is not feasible from a financial and organizational point of view. That is why mental coaching often takes place through workshops or during training sessions. The advantage is that you involve all talents and that this form of mental coaching also has a pro-active effect.

As mentioned earlier, sports organizations also choose to let primary mental coaching take place via the lifestyle or the sports coach and the sports psychologist acts as a coach or is deployed when necessary. Research⁷⁸ shows that involving coaches in the mental coaching promotes the effectiveness of the coaching. Interviews show that the organization of mental coaching can be difficult for sports organizations in terms of time and finances. This is why this is an inspiring example, in which mental coaching is offered via an online tool. Experts see opportunities that arise within the Dual Career network, for example through cooperation with other sports clubs, elite sports centres or universities.



Online mental coaching 'Top in your Head'

Consulted by AUAS, S. Hakkers 19-aug-'17.

Available to everyone

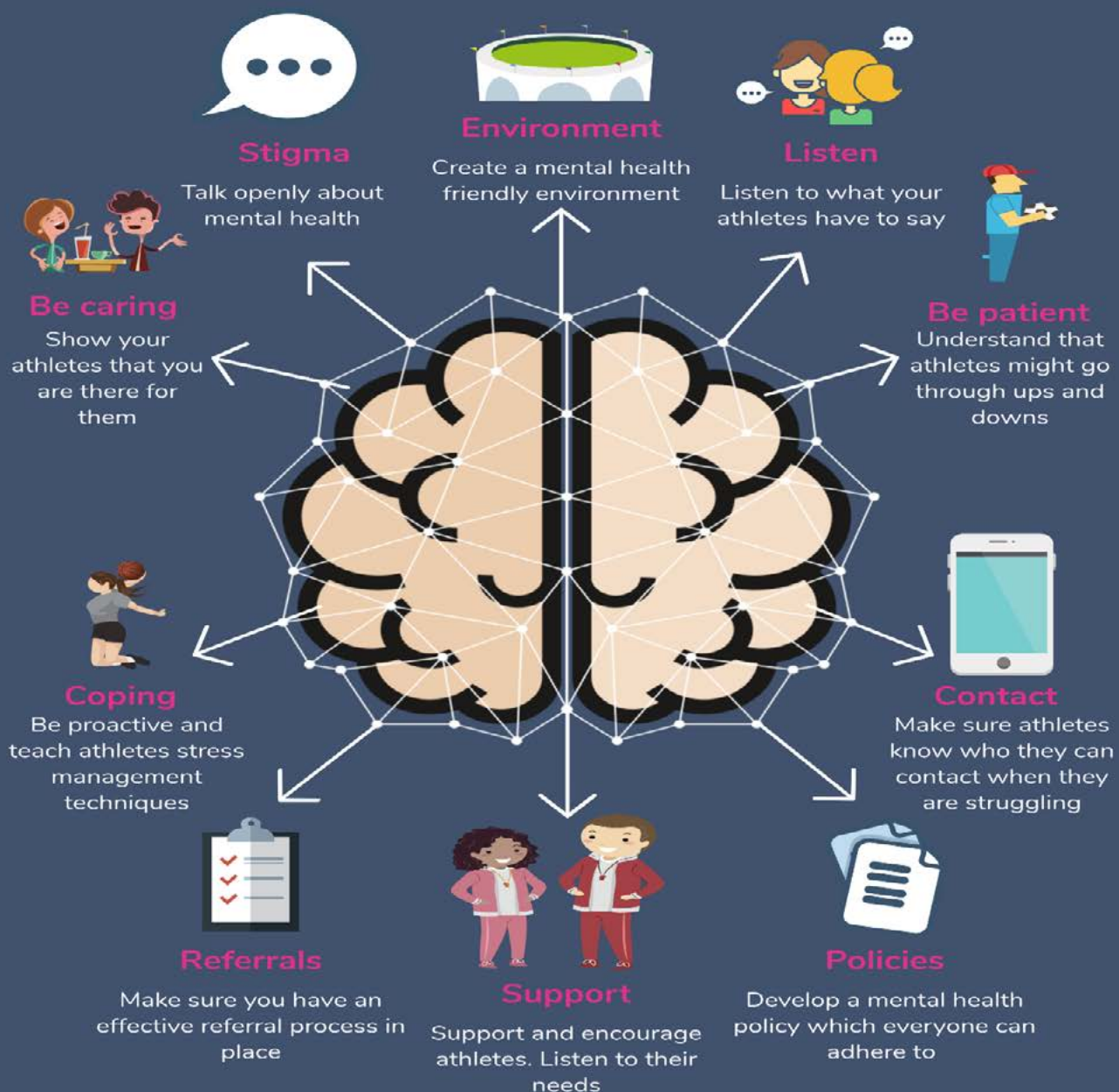
A good development is offering online mental training through online modules. In a dual career time is often an important factor and the advantage of this tool is that talents can use it in their own time and are not dependent on a set time or location. The online tool is easily accessible and its reach is greater than, for example, a planned workshop or training. The availability of mental coaching often depends on selection. An online tool offers opportunities to reach more sports talents. The sports talents can follow the coaching behind their computer, tablet or smartphone independently, something that fits in well with the current generation. In addition, parents and other specialists from a Dual Career team can be given an account to monitor the progress of the talents and to join the online training by providing feedback to the talents. A special manual is available for coaches to translate the material from the online mental training into daily sports practice.

Bronze, Silver & Gold to develop mental skills

The online tool 'Top in your Head' consists of three parts. After each part the participant wins a medal. The bronze medal is meant to become mentally strong. In this section the talent learns what mental strength means and why it is important. Talents examine their mental strengths and points for improvement to be successful in their dual career. The silver medal is about smart training and optimal preparation. The talent learns to set goals and to deal with disappointments and visualisation techniques. With the gold medal, talents learn more about tension, how to deal with it and how to bring focus to their dual career.

<https://www.tiptop-sport.nl/>

HOW CAN COACHES AND SPORT CLUBS SUPPORT THEIR ATHLETES MENTAL HEALTH



STUDY COACHING IN DUAL CAREER

Pillar two of this guidebook on the coordination between elite sport and school already makes it clear that as a sports club, it is wise to make someone within the club responsible for study coaching and optimal coordination with education. In this exploratory study, study coaches of sports clubs and elite sports centres discussed the content of their coaching within their organisation.

Big differences in study coaching

In this study, it becomes clear that there are big differences in how sports organisations organise study coaching for their sports talents. Of course, this has a lot to do with the financial possibilities of the sports organisation. Professional sports clubs like AFC Ajax Amsterdam and FC Barcelona even provide education at the club and that means that the club logically invests in study coaches and teachers. However, creative solutions are also possible for organisations with less budget. Much depends on the agreements and cooperation with the educational sector. If you work intensively with education as a sports club, agreements can be made to have teachers also act as study coaches within the sports club. Many sports clubs work with so-called weekly walk-in-hours where a study coach regularly supports sports talents with study planning, homework supervision and tutoring. This study coach could be a (former) teacher from a school which is attended by talents. He could also be a member of the club, but he has to have a strong affinity and experience in education. In the covenant agreements between schools and club on the way the presence of a study coach is organized should be included. The example below is a good example of collaboration between schools and Topsport Noord regarding the role of the study coach and can also be implemented in the practice of sports clubs.



Study coaching at Topsport Noord

Visited by AUAS, S. Hakkers 16-aug-'16 & 15-feb-'18

Topsport Noord has founded the TAlentcollege Noord (see chapter two) together with educational institutions. Within this form of education, the study coach plays a very important role. Because of their busy schedules in elite sport, these students follow individual learning paths within primary, secondary and higher education, where only limited education or college is followed. Education takes place independently in time and place (see pillar 2) and is supervised by experienced study coaches. If desired, the study coach makes agreements with subject teachers to provide extra lessons and these are hired by Topsport Noord. Alex de Lange has been a study coach at Topsport Noord for nine years now: "In principle, our elite sports students do not receive lessons, but make

agreements with professional coaches from various schools. Together they work on questions about the content and the assessment. The students have a lot of freedom within this concept. As a study coach, I am a kind of super mentor. I guide the students with their planning, with many subjects I help them on their way and together we keep an eye on the results. It is nice to see that older students also help the youngsters. Together they are very disciplined and work hard on their self-regulation. Actually, every sports club, which focuses on Dual Career, should more or less apply this concept with study coaching".



Career counselling of Sport Vlaanderen

Visited and consulted by AUAS, S. Hakkers 14-nov-'16 & 26-feb-'18

Specific programme on transition to higher education

Sport Vlaanderen recognises that elite athletes at certain moments in their sporting career have difficulty in shaping their career. For this reason, the organization has put together a programme to help young Flemish sports talents early on to get a good orientation on further education and to guide this transition. This is based on the vision that this transition also forms an important foundation for a successful transition to the post career. Sport Vlaanderen has appointed two career counsellors who focus on guiding important transitions of their elite athletes.

Career counsellors should ask important questions to their sports talents. Questions like: "What am I interested in next to my elite sport? And: "Which job would I like to do if I can no longer do elite sports and which discipline best suits this?" And also: "How can I combine my studies with elite sports?" Within this programme, Sport Vlaanderen works together with the Flemish educational institutions. Every year, it organises three information sessions on the combination of elite sport and study and organizes workshops for students in the last classes of Flemish Topsportschools.

Preparation tools

Sport Vlaanderen has developed preparation tools for this programme that are offered to sports talents in the last year of secondary education, whereas in many cases the choice for follow-up education is only made late in this last year, Sport Vlaanderen tries to bring this choice process forward. This specific programme starts with the creation of three career

plans. When drawing up the study plan, talents have to get acquainted with follow-up education and inform themselves about the different training possibilities and interests. This can be done, for example, by going to information days or by participating in open days.

With the sports plan, the talent should already think about the combination of elite sport and study and, based on assignments and tools, such as weekly schedules and sports schedules, they are already looking forward to the next year, in which they will start further education. The good thing about drawing up these sports schedules is that talents already start talking to the coaches / managers about this combination. Furthermore, the talents in this programme make a practical planning about daily life. In this plan, they describe what their living, studying, sports and travelling will look like in the future. "

"Know what you can and want!"

Within this programme, sports talents are stimulated to make an analysis of their own competencies. Experiences in secondary education, the educational results so far, feedback from teachers and important people in sport (coaches, teammates, etc.) and a self-evaluation tool regarding important skills for Dual Career, serve as input for this analysis. The 360-degree feedback is also used in this analysis. In addition, in this phase of career counselling the priorities of the talents are mapped out. The talents should try to answer the question: "How important is elite sport and the study now and in five or ten years?" Together with the career counsellors, they try to come to long-term planning.

Discussing study choice

When the long-term planning becomes more clear about the choice of study, the career counsellors encourage talents to discuss these choices with their environment, certainly also with the coordinators or tutors of the educational institutions. Based on these discussions, the feasibility of these possible choices can be determined. The talent can already gain more insight into possible support and facilities from education and from sport and is already in contact with important contact persons. Sport Vlaanderen has developed a specific tool for discussions with coordinators of educational institutions. Sport Vlaanderen also tries to bring younger talents into contact with older athletes who are already studying within a certain educational institution or discipline.

Through these consultations, talents are even better able to determine their study choice. Once the choice of study has been made, the talents within this programme are guided for an extra year to work towards a good balance between elite sport and the new study. Especially in the beginning of the new academic year, which logically often coincides with the start of a new sports season, it is important for Sport Vlaanderen to further support the talents in drawing up plans and putting together the individual learning routes. Also, based on the analysis drawn up, career counselling is aimed at learning and improving competencies that are important for the successful combination of elite sport and study.

<https://www.sport.vlaanderen/topsporters/ondersteuning/carrierebegeleiding/>

Prioritise!

1. How important is your elite sport? (now, in 5 years, in 10 years?)
2. How important are your studies? (now, in 5 years, in 10 years?)
3. Long-term planning in the field of sport (depending on sport discipline and personal development)
4. How much time do you spend on study, sports, family, friends? (now, in 5 years, in 10 years?)





Kristel Taelman was a great judo talent in Belgium. She combined her elite sports career with a study of orthopedagogy and pedagogical sciences. This experience proves very useful in her current job as a career counsellor of Flemish sports talents. In this interview, Kristel explains what her work entails and how she sees the role of career counselling within sports clubs.

How did you come to the career guidance programme in Vlaanderen?:

"We're talking about 10 years ago. At that time, the Vrije Universiteit Brussel wanted to further optimise the career counselling of sports talents. During my studies at this university, I had quite some trouble in my own dual career and I did experience what the problems could be. I experienced that there would certainly be an added value for an official with a different character than a sports psychologist. When Professor Paul Wylleman called me to give further shape to the career guidance of Flemish athletes in a pilot programme, it was a very nice challenge for me. It was a project from the Vrije Universiteit Brussel, but from the very beginning, it was the intention to develop a programme for all Flemish elite athletes. I was told at the start of this project: "be aware that you are not a sports psychologist". Then I thought, what am I? And what should I do as a career counsellor?"

To get an answer to this question and to develop the programme, did you also look at other countries and organizations to see how they organised career counselling at the time?

"Yes, we planned a meeting almost immediately to which we invited the Australian Institute of Sports (AIS), the Scottish Institute of Sports and INSEP Paris. Those were really the forerunners in career counselling of elite athletes at the time. It's good to hear that these also appear in this study as best practices and that we are now also allowed to be on that list. It soon became clear to me in this first survey round that career counselling should have a demand-driven character. What do the sports federations, technical directors, coaches and of course the elite athletes themselves need? And what are the gaps in careers counselling? There was a clear lack of well-balanced study routes in Vlaanderen. An important part of this was making an appropriate study choice for the elite sport in question. There was an important need to better guide elite athletes in their preparation for a study and to explain how higher education works. Elite athletes experience the transition from secondary education to higher education as a particularly difficult one. This is precisely why it was also necessary to make higher education significantly more sports-friendly".

“ELITE ATHLETES EXPERIENCE THE TRANSITION FROM SECONDARY EDUCATION TO HIGHER EDUCATION AS A PARTICULARLY DIFFICULT ONE”.

And how did you win the sports world for career counselling?

"The collaboration with the sports federations was very important to us, as was the winning of the confidence of these sports federations. We made it clear that elite sports can certainly be leading, but that there must also be room for other forms of development. Little by little, you try to demonstrate the added value of career counselling. We have succeeded in this by making it clear what other countries have been doing successfully in this area for years and then to develop your own success stories in your own country and system. That is how it works in sport, and that is a question of investment. I quickly stopped talking myself and trying to convince the sports world of the importance of career counselling. I now supervise that process in a different way and invite (former) elite athletes to give testimony more often. They talk about their dual career and the support that is needed. It is also valuable when coaches from different sports engage in conversation with each other. This is much more appealing and actually opens the eyes".

What are your starting points for career counselling in elite sport?

"You have to keep in mind that career counselling must be customer-friendly, but that you also have to deal with special clients. With elite athletes, you always have to be quick to respond. If you receive a question from elite athletes, you should never wait too long with the answer and you should be to the point. Furthermore, discretion is an important principle that we deal with very consciously, but on the other hand, regular reports are also sent to the federation in order to maintain trust. This report, however, only happens after approval by the elite athlete and that works well. As a result, elite athletes remain responsible for their own process and retain their own autonomy. Ultimately, the choice must always lie with the athlete himself".

And how do you encourage self-management among talents within career counselling?

"By always clearly focusing on the principle that the elite athlete is responsible for his or her dual career. The career counselling of Sport Vlaanderen is an extra service that, if motivated, can be used. Furthermore, we work closely with the education sector to give the results of the project 'Gold in Education and Elite Sports' a place within Flemish education. In Vlaanderen, there is an educational reform for secondary education and the learning material and learning trajectories at elite sport schools are now based on the results of this research. By doing so, we hope to ensure that sports talents are prepared for important transitions earlier and better, and we also focus more on the development of self-regulating capacity. Sport Vlaanderen also chooses to train other career counsellors for other career centres for elite athletes. In doing so, we are focusing on more knowledge about elite sports careers and how you can also stimulate important competencies in these careers".



STUDY COACHING IN DUAL CAREER

Experts advise professional Dual Career teams to pay attention to the beginning of the dual career of talents and to guide their environment in this. As a sports club, it is good to know who the (new) athlete is and how the club can best invest in its talents. From figure 4.1 it is also clear that in this phase a lot happens with talents. They hit adolescence, sometimes leave their parental home early, switch to another school (secondary education) and end up in a serious elite sports environment.

Research⁸⁹ shows that almost 7 out of 10 sports talents aged 12 to 15 years already see themselves as elite athletes. These figures clearly show that the elite sports identity is developed at an early stage. In this phase, it is therefore extra important as a sports club to pay attention to a healthy identity development together with parents and school. Besides elite sport, there must also be room for other talents and interests.

In many cases, the start of a dual career within a sports club is a gradual process. As the talent grows older and reaches a higher level, the dedication to elite sports and training hours gradually increases. The start of a dual career can also be a striking transition, for example when an athlete becomes part of the education of another club or sports association. According to experts, this transition is experienced in a variety of ways. "One talent thinks he has made it right away, while the other is overwhelmed and needs more adaptation," says education manager Ger Boer of football club AFC Ajax Amsterdam.



HALLE JOSEPH MAIGROT OF INSEP PARIS



Talent Profiles of PEC Zwolle

Visited by AUAS, S. Hakkers 3-oct-'18.

Insight in functioning of individual and team

PEC Zwolle, a Dutch Footballclub, invests in an optimal support of her football talents' dual career in cooperation with the Centre for Sports and Education (CSE). As a club, PEC Zwolle considers it important that a sports talent has fun in his dual career. But what gives fun and satisfaction is different for each player. The talent profiles give the club insight into the personal preferences of (new) players and make these players aware of their natural preferences. The talent profiles are based on the Jungian Typology. It states that the more people use the natural preferences, the more energy it produces and the better the result. If people go against these preferences, they feel less energetic, (over)tired and stressed. The talent profiles teach the sports talent to make optimal use of his own, but also others' natural power. The latter is certainly also important in elite sports where there is a lot of collaboration. Players also learn more about teamwork and team performance through talent profiles. The talent profiles are also used in other sectors such as education and business. This broad applicability makes it immediately clear that it can be an effective tool in the guidance of dual careers.

Multiple dimensions

The talent profiles are drawn up by thorough research of the sports psychologists. Answers to questionnaires, analysis of motor skills during training sessions and a personal feedback interview provide the information to compile the talent profiles. Within PEC Zwolle these are not used for selection purposes. The profiles are exclusively intended to develop talents optimally, in line with their natural preferences. The talent profiles provide a description of four dimensions, which the club believes are relevant to show at the start of a dual career. These are:

- Where do I get my energy from, where lies my natural focus?
- How do I record information?
- How do I make decisions?
- How do I prefer to work?

The results of the talent profile provide the club with useful information for further career counselling of their sports talents. Because the club's sports psychologists also work within the young footballers' school, substantive coordination in that career counselling is extremely effective. The sports psychologists discuss the results of these four dimensions and the associated functions and preferred types with the club's technical staff so that they can be included in the club's training and coaching.

"THE EXTENSIVE TALENT PROFILES OFFER US AS A CLUB A LOT OF VALUABLE INFORMATION TO GET THE MOST OUT OF OUR PLAYERS. THEY ARE ALSO VERY USEFUL IN COORDINATING WITH EDUCATION AND IN GUIDING DUAL CAREERS".

(HENK BRUGGE, HEAD OF ACADEMY PEC ZWOLLE)



Identification training of INSEP Paris

Visited by AUAS, S. Hakkers 6-oct-'16.

In conversation with a sports psychologist first

INSEP is France's flagship institution for sporting excellence. A total of 730 athletes train in the 'Bois de Vincennes' park in eastern Paris. For many of these athletes, life takes place within the walls of a former military training centre. The athletes come from all over France. A lot changes in the life of a young French talent who moves to this elite sports center. INSEP is very aware of this and therefore has a team of sports psychologists who immediately enter into dialogue with new sports talents as the start of career counselling. "These conversations make me feel less lonely, I feel heard and I think about other important things in life", says a 15-year-old table tennis talent who has only just joined this institute.

"What are my dreams?"

This intervention method is often used by sports psychologists at INSEP Paris and fits in perfectly with the outcomes of the project 'Gold in Education and Elite Sports'. Some athletes can project themselves easily in the future. They are able to describe their dreams or personal aspirations and develop them

into projects. Others need to use tools to project themselves in the future. And use questioning tools in order to identify perspectives. This intervention method encourages talents to be curiously prepared outside of elite sport, to learn to plan conscientiously in advance, to be prepared for the back-up plans and to help them. With the results, sports psychologists can form an image of the athletic identity and to create a holistic view on the development of the talents. Feedback to coaches and other specialists from the professional Dual Career teams is useful, so that the entire team has a clearer picture of the motives, ambitions and identity of the talent. Various tools can be used in this intervention, including (in-) direct questioning, visualization and recalling positive memories.

"WHEN A TALENT IS NEW AT INSEP, WE DEFINITELY WANT TO KNOW WHO THIS PERSON IS AND TO IDENTIFY OTHER INTERESTS, PASSIONS AND AMBITIONS. USEFUL INFORMATION FOR ME AS A COACH AND OFTEN FORGOTTEN IN DUAL CAREER".

(VINCENT LE CROLLER, HOCKEY COACH INSEP)

**Direct
questioning**

- How do you see yourself in 5 years' time? In 10 years' time? In the future?
- What professional situation would you like in the future?
- What importance do you give to your family life in your future life?
- Where do you see yourself living in the future?
- Happiness on a daily basis, what would it be for you?
- ...

**Indirect
questioning**

- Can you describe what is important for you to have a balanced life, what is meaningful?
- In your history, is there an important moment/event which represents a situation you would like to live again one day?
- Among the places where you have been, is there one that you would like to see again?
- In your pathway, was there any environments or contexts in which you felt in harmony?

PART OF AN IMPORTANT EXERCISE FOR SPORTS TALENTS AT INSEP PARIS



THE CHRISTIAN D'ORIOLO GYMNASTICS HALL OF INSEP PARIS



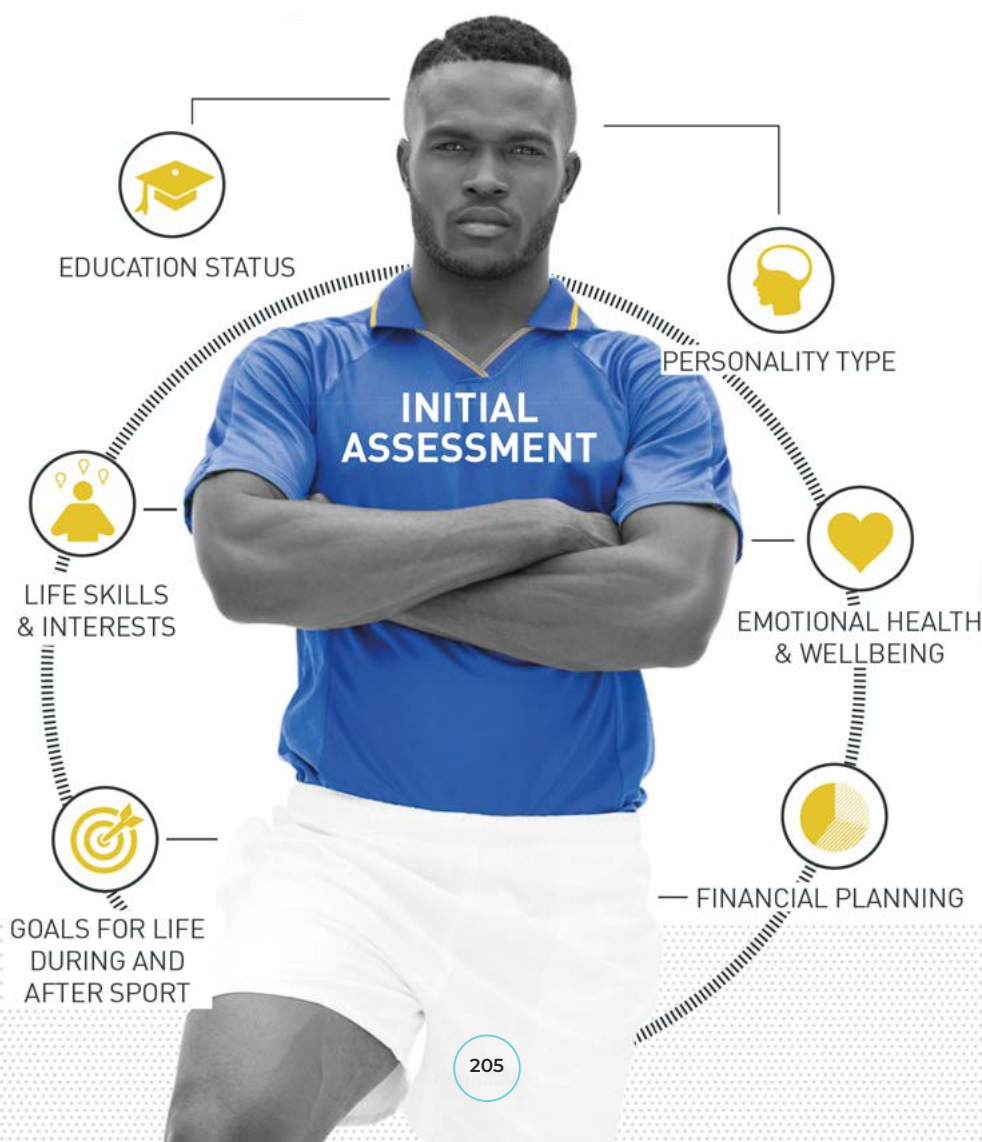
Dual Career 'check-in' of EU Athletes

Visited by AUAS, S. Hakkers 23-aug-'16.

EU Athletes is the European Federation of independent player unions with 35 member unions representing over 25.000 elite athletes. The membership covers 16 EU countries and a wide range of different professional sports as basketball, handball, volleyball and football. EU athletes stimulates the affiliated sports associations to develop a Dual Career policy and for EU Athletes this is not only about the combination of elite sport and education, but about career counselling aimed at wider personal development. In view of this development EU Athletes has, together with the affiliated sport associations, created a Player Development Programme (PDM) in which lots of attention is paid to optimal Dual Career support. Further on in this chapter an example of the PDM of the Irish Rugby Player Association is given.

According to EU Athletes the key to good Dual Career advice for any player association is to undertake an initial assessment of the individual player. Such an initial assessment is the foundation for all subsequent (inter-) actions in career counselling and also lifestyle coaching. It advises the staff of sports federations to do a comprehensive 'check-in' to every elite athlete and this will reveal more about the player in the following areas.

WWW.EUATHLETES.ORG/PROJECT/PDM-DUAL-CAREERS





SKILL TRAINING IN DUAL CAREER

Susie Elms' quoted vision below was an important reason for her and the Scottish Institute of Sports to participate as a partner in a major European project called 'Gold in Education and Elite Sports' which researched the competencies that sports talents need to master to be successful in their dual careers. The results of this project are groundbreaking and there is a challenge for sports organizations to train these competencies in practice. Soccer club PSV Eindhoven has taken up this challenge and, in its talent development programme, pays innovative attention to the development of important competencies. The practical approach of Irish Rugby Association is also discussed. In their player development programme, there is a lot of attention for Dual Career support and the development of important practical skills.

"DUAL CAREER IS ALL ABOUT HAVING THE RIGHT COMPETENCIES".

(SUSIE ELMS OF SCOTTISH INSTITUTE OF SPORTS)





Project Gold in Education & Elite Sports (GEES) (Erasmus + 2014-2016)

Visited by AUAS, S. Hakkers nov. & dec. '16.

The Dual Career Competence Wheel

Through an expert meeting and extensive literature research, the GEES consortium drafted a questionnaire with 38 important competencies for elite athletes to successfully combine elite sport and study. These competencies can be divided into four different areas.

Self-assessment tool

Talents and supervisors of talents can use the questionnaire as a self-assessment tool to determine how they score on the important competencies for a successful dual career. Research⁹³ presents an interesting analysis in which talents themselves determine the need for development. This can be determined by comparing the score 'importance of competence' with 'possession competence'. The more than 3000 elite athletes who filled in this questionnaire indicate that they see room for development for the following competencies: the ability to cope with stress in sport and study, assertiveness and ability to use their time efficiently. It is advisable for a sports club itself to make such an analysis for its own talents. With this analysis in hand, the coaching team can make targeted choices in skill training in workshops or coaching. Sport Vlaanderen, partner of the GEES consortium, uses this tool in its career counselling to offer targeted workshops based on this tool, such as stress management and time management. Besides workshops, there is a challenge to be able to train the competencies from this research also in the practice of the sports club. The Vrije Universiteit Brussel is taking up this challenge in follow-up projects and Amsterdam University of Applied Sciences is also working with sports clubs in the new Erasmus + project 'SCORES' to develop a pilot programme in which coaches are taught to train these competencies. This self-assessment tool of Vrije Universiteit Brussel will be available later this year on the website www.dualcareertools.com. The manual with tips and results of this project is also useful for sports clubs.



Transferable competencies

Using various scenarios, elite athletes were asked which competencies are important. Scenarios that are also very relevant for sports talents within the sports clubs, such as combining a challenging study year and an important phase in the sport or dealing with a serious injury. Based on analysis of these scenarios, De Brandt⁹³ has listed the next top 5 ranking of transferable competencies across all the scenarios in Dual Career support:

1. **Dedication** to succeed in both sport and study
2. **Perseverance** during challenging times and in the face of setbacks
3. Ability to **prioritize** what needs to be done
4. Self-discipline to **manage the demands** of study and sport combination
5. Willingness to **make sacrifices** and choices to succeed in sport and study

The manual⁵³ of this project also contains concrete exercises that the professional Dual Career team can work with. This may be in coordination with the schools of the students.



ZIPCoach at PSV Eindhoven

Visited by AUAS, S. Hakkers oct. & dec. '16.

Self-regulation as the key to success

The use of metacognitive skills such as self-regulation leads to better sports performance. Studies show that sports talents and elite athletes make more frequent use of self-regulatory skills than lower-level athletes^{94,95}. Especially reflection is seen in sport as an important skill to learn efficiently in sport and thus achieve a higher level of sport. The ZIPcoach method has the important goal of allowing both coaches and sports talents to reflect better on themselves and on others. The underlying idea is also that sports talents can also apply the self-regulatory skills acquired in the sport in the other domains. This insight means that experts see the concept of self-regulation as an important part of Dual Career programmes.

More pleasure and focus

Football club PSV Eindhoven is firmly committed to the lifestyle and mental coaching in its talent development programme. It works together with sports psychologists from the ZIPcoach method. A method that was developed by the Hogeschool van Arnhem / Nijmegen and is very suitable for training self-regulatory skills in the practice of a sports club. The ZIPcoach method helps supervisors to develop self-regulation and thus the performance of sports talents. The method is intended for (future) trainers, coaches, managers in sport, business and education and teaches them how to make their talents or students work in a structured way on self-regulatory skills such as reflecting, setting goals, planning, monitoring and evaluating. This helps sports talents to learn more efficiently and thereby improve their performance in sports, exercise or learning. But the experience of the football club is also that sports talents participate in training and matches with more fun, focus and self-confidence.

"TRADITIONALLY, THE COACH SAID OR YELLED SOMETHING AND THE PLAYER DID IT. THAT'S OLD SCHOOL. WE'RE DOING LESS AND LESS OF THAT, AND THAT HAS TO DO WITH THIS NEW GENERATION. AS A COACH, YOU STILL HAVE TO BE IN CHARGE, BUT YOU HAVE TO MAKE THE PLAYER THINK ABOUT WHAT HE'LL BE DOING AT THE CLUB. WE WANT TO INVOLVE THE PLAYERS MORE AND MORE IN THEIR OWN DEVELOPMENT".

(SANDER ROEGE, FORMER MENTAL COACH PSV EINDHOVEN)



Player development programme of Irish Rugby Association

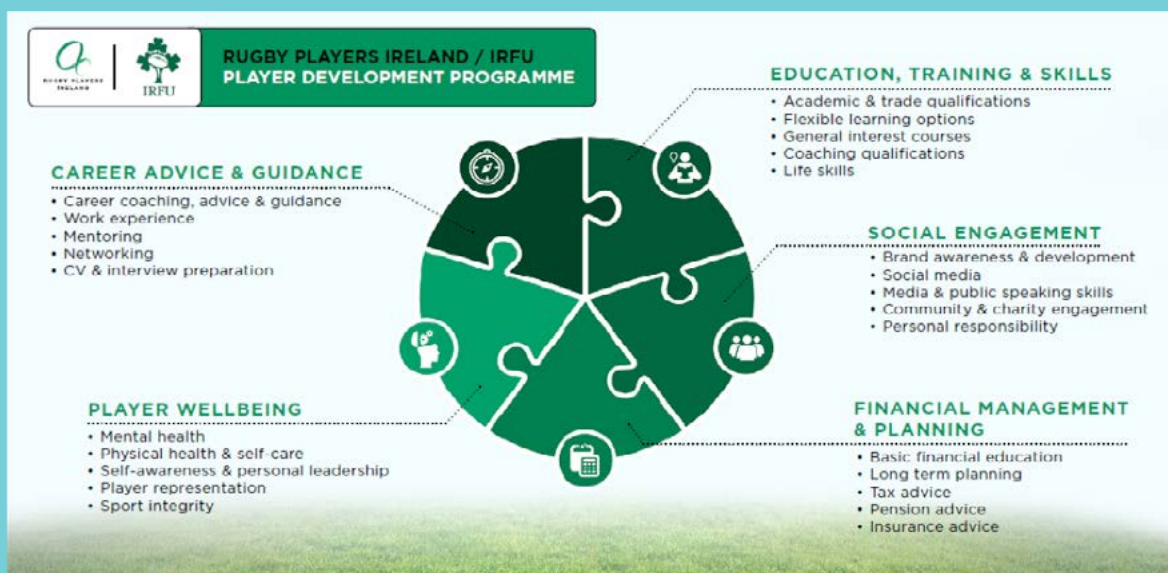
Consulted by AUAS, S. Hakkers 21-nov-'17

A lot of attention to practical skills

The Irish Rugby Association has a player development programme coordinated by player development managers of this association. The programme is offered to players in the Academies and players with a professional contract. The Player Development Programme assists players in achieving a sporting / lifestyle balance during their career in Rugby. The Player Development manager, therefore, focuses the coaching on those competencies that can help players to find that balance. As it is a programme for players who play professional rugby or are on their way to their first professional contract in this sport, the programme also gives practical support to players on what the profession of professional athlete means. Through interactive workshops and training courses, specialists support rugby players in financial management and planning and organize workshops about the personal brand in which Rugby Players Ireland provides players with resources to help with public speaking, media skills and leadership. It advises players on social media usage and how to make the best use of their professional brand.

“HELPING PLAYERS TO UNCOVER THEIR VALUES, STRENGTHS, MOTIVATORS AND PASSIONS ALLOWS THEM TO MAXIMIZE THE OPPORTUNITIES THEY HAVE OPEN TO THEM AS PROFESSIONAL PLAYERS, AND ALSO EASE THE TRANSITION INTO THEIR NEXT CAREER”.

(DEIRDRE LYONS, HEAD OF PLAYER DEVELOPMENT RUGBY PLAYERS IRELAND)



PDM OF RUGBY PLAYERS IRELAND HAS LOTS OF ATTENTION FOR TRANSFERABLE COMPETENCIES

WWW.RUGBYPLAYERSIRELAND.IE/PDM-OVERVIEW

IN THE SPOTLIGHT...



ELITE SPORT PROGRAMME OF AZ ALKMAAR

VISITED BY S. HAKKERS 18-JAN-'17 & 12-OCT'18

Integrated approach

AZ Alkmaar has appointed an elite sports coach who is responsible for a specific elite sport programme within this football club. Together with his colleagues he has developed learning lines to support the lifestyle and the personal development of the player within this successful youth Academy. While many sports organizations offer training courses in mental coaching, lifestyle coaching or nutrition separately from each other, AZ Alkmaar has developed an integrated elite sports programme for youth education in recent years. This programme has five learning lines: professional footballer, health, nutrition, learning ability and mental training. Per age group, the club has determined the content and annual planning for these five different learning lines and how they relate to each other. According to Bart Heuvingh, this improves the motivation of the talents: "Many clubs fly in specialists from outside the club for a food workshop or a time management workshop. Then it is often aimed at knowledge transfer. We work motivational by showing why something is important and only then do we come up with tips on how to apply it. Within AZ Alkmaar we choose for a holistic offer and I explain, for example, how much influence sleep and rest has on mental performance. When talents actually understand that, it becomes a subject for them too. They are motivated and they want to be able to apply it themselves. If they have any more questions, they always know how to find me".

"AT AZ, WE SUCCEEDED IN EMBEDDING LIFESTYLE AND MENTAL COACHING FIRMLY WITHIN THE BROAD TALENT DEVELOPMENT PROGRAMME. THIS MEANS THAT IT DOES NOT STAND ALONE AND IS NOT KNOWLEDGE-ORIENTED, BUT RATHER MOTIVATION-ORIENTED".

(BART HEUVINGH, ELITE SPORTS COACH OF AZ ALKMAAR)



Learning line mental development

AZ Alkmaar has developed a learning line for the mental development of the footballers in the various football teams. The players learn to apply mental skills in and around the training sessions and matches. The staff also stimulates players to train these skills in other domains. The good thing about this mental learning line is that players are guided step by step towards more independence and self-sufficiency. The club has an eye for what it means for young talents to make the transition to a youth training of a professional club. The learning line is also suitable for the possibilities and development of the adolescent brain. To structure which elite sport competencies are developed at each age group,

AZ Alkmaar has developed an overview with all the competencies for each learning line. See figure 4.8 for an example of a part of the mental competencies. The mental learning line has the following structure:

- Under-11: What does it mean to be an AZ player? (ambition, focus, and pride)
- Under-12: visualization
- Under-13: relaxation
- Under-14: concentration and activation
- Under-15: Self-talk
- Under-16 mental preparation and coping plan
- From under-17: individual customization that a player needs

It is important to take account of players who will be joining later in a structure like this. AZ Alkmaar has developed a special overtaking route for these players. In addition, programme items are repeated for each player during the following seasons.

 Elite- sports competencies mental learning line			
	Under 12	Under 13	Under 12
Basic skills	The player mastered the basic visualization skill	The player has mastered the basic skill of visualization and relaxation	The player has mastered the basic skills of visualization, relaxation, concentration, and self talk and knows which ones work well for him and which ones work less well
Mental preparation	After instruction of the trainer, the player applies the basic skill visualization before an activity	After instruction from the trainer, the player applies the basic skills before an activity	The players have a mental preparation plan and, with the help of the trainer, apply in different situations skills relevant to him for optimal mental preparation
Dealing with distraction	The player can name things that can distract the attention of athletes	The player can name things that can distract attention from his basic tasks	The player has a personal coping plan and, with the help of the trainer, fits in different situations, the skills relevant for him to re-focus in case of distraction.

Figure 4.8 part of the mental learning line of AZ Alkmaar

Influencing the environment

At the AZ Alkmaar Academy each team has its own dressing room and a notice board, which the elite sports coach regularly uses. "I regularly put up a fact sheet with important insights and tips for training mental skills. Or an article in which an elite player talks about his experiences". The walls of the dressing room contain a number of quotations from elite athletes or former footballers from AZ Alkmaar that are relevant to the age group in question. It is precisely AZ Alkmaar's idea that mental coaching should not only take place in the office of the mental coach, but also in the environment of the talent.

"A few years ago, a video of AZ -16 went pretty viral. It showed how we train the visualization technique to the familiar sounds of the Champions League anthem". The reactions to these images were extremely variable in the football world, but AZ Alkmaar does bring mental coaching into practice in an innovative way and in a way that connects with the perception of talents. In the coming year, the club wants to take extra steps in this by, for example, building special relaxation and sleeping areas.

When influencing the environment, parents should not be forgotten, according to the football club. For this reason, the club also closely involves parents in the elite sports programme by organizing 2 or 3 parent meetings per team per year about lifestyle topics like sleep, nutrition or mental support. For a number of years now, the club has been using special sleeping goggles, which enable players to improve the quality of their sleep and thus perform better in their dual career, be healthier and suffer fewer injuries. "It is important to explain to parents why a player suddenly sits on the sofa at home with such glasses. When you explain to parents that their child's well-being and health are at stake and that the club is actually concerned about that, you win a lot".

Growth mindset and development cards

Elite sports coach Bart Heuvingh is a specialist in the field of developing the growth mindset. It is therefore not surprising that the development of this mindset is one of the principles of AZ Alkmaar's elite sports programme. "Mental coaches are still too often used to solve incidental problems or to win the next match. However, the underlying problem is not solved and in my mental coaching, I work together with other staff members on prevention by means of a development climate in which each player gets the most out of himself. From there we want to win. A growth mindset is for me a first important condition for developing players' competencies". Stimulating the growth mindset among talents fits particularly well in the concept of Dual Career, which also focuses on maximum development, the process and long-term development. The coaching within AZ Alkmaar is aimed at recognizing the mindset of the talents and influencing them. For this purpose, the growth mindset theory described above has been included in the 24 development cards developed by the football club. These cards are often based on scientific insights and translated into the context of football and talent. This development card (23) helps to recognize a static or growth mindset and can be used in coaching conversations with players. Other development cards are, for example, about setting learning objectives, the core squared model to give talents and coaches insight into their qualities and pitfalls and the 5C model. Themes that are not only important for the athletic development of the talents but are also important for the other domains within the dual career.



COACHMODEL

GROEI MINDSET

23

STATISCHE MINDSET

Talent is
aangeboren

Vermijden

Opgeven

Nutteloos

Zien als aanval

Bedreiging

Je ontwikkelt je
niet optimaal

UITDAGINGEN



TEGENSLAG



INZET



KRITIEK



SUCCES VAN ANDEREN

GEVOLG

GROEI MINDSET

Talent is te
ontwikkelen

Aangaan

Doorzetten

Nodig

Om van te leren

Inspiratie

Je ontwikkelt je
optimaal

Invulling in de praktijk

Wanneer jij gelooft dat talent ontwikkelbaar en dynamisch is, dan zal je eerder verantwoordelijkheid nemen om jezelf te ontwikkelen. Wanneer jij daarentegen overtuigd bent dat talent aangeboren is, dan zal jij eerder passief gedrag vertonen. Leer te herkennen op welke gebieden jij een groeimindset hebt om dit gedrag te blijven inzetten. Leer te herkennen op welke gebieden jij een statische mindset hebt, zodat je dit gedrag kan ombuigen.

A DEVELOPMENT CARD THAT IS USED WITHIN THE AZ ACADEMY

IMPORTANT CONCLUSIONS FOR PILLAR 4

- 1 Organize Dual Career support from a holistic perspective and through a proactive approach.
- 2 For this Dual Career support develop learning lines and make use of existing learning lines of NOC's or best practices.
- 3 In Dual Career support focus on guiding transitions in the dual career of sports talents.
- 4 Develop sports talents' skills that help them prepare for important transitions and to find a balance in the combination of elite sport and study.
- 5 Use the available knowledge and experience in the club or within the Dual Career network to organize the Dual Career support.
- 6 Organise lifestyle coaching for sports talents with a lot of attention for personal development and learning performance behaviour and self-regulation.
- 7 Use mental coaching pro-actively for the coaching of sports talents and staff of the club.
- 8 Provide study coaching within the club and make agreements with the educational sector.
- 9 Organize identification training by a mental coach / sports psychologist and / or lifestyle coach and in this training pay continuous attention to a healthy identity development.
- 10 In Dual Career support focus on developing transferable skills, stimulating a growth mindset and in doing this pay attention to the athletes' environment.





EPILOGUE

By Stephan Hakkers

As a player, coach and Head of the Academies in elite sports, Stephan Hakkers, has discovered what is needed to reach the top. He has a degree in educational sciences at the University of Groningen, studied at the Friedrich Schiller University in Jena and was a teacher at a 'Topsport Talentschool'. His broad experience in sports as well as education and research make him an ideal advisor in the field of Dual Career. It is his conviction that the coordination between elite sports and education can be more effective and efficient and, above all, that talent development should be pedagogical sound.

The great thing about this study into the best practices in Dual Career was that a lot from my past came together, my study of Educational Sciences, teaching at a Topsport Talentschool, my experience as a trainer / coach in elite sport and my work as a researcher into responsible talent development. When the research group 'Topsport & Onderwijs' asked me in 2016 to develop Dual Career programs for sports clubs and to coordinate this important study into best practices in Dual Career, there was no doubt whatsoever. In particular, the challenge of bringing scientific insights into practice, connecting education and sport and inspiring people for the concept of Dual Career, is great to do.

I compare performing this study and writing this book with participating in a long distance cycling race. To appear at the start of such a race at all it is important that sufficient time and means are provided. Therefore first of all I thank the European Commission for making this innovative project, new insights and experiences possible.

Before a cyclist can begin the first stage, there is a long period of preparation in which there is a huge amount of training and tactics need to be discussed. This study on best practices in Dual Career has seen a similar preparation. I want to thank Agnes Elling (Mulier Instituut), Veerle de Bosscher (Vrije Universiteit Brussels) and Cees Vervoorn (Amsterdam University of Applied Sciences) for the input they gave me for creating and performing this important research in the project 'Innovative Clubs for Dual Career (ICDC)'.

In an ideal situation during the preparation, but certainly also during the race, the professional cyclist can call upon his team leader. During the entire project's period it was always possible for me to consult project manager Albert Busquets Badosa. He gave me the room and trust to perform this study based upon my own insights and experiences. I have appreciated this greatly and together we managed to follow the plan we've made for the race, to encourage our team members to come to good achievements and always keep the finish line in sight. A project manager who offers clarity, creates a good atmosphere and is able to get the best out of his team is worth a lot.

During heavy climbs or right before the finish a cyclist is cheered on by his supporters. I also could count on the support of my partner, family and friends during this project. Their continuing interest, critical notes and continuous cheers were a huge boost for my passion and for achieving a beautiful result.

To come to great achievement a cyclist has to take care to get sufficient rest and relaxation. This exploratory study also addresses that aspect. Regarding this former Olympic champion Jochem Uytendaele mentions continuously charging the four batteries to be able to keep performing. These four batteries are fundamental for Stichting Sporttop's working method (see chapter four). During the 2.5 years in which I visited a total of 12 European countries, advised 6 pilot sports clubs in two Erasmus + projects and wrote this guidebook, it was a challenge for me to keep these four batteries in balance. Particularly, the conversations with (former) elite athletes have taught me a lot because for them there is always a need to look for a good and responsible balance.

Unfortunately, due to health problems, my physical battery was not sufficiently charged in 2018.



STEPHAN HAKKERS EXPLAINING THE BENEFITS OF DUAL CAREER TO YOUNG SPORT TALENTS.

I thank the European Commission for the understanding and flexibility to publish this guidebook at a later moment. My emotional battery, on the other hand, has been quite charged in the recent years. In the early 90's Ronald Koeman was my football hero and I dreamed of playing football at FC Barcelona. My football dream didn't come true, but how nice it was to walk on the fields of La Masia as a sports researcher over 25 years later and watch the kitchen of this successful sports club. In my graduation thesis, I compared the East-German 'Sportsgymnasiums' with the Dutch 'Topsport Talentscholen'. It was instructive to visit these schools again almost ten years later and to conclude that there is much to gain from combining elite sport and school. Unfortunately, sport and education are still too often separate islands. For me as a researcher and advisor within the research group 'Topsport & Onderwijs' it is, therefore, the challenge to first build solid bridges between these islands and in the future to make these two islands one. I remember the moment when I left the school in Jessenice with the manager of pilot club RC Bled and that I had managed to achieve more cooperation. That kind of moment is a huge power boost for the emotional battery.

Last but not least, I would like to thank all those that have contributed to this guidebook. Especially those who shared their expertise and experiences in a column or interview. Their inspiring words deserve a special place in this guidebook. Of course also a the people I have spoken to. Too much to mention. The hundreds of conversations with, among others, sports talents, (former) elite athletes, Dual Career managers, coaches and career counsellors have given me many new insights and perspectives. My top argument for building a dual career was always 'you better have a plan B in hand'. That argument is still valid, of course, but this study of best practices has given me the insight that in supporting dual careers it is important to focus on what elite sports, education, and business have to offer each other. Then plan A is always successful. An important starting point is that the experiences and competencies gained in elite sport are particularly valuable for good performance in education and for a successful transition to the labour market. The quote from a parent "Education and Elite Sports aren't rivals, we are rowing in the same boat" is very enlightening for me. The many conversations in this study clearly show that when there is a balance between elite sports and education or work, this improves performance in both areas. As a sports researcher, I see a challenge in being able to demonstrate this with figures as well.

An important condition for a good balance is that talent development takes place in a responsible manner. I hope that the content of this report will enable sports clubs to guide their sports talents even more responsibly and optimally in realising their dreams. If this study contributes to the realisation of the elite sports dreams and social dreams of a new generation of European sports talents, my spiritual battery will certainly be charged in the coming years.

Stephan Hakkers (Amsterdam University of Applied Sciences)

Advisor & researcher in Dual Career and talent development
Twitter @StephanHakkers

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