

Play the Game 2017

Riding the waves of change

Eindhoven, November 26-30, 2017

**10 years after the White Paper on Sport:
What has the EU achieved in sport?**

Dr. Judit Farkas

Head, Quality Assurance and
Accreditation Office



Visit to SX last night - „I am 29 year young”

Dec. 2009 EU gained soft competency in sport
7 years old or 7 years young?



All themes, phenomena are interconnected - just like the spider's web.

You touch one point and the entire web starts to move, swing



Purpose of the study

To reveal that

- quality assurance elements are applied in the sport sector and
- the first area in the EU level where development is accompanied with QA elements is the dual career services for athletes - at all levels and all scenes of sport (sport clubs, sport schools, high-performance training centers and national sports federations).

Methodology

Document analysis of

- EU policy documents, especially on dual career of athletes and dual career services (11)
- Documents on quality assurance, and quality assurance systems of other sectors
- Detailed analysis of Study On Minimum Quality Requirements For Dual Career Services published by the European Commission in 2015.



Reasons to promote dual career services

Number of effected young athletes in EU: 120.000*

Number of effected young athletes in Hungary: 5.000*

„**Study or sport?**“ (~12 yrs, elementary school)

„**Study or sport?**“ (~16 yrs, secondary school)

„**Study or sport?**“ (~21 yrs, university student)

This should
not be a
question!

Sport movement needs a large pool of athletes
at all age groups for a better selection and
talent detection

Social (in)justice: athletes
and non-athletes
compete for the same
university seats and jobs.
(social mobility!)

**Labour market should
not lose talented
workforce** (due to lost
chance of conducting
studies for proper
qualifications)

Employers like and prefer
former athletes due to
the **soft skills** they
develop during their
sports practice/career*

* European Commission (2015) Study On Minimum Quality
Requirements For Dual Career Services
<http://www.ncaa.org/>



Reasons to promote dual career services (Part 2)

Main EU policy and other documents related to Dual career of athletes

2007 EU White Paper On Sport

(2009 Treaty On European Union And The Treaty On The Functioning Of The European Union)

2011 Commission Communication On “Developing The European Dimension In Sport”

2011 Council Resolution On EU Work Plan For Sport 2011-2014

2012 EU Guidelines On Dual Careers Of Athletes

2013 Council Conclusions On Dual Careers For Athletes

2013 Establishing 'Erasmus+': The Union Programme For Education, Training, Youth And Sport

2014 Report On The Implementation Of The European Union Work Plan For Sport 2011-2014

2014 Feasibility Study On Possible Future Mobility Measures For Sport In EU

2014 Council Resolution On EU Work Plan For Sport 2014-2017

2015 Study On Minimum Quality Requirements For Dual Career Services

2017 EU Expert Group Report On State Of Play Concerning The Implementation Of The EU Guidelines On Dual Careers

- EU policy documents **give foundation and guidelines** for sport stakeholders and decision-makers (**organisational, national and European levels**) for DC programs
- Objective: to have **more/better services** for athletes, which keep them in school, or help them to get in higher and vocational education or to have chance to get jobs



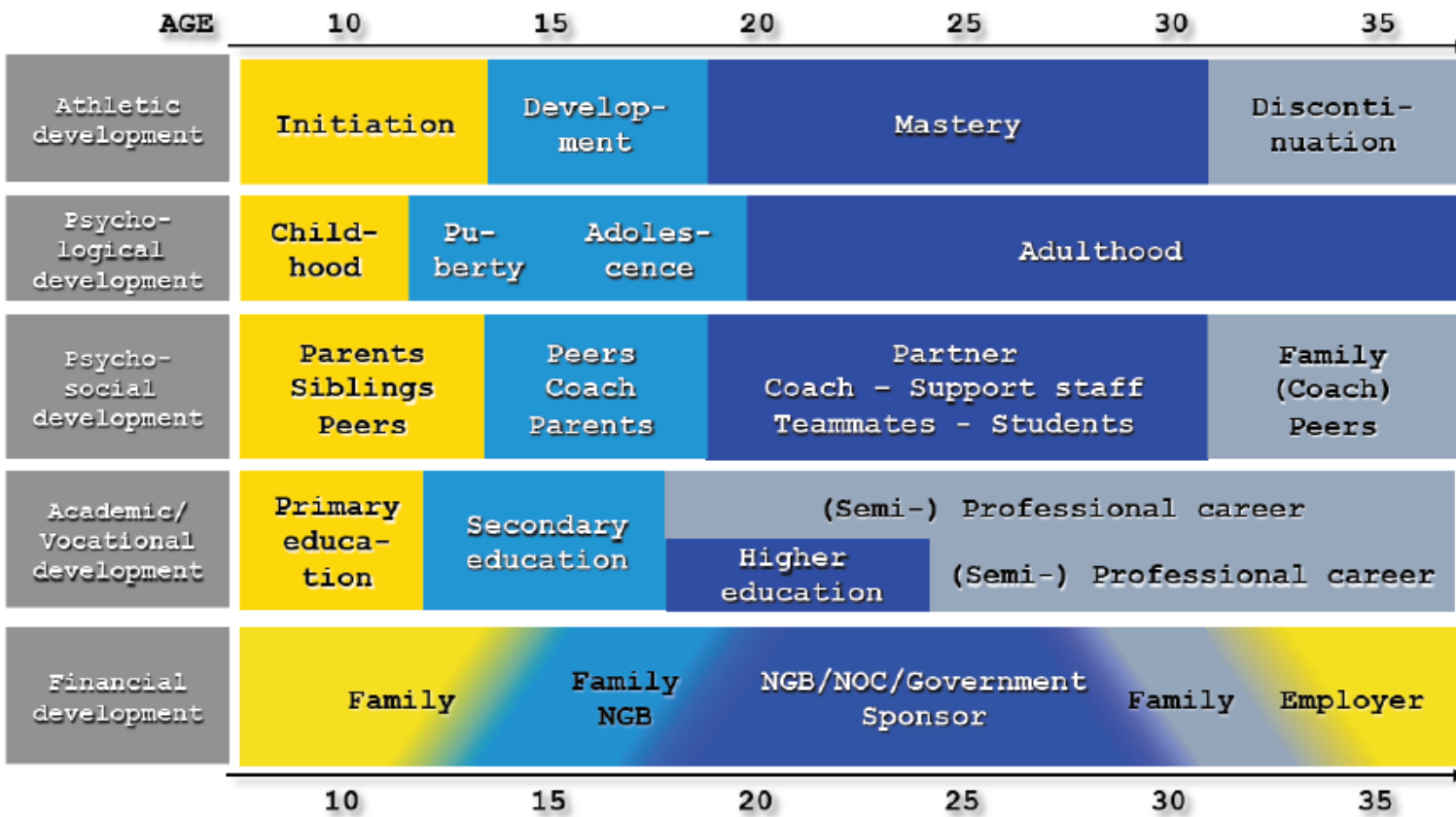
What is dual career?

Dual career is defined as “a successful combination of education, training or work with sport to enable an individual to reach his or her full potential in life”*

- „...it has proven difficult to find strong ownership for it at government level.” *
- Dual career subjects overlap with other disciplines/policy domains (education, sport, health, social welfare and economic affairs).
- „... ownership for Dual Career is not always seen as the responsibility of one stakeholder alone, ...”*

* European Commission (2015) Study on Minimum Quality Requirements for Dual Career Services





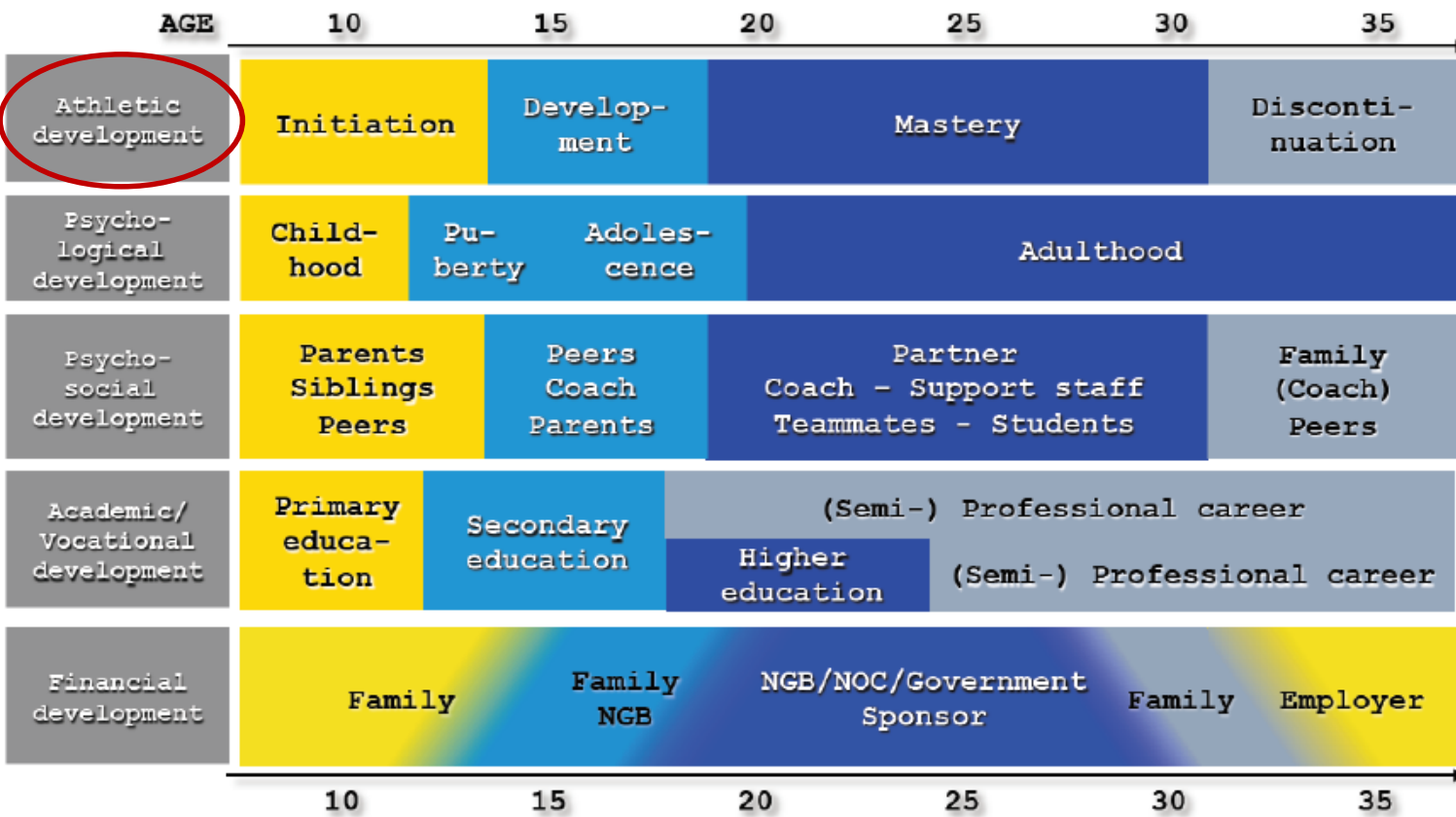
One career with multilevel transitions

Ministries Education Sport Employment Economy

(Wylleman, De Knop & Reints, 2011)

Vrije Universiteit Brussel - P Wylleman 2015





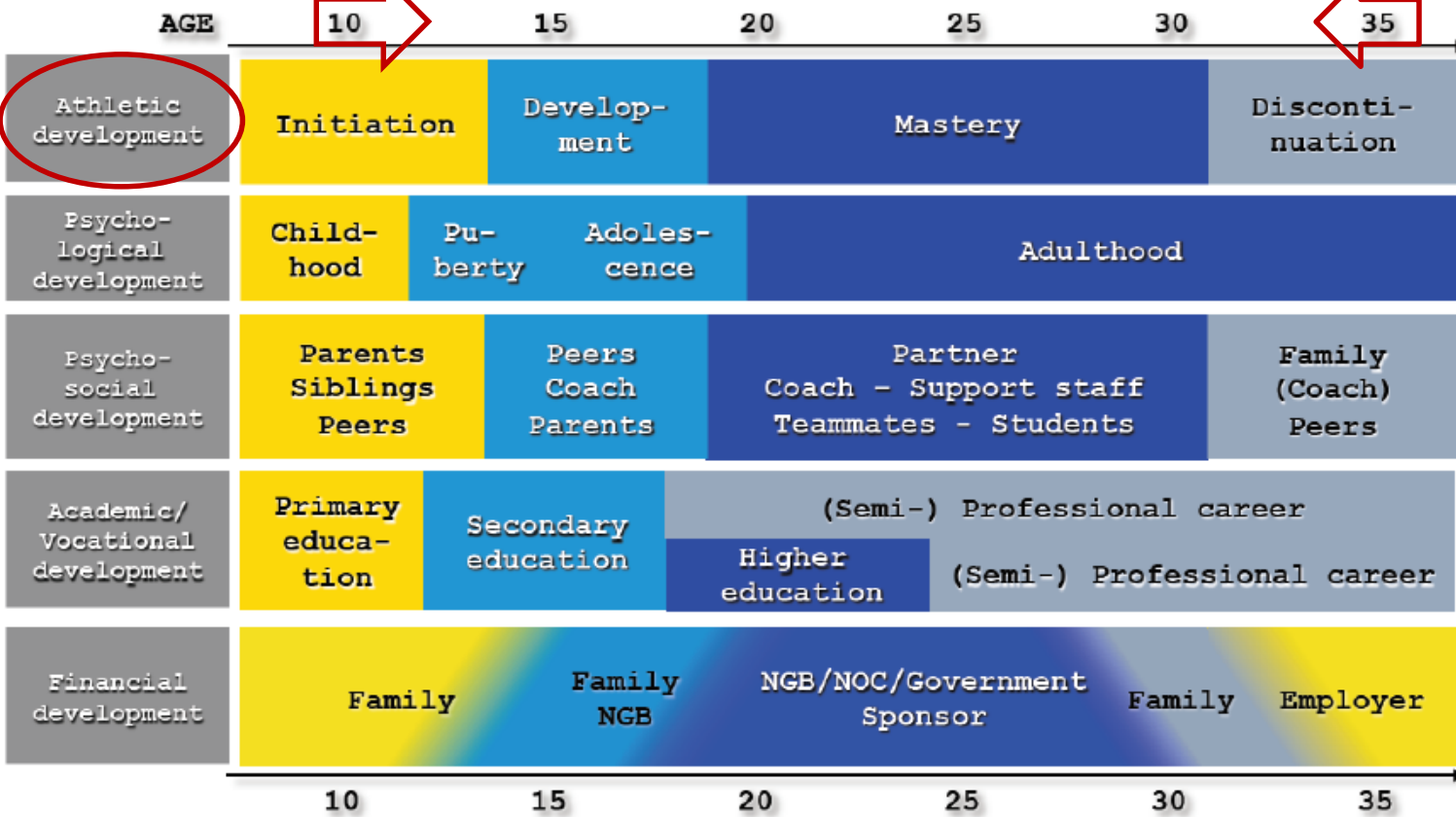
One career with multilevel transitions

Ministries Education Sport Employment Economy

(Wylleman, De Knop & Reints, 2011)

Vrije Universiteit Brussel - P Wylleman 2015





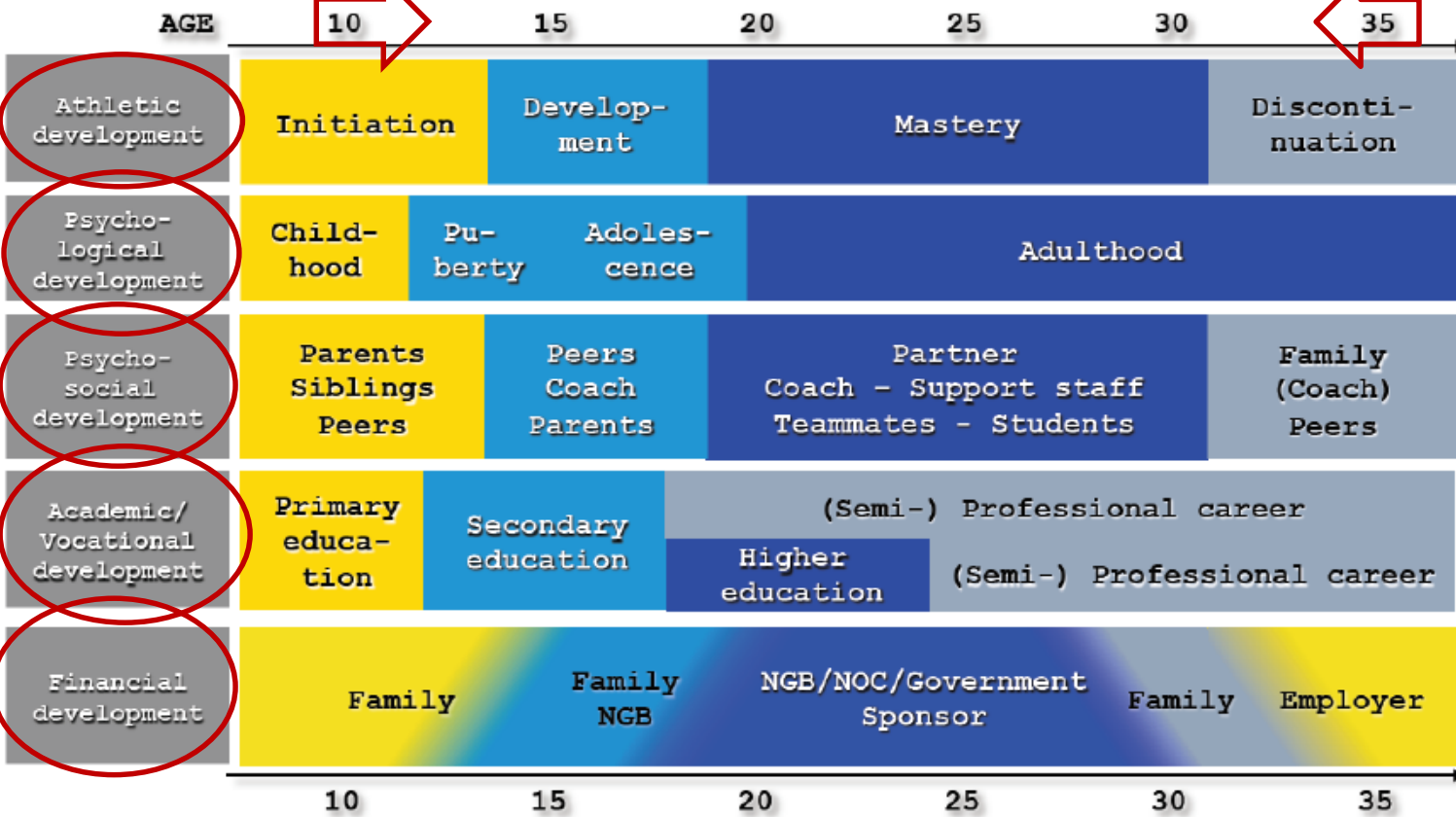
One career with multilevel transitions

Ministries Education Sport Employment Economy

(Wylleman, De Knop & Reints, 2011)

Vrije Universiteit Brussel - P Wylleman 2015





One career with multilevel transitions

Ministries Education Sport Employment Economy

(Wylleman, De Knop & Reints, 2011)

Vrije Universiteit Brussel - P Wylleman 2015



EU Study on Minimum Quality Requirements for Dual Career Services (2015)

Coordinated by Amsterdam Uni of Applied Sciences, School of Sports and Nutrition. Published in December 2015.

The objectives were:

- to develop a set of minimum quality requirements at European level,
- which could function as a reference point for national dual career services and facilities
- to provide a model of a quality framework,
- providing transparency and guarantees on
 - quality,
 - safety and
 - security for athletes.



EU Study on Minimum Quality Requirements for Dual Career Services (2015)

- The EU study mapped all EU member states
- It came to the conclusion that there is a need for a Europe-wide framework on support systems and facilities for Dual Careers.
- They set up a quality framework listing the minimum requirements
 - arranged in 5 dimensions and 72 categories
 - that are essential for the successful operation in dual career.
- It is also recommended to develop this framework into an easily accessible online tool for all stakeholders.



Structure of minimum requirements

Dimension 1: athletes (5 categories)

- about their needs for different services at different career stages at system/personal levels.

Dimension 2: entourage (11 categories in 3 sub-dimensions)

- sub-dimension 1: parents, relatives, and friends,
- sub-dimension 2: coaches, trainers and sport managers, and
- sub-dimension 3: teachers and employers.

Dimension 3: different sectors (42 categories)

- sectors, such as sport, education, and labour market, that can or should promote effective dual career policies, programmes and initiatives.

Dimension 4: national governments (11 categories)

Dimension 5: International/EU (3 categories).



| | Indicators | Can be found in Hungary? |
|---|--|--------------------------|
| Dimension 1: The athlete | | |
| 1. | The individual athlete is informed and educated about his/her (DC) situation from early age. | N |
| 2. | The athlete is aware of and responsible for his/her own career development. | mostly |
| 3. | The athlete is empowered to speak up about his/her situation. | Y |
| 4. | The athlete is able to act as role model for his/her peers and successors. | Y |
| 5. | The athlete is committed to the DC arrangements he/she is provided with. | N |
| Dimension 2: The entourage | | |
| 1. | The entourage reaches consensus and commits to a personal developmental plan. | Y |
| 2.1 Parents, relatives and friends | | |
| 1. | Parents, and relatives and friends, if applicable, are educated about the goals, benefits, impact, and requirements of Dual Career. | N |
| 2. | Information on arrangements for Dual Career is available to parents, relatives, and friend. | N |
| 3. | Parents are involved in important decision-making by coaches and teachers (and employers) concerning the athlete's Dual Career. | Y |
| 2.2 Coach, trainer and sport manager | | |
| 1. | Coaches, trainers and sport managers are educated about the (DC) situation of the individual athlete. | Y |
| 2. | A teaching module on the goal, benefits, impact, and requirements of Dual Career is available for coaches, trainers and sport managers, preferably online. | N |
| 3. | Coaches, trainers and sport managers take responsibility for the athlete's educational development, not just their sporting development. | N |
| 4. | Coaches, trainers and sport managers involve parents and teachers (and employers) in important decision-making concerning the athlete's Dual Career. | Y |



| | Indicators | Can be found in Hungary? |
|---|--|--------------------------|
| Dimension 1: The athlete | | |
| 1. | The individual athlete is informed and educated about his/her (DC) situation from early age. | N |
| 2. | The athlete is aware of and responsible for his/her own career development. | mostly |
| 3. | The athlete is empowered to speak up about his/her situation. | Y |
| 4. | The athlete is able to act as role model for his/her peers and successors. | Y |
| 5. | The athlete is committed to the DC arrangements he/she is provided with. | N |
| Dimension 2: The entourage | | |
| 1. | The entourage reaches consensus and commits to a personal developmental plan. | Y |
| 2.1 Parents, relatives and friends | | |
| 1. | Parents, and relatives and friends, if applicable, are educated about the goals, benefits, impact, and requirements of Dual Career. | N |
| 2. | Information on arrangements for Dual Career is available to parents, relatives, and friend. | N |
| 3. | Parents are involved in important decision-making by coaches and teachers (and employers) concerning the athlete's Dual Career. | Y |
| 2.2 Coach, trainer and sport manager | | |
| 1. | Coaches, trainers and sport managers are educated about the (DC) situation of the individual athlete. | Y |
| 2. | A teaching module on the goal, benefits, impact, and requirements of Dual Career is available for coaches, trainers and sport managers, preferably online. | N |
| 3. | Coaches, trainers and sport managers take responsibility for the athlete's educational development, not just their sporting development. | N |
| 4. | Coaches, trainers and sport managers involve parents and teachers (and employers) in important decision-making concerning the athlete's Dual Career. | Y |



| | Indicators | Can be found in Hungary? |
|--|--|--------------------------|
| 2.3 Teacher and employer | | |
| 1. | The teacher, manager or employer is educated about the goals, benefits, impact and requirements of the athlete's Dual Career. | N |
| 2. | A teaching module on the goals, benefits, impact and requirements of Dual Career is available for teachers, managers and employers, preferably online. | N |
| 3. | Teachers and employers involve coaches, and parents if applicable, in important decision-making concerning the athlete's Dual Career. | N |
| Dimension 3: The sectors (sport, education and labour market) | | |
| 3.1 Sport | | |
| A. National Olympic Committees | | |
| 1. | The NOC has an explicit vision and strategy on Dual Career. | Y |
| 2. | Funding mechanisms exist to enhance arrangements for Dual Career at the federation, association and club levels. | N |
| 3. | The NOC develops outreach programmes about Dual Career for educators of coaches, teachers, employers and parents. | N |
| 4. | The NOC has a multimedia strategy (online, offline and social media) to reach, inform and educate athletes and their entourages. | N |



| | Indicators | Can be found in Hungary? |
|--|------------|--------------------------|
|--|------------|--------------------------|

B. Sports federations and associations

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

C. Sports clubs

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

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



| | Indicators | Can be found in Hungary? |
|--------------------------|--|--------------------------|
| 3.2 Education | | |
| 1. | The subject of Dual Career is included in the institution's vision, strategy and policy. | N |
| 2. | Athletes in Dual Career have access to all available educational programmes. | Y |
| 3. | The institution has a point of contact and/or counselling for student athletes. | N |
| 4. | An educational tool is available to enhance tutors' awareness and understanding of Dual Career, preferably online. | N |
| 5. | Flexibility is provided with regard to deadlines, examination dates, and attendance. | N |
| 6. | A system is in place to validate informal learning through sports. | N |
| 7. | Talented, elite and post-elite statuses are understood and recognised, preferably internationally. | N |
| 8. | Sports and training facilities are within reasonable distance of the educational facilities. | Y |
| 9. | Accommodation can be provided on campus for qualifying student athlete groups. | Y |
| 10. | Post-educational lifelong learning programmes are provided to keep knowledge and skills up to date. | N |
| 11. | The institution encourages and supports blended learning using new technologies, social media, etc. | N |
| 3.3 Labour market | | |
| 1. | Part-time working will be facilitated and is encouraged as a way of combining work with elite sport. | N |
| 2. | Employers offer flexible traineeship opportunities to bridge skills and knowledge gaps. | N |
| 3. | Recognition of competencies acquired by informal learning through sports is part of recruitment and transition strategies. | N |
| 4. | Human resource professionals are equipped for offering support to individuals in Dual Career. | N |
| 5. | A transition fund (i.e. savings scheme) is available to cover the gap between education and entry into the labour market. | N |

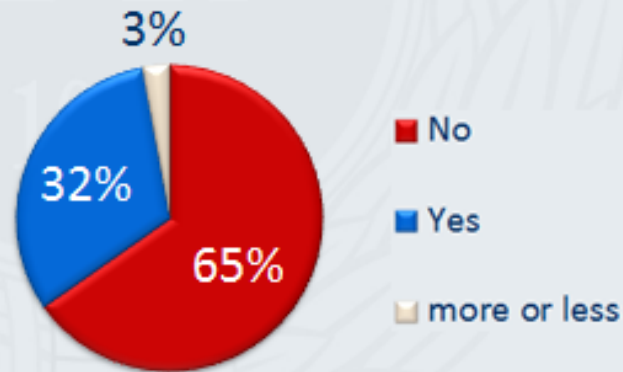


| | Indicators | Can be found in Hungary? |
|---|---|--------------------------|
| Dimension 4: National government | | |
| 1. | Responsibility for policies or programmes for Dual Career policy is part of a national or regional sports strategy. | more or less |
| 2. | A full policy cycle is in place,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



EU Study on Minimum Quality Requirements for Dual Career Services (2015)

- We made an analysis of all 72 pieces of Quality Requirements, to determine the level of compliance of Hungarian dual career services with the standards published in the EU Study.
- The question was
„Does this Quality Requirement can be found in Hungary?”
- The result is shown in the following diagramme:



Results

1. A system, like dual career services (organisational or national level) cannot be further developed without having requirements and set standards. At the EU level, the first area is the dual career services where QA elements are used.
2. Quality assurance is not a stand-alone system. The introduction of it can begin with the use of such quality framework in specific areas, like the MINIMUM REQUIREMENTS OF DUAL CAREER SERVICES document.
3. The methodology, which assures quality in a dual career services is designed by experts, based on their long-term experience and high quality level operation (UK, France, Netherlands, Austria).
4. The evaluation of the Hungarian dual career system performed in this study indicates that it should go through an official evaluation as well and massive development.



Next steps, recommendations

1. Official evaluation of the national dual career services should be performed based on the Quality framework prepared by leading European dual career experts.
2. National recommendations and action plan should be prepared to build a DC-friendly environment nationwide, following the good practices published in dozens of other EU documents and EU project reports.
3. It is recommended to develop a national network with high standards, and to secure stakeholders' commitment at the national/organisational level.
4. It is recommended to include the concept of dual career into the National sport strategy and possible to Sports Law.

Motivational recommendation

„JUST DO IT“

„JUST FOLLOW THE EU GUIDELINES ON DUAL CAREER“ and

„JUST FOLLOW THE QUALITY REQUIREMENTS FOR DUAL CAREER SERVICES“



Thank you for your attention!

Judit Farkas
farkas.judit@tf.hu

