



# *LIFE AFTER SPORT*

## RESEARCH REPORT ON STUDENT ATHLETES NEEDS ASSESSMENT

TRIKALA, 2020

Project website:

[www.lifeaftersport.eu](http://www.lifeaftersport.eu)



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

603311-EPP-1-2018-1-BG-SPO-SCP

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# LIFE AFTER SPORT



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

**603311-EPP-1-2018-1-BG-SPo-SCP**

#### **DISCLAIMER**

The content of this report does not reflect the official opinion of the European Union or its Member States. Responsibility for both the information and views expressed in this report lies entirely in the authors.

The "Life After Sports" project related research including this National Report were prepared and conducted by the academic staff of:

#### **COORDINATOR**

Champions Factory  
[www.championsfactory.bg](http://www.championsfactory.bg)

#### **PARTNER ORGANIZATIONS:**

Greece, UNIVERSITY OF THESSALY - UTH

(<http://www.uth.gr/en/>)

Turkey, ISTANBUL KULTUR VE SPOR DERNEGI - IKOS

(<http://www.ikos.org.tr/en/>)

Italy, Mine Vaganti NGO - MVNGO

([www.mvngo.org](http://www.mvngo.org))

Croatia, PRVA RIJEČKA HRVATSKA GIMNAZIJA - PRHG

([www.prhg.hr](http://www.prhg.hr))

Spain, ASOCIACION DE JUGADORES DE FUTBOL SALA - AJFS

([www.ajfs.es](http://www.ajfs.es))

# TABLE OF CONTENTS

## INTRODUCTION p.06-09

This first sub-chapter examines the concept of Dual Career by: a) Historical and Philosophical options and its connection to the phenomenon of Sport; b) how Dual Career is conceptually and practically treated in modern times and (c) how it is supported by the European Union Legislation.

## 1\_ DESCRIPTION OF THE EXISTING LEGISLATIVE FRAMEWORK OF YOUNG ATHLETES' EDUCATIONAL AND SPORT ENVIRONMENT p.10-14

This second sub-chapter examines the concept and the application of Dual Career at Bulgaria, Turkey, Greece, Italy, Croatia and Spain

## 2\_ IDENTIFICATION OF LEARNING NEEDS AND OBSTACLES OF YOUNG ATHLETES AND FORMER ATHLETES p.16-23

In the third sub-chapter, two questionnaires were developed, one for current athletes and one for former athletes. A survey was conducted on a total of approximately 210 athletes from all countries and 60 former athletes to record their perceptions, attitudes, and experiences of supporting or continuing their athletic careers by the state or other stakeholders and linking them to the labour market. The results from each country are presented in detail.

## 3\_ CHALLENGES AND OPPORTUNITIES p.24-26

In this forth subchapter and on the basis of the results of the research that carried out by the teams of the participating countries, the advantages and disadvantages that current athletes face in terms of enhancing their sports career while pursuing their studies are discussed. Additionally, is referred to legislation and to the specific efforts are being made from each country to integrate high-level athletes into the labour market.

## 4\_ STAKEHOLDERS OPINIONS - RECOMMENDATIONS & SUGGESTIONS p.26-29

In the fifth subchapter, the research was continued - with structured interviews - interviewing individuals of high administrative human resources of the most important organizations and players in the field of Sport in each member state participating in the Life After Sports project. There were recorded different national methods but as a European sport system all efforts or strategies were presented similar weaknesses or shortcomings and mainly the absence of an official European central legislation

## 5\_ COMPARATIVE ANALYSIS OF ALL PARTICIPANT COUNTRIES BASED ON THEIR NATIONAL LEGISLATIONS, RESEARCH AND RESULTS. p.30-31

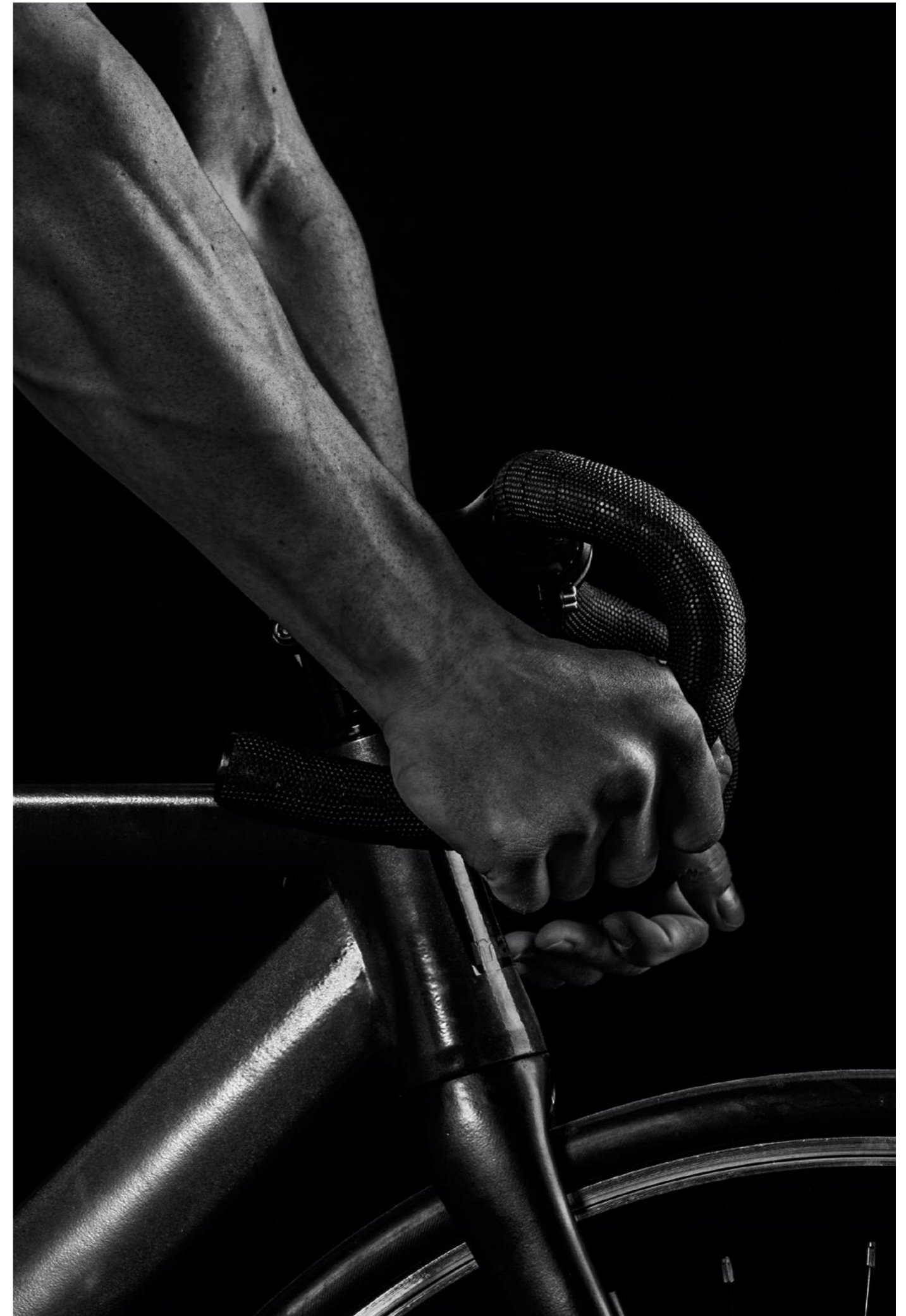
The sixth chapter summarizes the problems, difficulties, and needs that must be met successfully for the dual-career institution to gain momentum and assist all athletes in all competitions regardless of which state they train or compete. It also mentions the actions that need to be done methodically and consistently to ensure a healthy tomorrow for all European sport with the contribution of all national or international sports stakeholders and each national educational community.

## EPILOGUE p. 31

## REFERENCES p. 32

### APPENDIXES

- ATHLETES QUESTIONNAIRE p. 34
- FORMER ATHLETES QUESTIONNAIRE p. 40
- SHAREHOLDERS QUESTIONNAIRE p. 46



# INTRODUCTION

The following text is divided into chapters and summarizes the European project Life After Sport (LAS) that is developed within the framework of the European Educational Program ERASMUS+. Participating countries Bulgaria, Croatia, Greece, Turkey, Spain and Italy contributed data on the Dual Career procedure implemented by athletes and sports executives in their countries. The research is focused on the description of the legal and educational framework of Dual Career young athletes in EC, as well as on identifying the needs and challenges of athletes, especially young and former athletes, in the development of their dual careers. This sub-chapter examines the concept of Dual Career extensively: a) Historical and Philosophical from Antiquity and its connection to the phenomenon of Sport; b) how it is conceptually and practically treated in modern times and c) how it is supported by the European Union Legislation.

## An historical and philosophical approach

Sport is directly linked to people's lives and society, and depicts ancient Greeks' main ancient institution. The term was derived from the word "athlon" meaning prize and "athlos" meaning contest and in ancient Greece it was referred to as an athletic art. However, the word "athlete" is much older since it comes from the ancient verb "ἀθλέω", which many researchers ascribe from the name of Aethelios, son of Zeus and Protogenia. Gym was considered an indispensable element in the education not only of all boys in Ancient Greece, but also of girls in Ancient Sparta. Indeed, it was Greeks who first devised sports and sport competitions, where athletes competed.

The origins of Greek sport and the first sport activities date back to the Bronze Age and Minoan Crete, where bullfighting, boxing and wrestling were taking place. Later, in the Mycenaean era, Funeral Games appeared in honor of the dead. While sporting events such as pentathlon, horse racing and street racing appeared during Classical Era. At that time, the first sports venues and facilities began to be created, such as the Stadium, Hippodrome and Gymnasium, which were training areas for athletes and young people's preparation for their military service. Young athletes were trained and supervised by pediatricians (today's gymnasts, trainers).

The training of young people in Ancient Greece was an integral part of their education, in many places, such as Athens and Sparta. The youth training program was defined by law including a basic combination of strength training, "gymnasiums". The most representative feature in the importance of gymnastics into the life of Ancient Greeks is the phrase "vous υγιής εν σώματι υγιή" meaning 'a healthy mind in a healthy body too'.

As sports and training were integral parts in Greeks' social life, local and national sports events such as Pythia, Nemea, Isthmia and Olympia were established. Pythians took place in Delphi, lasting 5 days and were dedicated to the god Apollo. Nemea was a Panhellenic sport celebration held every 2 years and dedicated to Zeus, with three categories of athletes: teenagers, children and men. The Isthmus was held every 3 years and was dedicated to the god Neptune. Olympics, after all, was the most popular Panhellenic race and was held in Olympia in honor of Olympian Zeus. Olympics took place every 4 years, including races (speed and endurance), equestrian races (armored and horseracing) and pentathlon (jump, javelin, discus and wrestling), with the prize of an olive wreath. Road races were the most important sport of the Olympics, as it is considered one of the most important Olympic Games until today. In every Olympic Games, there was only one winner, but for the ancient Greeks it was neither the prize nor the victory that mattered, but their participation.

Romans brought significant additions and changes in sport and races. In Roman times, the policy of "bread and spectacles" was introduced and races became simply a way of entertainment leaving behind the Greek ideal for sport. In fact, Romans replaced wreaths

given as prizes with money or other prizes (land acquisition), introducing the economic element into sport. From that period, athletes were converted into professionals, who earn money, social recognition and power through races. In the Roman Empire, Gaius Appuleius Diocles, was probably the richest athlete in history. This athlete, during his athletic career, earned 35 million cisterns (a notable amount of money at that time). Diocles and his other athletic colleagues, of course, did not enjoy the "fruits of their labor" for a long time, as all of them were indebted, not only during their athletic careers, but also afterwards (World Sport Research & Publications, IOC & USOC, 2000). The main difference between the Greek and Roman attitudes is reflected in the words each culture used to describe its festivals: for the Greeks they were contests (agōnes), while for the Romans they were games (ludi). The Greeks originally organized their festivals for the competitors, the Romans for the public. The former was primarily competition, the latter was entertainment.

Then, in Byzantine Empire, sport ceased to be a spectacle and became the main occupation of wealthy Byzantine citizens. Sport at that time restored its brilliance and its glory, but it was abolished or treated with disbelief because they were considered to have promoted the ancient religion and harmed Christianity and its spread. During middle Ages, sport was in crisis and people stopped doing it.

After centuries of sports and racing obsolescence, the mood for a revival of the Olympic Games and the introduction of new sports began to emerge. Prominent personalities, such as Baroness Pierre de Coubertin, who helped organize and create the modern Olympic Games were at the forefront of this movement. Today, sport is an integral part of people's lives and is considered a self-evident activity for any person who wants to have good physical and mental health. Sport has significantly been evolved nowadays. Many new sports appear and there is a great development of professional sport and championship.

Olympic Games were revived in the late 19th century. The ancient Olympic Games included several of the sports that are now part of the Summer Games program, which at times has included events in as many as 32 different sports. In 1924, the Winter Games were sanctioned for winter sports. The Olympic Games have come to be regarded as the world's foremost sports competition. Today, in modern sport, there is as opposite goal of achieving an excellent performance and record, not participation in the sport itself. Before the 1970s, the Games were officially limited to competitors with amateur status, but in the 1980s, many events were opened to professional athletes. Currently, the Games are open to all, even the top professional athletes in basketball, football, tennis, ice hockey and more.

Today, this ever-increasing competition, the over-the-top performance and the growing economic activity, especially in some team sports, have dramatically increased the "obligations" of elite athletes. Long hours of training, treatments, sponsorships, traveling, have made championships a full-time professional (for the athlete) activity. As a result, professional and elite athletes often face the challenge of combining their athletic career with education or work (other than championships) and pursue a "dual career".

Briefly, it has been observed that during an elite athlete's career the State, the National Olympic Committee, the relevant Sport Federation, the sport club and the coaches are almost exclusively interested mainly in the performance on the sport field. What an athlete will do when quits sports is usually of no interest to anyone, not even the athlete himself. European Union in 2012 issued specific guidelines for athletes and "Double Careers" in order to encourage them to combine athletic careers with post-career rehabilitation training. In this way, elite athletes were recognized as a special category of workers in need of attention because of the particular circumstances of their 'work'. Greek reality about Double Career starts and perhaps stops at the so-called "privileges" state offered by the Greek Government to successful athletes and not for the creation of appropriate actions - programs, or legislation adapted to Greek athletes and domestic re-

ality, for the proper and timely preparation of athletes in a smooth professional and personal transition after the end of a sport career. Then follows the investigation of the existing legislation about 'dual career' in Greece.

## Understanding athletes' dual career

Over the past 30 years, dual career (DC) has become a visible topic in the European athletic career research which has looked to understand how DC pathways and athletes' envisaged future are constructed and embedded in a more complex life spectrum.

A career can be broadly understood as "a lifestyle that involves the sequence of work, learning and leisure activities through a lifetime" (Career Industry Council of Australia, 2006). Careers are unique to each person and are dynamic throughout life. Career Development Learning (CDL) relates to learning about the content and process of career development of life (McMahon, Patton, & Tatham, 2003). The content of CDL represents learning about self and learning about the world of a particular sport, study or work, while process learning is about the development of the competences and skills necessary to navigate a successful and satisfying life/career. Based on this understanding, an athletic career appears to be just one part of the life career which concerns athletes' future when retiring from sport to be well prepared for development in other spheres. That is, to provide flexible and competent support to talented athletes so that they can achieve their potential not only as sportspersons, but also as valued individuals in other domains of their lives.

DC is briefly defined as "a career with major foci on sport and studies or work" (Stambulova & Wylleman, 2015, p.1). In a similar vein, the Erasmus+ funded DC4AC project describes DC as "the possibility for talented, professional and elite athletes to build an educational or job path simultaneously with a sport career, because they face hard in conciliating intensive training and competition with education or work" (DC4AC, 2017, p.4). It follows that the concept of DC revolves around the combination of an athletic career with education and/or occupation. It is exactly during such periods when DC is experienced by athletes. Therefore, we can distinguish two DC types - DC in sport and education and DC in sport and work with the former having received the dominant attention by researchers, DC assistance providers, and policymakers. Pursuing education commitments while competing in high performance sport, however, can be a challenging task - the ever increasing demands on performance in elite sports places high pressure on young athletes, who may often feel they are forced to choose between realising their athletic potential or obtaining a satisfying education for a postathletic career.

Interestingly, the notion of DC is recognised, even though not explicitly and without reference to sport, as part of the life-long learning discourse within the National Strategy for Life-Long Learning for the Period 2014-2020 (Ministry of Education and Science, 2014). As Yakaliev & Petrova (2017, p.37), however, noted the concept of DC has often been confused by certain stakeholders in the country with dual learning, that is, combination of education in a secondary vocational school with in-company training (i.e., apprenticeship-based system).

According to the holistic lifespan perspective (Wylleman & Lavallee, 2004) and the holistic athletic career model (Wylleman, Reints, & De Knop, 2013) athletes are considered as individuals doing sports alongside other spheres of their lives. Within this perspective, an athletic career is seen as an integral part of a life-long career. Self-efficacy is a central concept in social cognitive theory where it refers to beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments, while managing prospective situations (Bandura, 1997). The level of an individual's self-efficacy is viewed to be an important determinant of how well the student-athlete copes with learning and performing at the school/university and on the competitive sport scene, respectively. Efficacy beliefs influence how athletes think, feel, motivate themselves and act. Therefore, helping athletes achieve both athletic and personal development goals, and utilise their accumulated athletic experiences for the benefit of a satisfying post-sport career have become the major objectives of DC support programs to athletes.

The DC trajectory is non-linear and actually consists of a series of different stages and transitions (Stambulova & Wylleman, 2014). Within each developmental stage and transition, athletes will experience demands and challenges of various types and levels that may impinge on athletic and personal development. In other words, their investment in sport shifts over time according to context-specific so-

cial, psychological, and financial situation, educational commitments or work duties. This is even a more challenging task for the non-professional athletes, who often have to manage their sporting careers within limited cognitive, social, financial and temporal resources or not well organised DC support structures.

Elite athletes' DC has recently received political legitimacy from the European Union, underpinned by a growing concern with some national sport cultures and sport-specific subcultures which permit the exploitation of young athletes without paying appropriate attention to their educational and further occupational needs thus exposing them to potentially inequitable situations during and after retirement from sport. The strategic document, EU Guidelines on Dual Career of Athletes (EC, 2012), demonstrates the supportive institutional approach of the EU in relation to DC, especially the need of concerted efforts on the protection of their basic right for equal access to quality education. This represents an explicit political and social recognition of the issue of athletes' DC by both the EU institutions and national governments. It should be stressed that such an approach necessitates the creation of intersubjective meanings which go beyond individual beliefs and a mandate for action. For that it requires a collective understanding of DC and of formal institutions to focus on intersecting and interacting elements of this complex issue. Therefore, both the EU and individual member states approaches to athletes' DC represent a par excellence form of intentional development which, as Cowen and Shenton (1996) argued, is concerned with the deliberate policy and actions of the state and other agencies, which were expressed in various developmental visions. This helps us to link the intent to develop (visions) with agency through the notion of trusteeship. As they (1996, pp. ix-x) explicated, "development doctrine rested upon the intent to develop through the exercise of trusteeship over society. Trusteeship is the intent which is expressed, by one source of agency, to develop the capacities of another. It is what binds the process of development to the intent of development".

The above EU document represents a steering instrument for athletes' DC policy making and implementation within member states. Because of its broadly defined policy objectives, nonbinding and voluntary character the individual countries have more flexibility in implementation. In addition, the institutional capacity of the EU Guidelines is expected to be high, that is, the willingness of involved actors to participate in a decision-making process that shapes the instrument and to politically support its introduction. At the same time, it acknowledges that the traditions and cultural diversity in various DC policy domains in member states should be respected. There is also an appeal to national authorities to develop culturally relevant and country-specific guidelines for DC that would take into consideration the Guidelines but also to reflect the specificities of the national education and sport systems. In particular, if we believe that DC is contingent on a range of factors, it follows that an effort to understand at least the key factors is needed. Therefore, DC research and support practices should focus not only on student-athletes' perceptions/interpretations, but also on the country-specific socio-cultural, policy, educational and sporting environments that shape DC. This will involve mapping of the particular national DC development milieu(s), so DC could be interpreted in context. Context itself is multifaceted and operates at a variety of levels. These include: political, social, organisational and individual dimensions. What follows is that athletes' DCs are materialised through complex processes where personal experiences, attributes, resources and coping strategies interact in a mutually reinforcing way with different and multilayered environments that facilitate or hamper DC development.

In this regard, a brief description of the wider context including the sport system in the country is needed. The late 1980s marked the period of profound political, economic, social and cultural transformations. More specifically, the political events of 1989 signalled the process of complex changes from state socialism to a neo-liberal model of capitalism. The role of key international actors (e.g., the International Monetary Fund, the World Bank, the European Union, and the Council of Europe) was equally crucial for implementing a set of institutional reforms which have had controversial effects on the content, context and process of change in general, and on country's sport policy in particular. These changes were accompanied by radical demographic and lifestyle transformations. The sport system has also been drastically restructured, with various new actors entering the scene. It currently comprises 105 national sport-governing bodies including a network of some 4,000 voluntary clubs and 65,000 registered athletes, 35% of which are juniors. It is dominated by a powerful

state agency, the Ministry of Youth and Sport (MYS), which sets the main priorities, policies and strategies as well as provides key resources, through a licensing regime for all national sport organisations. Local authorities are the second crucial resource provider in the form of sporting infrastructure, program funding and in-kind support to local clubs. While the MYS closely monitors and controls all aspects of elite sport, the delivery of Sport for All remains a relatively unregulated territory, which is left to the remit of municipalities and a set of widely dispersed and diverse private sport service providers. The state has also traditionally prioritised a few individual sports (e.g., wrestling, weightlifting, rhythmic gymnastics, athletics, and boxing), capable of delivering medals and international kudos, over team sports. The most well resourced team sport during the last ten years is volleyball.

In recent years, researchers (e.g., Stambulova & Ryba, 2013, 2014) have voiced the need for a culturally-specific approach in career research and practice. That is, in order to understand athletes' DC needs, attitudes and behaviour researchers, DC support service providers, and policymakers need to address the various social, economic and policy contexts, cultural attitudes, and institutions and arrangements in place (e.g., sport organisations, educational establishments, employers) that provide athletes with certain resources while limiting others.

#### The European framework for the development of Dual Careers of athletes

Sport receives attention by the European Union after the publication of the 2007 White Paper on Sport, which opens the way to the assumption of politically-priced responsibilities in the Lisbon Treaty in December 2009, specifically in the development of evidence-based policies, and to encourage cooperation and manage initiatives in favour of physical activity and sport throughout Europe.

As of 2011, the first EU Work Plan for Sport was created, constituting a key element for the development of sport in Europe; and, for the first time, in the period 2014-2020, a specific line of action was established, within the framework of the European educational programme Erasmus+, to support partnership projects, networking and the organization of events in the field of sport. *The European sports model: 2007 White Paper on Sport.*

The 2007 White Paper on Sport gives birth to the definition of what could be called the 'European model of sports, which basically consists of the strategic organization of the key issues to be developed in sport by all the Member States, through the relevant channels provided for in the EU treaties and legal procedures.

Before the emergence of the White Paper, there were numerous documents and legislation concerning sport in the EU as a whole. However, the innovation brought by the White Paper is that it was the first initiative emanating directly from the European Commission and dealing, exhaustively and in depth, with the outstanding aspects and problems of sport in the EU. The objective of the White Paper was to provide strategic guidance on the role of sport in Europe in three dimensions:

- the social role of sport,
- the economic dimension of sport, and
- the organization of sport.

With regard to the social role of sport, the White Paper makes special reference to dual careers of athletes, namely:

"In order to ensure the reintegration of professional sportspersons into the labour market at the end of their sporting careers, the Commission emphasises the importance of taking into account at an early stage the need to provide "dual career" training for young sportsmen and sportswomen and to provide high quality local training centres to safeguard their moral, educational and professional interests. The Commission has launched a study on the training of young sportsmen and sportswomen in Europe, the results of which could feed into the abovementioned policies and programmes. Investment in and promotion of training of young talented sportsmen and sportswomen in proper conditions is crucial for a sustainable development of sport at all levels. The Commission stresses that training systems for talented young sportsmen and sportswomen should be open to all and must not lead to discrimination between EU citizens based on nationality."

- drafting European guidelines on "dual careers" in order to ensure that the creation of young athletes are offered quality

- education in parallel with their the European sports training, guidelines on
- continue the inclusion of sport-related qualifications in National dual careers of Qualifications Frameworks with reference to the European athletes. Qualifications Framework.

In order to support the implementation of the work plan, a pioneering and innovative working method was created in the field of sport: groups of experts created by the Commission and the EU countries in the strategic areas, namely education and training in sport, an area where dual careers of athletes are created and developed.

*Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on dual careers of athletes.*

From the perspective of the newly created guidelines and guidance on the development of dual careers of athletes (2012) and of the 2011 Work Plan for Sport, the EU Council and the representatives of the governments of the Member States drew conclusions and invited the EU Member States, sports organizations and stakeholders to create and implement specific measures for the development of the concept of "dual careers" of athletes.

Previously, the following conceptual definitions are fixed:

"The term 'talented athlete' should be understood to mean an athlete recognised by a sport organisation, governing body or the State as an athlete who has the potential to develop an elite sporting career."

"The term 'elite athlete' should be understood to mean an athlete who has a professional contract with a sport employer or sport organisation or has a recognised status by a sport organisation, governing body or the State as an elite athlete based on proven success and achievements."

"The term 'dual career' should be understood to mean that an athlete can combine, without unreasonable personal effort, their sporting career with education and/or work in a flexible way through high-quality training in order to protect their moral, health, educational and professional interests, without compromising either objective, with a particular focus on the continued formal education of young athletes."

The core idea is that, based on the content of the EU Guidelines on dual careers of athletes, the Member States should draw up a framework for action or "own" guidelines on the field of dual careers, counting on the participation of all the key actors, also referred to in the communautaire jargon as the "main stakeholders": either institutional, educational, sports, or business and sports associations, among others.

The framework for action is quite fertile and broad and, in our opinion, the following guidelines could be highlighted:

- Solving the problems faced by athletes in education and at the workplace.
- Creating networking of good practices among the Member States.
- Gender equality and equal opportunities in the implementation of measures in support of dual careers.
- Paying special attention to athletes with a disability.
- Specific training for staff in support of athletes undertaking a dual career.
- Adapted educational pathways and networks of educational institutions.
- Commitment to new technologies applied to education: e-learning.
- A quality accreditation system for dual career services in training centres.
- Common and specific curricula.
- Specific programmes for the mobility of athletes.
- Working through the National Qualifications Frameworks to align qualifications for professions in dual career supporting services onto the European Qualifications Framework.
- Structured dissemination plans.
- Specific programmes for athletes working in public services. Plans to support employability and improve the access of athletes to the labour market. Negotiation of sponsorship deals with companies.
- Specific support for retiring athletes.
- Plan of financial support for athletes.

- Creation of specific scholarships for dual careers in educational and training centres.
- Creation of dual career supporting services for athletes.
- Creation of the nomination of 'dual career athlete ambassadors'.

*The Work Plans for Sport and the Erasmus+ Programme.*

As mentioned above, the EU Work Plans for Sport are the most important document in European sports policy.

Once the first plan of 2011 is known, it is followed by the 2014-2017 Plan, which had three priorities:

- the integrity of sport,
- the economic dimension, and
- the relationship between sport and society.

Regarding the importance of the Erasmus+ Programme, it is worth noting that it has been innovative in considering sport as one of its four pillars, allocating 1.8% of the Erasmus+ annual budget for the Sport action, which finances, among other measures and activities, projects focused on the creation of associations for the development of tools and methodologies for dual careers of athletes.

On 30th May, 2018, the Commission published a proposal for a Regulation establishing the guarantee to continue with the future Erasmus+ programme (2021-2027), in which sport will maintain its presence.

# 1. DESCRIPTION OF THE EXISTING LEGISLATIVE FRAMEWORK OF YOUNG ATHLETES' EDUCATIONAL AND SPORT ENVIRONMENT

## The Spanish model.

If the classification established by Aquilina and Henry is taken as a conceptual reference, it may be agreed that Spain is clearly in the 1st model, classified as a state that regulates the framework of educational support for elite athletes in a centralized manner through its legislation. Given the territorial organization of the Spain as a state formed by Autonomous Communities, practically each with its own Sports Law that regulates the academic, sporting and economic aspects of elite athletes in their respective territories, in this sense, it can be considered that legislation is decentralized. However, we can affirm that, in each nucleus of formal power, that is, within the framework of each Autonomous Community, a centralized model predominates, based on the characteristics observed by Aquilina and Henry: the educational institutions in the Autonomous Communities are responsible to promote their support projects for athletes through the legislation created by themselves.

A detailed analysis of the legal framework offered by each Spanish Autonomous Community (there are currently 17 regional sports laws) exceeds, in our opinion, the scope of this research; therefore, we will focus our research on defining the general state framework of Spain. In this sense, it is necessary to classify and mention the following regulatory norms: • Law 10/1990, of 15th October, on Sport.

The preamble directly quotes: "Another aspect that must be mentioned specifically is that referring to high-level sport, and especially to the protection measures for athletes who, due to their special qualities and dedication, represent the Spanish nation in national competitions." [Translated quotation]

[Translated quotation]

Article 6 provides that "The State Administration, in collaboration with the Autonomous Communities, when appropriate, will seek the necessary means for the technical preparation and the scientific and medical support of highlevel athletes, as well as their incorporation into the educational system and their full social and professional integration." [Translated quotation] The Law creates and grants broad powers and competences to the Sports Council of Spain, among which it is worth mentioning those of elaborating proposals for the implementation of the minimum teaching requirements for the qualifications of specialized sports technicians. Likewise, it is responsible for collaborating in the implementation of the curriculum concerning these studies, recognizing the centres authorized to teach them, and supervise the development of the training programmes in those Autonomous Communities that have not assumed competences in the area of education.

On the role of Sporting Federations, it is worth mentioning the functions of "designing, developing and executing, in collaboration, where appropriate, with the regional Federations, the preparedness plans for high-level athletes in their respective sport discipline" [translated quotation], always under the responsibility and coordination of the National Sports Council. Regarding the employment relationship of federated athletes who, called up by the national sports teams, must participate in international competitions, employers will maintain the contractual relationship for the required time to enable their participation in these competitions. The essential part of interest for our research is regulated in Title VI: "High-Level Sport", specifically in Articles 50-53. It is also important the regulation established by the Law regarding sports research and education, regulated in Title VII, which deals with the regulation of the qualifications of sports technicians.

Article 52 introduces the concept of high-level athlete:

"High-level athletes are considered to be those included in the lists drawn up annually by the National Sports Council, in collaboration with the Spanish Sports Federations and, where appropriate, with the Autonomous Communities, and in accordance with the selective objective criteria that are established, taking into account, among others, the following circumstances:

- a) Placings achieved in international sports competitions or events.
- b) Status of the athlete in official sports classification lists, approved by the corresponding international Federations.
- c) Special conditions of a technical-sport nature verified by sports organizations."

[Translated quotation]

Article 53 is fully devoted to the advantages and measures to be adopted by the State Administration and the Autonomous Communities in order to facilitate the technical preparation of high-level athletes, as well as their incorporation into the educational system and their full social and professional, both during their sports career and at the end of it:

- Allocation of an additional number of places in the National Education Institutes and in Universities for those who meet the necessary academic requirements.
- Exemption from academic, general or specific requirements, required for the access to the qualifications referred to in Article 55 of this Law, under the conditions set by the Government.
- Promotion of the conclusion of agreements with public and private companies for the professional exercise of the athlete.
- Articulation of formulas to combine the professional activity of the athlete with their sports training or activity.
- Benefits in order to comply with the Military Service.

Therefore, Law 10/1990, of 15th October, on Sport, establishes that high-level sport is considered of interest to the State by its role as representative of Spain in international official sports competitions or events, devoting its Title VI to "high-level sport" and, specifically, its articles 52 and 53 to provide for, on the one hand, the criteria that must be taken into account for the determination of athletes who have the high-level consideration and, on the other hand, to detail some of the measures to be adopted in order to facilitate their technical preparation, their incorporation into the educational system and their full social and professional integration, both during their sporting career and at the end of it.

Five years after the publication of Law 10/1990, Royal Decree 1856/1995, of 17th November, on High-Level Athletes, modified by Royal Decree 254/1996, of 16th February, is a first step to establish who should be considered as high-level athletes, classifying them into groups according to their age and their participation or not in Olympic events, and to detail some measures that could be adapted in order to enable their technical preparation, their incorporation into the educational system and their full social and professional integration, both during their sporting career and at the end of it.

However, some practical issues were detected, which recommended to introduce some modifications so that athletes could benefit from the measures once they are included in the relevant list.

Royal Decree 1497/1997, of 19th September, on High-Level Athletes established the requirements for appointment of high-level athletes, the administrative procedure thereof and the period of validity of this condition.

On the other hand, the measures concerning the follow-up of their studies envisaged changes in schedules, groups and exams, in order to enable the participation of high-level athletes in the activities and competitions established in the sports calendar. Likewise, the period to achieve the benefits was extended, without counting those periods when the athlete is in a situation of temporary incapacity/disability.

Another step was taken by means of Royal Decree 971/2007, of 13th July, on High-Level and High-Performance Athletes, where educational and training promotion measures were established, facilitating the access of these athletes to the different offers of the general education system. Specifically, the subject of Physical Education was

exempted in Compulsory and PostCompulsory Secondary Education to these athletes and to students of professional dance training, since these devote a significant part of their day to physical exercise. In addition, vocational training programmes were promoted for high-level or high-performance athletes in order to make compatible sports practice and training, in any form of education: face-to-face, mixed and online.

Regarding the employment relations of entities with athletes, it should be noted that these are established through Royal Decree 1006/1985, of 26th June, which regulates the special employment relations of sports professionals<sup>11</sup> and through the collective agreements (and contracts) that can be reached between each of the different trade unions or associations of athletes with their particular leagues. For example, the Collective Bargaining Agreement for Futsal reached between the National Futsal League (LNFS) and the Spanish Association of Futsal Players (AJFS), in its Art. 25., highlights the "right of players under 23 to cultural study and training".

Finally, Organic Law 2/2006, of 3rd May, on Education includes measures to promote the training of athletes who undertake high performance programmes, since, in accordance with the third paragraph of Article 85, those students who combine high-performance sports programmes and secondary education will have priority to be admitted in secondary education centres. This article has led many Councils of Education in the Spanish Autonomous Communities to create an offer of basic and post-compulsory education for adults adapted to the needs of athletes who accredit the status of high-level or high-performance athlete.

## The Bulgarian model.

The Bulgarian policy system in supporting athletes' DC exhibits traits of three out of the four types of policy approaches to the demands placed on elite young athletes according to Aquilina & Henry's (2010) typology framework. More specifically, in reviewing the policy and practice in higher education (HE) in EU Member States (Bulgaria was not included in the study) concerning elite athletes the authors identified four policy systems:

a) state-centric provision, which is characterised by a requirement, typically via legislation or state regulations, placed on academic institutions to provide adapted opportunities for student-athletes in terms of entry-requirements, time-tabling flexibility, exam dates and type of course delivery;

b) the state as a facilitator, which is characterised by a formal system for acknowledging student-athletes' needs, but non-binding legal obligations. The state plays an enabling rather than regulating role where the educational establishments have more leeway for manoeuvring to the specific needs of the student-athlete, chiefly on the premise of permissive legislation;

c) national sport federations as intermediaries, where the athletes' DC development is catered for by the respective federation and where its staff may advise and act on behalf of the student-athlete to secure „special" educational treatment; and

d) laissez faire, where no formal structures are in place and any arrangements (where these prove possible) largely rely on individually negotiated schemes.

Although this typology refers to HE it can also serve a useful analytical role at lower education levels allowing to capture the role and extent of involvement/intervention by the state, as well as the cultures of educational sector and sport organisations involved.

For the purposes of this report, we also borrow from the current European project "Ecology of DC" (ECO-DC, 2018) which explores the features of DC development environments (DCDEs), their taxonomy and criteria of effectiveness and efficacy. The project team identified 8 types of DCDEs that support DC provision across Europe including sports friendly schools, sport friendly universities, elite sport schools/colleges, combined dual career systems, national sports programs, defence forces programs, professional and/or private club programs, and players union programs. These DCDEs emerge from the wider country specific policy patterns/traditions and at least four of them, in spite of the variations in the scope and extent of their evolution

and development, can be discerned in Bulgaria and are presented in more detail in the section below. In particular, secondary education level is represented by the sport schools network; HE is represented by the National Sports Academy; and the Bulgarian Olympic Committee and the Bulgarian Football Union are given as individual examples of good practices in DC support at sport system level. While the first two types of educational establishments can be considered as dominant DCDEs that support DC provision, the two national sport-governing organisations are representatives of a new emerging DCDE, which is in an embryo stage. In addition, there is a long-established tradition active or former elite athlete to be employed in the system of Ministries of Inferior or Defence.

Two legislative acts, namely the Law on PE & Sport (LPES) and the Law on Higher Education (LHE), provide normative opportunities for top-level athletes to be admitted at both upper and lower general and vocational secondary education schools (ISCED level 2-5) and higher education establishments (ISCED level 6-7) without an entrance examination. For instance, Article 54 of the new LPES (enforced since 18/01/2019) stipulates that upon proposal by the Minister of Youth and Sport and after approval by the Minister of Education and Science, medalists from Olympic Games, World and European championships can be admitted at secondary schools upon completion of grade VII, regardless of their exam grades from the national external assessment and outside the approved admission plan under the Law on Pre-school and School Education (LPSSSE). Similarly, the LHE (Art. 68, par. 6 as of 01/03/2016) permits medalists from the above category of international sport events to be admitted to higher schools/universities without an entry exam. The admission procedure is made at the request of the Minister of Youth and Sport outside the approved annual number of students being admitted under the LHE, and after a decision made by the academic authorities of the relevant HE institution. For clarity's sake, Following Table shows the types and number of schools at general and vocational education levels.

The following Table presents Types of schools providing general & vocational education and training in Bulgaria

TYPE OF SCHOOL	NUMBER
General education schools	1,955
Elementary (grades I-IV)	131
Primary (I-VII)	1,173
Combined (I-X)	68
Secondary (I-XII)	468
High schools/gymnasia (VIII-XII)	115
Private schools	78
Vocational schools	430
Sport schools	25
Arts schools	21
Vocational high schools	359
Vocational colleges with admission after completion of secondary education	25
Private schools	33

Source: National Statistical Institute, 25/04/2019

The dominant mechanism for implementing talented and elite athletes' DC policy and support at primary, secondary and upper secondary levels in the country is the well-established network of 25 specialised sport schools of which 6 are state-funded, via the MYS, and the rest of 19 are financed by the respective local authorities' budgets. The admission process is organised within the range be-

tween grades V to XII.

The system of sport schools is a main avenue for athletes to reach the Bulgarian national/Olympic teams. Since the early 1970s when the first sport schools were set up, the network has expanded and was complemented by a number of local sport schools that are closer to the athletes' homes and allow them to live with their families and stay in their sport clubs. These educational institutions are purposefully developed for talented athletes who wish to pursue their athletic and educational commitments – they do this by providing a combination of performance and education support (e.g., elite coaching and an adapted timetable for lessons). Sport schools have formal relations with sport clubs and federations (e.g., both structures will have input into the selection of athletes who will attend the school). All sport schools in the country also provide sport related vocational programs allowing the students to proceed to the higher education level after graduation. Therefore, the system of sport schools can be defined as a network of DC assistant programs facilitating talented Bulgarian athletes' combination of sport and studies.

The new Law on Pre-school and School Education (as of 01/01/2019) effectively applies to students in sport schools who follow a combined form of education. These special-for-the purpose educational structures provide both general and specialised preparation in the field of sport as well as a vocational qualification at the upper secondary school level (grades IXXII), which is regulated by the Law on Vocational Education and Training (LVET). This also ensures that the training is delivered by qualified specialists and gives the opportunity to reduce the number of attendance classes in other subjects from the curriculum.

Concerning athletes' DC policy actions, the National program for the development of physical education and sports 2018–2020 is the most detailed document outlining the strategic aims, key intentions and measures for action. Despite the fact that the sport schools in the country vary significantly in terms of their size, potential and capacity to deliver, they are entrusted with key responsibilities to provide the necessary conditions for quality selection of gifted athletes, competitive milieu for athlete development and performance, and opportunities for a satisfying DC. Bulgarian DC related policy actions partially build on the EU Guidelines on Dual Career of Athletes (EC, 2012) with an emphasis on inter-sectoral and institutional cooperation and promoting the engagement of national sport-governing bodies and HE providers. Some of the measures envisaged in this aspect include:

- Introducing flexible forms of study and training.
- Stimulating the policies of HE institutions, especially those delivering sport education, to ensure the access to higher education of elite athletes who have obtained some of the three possible forms of vocational qualification from the sport school.
- Promoting the introduction of informal methods for vocational training of sport schools students by developing effective partnerships with sport organisations and businesses.

The feasibility of elite young athletes' DC in sport schools is contingent on the implementation of learning forms other than daily (e.g., individual, combined, self-study), flexible exam schedules, and improvement of the quality of vocational education. Within the sport schools the training and educational parts of the learning process are carried out by qualified coaches and teachers based on adapted, flexible curriculum aimed at supporting the process of holistic development of athletes, their sporting achievements and creating opportunities for further education at university level as well as a prospect for post-athletic career in other fields of the sport system. In this regard, since the 2011/12 academic year the sport schools provide an opportunity for acquiring a 3rd degree of vocational qualification in one of the professions within vocational field of „Sport“ – „Assistant coach“, „Fitness assistant instructor“, and Organiser of sport events and championships“. Given the serious difficulties to identify and recruit new talents, mainly due to the worsening demographic situation in the country, this practice can be considered positive in terms of attracting promising young athletes and providing them with opportunities to continue their education further or having some job alternatives to stay into sport after the end of their active competitive career.

In addition, there are Centres for supporting personal development which provide services, among others, related to career counselling

and development of interests, abilities and competencies in the areas of sciences, technologies, arts, and sport. On the basis of the Regulation on the conditions and order for protecting gifted youngsters as of 3/5/2019, young talented athletes between grades VIII to XII are provided with special opportunities when applying for admission at state or municipal sport schools (e.g., they do not pay entry exam fee, may have an individual study plan) and further supported through an one-off or a monthly scholarship. It should be noted that the protective measures extend beyond the sport schools to include all eligible student-athletes who attend other (regular) municipal or private schools. Nevertheless, the above Regulation effectively limits the possibility a talented athlete who had been awarded a scholarship for sporting achievements to receive a scholarship for educational achievements (e.g., excellent marks) or vice versa. This rule seriously undermines the motivation for doing well in the both tracks, that is, to stimulate combining sporting and schooling.

Except to the sport schools system, the environment supporting talented athletes' DC provision in Bulgaria still lacks a formal network of sports friendly regular schools in upper general and vocational secondary education (ISCED level 2-5) which to permit elite sport or align themselves with elite sport to provide curricula flexibility for athletes to train and compete in their own sporting environment. Whilst any structural cooperation may seem to be attractive for sport organisations, for regular schools it is rather problematic, as it demands certain adjustments such as reorganisation in the curriculum to incorporate the training sessions and smaller (sport) classes. Although there is no standardised support provision between regular secondary schools and high schools in the country, there is some evidence of informal arrangements where a regular school is able to decide the provision of support it gives to each student-athlete for itself. In such individual cases, even though some study flexibility is provided, there are unlikely to be any formal relationships between the school and sport federation but rather with the club involved. For example, some regular schools readily accept formal letters by sport clubs proving the participation in competitions to justify athletes' absence from school lessons. This diversity creates tension in the sense that different educational institutions have their own habitual ways of action, which are difficult to modify so as to serve the DC purpose (e.g., tolerating student-athletes' absences, creating extra teaching assistance for them).

Concerning the Bulgarian higher education institutions and their adaptation to accommodate the delivery of education to elite athletes who wish to proceed with their DC at HE level, there appears to be the isolated case of a well-established set of DC support practices, led by the National Sports Academy (see the example of Good Practice 1 below for more detail), and laissez faire type of approach towards educational services to elite student-athletes, which is followed by the rest of HE providers. At the moment, the Bulgarian HE system encompasses 54 establishments (37 of which are state and the rest of 13 are private) including 50 universities and specialised higher schools (NSA falls into this group), and 4 private colleges.

In Bulgaria, despite the existence of study grants for students generally, special provisions or arrangements for elite athletes are not institutionalised but decided by the particular HE institution. For example, it is not uncommon practice of in-kind support when a few universities grant a scholarship for outstanding athletic achievements, provide free of charge campus dormitory or coupons for canteen. This kind of one per semester scholarship may be granted on the basis of the Decree № 90 of the Council of Ministers (enforced since 2000) permitting up to 5% of the total amount of scholarships distributed to the state-funded universities to be bestowed to full-time students with special achievements in the fields of science, sport, and arts. Again, the final decision rests upon each autonomous HE institution. Some of the universities have ad hoc links with sport federations and clubs but these tend to be inconsistent, and it is not rare, for example, when examinations and sporting commitments clash, for faculties to refuse to make exceptions. There are, however, some rectors and academic staff who are relatively supportive in providing flexibility and concessions afforded to elite athletes with respect to the completion of courses, absences from lectures or exam dates. Many universities also offer distance learning programs to attract prospective students including those with sporting background.

Two additional factors implicitly connected to athletes' DC at HE level are worth mentioning. First, the new LPES allows university sport clubs accommodating talented student-athletes to take part in the national championships administered by the respective fed-


eration to which the university sport club is affiliated. At the present, there are 16 university multisport clubs in existence 7 of which are affiliated to the national university sport association „Akademik“. In some cases, the university sport club can also play a decisive role in exercising advocacy and support to elite student-athletes. Second, according to the LHE all universities must provide opportunities and conditions for their students to participate in physical education and sport activities during the entire course of their study. This normative requirement is delivered through the departments of PE & Sport which are inseparable part from the university's structure and their staff usually plays a key advocacy role in supporting elite athletes, especially when dealing with other faculties and professors. The PE & sport course is a mandatory subject in the study program and each student should take 60 hours per academic year but in reality implementation may be weak as in the case of some universities.

### The Turkish Context

Research reveals that in Turkey individuals' career choices are primarily based on their family and social environment as well as their socio-economic status and factors. The cultural structure of the society and the norms, values, beliefs etc. that shape this cultural structure are also prominent factors in career choice in our country. Among these factors, family seems to be the determining factor in an individual's career choice. Research show that families try to realize their own wishes and dreams through their children's selections. Rather than forwarding and supporting their children to what wish, they tend to motivate them according to their own decisions.

The social environment factor, which was identified as one of the factors related to the reasons for starting sports, stands at an important point in terms of athletes' careers. The positive support of the family members and physical education teachers enable athletes to spend time more effectively and efficiently. Meaning, they can focus on sporting activities as well as don't neglect their education which in the end will lead to career development. It is often difficult for athletes to plan and carry out training in a highly competitive environment. Training programs and competitions in different countries and cities prevent Turkish athletes from continuing their formal education. It has been demonstrated by various scientific studies that a well-planned and applied education can increase the self-confidence of the athletes, prevent them from falling into the future anxiety and contribute to their success even in sports. When the athletes' training plan is being prepared, the education phenomenon can be handled as formal and informal. Formal education results in a defined qualification, while informal education helps the individual to gain experience and skills, even if it does not result in a defined qualification. It is very important that the athletes choose relevant educational institutions which are particularly interested and supporting sport and enable athletes to continue to their education. However, the establishment of the balance between sports and education is a difficult phenomenon in the Turkish context. To make a right selection of the educational institution, guidance should be given to the athletes. Additionally, access to information sources about educational institutions should be facilitated. The expectations of the education institution in which the athlete intends to join, should be clearly communicated to the athlete. Tools that can develop effective communication with their educational institution should be provided to the athletes. Flexible learning environments, such as distance learning or massive open online lectures, should be offered to athletes. Guidance mechanisms should be developed on what athletes should pay attention to if they intend to receive education abroad.

In 2013, the Turkish government released the “National Youth and Sport Policy Paper.” This paper involves governments' sport and youth-related policies and strategies. According to this paper, the main aims of sports policies are summarized below:

- To encourage people of all ages to participate in sporting activities, ensuring that healthy generations are raised,
- To enable sports facilities to host amateur sports branches,
- To ensure that physical education and sports lessons are arranged in accordance with the new education system in coordination and cooperation with the Ministry of Education, 
- To identify and educate talented children and young people, train and support them to become successful elite athletes on the international scene,
- To establish analysis centres within the scope of the fight

against doping and inform athletes about the harmful effects of doping,

- To take necessary precautions to prevent violence and unethical behaviours in sports,
- To develop projects for the participation of disabled citizens in the sport, make sports facilities suitable for the use of disabled people, and support disabled sportspeople and their families,
- To organize Olympic games, Paralympic games and other prestigious international sporting events in Turkey (Gençlik ve Spor Politikası Belgesi, 2013).

Although the age at which children begin sport varies among the branches, it is very important for each child to be exposed to sports early, to acquire basic sporting qualities at a young age, to prepare for elite sport in the future through physical fitness. For the development of elite sports, the following strategies were considered:

1. Increasing the quality of experts and qualified technical staff,
2. Performing a general sport talent scan across the country and preparing a sportive potential map,
3. Raising elite athletes,
4. Offering awards for achievements and the development of incentive programs.

For raising elite athletes, the government tends to provide necessary support, such as coaches, nutritionists, conditioners, masseurs, sports physicians, sports psychologists so that elite athletes can achieve success in international competitions. In addition to these opportunities, providing financial means, materials, facilities and scientific support for the athletes during the preparation period is also considered essential.

As we have seen above, the Turkish Government identified its' goals and strategies for elite sports development. However, there are no clear policies to secure a dual career of student-athletes except providing them some rights like offering a position to world-class athletes in governmental sport institutions. As dual career of athletes in Turkey is not structurally supported by laws and regulations, athletes in Turkey have to fight very hard to for achieving a successful career after sports. As athletes are dedicating the most valuable years of their life to sport, they seek a return and security for their future. Turkish regulation allowing high performance athletes to become physical education trainers, provides them a feeling of confidence. On the other hand, there are no “Career Assistance Programs” (CAP) which are officially secured by the government regulation. CAP's are aiming to prepare the athletes for a healthy lifestyle before, during, and after the peak sport performance phase.

### Dual Career in Italy

Sport career determined school dropouts in Italy starting at high school level (8.7%) and more frequently at higher level of education (28.3%) (Kerstajn, Lupo, Capranica & Topic 2018). Research team who was interviewing Italian university professors (n=79), got following results confirmed the hypothesis that the Italian academic system is limited in providing services for a dual career of a typical student-athletes. Furthermore, results substantiated the hypothesis that teachers have a general positive perception of student-athletes, although a lack of awareness regarding their presence in the class emerged.

As research team expected, the Italian academic system resulted limited in institutional provisions for a flexible academic path (i.e., class attendance and examination schedule) devoted to a typical student. In fact, in presence of rigid academic requirements and in absence of specific policies, individual negotiations between the student-athlete and the teaching staff are common praxis for managing a dual career path. Despite the class attendance is compulsory, university professors may decide to arrange individualized programs to facilitate students with special need to accomplish their academic requirements. The present findings highlighted a general availability of Italian teachers to consider flexible academic paths, mostly related to the class attendance of Athletes. Conversely, a rigid observation of the examination schedule emerged. Actually, this was an expected result because in Italian universities exams are strictly dictated at institutional level. Lack of tutoring services and psychological support emerged, in line with the reduced economic resources of the Italian Universities. Conversely at personal level, teachers resulted cooperative in providing proper student services (i.e., additional work in

case of missed class attendance, on-line timetable of reception, tutoring, and e learning), especially for Athletes. Actually, the availability of faculty staff in helping student-athletes during their university experience could determine a relatively strong contribution toward academic success of atypical students. Italian teachers considered e-learning fruitful learning instruments in integrating the face-to-face lectures for students not meeting attendance requirements for student-athletes (Guidotti, Lupo, Cortis, Di Balsasagre Capranica, 2014).

Most of the student-athletes affirmed that their studies and their athletic performance affected each other due to the difficult of organising both their time dedicated to their studies and to their sports competitions and training. They tended to consider themselves mainly as athlete-students and not as student-athletes. The main barriers perceived for the dual career were the fact that both students' work and training schedules were not flexible and that lecturers of their university did not implement learning and teaching strategies that supported having a dual career. Moreover, University of Rome Foro Italico student-athletes were not aware of the national and regional legislation regarding elite athletes and they claim to be unaware of the academic regulations of the university regarding the student-athletes. From the questionnaire, the biggest problem was the lack of information about the rights and guidance for the student-athletes as well as a lack of involvement of university instructors in supporting this kind of students and in using personalized and distance learning tools (Pato, Isidori, Calderon & Brunton, 2017).

#### The Croatian reality

Croatia has a tradition of developing many sports during a long period of time (Croatian Olympic Committee (COC) has 44 Olympic sports NFs and 41 non-Olympic sports as members). According to the number of medals won at international level (Rio - Olympic Games - 10 medals won) we should be satisfied; according to the share of citizens regularly involved in sport activities (38%) - not so much. Many athletes, coaches, sport clubs and national federations are hardly surviving; competition in sport is growing and our possibilities were reduced (economic crisis, the role of sport.), but getting better. Besides COC, newly established Central State Office for Sport is trying to improve financial and other conditions with a first task of developing first ever Sport Strategy and new Law on Sports in Croatia (Čorak & Cular, 2018).

*Description of the existing framework of young athletes' educational environment.*

*There is a small number of documents which deal with young athletes' dual careers.*

According to the National Sports Programme 2019-2026 in high school educational programmes there are classes for athletes (gymnasium programme) where the way of teaching and learning is adapted to the everyday commitments of student athletes through mentorship. The points for achievements in sport and school which are the basis of their right to enroll in a class for athletes are acquired according to criteria defined by National Sports Federations. However, the schooling of athletes through primary, high school and university education is adapted in the high school system with the classes for athletes, while the rest of the educational system needs further adjustments with the aim of supporting athletes in the system (National Sports Programme, 2019). Central State Office for Sport subsidizes scholarships to encourage acquiring educational and professional qualifications. This way the Central State Office for Sport encourages schooling for present and former top athletes but also the education, training and specializing through an increased number of people with professional qualifications in the sports area. These goals are defined in the National Sports Programme 2019 - 2026 and by doing this, the goals are being carried out (Goal 3.1.2. encourage the schooling of former and present top athletes, and goal 5.3.2. encourage education, training and specialization as well as employment of professional staff in sport). The listing for acquiring the subsidized scholarship was published for the first time in 2017/2018.

Also, the right to be accommodated in a student dormitory is given to Croatian (categorized) athletes as the Rule book of conditions and means of achieving the right for students for subsidized accommodation which is under the jurisdiction of the Ministry of Science and Education. The places in student dormitories are meant for university students who enrolled in the next year of college or are enrolling in

the first year for the first time. The Rule book article 4 line 4 states that the Ministry of Science and Education can by special decision, with the Central State Office's for Sport opinion, assign places in student dormitories even in the available capacities of pupils' dormitories (Law on Sports, 2016).

In Croatia schools have the possibility to found School Sports Societies. For conducting out of class sports activities for students, school committees in primary and high schools create school sports societies without legal personality. The means for work and activities of a school sports society are funded from the state budget and from the local county budgets. School sports societies use school facilities and have a priority in their use as regards to outside users of school facilities. The minister uses the rule book to determine the way of founding a school sport society, the mission, the scope and way of their functioning (Law on Sports, 2016).

#### The Greek situation

Description of the existing legislative framework of young athletes' educational and sport environment in Greece.

Despite the widespread participation in sports during last decades in Greece, especially before and after 2004 Olympic Games, the existing legislative framework regarding athletes' educational career combining with their sports progress remains unspecified. In addition, every year a new legislation comes up affecting youth participation in Greece. Significant privileges that characterized athletes' future educational career is under abolition nowadays.

More specifically, the Greek Council of State recently decided (686/2018) that elite athletes cannot freely enter in any public higher educational institution, as used to be for many decades. The decision is based on the idea that this action violates the constitutional principles of equality and meritocracy among all the other candidates that intend to be University students. The law for the free entry of distinguished athletes to any university school applies only to athletes with a first to third victory in the Olympics or World Championships. The athletes with a fourth to sixth victory are charged a percentage increase depending on the place of distinction for admission to any university department or the Department of Physical Education and Sport Science.

Furthermore, an important support tool in the country was public sports schools that were created during 80's and 90's and now are closed. After 3 decades of operation, in 2010 (in the beginning of economic/financial crisis) sports schools are being phased out by the government as they cost too much and have been deemed by the Education ministry to be "counterproductive for sport and unconventional for education". According to the Ministry of Education, 12,060 students were studying at public sport schools. Also, 2,036 teachers of Physical Education and other specialties were employed. The cost of this operation was 25 millions euros every year. Of this amount, about 2.4 million were spending on student needs like traveling and transportation. A relevant legislation, which prevents the development of an athlete's career in Greece, is the following. The Greek sports law 2725/1999 art.108 (as modified by the law 3479/06, art. 13), clearly states that athletes' obligations include their maintenance in the same sports club until the age of 23. In a different case, it is prohibited to participate in any competition for two consecutive years. This legislation leads athletes to quit their sport in an early stage, resulting in high dropout rates of competitive sport during the teenage years. Thus, the law seems to primarily protect the rights of the sports clubs than the potential competitive career of an athlete. However, the law 3479/2006 (art. 4), also provides the opportunity for training programs that could also be offered to amateur athletes based on an appropriate and well-founded argumentation and interpretation.

A privilege of elite athletes that exists, but does not at all enhance the athletes' dual career processes is referred below. Traditionally in Greece athletes that achieved highlevel performance during Olympic Games or World championships (1st to 3rd place) are still offered a (permanent) job in the public sector (e.g., central government, local government, health sector, education, army, etc), according to their qualifications and preferences. In addition, as a privilege, high-level athletes are exempted from any military service, which nowadays remains as an obligation only to male citizens.

At the same time, elite athletes in many European countries are taken advantage of the privileges, which derive from the guidelines of the European Union (EU) concerning the dual career (European Commission, 2012). More analytically, specific actions are aiming at

accomplish the goals of Europe 2020 strategy including the prevention of leakage of students, higher employability, as well as keeping more athletes active for a longer time. Moreover, the EU is moving towards encouraging higher education institutions to collaborate with sports organizations to design distance-learning programs for active and non-active athletes in the frame of dual career (good practices). As an example, a handbook of best practices funded by the European Commission through the Erasmus + Sport Program, involving seven countries, including Greece, was published in 2017 (The DC4AC project). Finally, another obstacle during an athlete's career refers to athletes difficulties to find sponsorships from companies due to a reduction in the reciprocal economic relief of businesses in national and international context (López de Subijana et al., 2015).

Summarizing, based on the laws of Sport Ministry (2725/99) and the recent laws of the Ministry of Education on primary secondary and higher education (4547/2019) it is obvious that in Greece there is a 'gap' of a specific legislation or a strategic plan to support athletes' "life after sport" by either the state or the sports agencies. In fact, there is no provision for the athletes' future employability. Moreover, continuing education and the enhancement of athletes' educational training in terms of a program that can facilitate a positive transition from the sports environment into post-sports life, or combining a career in sports, with an academic career, is missing to.



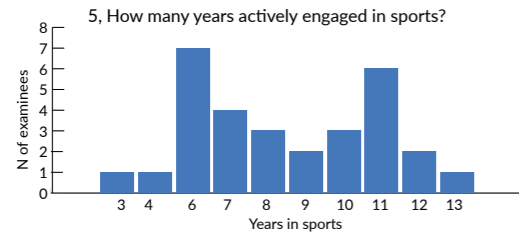
## 2. IDENTIFICATION OF LEARNING NEEDS AND OBSTACLES OF YOUNG ATHLETES AND FORMER ATHLETES

This chapter presents the results from all the six different country members of the present project. We present results from the athletes and the former athletes.

### Croatia

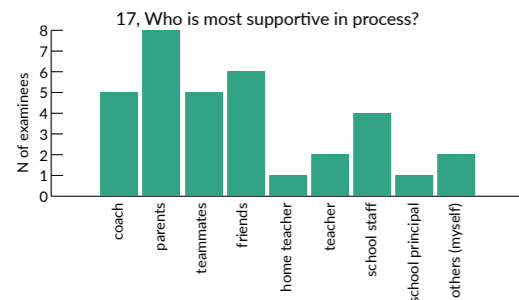
Individual educational needs of young athletes questionnaire Data collection was conducted through 31 questions as part of the "Life After Sports" project in order to explore the needs of young athletes during their education and sports career.

Questions 1-6. There were 30 participants, 15 male and 15 female, between the age of 15 and 18. All of them live in Croatia and they take part in 14 different sports. When it comes to the number of years that they are actively engaged (at least 3 times a week) in this sport, we can see that only 2 students are actively engaged for 3 and 4 years, and all the others are at least 6 years or more actively engaged in their sport. Also, 40 % of students are actively engaged in their sport for more than 10 years. Also, 93,3 % of the participants live with their parents.

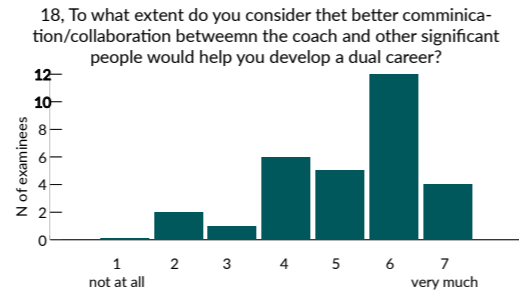


Question 7 shows that 40% of the participants took part in World and/or European championship while the rest took part in National and county championships. Question 8 shows that practice takes a substantial amount of their time since 36,7 % of participants train 2x daily and 50% of participants train 5-6 times a week. This leads to the expected result in question 14 where 70% of the participants say that they sometimes have problems coordinating academic and sports obligations whereas 20% say they often have problems.

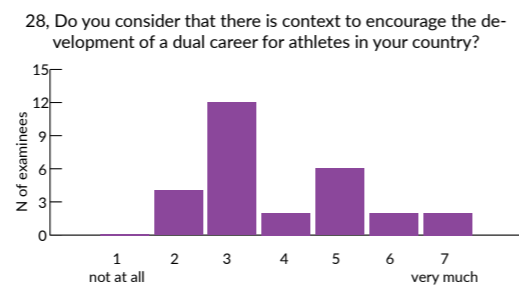
When it comes to questions 16 and 17 regarding the support that the participants has/doesn't have in the process of developing a dual career, the results point out that 43% of the participants are not supported or better yet, they are not adequately supported in the process of developing a dual career. On the other hand, 57% of the participants are satisfied with the support they receive. What is more, when asked who is most supportive in this process, it is often the case that the participants choose people who are not part of educational institutions but people who are connected with their sport or private lives. Participants mostly choose their coach and parents as the biggest support as well as teammates and friends as being the most supportive in this process. Apart from the school staff (psychologist), other members of the educational process receive low numbers from participants showing that this might be an issue to look into.



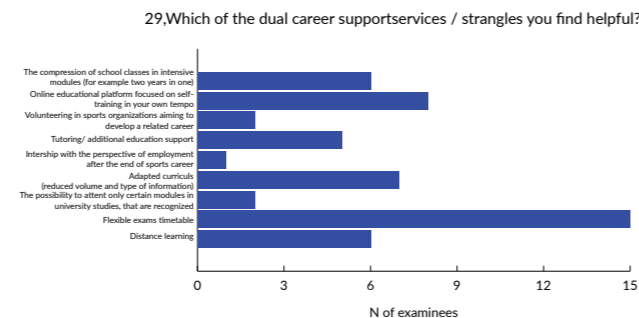
Question 18 shows that more than 50% of the participants believe that better communication/collaboration between the coach and other significant people such as parents and school staff would help in the development of their dual careers.



This could be connected to question 28 where participants are asked if they consider there is a context in Croatia that encourages the development of a dual career where 62% of the participants answered in a negative way. This is proof that the legislation framework and the cooperation between different organizations, committees and institutions should be upgraded to a higher level in order to provide support for young athletes who find the lack of support from the institutions and the system as well as the lack of finances the biggest problems of them developing a dual career.

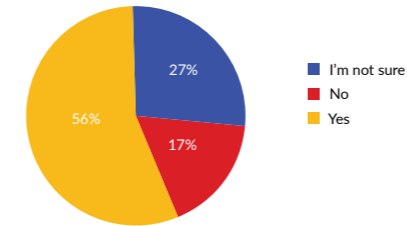


As for the school obligations, questions 29 and 30 clearly show that participants point out that the absence from school, flexible exams timetable, distance learning and reduced volume and type of information is their primary need. This also shows that students believe that they can make up for the time lost in school but not for the time lost at their training grounds.



Questions 26 and 27 show that 56% of the participants have an interest in continuing their career in sports by enrolling in a training

26, Do you have an interest in enrolling in a training program (coach, referee or umpire) and continuing your career in sports?

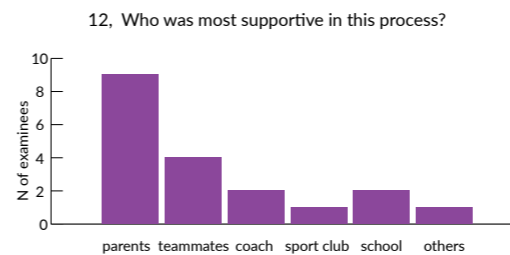
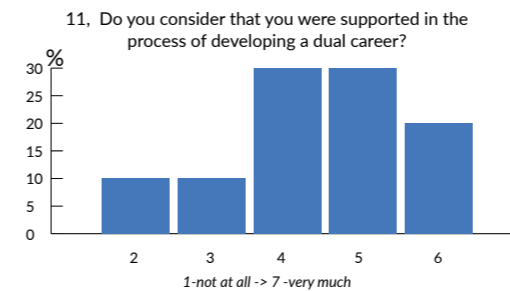


program for different activities related to sports.

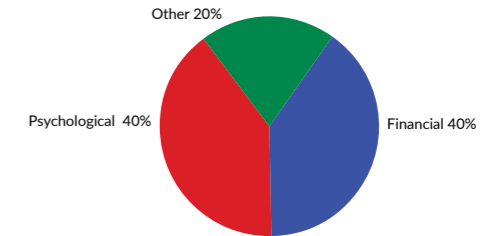
All the participants agree that it is important to educate sports and educational staff to provide support for young athletes. Furthermore, as a help for further development of their dual career, they suggest better cooperation between teachers and coaches, reduced school programme for students athletes and to adjust the timetable of school hours and trainings.

Data statistical analysis of: Former Athletes questionnaire Data collection was conducted as part of the "Life After Sports" project through 25 questions about personal information, sports status, the main challenges participants had when transitioning into the labour market, skills and competencies they developed through engagement in sport, and about the support of the community and the conditions they consider necessary for successful achievements in both sports and education.

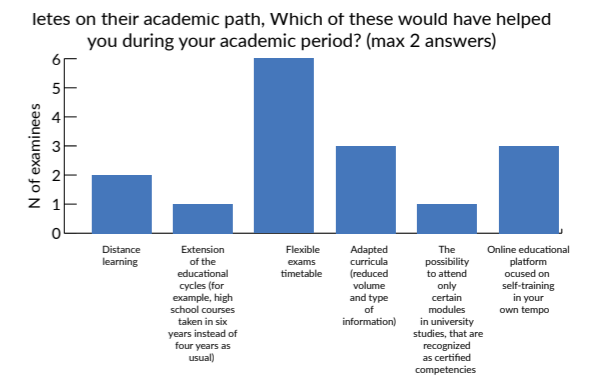
Questions 1-8. There were 10 former athletes, 3 male and 7 female, between the age of 20 and 27. All of them live in Croatia and they were actively engaged in 6 different sports. They ended their sports career within the last 5 years. The main reason for ending their sports career is lack of support (50 % of the participants), financial (10 % of the participants) and other reasons (lack of interest, inability to harmonize school/university obligations with sports commitments - 40 % of the participants). Question 11-13 show that most of the participants think they were supported in the process of developing a dual career, especially from their parents and teammates. On the other hand, they point out the lack of support from coaches, clubs and schools where they especially expected psychological and financial support but didn't receive it in an adequate amount.



13, What kind of support did you expect and did not get?



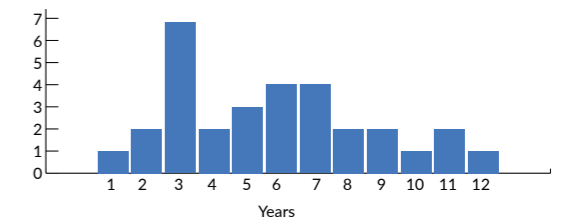
According to question 14, the most difficult thing in managing educational and sporting commitments for all of them was time management and the lack of support and understanding from university staff. The former athletes have pointed out similar needs, as have the young athletes (question 16).



### Italy

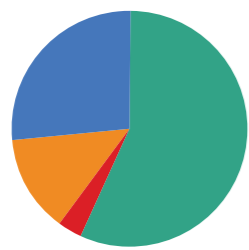
Data statistical analysis of: Individual educational needs of young athletes questionnaire Methodology: individual questionnaire administered to 30 young athletes containing questions about personal information, sports status and results, the interest in education and career, and the support of the environment and the conditions that are considered necessary for a quality solution of dual career as potential for successful achievements in sports and education.

Results gathered through the questionnaires: Gender: 15 males & 15 females Age: 15 - 17 yo 16 respondents & 18 - 19 yo 14 respondents City: Sassari 4 respondents, Palermo 2 respondents, Nuoro 3 respondents, Milan 2 respondents, Rome 2 respondents, Naples 1 respondent, Bergamo 3 respondents, Potenza 1 respondent, Florence 2 respondents, Turin 1 respondent, Pisa 1 respondent, Cagliari 1 respondent, Capoterra 5 respondents, Vicenza 2 respondents Sport: Volleyball 3 respondents, Football 11 respondents, Tennis 3 respondents, Basketball 2 respondents, Athletics 2 respondents, Swimming 3 respondents, Artistic gymnastics 1 respondent, Rugby 5 respondents Years of engagement in Sport:



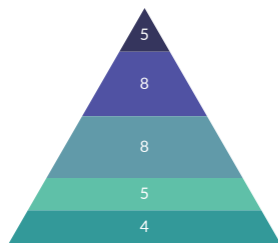
## Accommodation

■ Dormitory 
 ■ Accomodation organized by the club 
 ■ With relatives 
 ■ Shared appartment

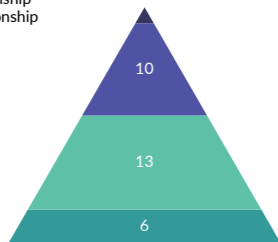


## Training and achievements

■ less than 3 times per week 
 ■ 5-6 times per day 
 ■ 3-4 times per day 
 ■ 2 times per day 
 ■ 1 time per day



■ Not achieved a significant sport achievement so far 
 ■ Country Championship 
 ■ National Championship 
 ■ European Championship



## Education

The majority of the respondents are attending the gymnasium, while a few of them are attending a high school with a classroom for athletes or a vocational school. Only 2 respondents out of 30 had to change school and only 3 out of 30 had to repeat a year. From the questionnaires resulted that the majority of the young athletes are struggling to combine sport practice with their education and coordinate the respective obligations. However, the majority of the respondents declared that they are missing lessons several times a month for several school hours, while only a few declared to miss more than one week per month (especially athletes playing rugby).

## Support

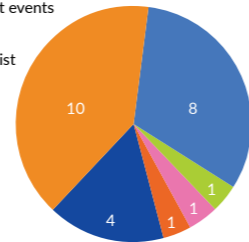
Regarding the support received in the process of developing a dual career (managing both school and sport) the results gathered through the questionnaire weren't really bright. At the same time, the respondents were really clear in the matter of individualising the figures that play a key role in this process: 1) coach, 2) teachers and 3) parents (few respondents mentioned their friends and the school principal). In fact, the respondents underlined that a better communication / collaboration between the coach and other significant persons would help them a lot for developing a dual career. Out of the special conditions proposed for athlete's education in high school, the majority of the respondents strongly suggested to allow athletes to 1) be absent from school the day after the competition as well as 2) arranging examinations (oral and written examinations). However, some of them also chose "mentor and / or co-ordinator in a school that cooperates

with the sports club" which is connected with a high number of respondents expressing the need of a designated mentor to support them in the process of transitioning and developing a dual career.

Two-thirds of the respondents involved in the survey declared that they wish to continue their education.

The answers related to respondents' studying areas of interest, showed, in some cases, a connection with the potential path they would like to undertake in the Sport sector.

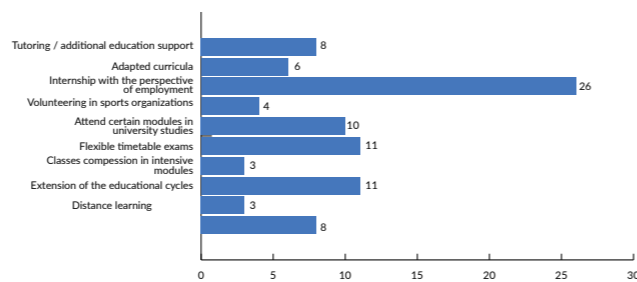
■ Coach 
 ■ Sport Manager 
 ■ Program of sport events 
 ■ Sport Journalist 
 ■ Sport psychologist 
 ■ Physiotherapist



## Training

Regarding the Italian context the answers received showed that the country is not really encouraging the development of dual career for athletes.

Based on their experience they properly chose the most efficient strategies to support athletes on education and sport:



The frame provided through the survey with young athletes as well as its features were strongly confirmed during the individual questionnaire administered to 10 former athletes containing questions focused on understanding the main challenges they had when transiting into the labour market.

Research findings emphasise the need of a specific dual careers (DC) parenting education for fully developing a positive role for DC decisions of their children, especially at the end of the high school when elite athletes are at risk of terminating their education. These programmes should aim to help parents understanding and managing their roles in DC of talented and elite athletes, and to proactively develop and utilis a range of intrapersonal, interpersonal and organizational skills and coping strategies to ensure an appropriate DC parental support (Kerstajn, 2018). Several universities have implemented their dual career structures and/or established agreements with national sports federations, interventions are still restricted to a particular academic/sports environment and involving only a limited number of elite athletes at national level (Lupo et al., 2017). Athletes at high professional levels are able to undertake a dual career process through an entrepreneurial engagement or through the possibility to be incorporated inside the armed forces (military, police, rangers). Of course, there is the availability to have a role in the Sport sector, mainly as a coach or sport manager. A high number of them starts to plan their potential dual career when they are at the top of their professional career (usually 25 yo). At semi-professional level, the struggles are amplified due to the fact that there is the will as well as the passion aimed at entering the high professional sector. In matter of studies, in a great number of universities all over the country there is the possibility to attend a Sport Sciences course, that actually enhance the athlete to have a parallel path with education and sport performance. Furthermore, there is the possibility to enroll

as part-time students which consist in having the double of the years to graduate.

However, if the choice falls on another field of study, even with the part-time opportunity, the process is not so easy due to the combination of sport training and performance with university (lessons, study, exams, bureaucracy, etc.).

Thus, has a consequence in matter of searching for a job and being competitive in the labour market during and/or after their sport career, if the plan is not to stay in the Sport sector.

## Bulgaria

In line with the LAS project's goals and developed methodology, our field work focused on conducting surveys, by using two separate questionnaires, among two target groups. The first group consisted of 30 young athletes between 15-18 years old who are school students and participate at least in national championships (i.e., undertaking DC). The primary aim here was to gain insight to their personal experiences of DC by identifying their learning needs and challenges they are facing in pursuing DC. In order to grasp the nuanced picture of DC's variations we applied the following criteria relevant to the sample under scrutiny:

- a balanced gender approach: 46.7% male (n = 14), 53.3% female (n = 16);
- inclusion of representatives of individual 60% (n = 18) and team 40% (n = 12) sports;
- inclusion of both sport school 40% (n = 12) and regular school 60% (n = 18) student athletes as, in fact, DC is undertaken by the two types of school students;
- Inclusion of participants from the capital city of Sofia (87%) and other towns (13%).

The second group encompassed indicative examples of 10 former athletes who retired from sport within the last five years and have found a successful career realisation either in other domains/vocations or in sport. This allowed us to track their DC history/trajectories, what critical development decisions, education (formal/informal), career path preferences and influential experiences shaped their success resulting in the identification of common key factors that can assist the development of DC support strategies for current student-athletes.

## Spain

In order to identify the needs and obstacles that young athletes have today, it is necessary to define the essential characteristics of the society where we live, which is none other than the so-called Network Society. A key concept: lifelong learning, fostered by the rapid change occurring in the Network Society in all areas of activity, including sports.

In this new paradigm, people can develop their activities (study, train, develop a career, or work) anywhere in the world, but, for this, they must have the necessary skills, knowledge and skills that will enable them. In this context, a key concept has emerged: 'lifelong learning', which involves a continuous review and self-assessment of knowledge and skills, updating them to the new requirements fostered by the rapid changes that occur in the Network Society in all areas of activity, including sports.

Therefore, the current needs of young athletes, or retired athletes, are very different from the requirements which were demanded years ago within the context of an Industrial Society, for which the educational solutions that are still in force in most countries and educational institutions were offered, and which are out of line with the requirements of new concepts such as mobility in a network-based world. Other relevant issues to be considered are:

- The generalization of sport, that is, the access to sport for a greater number of people, especially children and young people.
- The exponential increase in the importance of the sports industry globally, which implies the need for have more elite athletes in order to cover the needs of competitions.

Based on the feedback obtained from the surveys conducted in the

group of young athletes and from the interviews carried out with retired athletes, the following needs can be identified:

- Provision of support by expert staff who, through an athlete support service, help and guide athletes with the following questions:
  - Guidance on the development of the sports career in the current society.
  - Guidance on the importance of education and training to perform a job in the current society: professional guidance.
  - Guidance and training to parents of athletes to help them provide adequate support to their children during their sports careers.
  - Specific training to coaches and other sports staff (staff from the federations, clubs and sports institutions) in dual careers of athletes.
- Availability, from educational and sports institutions, of a network of tutors and mentors with specific training to guide the athletes during the development of the academic studies to face:
  - Problems for the organization and coordination of the academic studies and the exercise of sport, especially in key stages: PostSecondary Education and University.
  - Problems to attend academic lessons a few times per month.
- Creation of collaboration networks among the closest agents (parents, coaches, others).
- More generalized public aids that are adapted to the new circumstances and requirements, better structured, and closer to athletes: scholarships, flexibility of schedules, online methodologies, tutoring, or greater federative support, among others.
- Creation of quality methodologies for the education of athletes: online training and education, specific curriculum for athletes, mobility for learning purposes, more resources to train in the acquisition of transversal competences.

The main obstacles for the learning of young athletes.

In the context of education, sport is considered a tool for the integral education of people. In this sense, school sport, part of the official curriculum, is aimed at the development of a series of personal and social skills.

This first stage of sport as a school subject can have a greater dimension when special skills are detected among the youngest to enter the category of professional sport, associated with competitions and, consequently, with the sports and entertainment industry. In this area, the sports results required to athletes are directly related to the performance requirements and the economic outcomes of the clubs and sports institutions involved in competitions and in the different events.

The young athlete has to overcome different phases and obstacles to become a professional athlete who offers the maximum performance in the competition. The psychological pressure resulting from the demands of training, responsibilities of competition and distance from the comfort zone—family, mainly—are widely indicated by experts as the main source of problems that leads to the abandonment of the sports practice or of the academic training.

Undoubtedly, one of the greatest obstacles to make learning compatible with sports practice is the optimal organization of time, since both activities are very demanding. In this sense, optimizing the dedication to each activity is key, so that young athletes can continue their dual career safely.

A third major obstacle is the financial one, as many times young athletes, in order to achieve the necessary sports maturity to succeed in their respective sports, need financial resources that allow them to continue their own training during the development of their sporting career. Finally, the lack of a quality online training offer can be also identified as an obstacle for young athletes to have access to certified and accredited training in a flexible manner, compatible with their sports obligations and responsibilities.

## Turkey

In order to identify learning needs and obstacles of Turkish student-athletes a comprehensive survey was conducted. In addition to this, we collected data through in-depth interviews from 10 former athletes.

Findings of Survey with the Student-athletes 17 of surveyed young athletes (53,12%) were female whereas 15 of them (46,88%) were male. The youngest of the respondents was 13 years old and the oldest 18. The average age of the athletes was 16-and-a-half. Four different sports including tennis, basketball, table tennis and volleyball representative in the questionnaire. On average, the respondents have been actively doing sports for more than 7 years. All of the respondents train more than 3 times a week, whereas the great majority (97%) trains at least once every day.

One interesting finding is that more than half of the respondents had to change their school at least once in the past. They have declared the following reasons for this act: Scholarship availabilities, Team change (transfer), Unqualified education, Family mobilisation, To get a better availability for training.

As seen below the majority of the Turkish athletes had/are having difficulties in combining their sport activities with their school obligations:

- Despite facing with these problems, 60% of the respondents think that they can deal with and overcome these difficulties.
- As a result of their sport activities 75% of the respondents miss their lessons regularly.
- More than 80% of the respondents think that they receive support in the process of developing a dual career. However, most of this support comes from their parents or coaches. This is an expected finding, when we consider the social status and bonds of Turkish athletes.
- 93,75% of the respondents think that a better communication / collaboration between the coach and other significant people such as: family members, school staff, would help you develop a dual career.
- The respondents find the following tools helpful for their high school education.
- 50% of the athletes think that they've been put in a position to choose between sport performance and fulfilling education, whereas the other half thinks the reverse. The ones who think that they are under pressure declared generally the following statements: Financial difficulties (needs), To secure his/her future, Professionalising in one field (being better than average in two things), Risks/difficulties of professional sports (injuries, stress etc.)
- The respondents made the following selections when they are asked how they prefer to have your sports and study organized.
- 46,87% of the respondents have an interest in enrolling in a training program (coach, referee or umpire) and continuing your career in sport. From those, the great majority considers becoming coach, secretary of a club (secretary, administrator), secretary in alliance (national alliance, community alliance) or sports psychologist.
- One of our key findings is that 75% of the Turkish athletes thinks that there isn't a context to encourage the development of a dual career for athletes in Turkey. This finding is suitable with our literature research findings which declares that Turkish education or sport systems doesn't officially support dual careers of student- athletes.
- Former athletes mentioned the following reasons to finish their athletic careers: Health issues, Economic issues, Age, Lack of support, Educational priorities

None of the former athletes mentioned family issues as a reason to finish their athletic career which is very consistent with the finding that the student-athletes receive most of the support from their families.

- Both of the periods during high school and university seem to be difficult for former athletes. Again, their families are the most supportive in the process of developing a dual career, followed by the coaches. Institutions like the school or club showed only rare support.

- The former athletes mentioned the following statements to describe their difficulties: "After all-day classes, going to the practices and to experience the same cycle the next day. Trying to achieve full performance at this hectic pace in order to do the both successfully." "It was hard to manage and follow the classes in an efficient way due to the hectic programme of trainings, games and the away games."

"High school education programme and sports career was not supportive to each other. This situation created the problems such as tiredness and not being able to do the homework on time due to the times of my training and the intensity of my training schedule."

"It was a problem to deal with the tiredness during the hectic training programmes. Taking the exams immediately, after the targeted races, by the teachers who are not supportive was destroying my working motivation."

"To specify the problem in general; the problem was nonexistent coherent education and the sports policy of the state. For example, not being able to participate to the tournaments and the training camps due to the concern of the attendance situation of the classes."

"I believe that sports should be done as a professional career after high school term. Getting no financial benefits from the sports during this term was the hardest part of being an athlete."

- Student-athletes find the following tools supportive for developing a dual career. On the other hand, former athletes declared the following tools for developing a dual career:
- Online educational platform focused on self-training in your own tempo
- Extension of the educational cycles
- Flexible exams timetable
- The possibility to attend only certain modules in university studies, that are recognized as certified competencies
- Volunteering in sports organizations aiming to develop a related career
- Tutoring/additional education support. However, interestingly some of them found these tools not useful, mostly possibly they don't have any idea what these tools exactly are.

The student-athletes made the following suggestion as supportive tools for developing a dual career:



Almost all the former athletes (9) works in the sport industry fulfilling roles as coach, manager or agent. Half of the former athletes found both their education background and sports background useful for getting their jobs.

## Greece

### Data statistical analysis of: INDIVIDUAL EDUCATIONAL NEEDS OF YOUNG ATHLETES QUESTIONNAIRE .

Data collection was conducted through thirty-one questions as part of the "Life After Sport" project in order to explore the needs

of athletes during education and sports career. Each question aimed at selecting data about personal demographics, information about sports status, the interest in education and career. Also, questions aimed at selecting data about the support of the community and the conditions that are considered necessary for a quality solution of a dual career as the potential for successful achievements in sports and education. The analysis of data and the use of results may develop instruments and methods to improve athletes' education needs and encourage the development of their dual careers.

- Questions analysis  
Questions 1-6. Thirty-six (N=36) young athletes are participated in the research. 19 of them were male (52.8%) and 17 were female (47.2%). Their age was from 14 to 18 years old (Mean=16.5). The sample were from three main areas of Greece as 18 participants were from the northern part of Greece (50%), 13 participants were from the central part (36.1%) and 5 participants were from the southern part of Greece (13.9%). It is remarkable that most participants were living with their parents (97.2%). They participated at eight different sports, very important in order to select information about "dual career" elements from different sport areas. Eighteen athletes participated in team sports and eighteen athletes participated in individual sports (chart 1). They are actively engaged in their sport with an average of 7.4 years (chart 2).

Chart 1. Participation in eight different sports

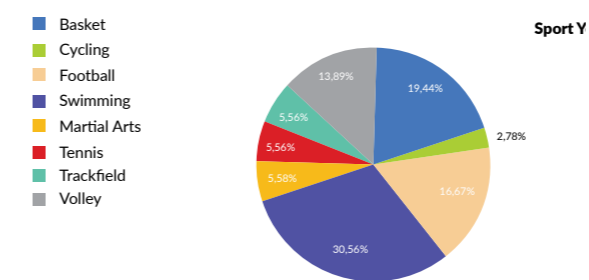
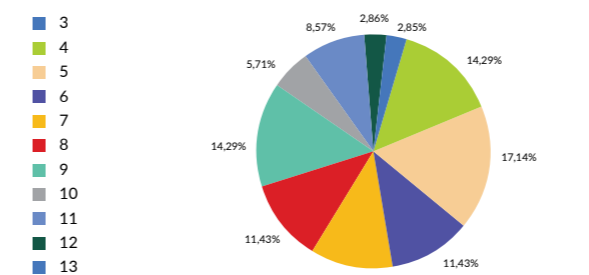


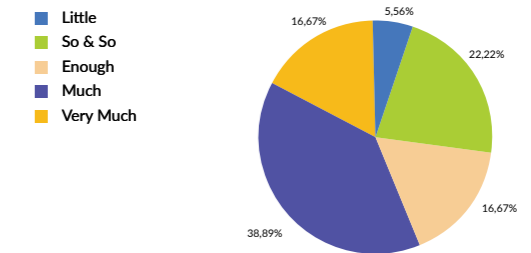
Chart 2. Years of actively engaged in their sport



Questions 7-13. The greatest achievements in their sport career was: one participation at world championship, 2 participations at European championships, 12 participations at national championships, 6 participations at county championships and 15 athletes were recorded that did not succeed a significant sport achievement so far during their sport life. Following, 3 participants trained 3 times daily (8.3%), 5 participants trained 2 times daily (13.9%), 4 participants trained once daily (11.1%), 17 participants trained 5-6 times per week (47.2%), 6 participants trained 3-4 times per week (16.7%) and 1 participant trained less than 3 times per week. Nearly all participants were attended secondary school (94.4%) and only 2 participants were attended vocational school (5.6%). In addition, 31 participants did not have to change their school at all (86.1%) and only 5 participants (13.9%) had to change their school without answering the reason.

None of them had to repeat a year/class in school because all had passed their exams successfully. It is also remarkable that most athletes managed to combine sports with education effectively (chart 3).

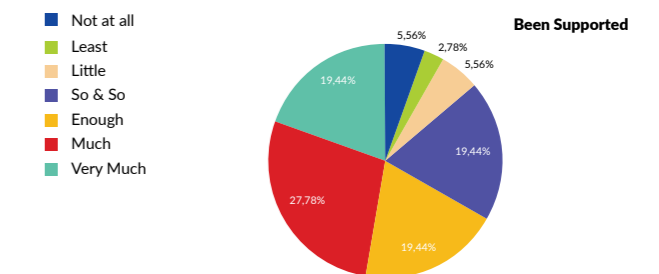
Chart 3. Combined sports with education



Questions 14. From the participants, 16 didn't have problem in coordinating their academic obligations with their sport commitment (44.4%), 17 participants answered sometimes (47.2%) and only 3 had problems in coordinating their academic obligations with their sport commitment (8.3%).

Questions 15-16. Twenty two participants answered that rarely missed school lessons because of sports obligations (61.1%), 12 participants answered several times a month (33.3%) and only 2 participants answered several times per week (5.6%). Most athletes (47.2%) consider that they have been supported in the process of developing a dual career (chart 4).

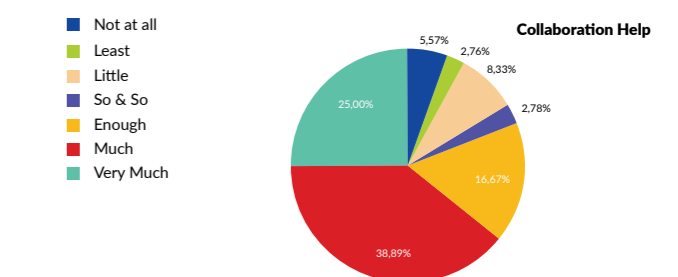
Chart 4. Athletes support



Question 17 The supportive in the process of developing a dual career were parents (80.6%).

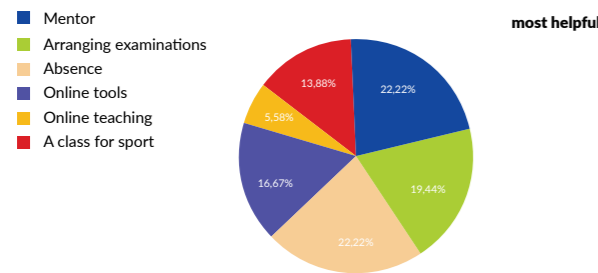
Question 18 Most participants (80.56%) consider that a better communication / collaboration between the coach and other significant people such as: family members, school staff, would help them develop a dual career (chart 5).

Chart 5. Collaboration & help



Question 19 Most helpful in their high school education consider was mentor and /or coordinator in a school that cooperates with the sports club and absence from school the day after the competition (chart 6).

**Chart 6. Most helpful in their high school education**



Question 20 There were no significant differences in what extent they consider would need a designated mentor to support them in the process of transitioning and developing a dual career.

Question 21 The majority of athletes are planning to continue their education after high school (94.4%).

Question 22 There are no significant differences in what extent they feel that have been put in a position to choose between sport performance and fulfilling education. Question 24 Most of participants (total 83.3%) preferred to organize either first study and then professional sports (52.8%) nor first study and then recreational activities (30.6%).

Question 25 & 25.1 Firstly, social - humanistic scientific areas and studies were of particular interest to them (41.7%) and secondly "other" which was expressed by Sport science (22.2%).

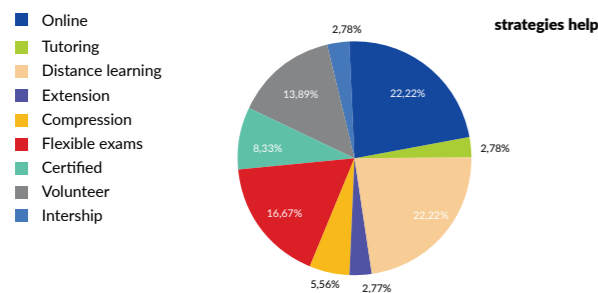
Question 26 From the participants 28 answered positive that had an interest in enrolling in a training program (coach, referee or umpire) and continuing their career in sports (77.8%).

Question 27 Most participants would like to be involved in coaching (61.1%).

Question 28 There were no significant differences in the existence of a context to encourage the development of a dual career for athletes in their country.

Question 29 The most preferable strategies to support athletes on their academic path were online educational platform focused on self- training in their own tempo (22%) and distance learning (22%) (chart 7).

**Chart 7. Preferable strategies to support athletes on their academic path**

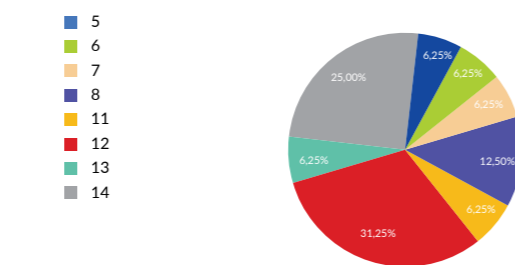


Question 30 Participants answered that seminars could help them further develop a dual career (sports and education) with respect to the sport they were engaged in. Question 31 Almost all participants answered that it was important to educate sports and educational staff to provide support for young athletes (97.2%).

Data statistical analysis of: FORMER ATHLETES QUESTIONNAIRE Data collection was conducted through twenty-five questions as part of "Life After Sport" project in order to investigate former athletes' experiences while they were both students-athletes. The questionnaire contained questions about personal information, sports status, the main challenges they had faced when transiting into the labour market, skills and competencies they developed through engagement in sport. Also, about the support of the community and the conditions they consider necessary for their successful achievements in both sports and education. The analysis of data and the use of results may develop future instruments and methods to improve methods to cover athletes' education needs and encourage the development of athlete's dual careers.

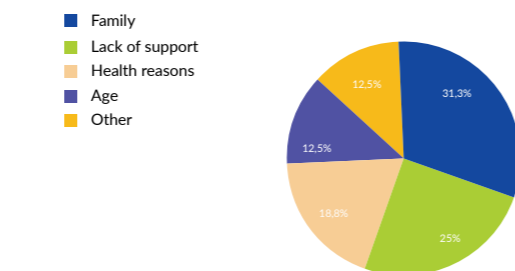
• Questions analysis  
 Questions 1- 4 Sixteen (N=16) former athletes were participated, 8 were male (50%) and 8 were female (50%). Their age was between 25 and 44 years old (Mean=34.8). Nine participants came from northern Greece (56.3%), 5 participants came from central (31.3%) and 2 participants came from southern Greece (12.5%) and all of them attend public educational institutions (chart 1)

**Chart 1 Age started sports**



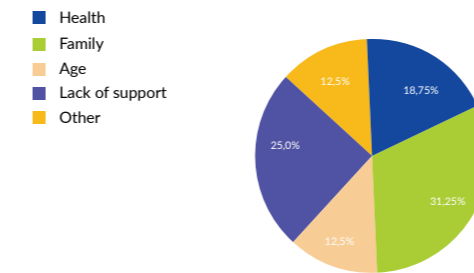
Questions 5-8 They participated in four different sports, 8 participated in team sports and 8 in individual sports. They started sport career at the age between 5 and 14 years old (Mean=10.8, chart 1). They ended their sport career because of family (31.3%), lack of support (25%), health reasons (18.8%), age (12.5%) (chart 2).

**Chart 2 Reasons that ended their sport career**



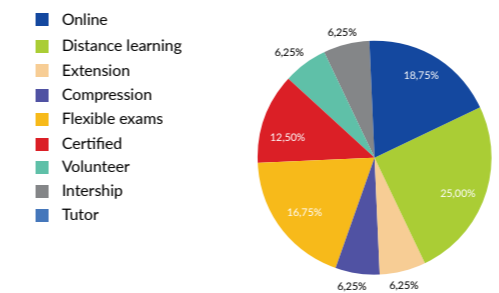
Questions 9-13 The hardest period for them to combine educational and sporting commitments was secondary education (68.8%) and university (31.3%). The role mostly identified themselves with an academic role (68.8%) and an athlete's role (31.3%). Most participants considered that were not supported in the process of developing a dual career (75%). Most supportive in this process were parents (56.3%), following by coaches (31.3%) and teammates (12.5%). The kind of support they expected and did not get was psychological (37.5%), physiotherapeutical (18.75%), financial (18.75%) and nutritional (12.5%) (chart 3).

**Chart 3 The kind of support they expected and did not get**



Questions 14-16 The most difficult thing in managing educational and sporting commitments was lack of time (56.5%) and their timetable. The point of their sports career that believed it was necessary to benefit from support in dual career was during the transition period juniors-seniors (courses and opportunities for integration in the labor market) (43.8%), at the junior level (support for participation in courses outside training and competitions) (25%) and at the senior level (opportunities to integrate in to the labor market) (18.8%). Some countries are developing strategies to support athletes on their academic path. These that would have helped them during their academic period were distance learning (25%), online educational platform focused on self-training in your own tempo (18.75%), flexible exams timetable (18.75%) and the possibility to attend only certain modules in university studies, which are recognized as certified competencies (12.5%) (chart 4).

**Chart 4 Help during their academic period**



Questions 17-25\_ Skills and competencies necessary for their present job were organizational (leadership, decision making, etc.) (68.8%) and interpersonal (teamwork, problem solving, etc.) (18.8%). Their intrapersonal (internal) skills gained through engagement in sport influence their personality now (75%) with most important responsibility (50%), discipline (18, 8%) and ethical values (12.5%). Their present work was determined by education background (43.8%), both (43.8%) and neither (12.5%). Their academic background provided them with permanent skills and competencies for job requirements (43.8%), partially (18.8%) and no (37.5%). Their sports background provided them with adequate skills and competencies for job requirements (56.3%), partially (18.8%) and no (25%). Their sports background provides them with soft skills, concentration, social profile; discipline and teamwork in their present jobs.

According to the young athlete's questionnaire, the research involved data collection from 36 active athletes in Greece. Demographics, attitudes and actual experiences about their athletic life and career were recorded in parallel with their educational life and career. Results analysis of questionnaires showed that most of the athletes' decisions about their sports career and educational career come from

and centered according to their own everyday environment. It is important to identify that eventually in each athletes' individual environment appeared the same factors that influenced decisions about future sport career and education processes. These factors were their family, their school environment, their sports coaches and the specific conditions/management that dominate on their sports club/team.

It is also important to point out the absence of any care or help from the local authorities. From the research results, it is also remarkable that athletes' parents were more interested in their children's receiving an extra opportunity to participate in a famous international sport meeting, or receive a financial bonus, than taking care of the creation or the enhancement of dual-career conditions. Also, the collaboration between Schools and Athletes is more limited to facilitating classroom attendance than to enhancing teaching aids. Elite athletes in Greece neither seemed to follow a common model proposed by the state or national policy nor seemed to be supported by national legislation leading to dual-career practices.

According to the former athlete's questionnaire, the answers pointed in a common direction, suggesting that any athletes' decision in their sporting career was made by their own or in cooperation with their close environment, educational, sporting or family. No one mentioned the existence of a specific program responsible to support athletes during their studies and sports career. However, all former athletes stated that they gained many skills and competencies from their sports careers such as cooperation, discipline, communication skills. They mentioned that no national or another type of supportive programme or legislation prepared them what to do after their active sports life.

# 3 CHALLENGES AND OPPORTUNITIES

## Spain

According to the new paradigm of the Network Society, where the opportunities to train and work are global, especially in the sports industry, it may be agreed that it is a great challenge, for the educational institutions of the Member States and for sports organizations, to offer effective and coordinated solutions in the interest of ensuring that all people who start a sports career, especially the youngest, can be aware of the challenges they face, from the point of view of training, education and employment in the market of global work.

Having a quality and up-to-date information is key in the decision-making process of athletes and the creation of individual strategies to plan their training and education in the perspective of the dual career. Current technologies

In this context, coordination and communication between educational represent a authorities and sports institutions, such as federations, clubs, athletes' great associations and other entities, will be the key to the success of the measures opportunity for and actions established for the development of dual careers educational and current technologies offer great potential for people's training and learning, as sports well as to develop "ad hoc" educational curricula and platforms and e-learning institutions methodologies for the development of dual careers. They represent a great opportunity for educational and sports institutions. Yet another window of opportunity are the tools that the European Union makes available to the Member States and sports organizations in order to Elements of create new project formats and new ideas applicable to the development and creation of tools for dual careers. In this sense, it is necessary to re-emphasize opportunity for the Erasmus+ Programme, in its action Sport and in the Key Action 2, in terms the EU are of opportunities for the mobility of coaches who qualify within the framework those related to Vocational Training the EU. Two other elements of opportunity for the European Union to exploit and Qualifications explore are those related, on the one hand, to the European Qualifications Framework and Framework and, on the other, to the Quality Assurance Reference Framework the Quality for Vocational Education and Training. Both tools offer a great margin of Assurance profit for education, training, learning and employment in the sports industry.

## Italy

### Italian athletes' Dual Career policy context and current challenges

In relation to the Dual careers (DC) policies in place, Member States have been, according to (Aquilina & Henry 2010), classified in four categories encompassing: 1) State-centric regulation, with Government legislation or statutory regulations on DC; 2) State as sponsor/facilitator, with States promoting formal DC agreements; 3) National Sporting Federations/Institutes as intermediary, with national governing or sport bodies negotiating DC academic paths; and 4) Laissez-faire/ No Formal Structures. In light of the lack of institutional support, European elite student-athletes living in countries adopting the Laissez-faire approach (e.g., Malta, Cyprus, Czech Republic, Ireland, Italy, the Netherlands, Malta, Slovakia and Slovenia) have to personally negotiate their DC paths based on their motivations and skills. In this group Italy is considered as sub group of conservative national education system.

In Italy, where state centrality in sporting governance has been the norm, the situation is still problematic in terms of securing flexibility for athletes. This has been exacerbated by relatively recent changes in the institutional location of, and responsibility for, sport related degrees such as those in Physical Education and Sport Science. In the Italian university system prior to 1999, there were 15 Institutes of Physical Education, but currently there are about 30 universities offering sport related courses. However, many courses are provided within faculties of Medicine. Some of the universities have ad hoc links with sport federations but these tend not to be strong or consistent, and it is not uncommon, for example when examinations and international sporting commitments clash, for faculties to refuse to make exceptions. There is, however, some financial support from a number of sport federations which provide bursaries to student-athletes to further their education at universities (Aquilina & Henry 2010).

Implementing of Sport tutor Model in University of Rome Foro Italico. The main barriers encountered by URFIs' research group for the implementation of the tutorship model were those concerning the lack of awareness about the issues and problems faced by student-athletes in this university. The case of URFI – a sport university – can be seen as symptomatic of difficulties and problems which tend to occur in all the European University system. From a legal perspective, in Italian universities, these difficulties are increased and amplified by legal constraints and administrative rules which tend not to favor the process of putting of the student-athlete in the system of traditional university courses. Student-athletes often therefore, face several problems in following these courses. They are forced to combine sport activities and competitions with their duties as university students without any help from the same university they attend which, usually, tend to focus on a traditional and non-flexible teaching and learning system without any support from distance and Web 2.0-based education. Other difficulties concern the didactical methodologies used for delivering the content of subject matters to student-athletes and the selection and recruitment of tutors and mentors due to the competencies and skills they need to competently be learning facilitators, counselors, and expert in administrative support (Pato et al., 2017).

In Italy there was little attention to student-athlete and there education path till law 107/2015 («Buona Scuola»), that:

- a) Underlines the necessity to pay attention to students that practices sport at competitive/high level,
- b) Establish autonomy for School in managing student-athletes,
- c) emphasizes the importance of online education with platforms,
- d) set up alternation school-work.

As scholars mention (Reverberi, D'Angelo & Corvino, 2017) in Italy there is different institution or organisation managing (project/programs) dual career for athletes – European Union (4), Italian Olympic committee (8), Universities (6), Ministries (4), Companies (3), Athlete's association (4). These projects or programs offer for athletes the following services: Italian Olympic committee - accommodation, high level training and coaches, school and tutorship and medical services; Universities - scholarships, tutorship service and flexibility for exams; Ministries - school tutorship and flexibility, online platform and high level training; athlete's association - vocational training, career planning and support, education; Companies - Vocational training and work education, educational career development; Athlete's association - vocational training, career planning and support, education.

## Croatia

The focus of future sports development in Croatia should be on ensuring all conditions so that athletes can be satisfied with his position in society, that they can get an education, work, be and stay healthy. In order for this goal to be achieved, it is necessary to:

- encourage athletes' dual careers
- ensure a stable system of financing and care of top athletes
- improve the status of less represented groups within the sports organisation
- increase the use of scientific methods as regards to the care of athletes and top sports results

So, the care of athletes stretches across several areas which have shown to be extremely important for an athlete's career but also for the period after their sports career ends. As is aforementioned, the areas where there are necessary changes in the care of athletes are: athlete's dual career, healthcare, labour and legislation status, continuous financing and status of less represented groups within the sports organisation. All these areas should be taken care of in order to create optimal conditions for top athletes to achieve success during their career but also that after their career ends they have opportunities for managing a successful career in other areas of life and remain in sports in some other role. Special goals:

- Encouraging dual careers among athletes
- Defining athletes' rights during schooling
- Encouraging the schooling of former and present top athletes
- Care of employing top athletes after the end of their career
- Finance top athletes
- Encourage excellence in sports and conducting development programmes through major sports organizations
- Introduce and upgrade success criteria for development programmes for athletes
- Encouraging competing on international sports competitions and preparations of top athletes and national selections
- Introduce a healthcare system for athletes
- Introduce a legal framework and working status for professional athletes
- Introduce healthcare and pension insurance for top athletes of the I. category
- Urgent action for signing contracts for underage athletes in accordance with the Family Law
- Ensure the training conditions for athletes at a local level (National Sports Programme, 2019).

At the First International conference Talents and dual career in sports in Split 2018 (Čolak & Čular, 2018; Čular, 2018) and based on the National Sports Programme and strategic sport document for 2018-2025 period the following conclusions were made: General goals:

- Improve budgeting and sport financing
- Improve health enhancing physical activities (HEPA) and increase promotional values of sport
- Improve all activities for athletes' welfare
- Establish efficient and effective system of managing sport infrastructure
- Improve the position of all employees in sport (education)
- Improve the system of sport management/governing sports in Croatia.

Specific goals to improve budgeting and sport financing:

- Ensure the budget for public needs in sport through state budget and through budgets of regional and local governments
- Establish a system of sport(s) categorisation and criteria for evaluating sport programs - Clear definition of public needs in sports, its purposes and set criteria for budget allocation and control of spending the budget
- Make analysis and define the system of tax exemptions for sport

Specific goals to improve HEPA and enlarge promotional values of sports:

- Give support to HEPA
- Give support to universal sport schools and conduct education of the physical activities with a high level of utility
- Ensure prerequisites for active involvement in sport through the system and all levels of education.

Specific goals to improve all activities for athletes' welfare:

- Encourage dual career of athletes (project started in 2012 by COC and former Ministry of Science, Education and Sport)
- Ensure stable system of sport scholarships for athletes and care about elite athletes
- Improve position of those that are underrepresented in sport
- Increase the use of research and science methods and results in achieving the best sport results.

Specific goals to improve position of all employees in sport:

- Adjust the Law on Sport regarding sport employees
- Ensure possibilities for education of all sport employ-

ees according to the needs - Harmonize school/faculty curricula with real educational needs of sports and motivate for lifelong learning.

Specific goals to improve the system of sport management:

- More clear definition of role and tasks of all sport stakeholders
- Harmonize and link all public sport databases
- Strengthen administrative capacities of all sport stakeholders (federations, clubs) and minimize administrative barriers

## Turkey

"Dual career" in sports is a relatively new concept in the world. However, in Turkey concept of dual career is not yet an issue raised by policy-making institutions. The main reason for the lack of regulations in this area is the lack of a stable relationship between the education system, the business and the sports system. At the same time, the lack of a legal framework or a sustainable government policy in Turkey to regulate the dual career of athletes is considered as one of the most critical deficiencies in this field.

Promoting a dual career for the athletes is critically important not only for the sport industry but also for the labour. Studying is the key to success in life. But the athletes need to find the right balance between training and learning balance between training and learning, which is a consistently challenging phenomenon. The findings of our research reveal that in Turkey, getting the proper education and developing a dual career remains as a responsibility of the athletes. For achieving this goal, athletes are mostly supported by their families and coaches. This means that rather than being institutional this is an individual system. Choosing the right educational institution, which supports the athletes for a dual career has great importance. After that time management plays a critical role for obtaining the balance. One of the major difficulties which students-athletes are facing with is the complexity of time management; it is quite tough for athletes to combine an average of 15-25 hours training a week with regular schooling. As a result, student-athletes will inevitably lose their development potential in either one or both fields. Additionally, pressures of financial stability which increase in time, forces athletes eventually to choose education rather than sport. As a result of grooving pressures, many countries developed elite sport and study programmes to provide student-athletes with a balanced and flexible approach to academic and sporting commitments. However, Turkey is still not one of these countries.

## Greece

Results analysis of questionnaires showed that most of the athletes' decisions about their sports career and educational career come from and centered according to their own everyday environment. It is important to identify that eventually in each athletes' individual environment appeared the same factors that influenced decisions about future sport career and education processes. These factors were their family, their school environment, their sports coaches and the specific conditions/management that dominate on their sports club/team. It is also important to point out the absence of any care or help from the local authorities. Also, the collaboration between Schools and Athletes is more limited to facilitating classroom attendance than to enhancing teaching aids. Elite athletes in Greece neither seemed to follow a common model proposed by the state or national policy nor seemed to be supported by national legislation leading to dual-career practices. Former athletes nearly pointed in a common direction, suggesting that any athletes' decision in their sporting career was made by their own or in cooperation with their close environment, educational, sporting or family. No one mentioned the existence of a specific program responsible to support athletes during their studies and sports career. However, all former athletes stated that they gained many skills and competencies from their sports careers such as cooperation, discipline, communication skills. They mentioned that no national or another type of supportive programme or legislation prepared them what to do after their active sports life. Combining the above results and information derived from the two questionnaires analysis derives a SWOT analysis pointing out strengths, weakness, opportunities and threats for the Dual-Career

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin attributes of origin	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Continue the actions of individual stakeholders implementing dual-career programs in the country (volleyball Federation).</li> <li>Continue the provision of privileges and facilitations to athletes by the state.</li> <li>Continue the favourable address of athletes' demands to justify absenteeism's by educational organizations.</li> </ul>	<p><b>Weakness</b></p> <ul style="list-style-type: none"> <li>The economic crisis in the country.</li> <li>The wrong perception of athletes and their parents to be primarily interested in sports careers rather than dual career programs.</li> <li>Misunderstanding of educational organizations stakeholders that dual career programs favour athletes over other students.</li> </ul>
External origin attributes of origin	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>Continue the creation of EU dual career programs for national and transnational applications.</li> <li>Disseminate the need for dual career programs throughout society.</li> <li>Creation of supportive programs to facilitate the needs of pupils / students through actions by educational organizations (schools, universities, federations, ministries).</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>Staying inactive and failing to create national laws and practices for dual career in the Greek territory.</li> <li>Continuing misinformation by media that 'a successful athlete career' automatically solves the issue of living.</li> <li>Maintaining individual actions or possibly no action by elite athletes for dual careers and failing to aggregate their claim to a powerful joint claim.</li> </ul>

## 4\_ STAKEHOLDERS OPINIONS - RECOMMENDATIONS & SUGGESTIONS

### Greece

In order to form a realistic and entire view about 'dual career' process in any partner's country, it was necessary to interview some of the more important 'shareholders' of the sporting spectrum in every different country

According to this process, we tried to evaluate and select Sport Stakeholders' opinions and perceptions about dual career policies, processes and practices.

LAS protocol mentioned that each one partner should organize a special event calling a number of national sport stakeholders. In this process, partners started telephone contacts with a number of stakeholders from sport industry and sport organizations/clubs in order to invite them in a common meeting about athletes' dual career. The result was very disappointing. After telephone contact, most of the stakeholders answered negatively to our invitation for a common meeting. Another important obstacle came up.

Stakeholders appeared nervous 'to express in public' their strategies and practices toward 'dual career'. After that experience, all partners thought that it was better to continue with private meetings/discussions individually with each stakeholder. This method could be more appropriate and relaxing for each stakeholder in order to have the opportunity in a private environment to express the reality about 'dual career' process in their organization.

### Methodology we used

Thus, partners decided to continue collecting information from stakeholders through a qualitative methodology that of 'case study' creating a new questionnaire. We created a new stakeholders' questionnaire avoiding in-depth questions because of the same reasons that we have already encountered in the previous research target (athletes and former athletes questionnaires). Partners interviewed them through telephone contact or at a real life meeting. Partners used this method successfully. Each telephone or real time meeting lasted no more than 30 minutes and conducted 45 interviews with

sport stakeholders. Both research process and results were very successful. We suggested using the stakeholders' questionnaire under the following instructions:

- The form of the questionnaire can be transformed according to each national needs.
- Items/questions can be changed or modified slightly according to national legislation or sport policy or cultural/economic environment of each country.
- Data will not be collected through a google form method.
- Data will be collected, analyzed and classified at national level.
- Results will be included as part of the National report within the title of «Recommendations / Suggestions». This implies that the results (and feedback) you will receive from your stakeholders interviews can constitute material for section 5 of the methodology guidelines document.

### Sample of the study in Greece

The sample of 16 stakeholders constituted of: the Director of Training Courses Department General Sport Secretary, Presidents of Sports Federations, Sports coaches association, Technical directors of Sport Federation, Coaches and managers of national teams, sport club managers, officers of the public education sector, School counsellors at secondary education. All participants served in their section a couple of years and had national and international recognition in sport and/or in the educational area. The research instrument designed by sports researchers, experts in social sports sciences and sport psychology. The questionnaire was consisting of 19 items, including closed and open questions that interviewed the participants.

### Results of the study in Greece\_ Stakeholders Opinions

Based on the stakeholders' answers through interviews revealed the evidence that dual career programs are neither well known nor very popular in the sports community. Despite that ascertainment,

stakeholders expressed the necessity and the high importance that these programs have for the athlete's positive transition from sports environment into the post-sport life.

Almost all stakeholders' organizations offer some support for their athletes, primarily for sports training development and performance, medical support and rehabilitation after a sports injury, or the provision of 'pocket-money'. The Greek government supports financially the sports programs through Sports Federations, public education, other organizations, sports clubs etc. In most cases, these offer limited to high-level athletes or the winners of a championship.

They are no specific dual-career programs to help the athletes that are not already under the umbrella of the Greek government athletic support program. Due to this situation, the stakeholders reported that frequently, especially the parents of young athletes communicate with them asking for support (financial, psychological) for their children. Only one Federation in Greece is aware of life after sport career mainly concentrated on the athletes played in the National team. This is the Greek Volleyball Federation.

The information about the existence of dual-career programs, unfortunately, is restricted on Presidents of Federations, Associations, and technical directors. All of them believe the necessity of these programs in order to help athletes in the transition from sport to "normal life", but they don't finance resources.

Especially, the stakeholders in the public education sector should have the opportunity and the information of dual career program in order to disseminate these programs in young athletes in schools.

All of the stakeholders refer to the lack of Greek national law or legislation concerning the support of a dual career in athletes. Furthermore, the cooperation of government bodies with clubs or associations in this area is at an early stage of development.

Nevertheless, it is quite doubtful if and how effectively these principles are implemented. Practitioners (experienced athletes, managers of sport-related agencies and stakeholders) were interviewed and were ascertained that there are no specific supportive policies for the dual career, or these policies occasionally are not applicable fair.

For example, some stakeholders from the education organizations appeared to be pessimistic or even critical about a transparent character of athletes networking privileges and the social inequality of supporting between students and athlete students who have dealt with the sport as elite athletes.

They consider that school progress could not be a secondary issue for student-athletes, while other social groups of youth (e.g. long-studied students) after their graduation are under the necessity migrate because of lack of support by the state for employability despite their excellent grades.

Also, stakeholders state the importance of these programs. They insist that the EU ought to cooperate with the national governing bodies such as the Ministry of Culture and Sports toward the development of dual-career programs. Additionally, stakeholders believe that EU and state authorities are the only responsible organizations that could take action to enhance dual-career good practices in Greece.

The results of the interviews by stakeholders indicated that dual-career program is at an early stage and more effort from all participants in this area is essential. The general problem is the vague limits of the athletes who want to work during and after their sports career. The offers by stakeholders limited to seminars, sport-specific education offers and some financial support. Note that due to the financial crisis in Greece the available financial programs are limited too. As it is already referred, the stakeholders from the public education section are not at all aware of the existence and/or the usefulness of programs such as LAS or other dual-career programs that provided help for the athletes after the termination of their athletic career.

### Croatia

According to the Manual for former, present and future athletes *For the career and after the sports career* (Caput-Jogunica, 2016) within the Croatian Olympic committee's project "Athletes2Business" (2012-2016) here are some suggestions / recommendations about specific activities for each organisation.

Career programme of support in Croatian sport (participants) and Recommended activities with regard to jurisdiction

#### 1) Ministry of Science, Education and Sports

- Implement a National Programme for developing careers

as well as developing a career after a sports career along with consultations with other bodies important for its implementation

- Establish a cooperation with other bodies that are responsible for questions dealing with sports, education, employment, defense, interior affairs, economy, health and finance as well as sports organizations, educational institutions, employers and others
- Provide funds for carrying out activities planned for a one year period and connected to the implementation of the National Programme of Development
- Encourage institutions to define minimal conditions and professional assistance for young athletes
- Licensing high schools which have a significant number of athletes attending and that defined the conditions as well as ensured professional assistance

#### 2) Croatian Olympic Committee

- Development programmes of the COC are long term and strategic binding models of monitoring athletes from the age of 12 to the status of National team representative and Olympic candidate. The aim of the programme is an individual approach to each category of athletes and providing support for achieving top results. The users are athletes from national sports federations which are full time members of the COC from Olympic and non Olympic sports. We differentiate: 1. Support programme for young athletes (Program I; from the age of 12 to 16), 2. Individual programmes of special care of the young (Programme II), 2.1. Individual programmes of special care of the young (II/1), (from the age of 16 to 20), 2.2. Individual programmes of special care of the young in team sports (II/2), 3. Support programme for quality athletes (Programme III), 4. Support programme for athletes in the pre-Olympic development programme (Programme IV), 5. Support programme for sports teams in pre-Olympic qualification cycle (Programme V) and 6. Olympic programme.
- Consider including dual careers among athletes in the model of monitoring development
- Cooperation with the Croatian Paralympic Committee and the Croatian Deaf Sports Federation in conducting planned activities for categorised athletes with disabilities
- Development programmes of the COC are long term and strategic binding models of monitoring athletes from the age of 12 to the status of National team representative and Olympic candidate. The aim of the programme is an individual approach to each category of athletes and providing support for achieving top results. The users are athletes from national sports federations which are full time members of the COC from Olympic and nonOlympic sports. We differentiate: 1. Support programme for young athletes (Program I; from the age of 12 to 16), 2. Individual programmes of special care of the young (Programme II), 2.1. Individual programmes of special care of the young (II/1), (from the age of 16 to 20), 2.2. Individual programmes of special care of the young in team sports (II/2), 3. Support programme for quality athletes (Programme III), 4. Support programme for athletes in the pre-Olympic development programme (Programme IV), 5. Support programme for sports teams in pre-Olympic qualification cycle (Programme V) and 6. Olympic programme.
- Consider including dual careers among athletes in the model of monitoring development
- Cooperation with the Croatian Paralympic Committee and the Croatian Deaf Sports Federation in conducting planned activities for categorised athletes with disabilities
- Encourage as many institutions possible to define acts that will regulate dual careers (not only in sports but in other activities that demand substantial devotion of students such as music, ballet, etc.)
- Athletes' commission (COC) - informing athletes, establishing interests and needs of active athletes, promoting athletes who made a career after their sports career; cooperation with international athletes' commissions
- Olympic club - informing athletes, good practice examples, promoting athletes who made a career after their sports career, establishing interests of athletes who ended their sports

- Announce the athletes successful in dual careers at the Croatian Olympic Day (rewards, scholarships, etc.)

### 3) National Sports Federations

- Informing and raising awareness among athletes about the importance of dual careers and the Career Support Programme
- Define regulations and plans where certain measures and activities will be elaborated along with athletes' and clubs' commitments with regard to the interest of athletes,
- available infrastructure and other conditions (the vicinity of an educational institution, professional assistance and support, cooperation with the educational institution, cooperation with the employer etc.)
- Establishing needs and interests, informing and promoting dual careers at coaching seminars and sports occasions, pointing out other competencies of athletes besides sports results

### 4) Sports Communities

- Promoting the role of dual careers (meetings, workshops, sports occasions)
- Educating coaches about athletes' dual careers
- Rewarding athletes that are successful in sports and education (name ambassadors of dual careers)

### 5) Sports Clubs

- Encouraging athletes to point out the role of dual careers
- Establish a cooperation with the educational institutions where athletes are schooled/educated and conducting programmes which will enable the continuation of their career in the club after the end of their sports career
- Pointing out role models, for example, former athletes and coaches who successfully continued their careers in sports or any other professions after the end of their sports career

### 6) Athletes

- Become aware of the importance of education (of dual careers)
- Point out an interest and need for professional assistance
- Take part in the career support programme (special conditions during education, planning their career as well the end of their sports career...)

Stakeholders who took part in the survey believe that the responsibility for dual career enhancement lies with the Ministry of Sport and the Ministry of Science and Education.

### Bulgaria

This section presents a summary of the feedback from the survey with representatives of stakeholders involved in policy making and delivering DC support services.

The participants considered DC to be achievable, but several challenges were also identified. DC support during school years appeared to be relatively well established mainly at sport schools and at the NSA, while others highlighted challenges in handling the demands of sport and education. Student-athletes use different ways to manage DC, but only few of these strategies were formally underpinned. However, the importance of personal effort for managing successful DC and not giving up despite some unfavorable conditions was also made prominent. The negative perception of athletes by some educational representatives appears to be a deficiency in the athletes' environment and this should be taken into account when seeking to develop institutionalised support for athletes' DC.

The representatives of stakeholders identified several ways of ensuring the support to talented athletes pursuing DC:

1. Enhancing the efficacy and effectiveness of DC support services;
2. Providing student-athletes with more flexibility in studies;
3. Promoting DC topic and raising the knowledge and awareness about DC demands and benefits, thus trying to reduce the

stereotypes of teachers and other educational representatives about sportspeople;

4. Creating new DC programs, especially to allow for successful DC that provides skills and qualifications for post-athletic life, without compromising athletes' education accomplishments for the sake of their sporting pathways, thus making both possible while keeping the quality of both parts high;
5. Introducing a special training module on career management/ education in the curricula of sport schools and the NSA students, who are not only current athletes but also future coaches.
6. Building on the expertise and input by career development consultants and academic scholars in devising DC support strategies and programs;
7. Introducing the topic of DC in the sports development plans of sport federations and member clubs, including the important role of the MYS through enforcing a special policy, a set of minimal standards of DC services provision and incentive mechanisms to sports governing bodies receiving public subsidies;
8. Inserting the athletes' DC issue in the Sport Law which would constitute a political recognition of this crucial policy area and provide a formal ground for institutional actions.
9. Adopting an inter-institutional approach to the DC policy making and implementation process by establishing an ongoing, open dialogue and a task force expert group comprising representatives of the key stakeholders from the sport community, educational sector, MYS, employers associations, career experts, academics, former athletes and parents.

Bulgarian sport federations recognise the advantages of athletes' DC. Nevertheless, this attitude is at odds with their passiveness in DC support practices and the perceived lack of specific policies to deal with this emerging issue. Due to the high variance across federations and affiliated clubs, any overall picture has to be taken with a grain of salt. Analysing the reasons why sports organisations have „delayed“ to implement effective DC policies, three overall explanatory trajectories may be taken into consideration:

1. *National setting:* The national context plays an important role. Bulgarian sport organisations do not act independently from their political, economic, legislative, or sociocultural framework. The overall sport system-wide culture promoting predominantly high performance ethos and the legal system, here: the general and sport-specific legislation, the hierarchical structure and the centrality of the MYS in determining sport policy priorities, chiefly focused on delivering medals and prestige from international competitions in return for funding, have a substantial impact when it comes to the general attitude of sports organisations towards their athletes' DC. Traditions and long-term trends of path-dependency are relevant when it comes to the question of whether DC assistance will be implemented. Although some governing bodies have their orientation in participatory traditions, the large majority perpetuate the heritage of elite and commercialised sport, without paying adequate attention to their athletes' educational needs and post-retirement development perspectives.
2. *Awareness:* A second explanation of DC policy still not being considered as a priority is the relatively low degree of public awareness and media attention, including the role of parents and educational authorities. Some federations, particular clubs and certain issues about the sustainability in the developmental paths of young athletes attract a low degree of attention by the public, the media or other stakeholders. This very limited attention does not force the respective sport organisations and the respective policy fields to achieve better results in improving DC support to athletes. Campaigning athletes' DC is an option for responsible educational authorities, sport organisations and the state sport agency to raise awareness for the critical importance and better understanding of the nature, challenges and positive effects of DC for young and elite athletes resulting in a new culture and a holistic policy approach to athletes' DC. Mutual learning and positive good practice examples seem to be more relevant than assumed.
3. *Capacity building:* The evolution of DC assistance systems seems to be driven not only by external influences. The abil-

ity to implement DC support strategies is also heavily dependent on organisational capacity. Those sports governing bodies that hold sufficient resources in terms of knowledge, time, money and devoted staff, are generally better equipped in view of providing a satisfying DC support to both promising and elite level athletes than those who suffer from scarcity. On the other hand, shortcomings can be explained with internal problems, unintended neglecting of DC demands, inefficiency, and mismanagement. In general it can be summarized that there is a perceived lack of sufficient capacity within the Bulgarian sport organisations operating at national and local levels to deal with athletes' DC. It concerns the need of strategic vision and particular culture of investing in sustainable DC support systems based on an idiosyncratic approach and multi-layered partnerships.

In terms of policy implications, the awareness of problems and critical aspects of athletes' DC has already been put together but could still be raised further. The interviewed stakeholders underlined that the bluntest policy recommendation can be to make state funding, via the MYS, contingent on the adoption and implementation of a sport-specific DC support policy and practical services to athletes, a weaker version would make additional funding available to national sport governing bodies for improvements in this area.

### Spain

Taking into account the evolution and the transition of the industrial society and its educational systems towards the Network Society, as well as the new requirements that this demands with respect to the global labour market, it is necessary to design new strategies that allow to tackle successfully the new challenges faced by athletes regarding their training, their education and the development of a professional activity at a later stage to their sports careers.

As we have seen, Spain has a general legislation that dates to 1990 and, despite having made some progress, we can agree that it is fruitless in terms of offering effective solutions to the current challenges and problems of the world of sports.

A new national strategy is necessary, implying an update aimed at generating a national agenda that incorporates new issues and challenges, that considers all actors, and that is aligned with the new requirements of the globalized society. In this sense, a great step would be the creation of new national guidelines for the development of dual careers of athletes, and that would be reflected not only at the legislative level in a new state sports law, certainly necessary and urgent, but also applicable to all educational institutions and sports organizations.

The main issues to take into account should be based on those already mentioned in the framework of reflection offered by the main European documents which have been mentioned countless times in this research, but which could be summarized as follows:

- Create and consolidate networks of good practices among the Member States, based on all the projects carried out within the framework of the main European tools, and considering gender equality, social inclusion and the support to athletes with disabilities.
- Create dual career service networks officially recognized by both educational authorities and sports organizations, which are composed of qualified staff who support athletes in the development of their dual careers, and which offer adapted educational and career pathways.
- Develop educational, training and learning projects for dual career services, through new technologies applied to education (e-learning), with a quality accreditation system, and common and specific curricula, which will find a place in the National and European Qualifications Frameworks.
- Create specific programmes for the generalization and access of athletes to the mobility for training and learning purposes, creating European networks, based on quality assurance, to support the mobility of athletes, and using tools for the recognition of the learning outcomes of the mobility, such as, for example, the "European Credit System for Vocational Education and Training" (ECVET)"

# 5\_COMPARATIVE ANALYSIS OF ALL PARTICIPANT COUNTRIES BASED ON THEIR NATIONAL LEGISLATIONS, RESEARCH AND RESULTS.

Investigating sports and the existence of dual career in Europe through Bulgaria, Croatia, Greece, Italy, Spain, and Turkey practices, it appears that Dual career is a complex phenomenon incorporating several intertwined dimensions of student-athletes' life. A multi-sectoral approach is necessary to address intersecting and interacting elements of this complex issue. These include parents, coaches, counsellors, psychologists, athletes, former athletes, stakeholders, school instructors and principals, social, economic and cultural aspects as well as clubs, schools, universities, sports associations, federations, committees, government institutions and global labour market. Students-athletes act in a very complex environment of people and institutions. In order to create an efficient dual career path for student-athletes, all relevant social, economic, educational and sports structures should be on the same point to act in coordination together.

This research project has been focused on the description of the educational framework for athletes, identifying the main measures that specifically affect the different aspects of their dual careers, as well as detecting and describing some model projects of good practices. It was taken as a reference to the whole European *acquis* in the area of sports and dual careers of athletes, identifying the key documents.

The results that have been conducted from the project surveys carried out from the group of athletes and former athletes at a national level, foreseen in the project *Life after sport*. From this triple perspective (European and National legal, Political framework, and opinion of athletes and former athletes), the main needs and obstacles for the development of the dual careers of athletes have been identified.

Likewise, an assessment has been carried out about the main challenges and opportunities that the main actors involved in the world of sport face from the perspective of the training, education and employment of athletes. The main conclusions of the whole research are the following:

- Bulgaria, Croatia, Greece, Italy, Spain, and Turkey have legislations that try to regulate the framework of educational support for elite athletes. But legislations are old fashioned, not enough and require to be updated. It is necessary to be designed new strategies that allow to tackle successfully the new / modern challenges faced by athletes regarding their training conditions, their education and the development of a professional activity.

Furthermore, the main needs identified based on the data obtained from the six national surveys, are:

- The need for educational and sports institutions support. To develop a common system and structure, a network of tutors and mentors with specific training to guide athletes from the young age during school age and later during their academic studies. Provision of support by expert staff who, through an athlete supportive service, help and guide them on the development of the sports career.
- To make the "socializing agents" (parents, coaches or club managers, stakeholders etc) organize themselves in collaboration systems and networks to receive specific training on the aspects of dual careers of athletes during all the stages of their sports career: initiation, development, mastery and retirement.
- To enhance and develop more communication and cooperation between educational, sport, health system, government institutions and work market/companies in order to develop more structured aids adapted to the new circumstances of athletes: scholarships, balance and flexibility of schedules,

online methodologies, tutoring, or greater federative support, funds, work education for athletes.

- To create more quality online educational projects and methodologies for the education of athletes from early to young age.
- To design a new well-structured dual career program in both National and European level and promote its significant guidelines and its adoption from all EU countries

In more detail, all the above partner countries who participated in the research, report that in their country separately, there is an existence dual-career legislation but it is incomplete, old, unorganized and it requires to be updated urgently. They also report that a new central law/legislation should be designed to cover the modern sport dual-career conditions in the EU, with different prerequisites and structure. In this process should be taken into account the data of the new 21st-century society, the evolution and the transition of the industrial society and its educational systems towards the Network Society, as well as the new requirements that this demands with respect to the global labour market trend and new professions.

The main issues to take into account toward the development of the new Dual career legislation are already mentioned by the main European and National documents that have been referred countless of times in this research by all partner countries, but in any case, could be summarized as follows:

- Enhance the efficacy and effectiveness of Dual Career (DC) support services.
- Provide student-athletes with more flexibility in studies.
- Promote DC topic and raising the knowledge and awareness about DC demands and benefits, thus trying to reduce the stereotypes of teachers and other educational representatives about sportspeople.
- Create new DC programs, especially to allow for successful DC that provides skills and qualifications for post-athletic life, without compromising athletes' education accomplishments for the sake of their sporting pathways, thus making both possible while keeping the quality of both parts high.
- Introduce a special training module on career management/ education in the curricula of sport schools and students, who are not only current athletes but also future coaches.
- Build on the expertise and input by career development consultants and academic scholars in devising DC support strategies and programs.
- Introduce the topic of DC in the sports development plans of sport federations and member clubs, through enforcing a special policy, a set of minimal standards of DC services provision and incentive mechanisms to sports governing bodies receiving public subsidies.
- Insert the athletes' DC issue in the Sport Law, which would constitute a political recognition of this crucial policy area and provide a formal ground for institutional actions.
- Adopt an inter-institutional approach to the DC policy making and implementation process by establishing an ongoing, open dialogue and a task force expert group comprising representatives of the key stakeholders from the sport community, educational sector, employers' associations, career experts, academics, former athletes and parents.
- Implement a National and common European Programme for developing careers as well as developing a career after a sports career along with consultations with other bodies important for its implementation
- Establish a cooperation with other bodies that are responsible for questions dealing with sports, education, employment, de-

fence, interior affairs, economy, health and finance as well as sports organizations, educational institutions, employers and others

- Provide funds for carrying out activities planned for a one year period and connected to the implementation of the National Programme of Development
- Encourage institutions to define minimal conditions and professional assistance for young athletes
- License high schools which have a significant number of athletes attending and that defined the conditions as well as ensured professional assistance
- Develop Individual programmes of special care of the young athletes of 12 to 16 age.
- Cooperate with the Paralympic Committees planned activities for categorised athletes with disabilities
- Encourage as many institutions possible to define acts that will regulate dual careers (not only in sports but also in other activities that demand substantial devotion of students such as music, ballet, etc.)
- Establish interests and needs of active athletes through Athletes' commission (COC) informing athletes, promoting athletes who made a career after their sports career; cooperation with international athletes' commissions
- Establish clubs that inform athletes, good practice examples, promote athletes who made a career after their sports career, establish interests of athletes who ended their sports career, etc.
- Develop an information system through National and European Sports Federations about raising awareness among athletes and the importance of dual careers and the Career Support Programme
- Define, through National and European Sports Federations, regulations and plans where certain measures and activities will be elaborated along with athletes' and clubs' commitments with regard to the interest of athletes, available infrastructure and other conditions (the vicinity of an educational institution, professional assistance and support, cooperation with the educational institution, cooperation with the employer etc.)
- Establish through National and European Sports Federations needs and interests, informing and promoting dual careers at coaching seminars and sports occasions, pointing out other competencies of athletes besides sports results
- Promote the role of dual careers (meetings, workshops, sports occasions) and educate coaches about athletes' dual careers.
- Establish a cooperation with the educational institutions where athletes are schooled/educated and conducting programmes which will enable the continuation of their career in the club after the end of their sports career.
- Point out role models, for example, former athletes and coaches who successfully continued their careers in sports or any other professions after the end of their sports career
- Develop a specific dual careers (DC) parenting education for fully developing a positive role for DC decisions of their children, especially at the end of the high school when elite athletes are at risk of terminating their education. These programmes should aim to help parents understanding and managing their roles in DC of talented and elite athletes, and to proactively develop and utilize a range of intrapersonal, interpersonal and organizational skills and coping strategies to ensure an appropriate DC parental support.
- Establish dual career structures and agreements with national and European sports federations, interventions to all academic/sports environment and involving a big number of elite athletes at national and European level.
- Develop educational, training and learning projects for dual career services, through new technologies applied to education (e-learning), with a quality accreditation system, and common and specific curricula, which will find a place both in the National and European Qualifications Frameworks.
- Create dual career service networks officially recognized by both educational authorities and sports organizations, which are composed of qualified staff who support athletes in the development of their dual careers, and which offer adapted educational and career pathways.
- Create and consolidate networks of good practices among the

Member States, based on all the projects carried out within the framework of the main European tools, and considering gender equality, social inclusion and the support to athletes with disabilities.

- Create specific programmes for the generalization and access of athletes to the mobility for training and learning purposes, creating European networks, based on quality assurance, to support the mobility of athletes, and using tools for the recognition of the learning outcomes of the mobility, such as, for example, the "European Credit System for Vocational Education and Training" (ECVET)".
- Develop a sport legislation for Athletes Dual Career in order to satisfied the Global Sport Industry and cover all the international sports athletes or players taking in account the very common global athletes mobility around different continents.

All the above proposals can be implemented through the creation of a new law at national and European level that will support and link all the structures needed to run properly and successfully a Dual Career program. In order to create new legislation in support of dual careers at National and European level there should be a more effective code of communication between sports bodies and organizations such as Ministries of Sport, National Olympic Committees, athletes' representatives and former athletes. A new national, European and global strategy is necessary, implying an update aimed at generating the agenda of dual career that incorporates new issues and challenges, that considers all actors, and that is aligned with the new requirements of the globalized society. In this sense, a great step would be the creation of new national, European and global guidelines for the development of dual careers of athletes. That would be reflected not only at the legislative level in a new state sports law, certainly necessary and urgent, but also applicable to all educational institutions and sports associations, organizations federations.

## Epilogue

Creating and promoting a dual career for the athletes is critically important not only for the sport industry but also for the labour. Balance is the key to success in life. The athletes need to find the right balance between training and learning but also between working and training, which is a consistently challenging phenomenon.

Investigating European sports and dual career programs it appears that governments and market labours are limited to providing help and support to athletes. It is obvious that there is a lack of support by the government, sports, educational and market structures.

This fact distorts the interpretation of the ancient Greek word 'athletic'. The word they used was 'agones' while there was not the word 'games' that is referred to modern times. The ultimate idea of the games was to unite people and nations. Sport, games and athleticism was linked to Ancient Greeks life and it appears through social, economic and educational structures. But most of all in ancient Greece, sport served the purpose of physical, mental health and beauty.

Today, this ever-increasing competition, the over-the-top performance and the growing economic activity, especially in some team sports, have dramatically increased the "life obligations" of elite athletes. It is clear that the balance has been disturbed. Sport seems to no longer serve the man, but man be used by sport as part of the spectacle, the supreme performance, the technology, the commercialization. In the end, it might not just be worth exploring only the dual career offerings and its inclusion in athletes' sports career. Perhaps the process, the concept of sport should be further explored, and then be redesigned, be redefined and re-based on its true human nature and value rather than virtual reality.



## References

- Amara, M., Aquilina, D., Henry, I., & PMP. (2004). Education of young sportspersons. Brussels: European Commission.
- Anderson, D., and Morris, T. (2000). Athlete lifestyle programs. In D. Lavallee, and P. Wylleman (Eds.), Career transitions in sport: International perspectives (pp. 59e80). Morgantown, WV: Fitness Information Technology.
- Aquilina D., Henry I. (2010), Elite athletes and university education in Europe: A review of policy and practice in higher education in the European Union Member States, "International Journal of Sport Policy", vol. 2, no. 1, pp. 25-47.
- Aytaç, S., (2005). Çalışma Yaşamında Kariyer Yönetimi Planlaması Gelişimi ve Sorunları, 2nd ed., Bursa: Ezgi Kitabevi.
- Baharov, V. (2016). Optimising the dual career of professional football players in Bulgaria. [Optimizirane na dvojnata kariera pri profesionalni futbolisti v Bulgaria], Unpublished Master thesis, National Sports Academy, Sofia.
- Baillie, P. H. F., & Danish, S. J. (1992). Understanding the career transition of athletes. *The Sport Psychologist*, 6, 77-98.
- Bandura, A. (1997). *Self efficacy: The exercise of control*. New York: WH Freeman.
- Bernardin, J., (2003). *Human Resource Management: An Experiential Approach*, 4th Edition, Boston: McGraw-Hill.
- Capranica L., Guidotti F. (2016), Research for cult committee: Qualifications/dual careers in sports, European parliament: Directorate-General for the Internal Policies, Policy Department B: Structural and Cohesion Policies, Culture and Education.
- Caput-Jogunica, R. (2016). A manual for former, present and future athletes: For the career and after the sports career. [Priručnik za bivše, sadašnje i buduće sportaše: Za karijeru i nakon sportske karijere]. Zagreb: Hrvatski olimpijski odbor. Retrieved from: [https://issuu.com/hrvatskiolimpijski odbor/docs/prirucnik\\_karijera\\_sportasa-web](https://issuu.com/hrvatskiolimpijski odbor/docs/prirucnik_karijera_sportasa-web)
- Career Industry Council of Australia. (2006). Professional standards for Australian career development practitioners.
- Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on dual careers of athletes. Official Journal. C168/04, 14th June 2013.
- Čorak, S. & Čular, D. (2018). Challenges of developing sports in Croatia (presentation obtained at the First International conference Talents and dual career in sports in Split 2018 <https://conferenceinsplit.eu/en/dual-career-talents-in-sports/>)
- Council of Ministries. (2000). Decree No 90 on the conditions and order for granting scholarships to full time students, PhD students and postgraduate students from state higher schools and scientific organisations. [Postanovljenje 90 na Ministerski Svet za uslovljajata I reda za predostavljane na stipendii na studentite, doktorantite i specializantite ot darzavnite visshi uchilishta I nauchni organizacii]. Retrieved from: [http://hsi.iccs.bas.bg/projects/pfd\\_support/documents/stipendii-na-studenti-specializanti-idoktoranti.pdf](http://hsi.iccs.bas.bg/projects/pfd_support/documents/stipendii-na-studenti-specializanti-idoktoranti.pdf)
- Council of Ministries. (2019). Regulation on the conditions and order for protecting gifted youngsters. [Naredba za uslovljajata I reda za osastestvjavane na zakrila na deca s izjaveni darbi]. Retrieved from: <https://www.sofia.bg/education-programs/>
- Cowen, M. & Shenton, R. (1996). *Doctrines of development*. New York: Routledge.
- Čular, D. (2018). Talents and dual career in sports (presentation obtained at the First International conference Talents and dual career in sports in Split 2018 <https://conferenceinsplit.eu/en/dualcareer-talents-in-sports/>)
- Dasheva, D., Popova, M., & Djobova, S. (2016). Dual career: the natural pathway for uniting elite sport and education. [Dvojnata kariera – estestvenia pat za obedinjavane na elitnia sport i obrazovaniето], *Journal of Sport & Science*, 2, pp. 31-39.
- Dobrev, V. (2015). Optimising the dual career of elite football players U17. [Optimizirane na dvojnata kariera pri futbolistite ot elitna grupa U17], Unpublished Master thesis, National Sports Academy, Sofia.
- Doc. 17208/12. EU Guidelines on Dual Careers of Athletes approved by the EU Experts Group "Education & Training in Sport" at its meeting in Poznan on 28th September 2012.
- DUALATHLETESCAREER ([www.dualathletescareer.gr](http://www.dualathletescareer.gr); visit 22-7-2019)
- Ecology of Dual Careers (ECO-DC project, (2018). Work Package 1 - Intermediary Report, Liverpool John Moores University.
- European Commission. (2012). EU guidelines on dual careers of athletes: Recommended policy actions in support of dual careers in high-performance sport. Brussels: Sport Unit, European Commission. Education, Culture and Sport. Retrieved from: <http://ec.europa.eu/sport/library/documents/c3/dual-careerguidelines-final.pdf>
- European Commission. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 18.1.2011. COM (2011) 12 final.
- European Commission. Education, Culture and Sport. Retrieved from: <http://ec.europa.eu/sport/library/documents/c3/dual-careerguidelines-final.pdf>.
- European Commission. White Paper on Sport. Brussels, 11.7.2007. COM (2007) 391 final.
- European Commission. White Paper on Sport. Brussels, 11.7.2007. COM (2007) 391 final.
- European Credit System for Vocational Education and Training (ECVET). 2009/C 155/02. Available at: [https://eurlex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:32009H070 8\(02\) & from= ES. International Journal of Sport Policy, 2\(1\): 25-47. DOI: 10.1080/19406941003634024](https://eurlex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:32009H070 8(02) & from= ES. International Journal of Sport Policy, 2(1): 25-47. DOI: 10.1080/19406941003634024)
- European Credit System for Vocational Education and Training (ECVET).
- Handbook of Best Practices in Dual Career of Athletes in countries implicated in the DC4AC project. (2017). McMahon, M., Patton, W., & Tatham, P. (2003). Managing life learning and work in the 21st Century. Subiaco: Miles Morgan. [http://mpes.government.bg/Documents/Documents/Zakoni/2019/ZAKON\\_NEW.pdf](http://mpes.government.bg/Documents/Documents/Zakoni/2019/ZAKON_NEW.pdf)
- Kerstajn R., Lupo C., Capranica L. & Topic M.D., (2018), Motivation towards sports and academics careers in elite winter sport Slovenian and Italian athletes: The role of internal and external factors, *Journal of Martial Arts Anthropolgy*, vol. 18, no. 2, pp. 29–37.
- Khasawneh, S., (2010). Factors Influencing the Career Planning and Development of University Students in Jordan, *Australian Journal of Career Development*, 19 (2): 41-48.
- Kreb S. G. (2008). *Gaining Gold Medals and Gowns: Equilibrating the Dual Career of Student Athletes with Online Education*. Dissertation- Virginia Polytechnic Institute University and State University (<http://www.pasap.eu/wpcontent/uploads/2015/02/Dual-Career-Dissertation-2008.pdf>)
- Law 10/1990, of 15th October, on Sport. Article 76.1 C). Head of State. «BOE» n.249, of 17th October 1990. Reference: BOE-A-1990-25037.
- López de Subijana, C., Barriopedro, M., and Conde E. (2015). Supporting dual career in Spain: Elite athletes' barriers to study. *Psychology of Sport and Exercise*, 21, pp. 57-64.
- Lupo C., Mosso C. O., Guidotti F., Cugliari G., Pizzigalli L., Rainoldi A. (2017), Motivation toward dual career of Italian student-athletes enrolled in different university paths, "Sport Sciences for Health", vol. 13, no. 3, pp. 485-494.
- McMahon, M., Patton, W., & Tatham, P. (2003). *Managing life learning and work in the 21st Century*. Subiaco: Miles Morgan.
- McWhiter E. H., (1997). Perceived Barriers to Education and Career: Ethnic and Gender Differences, *Journal of Vocational Behaviour*, 50(1), 124-140.
- Ministry of Education and Science. (2014). National Strategy for Life-Long Learning for the Period 2014–2020. [Nacionalna strategija za učenje prez celia život]. Retrieved from: <http://www.strategy.bg/StrategicDocuments/View.aspx?Id=880>
- Ministry of Education and Science. (2018). Law on Vocational Education and Training.[Zakon za profesionalnoto obrazovanie i obuchenie]. Retrieved from: <https://www.mon.bg/bg/57>
- Ministry of Education and Science. (2019). Law on Higher Education. [Zakon za vissheto obrazovanie]. Retrieved from: <https://www.mon.bg/bg/57>
- Ministry of Education and Science. (2019). Law on Pre-school and School Education.[Zakon za preduchilishnoto i uchilishnoto obrazovanie]. Retrieved from: <https://www.mon.bg/bg/57>
- Ministry of Youth and Sport. (2018). National program for the development of physical education and sports 2018–2020. [Nacionalna programa za razvitie na fizicheskoto vazpitanie i sporta 2018-2020]. Retrieved from: <http://mpes.government.bg/Pages/Documents/Strategies/default.aspx>
- Narodne novine (2016). Law on Sports [Zakon o sportu] (NN 19/16). Retrieved from <https://www.zakon.hr/z/300/Zakon-o-sportu>
- Newsbeast ([www.newsbeast.gr/greece/ekpaideusi/arthro/4066420/to-handballspifizei-dual-career-in-athletics-kai-epilegei-iek-alfa](http://www.newsbeast.gr/greece/ekpaideusi/arthro/4066420/to-handballspifizei-dual-career-in-athletics-kai-epilegei-iek-alfa), visit 1-8-19)
- North, J., & Lavallee, D. (2004). An investigation of potential users of career transition services in the United Kingdom. *Psychology of Sport & Exercise*, 5(1), 77-84.
- Organic Law 2/2006, of 3rd May, on Education. Head of State. «BOE» n. 106, of 4th May 2006. Reference: BOE-A-2006-7899
- Pato, A. S., Isidori, E., Calderon, A., & Brunton, J. (2017). An innovative european sports tutorship model of the dual career of student-athletes. *UCAM Perceptions Regarding Talented Atypical Students: A Preliminary Study*. *Kinesiologia Slovenica*, 20, 3, 3646.
- Perrone, K. M., Webb, K. L and Blalock, R. H. (2005). The effects of role congruence and role conflict on work, marital, and life satisfaction, *Journal of Career Development*, 31(4), Summer, 225-238.
- Pines, A. & Aronson, E., (1988). *Career burnout: Causes and cures*, New York: Free Press.
- Popova-Hristova, M. (2018). Development of the model of athletes' dual career. [Razvitie na modela na dvojnata kariera na sportisti], Unpublished PhD thesis, National Sports Academy, Sofia.
- Popova-Hristova, M. (2018). Investigation on the willingness and possibilities of representatives of secondary education to support athletes' dual career. [Prouchvane na jelaniето i vazmojnositite za podkrepa na dvojnata kariera na sportisti ot predstaviteli na srednoto obrazovanie], *Journal of Sport & Science*, 2, pp. 111-116.
- Recommendation of the European Parliament of the Council of 18 June 2009 on the establishment of a Quality Assurance Reference Framework for Vocational Education and Training. Official Journal of the European Union. 2009/C 155/01.
- Recommendation of the European Parliament of the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for Lifelong Learning. Official Journal of the European Union. 2008/C 111/01.
- Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing 'Erasmus+'.
- Resolution of 20th May 2011, of the Secretariat of State of Public Function. Head of State. «BOE» n. 130, of 1st June 2011. Reference: BOE-A-2011-9530.
- Resolution of 22nd March 2017, of the Directorate-General for Employment, by which the Collective Bargaining Agreement for Futsal is registered and published. «BOE» n. 81, of 5th April 2017. Reference: BOE-A-2017-3758.
- Reverberi E., D'Angelo C. & Corvino C., (2017), A critical analysis on the current situation of dual career of athletes in Italy, presentation in a Sport summit, Aarhus, Università Cattolica del Sacro Cuore di Milano, Italy (project web page <http://www.dc4ac.eu/>)
- Royal Decree 1006/1985, of 26th June, which regulates the special employment relations of sports professionals. «BOE» n. 153, of 25th June 1985. Reference: BOE-A-1985-12313.
- Royal Decree 1006/1985, of 26th June, which regulates the special employment relations of sports professionals. «BOE» n. 153, of 25th June 1985. Reference: BOE-A-1985-12313.
- Royal Decree 1467/1997, of 19th September, on High-Level Athletes. Head of State. «BOE» n. 248, of 16th October 1997. Reference: BOE-A-1997-21857.
- Royal Decree 1467/1997, of 19th September, on High-Level Athletes. Head of State. «BOE» n. 248, of 16th October 1997. Reference: BOE-A-1997-21857.
- Royal Decree 971/2007, of 13th July, on High-Level and High-Performance Athletes. Head of State. «BOE» n. 177, of 25th July 2007. Reference: BOE-A2007-14231.
- Royal Decree 971/2007, of 13th July, on High-Level and High-Performance Athletes. Head of State. «BOE» n. 177, of 25th July 2007. Reference: BOE-A2007-14231.
- Ryba, T. V., Stambulova, N. B., Ronkainen, N. J., Bundgaard, J., & Selanne, H. (2015). Dual career pathways of transnational athletes, 21. *Psychology of Sport & Exercise*, 125-134.
- Savickas, Mark L., (2002). *Career Construction: A Developmental Theory of Vocational Behavior, Career Choice and Development*, 4th Ed. (San Francisco: Jossey-Bass).
- Smith, J.L., and McManus, A. (2008). A Review on Transitional Implications for Retiring Elite Athletes: What Happens When the Spotlight Dims? *The Open Sports Sciences Journal*, 1, pp. 45-49.
- Sporttutorship ([www.sporttutorship.eu/UK/?3](http://www.sporttutorship.eu/UK/?3), visit 1-8-19)
- Stambulova, N., & Ryba, T. (2014). A critical review of career research and assistance through the cultural lens: Towards cultural praxis of athletes' careers. *International Review of Sport and Exercise Psychology*, 7, pp. 1-17.
- Stambulova, N., & Ryba, T. V. (2013). *Athletes' careers across cultures*. New York, NY: Routledge.
- Stambulova, N., & Wylleman, P. (2014). Athletes' career development and transitions. In A. Papaioannou & D. Hackfort (Eds.), *International perspectives on key issues in sport and exercise psychology*. Routledge companion to sport and exercise psychology: Global perspectives and fundamental concepts (pp. 605-620). New York, NY, US: Routledge.
- Stambulova, N., & Wylleman, P. (2014). Athletes' career development and transitions. In A. G. Papaioannou & D. Hackfort (Eds.), *International perspectives on key issues in sport and exercise psychology*. Routledge companion to sport and exercise psychology: Global perspectives and fundamental concepts (pp. 605-620). New York, NY, US: Routledge.
- Stambulova, N., & Wylleman, P. (2015). Dual career development and transitions (Editorial). In N. Stambulova, & P. Wylleman (Vol. Eds.), Special issue "dual career development and transitions", *psychology of sport and Exercise*, 21, pp. 1-3.
- Stambulova, N., & Wylleman, P. (2015). Dual career development and transitions (Editorial). In N. Stambulova, & P. Wylleman (Vol. Eds.), Special issue "dual career development and transitions", *psychology of sport and Exercise*, 21, pp. 1-3.
- Torregrosa, M., Ramis, Y., Pallarés, S., Azócar, F and Selva, C. (2015). Olympic athletes back to retirement: A qualitative longitudinal study. *Psychology of Sport and Exercise*, 21, 50–56.
- Torrington, D., Hall L., and Taylor, S., (2005). *Human Resource Management*, 6th Edition, Harlow: Financial Times Prentice Hall.
- Ulusal Gençlik ve Spor Politikası Belgesi [National Youth and Sport Policy Paper] (2013). Ministry of Youth and Sport, Ankara.
- VT (2007). *Virginia Tech Student Athlete Handbook and Planner (2007-2008)*.
- Waddell, J. and Bauer M., (2005). *Career Planning and Developmental for Students: Building a Career in Professional Practice Discipline*. Canadian Journal of Career Development, 4 (2): 4-13.
- [www.gsb.gov.tr/public/edit/files/Mevzuat/ulusal\\_genclik\\_ve\\_spor\\_politikasi.pdf](http://www.gsb.gov.tr/public/edit/files/Mevzuat/ulusal_genclik_ve_spor_politikasi.pdf), 7-21.
- Wylleman, P., & Rosier, N. (2016). Holistic perspective of the development of elite athletes. In M. Raab, P. Wylleman, R. Seiler, A.-M. Elbe, & A. Hatzigeorgiadis (Eds.), *Sport and exercise psychology research: from theory to practice* (pp. 270288). London: Elsevier.
- Wylleman, P., Alfermann, D., & Lavallee, D., (2004). Career transitions in sport: European perspectives. *Psychology of Sport and Exercise*, 5, 7-20.
- Wylleman, P., Reints, A., & De Knop, P. (2013). A developmental and holistic perspective on athletic career development. In P. Sotiariadou, & V. De Bosscher (Eds.), *Managing high performance sport*, (pp. 159-182), New York, NY: Routledge.
- Wylleman, P., & Lavallee, D. (2004). A developmental perspective on transitions faced by athletes. In M. Weiss (Ed.), *Developmental sport and exercise psychology: A life span perspective*, (pp. 507-527), Morgantown, WV: Fitness Information Technologies.
- Yakaliev, G., & Petrova, Y. (2017). Bulgaria. In *Handbook of Best Practices in Dual Career of Athletes in countries implicated in the DC4AC project*, pp. 37-42.
- Yancheva, T. (2017). Dual career in sport. [Dvojnata kariera v sporta]. *Personality, motivation, sport*. vol. 21, pp. 6-18.
- Zunker, V. G. (2002). *Career counselling: Applied concepts of life planning*. Pacific Grove, CA: Brooks/Cole.
- Μηνούδης Β. (2017). «Το εκπαιδευτικό Υπόβαθρο των Ελλήνων Ελίτ Αθλητών/τριών και οι προοπτικές τους για επαγγελματική αποκατάσταση μετά το τέλος της αθλητικής τους καριέρας». Διημερίδα Μεταπτυχιακή Διατριβή στο Πανεπιστήμιο Πελοποννήσου, Σπάρτη.

Indexes

I) QUESTIONNAIRE INDIVIDUAL EDUCATIONAL NEEDS OF YOUNG ATHLETES

Dear athletes,

Thank you for accepting to answer this questionnaire about your educational needs as athlete. This research is part of the Life After Sport project, which aims to explore the needs of athletes during education. Based on an analysis of your answers, a training program and activities will be developed to improve athletes' education needs and encourage the development of their dual careers\*.

We want you to think about yourself and your present experience as an athlete. There are no correct or incorrect answers. The questionnaire is anonymous, so please give us your personal and sincere opinion. Completing the questionnaire will take about 15 minutes.

The results will be used solely for the purpose of research as part of Life after Sports project. Special attention will be given to the protection of participants' privacy.

\* „The term „dual career“ should be understood to mean that an athlete can combine, without unreasonable personal effort, their sporting career with education and/or work in a flexible way through high-quality training in order to protect their moral, health, educational and professional interests, without compromising either objective, with a particular focus on the continued formal education of young athletes.“ (Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on dual careers for athletes (2013/C 168/04)

1. **Gender:** M | F
2. **Age** \_\_\_\_\_
3. **Where do you live (city, country)?** \_\_\_\_\_
4. **What is your sport?** \_\_\_\_\_
5. **How many years are you actively engaged (at least 3 times a week) in this sport?** \_\_\_\_\_
6. **Where are you currently living?**
  - a. **With my parents**
  - b. **With my relatives**
  - c. **In a dormitory**
  - d. **Accommodation organized by the club**
  - e. **Other**

6.1 If you answered **Other**, please specify: \_\_\_\_\_
7. **List the greatest sports achievements in the sport you are engaged in: (more than one answer is possible)**
  - a. **participation at the Olympic Games**
  - b. **participation at the World Championship**
  - c. **participation at the European Championship**
  - d. **participation at the National Championship / National team**
  - e. **participation in county championship**
  - f. **I have not achieved a significant sport achievement so far**
8. **8. How often do you train?**
  - a. **3x daily**
  - b. **2x daily**

- c. **1x daily**
- d. **5-6x per week**
- e. **3-4x per week**
- f. **less than 3x per week**

9. **9. What kind of high school are you attending?**

- a. **Secondary school (gymnasium, liceo)**
- b. **Vocational school**
- c. **Other**

9.1 If you answered **Other**, please specify:

High school with a classroom for athletes or Sports high school or  
Supplementary education

10. **10. Did you have to change your school in the past?**

- a. **Yes**
- b. **No**

11. **If yes, why?**

\_\_\_\_\_

12. **Did you repeat a year in school because you did not pass your exams?**

- a. **Yes**
- b. **No**

13. **Often, athletes are forced to combine sports with education. To what extent do you manage/have you managed this challenge?**

(Not at all) 1 2 3 4 5 6 7 (Very much)

14. **Do you have problems in coordinating your academic obligations with your sports commitment?**

- a. **Yes, often**
- b. **Yes, sometimes**
- c. **No**

15. How often do you miss school lessons because of sports obligations?

- a. Most of the school year
- b. Several times a week
- c. Several times a month
- d. I rarely miss

16. Do you consider that you have been supported in the process of developing a dual career?

(Not at all) 1 2 3 4 5 6 7 (Very much)

17. Who is the most supportive in this process? (max 2 answers)

- a. parents
- b. coach
- c. teammates
- d. teachers
- e. home teacher
- f. school staff (psychologist, etc.)
- g. school principal
- h. friends
- i. others

17.1. If you answered Others, please specify: \_\_\_\_\_

18. To what extent do you consider that a better communication / collaboration between the coach and other significant people such

as: family members, school staff, would help you develop a dual career?

(Not at all) 1 2 3 4 5 6 7 (Very much)

19. What do you consider most helpful in your high school education? (max 2 answers)

- a. mentor and / or co-ordinator in a school that cooperates with the sports club
- b. arranging examinations (oral and written examinations)
- c. absence from school the day after the competition
- d. solving tasks and seminars through online tools
- e. online teaching (live, video recording)
- f. oral questioning via the internet
- g. a class for a particular sport (football, handball, water polo etc.)
- h. others

19.1. If you answered Others, please specify: \_\_\_\_\_

20. To what extent do you consider you would need a designated mentor to support you in the process of transitioning and developing a dual career?

(Not at all) 1 2 3 4 5 6 7 (Very much)

21. 21. Are you planning to continue your education after high school?

- a. Yes
- b. No

22. To what extent do you feel that you've been put in a position to choose between sport performance and fulfilling education?

(Not at all) 1 2 3 4 5 6 7 (Very much)

23. If you think you are in a position to choose, why do you feel so? (at least 2 answers)

---



---



---

24. How do you prefer to have your sports and study organized?]

- a. Studying + engaging in sport recreationally
- b. Studying + engaging in professional sports
- c. Engaging in sport recreationally, without studying
- d. Engaging in professional sports, without studying

25. Which of the following scientific areas and studies are of particular interest to you?
- a. SOCIAL - HUMANISTIC (economics, law, computer science, political science, journalism, kinesiology, languages, anthropology, philosophy, psychology, sociology...)
  - b. ARTISTIC (acting, music, art, history of art, ...)
  - c. TECHNICAL AND BIOTECHNIC (traffic, marine, mechanical engineering, agronomy, forestry, nutrition, biotechnology, ecology, mining, geology, graphics, ...)
  - d. BIOMEDICAL AND NATURAL (medicine, pharmacy, biology, chemistry, dentistry, veterinary medicine, physiotherapy, ...)
  - e. Other

25.1. If you answered Other, please specify: \_\_\_\_\_ Sport \_\_\_\_\_

26. Do you have an interest in enrolling in a training program (coach, referee or umpire) and continuing your career in sports?

- a. Yes
- b. No
- c. I'm not sure

27. If your answer is YES, in which of the following professional sports activities would you like to be involved:

- a. Coach
- b. Secretary of a club (secretary, administrator)
- c. Secretary in a alliance (national alliance, community alliance...)
- d. Sports manager
- e. Head of sports facilities
- f. Organizer of sports events
- g. Sports inspector
- h. Sports journalist
- i. Sports referee
- j. Sports doctor
- k. Sports psychologist
- l. Physiotherapist

28. Do you consider that there is a context to encourage the development of a dual career for athletes in your country?

(Not at all) 1 2 3 4 5 6 7 (Very much)

29. Some countries are developing strategies to support athletes on their academic path. Which of these would help you? (max 2 answers)

- a. Online educational platform focused on self- training in your own tempo
- b. Distance learning
- c. Extension of the educational cycles (for example, high school courses taken in six years instead of four years as usual)
- d. The compression of school classes in intensive modules (for example two years in one)
- e. Flexible exams timetable
- f. The possibility to attend only certain modules in university studies, that are recognized as certified competencies
- g. Volunteering in sports organizations aiming to develop a related career
- h. Internship with the perspective of employment after the end of sports career
- i. Adapted curricula (reduced volume and type of information)
- j. Tutoring /additional education support

30. What else can help you further develop a dual career (sports and education) with respect to the sport you are engaged in? (specify at least 2 responses)

---



---



---

31. Do you think it is important to educate sports and educational staff to provide support for young athletes?

- a. Yes
- b. No
- c. I'm not sure

**II) QUESTIONNAIRE FOR FORMER ATHLETES**

Dear Sir/Madam,

Thank you for accepting to answer this questionnaire about your experiences while you were a student-athlete. The questionnaire contains questions about personal information, sports status, the main challenges you had when transiting into the labour market, skills and competencies you developed through engagement in sport, and about the support of the community and the conditions you consider necessary for your successful achievements in both sports and education.

We want you to think about yourself and your past experience as an athlete. There are no correct or incorrect answers. The questionnaire is anonymous, so please give us your personal and sincere opinion. Completing the questionnaire will take about 20 minutes.

This research is part of the Life After Sport project, which aims to explore the needs of athletes during education. Based on an analysis of your answers, a training program and activities will be developed to improve athletes' education needs and encourage the development of their dual careers\*.

The results will be used solely for the purpose of research as part of Life after Sports project. Special attention will be given to the protection of participants' privacy.

*\* The term „dual career“ should be understood to mean that an athlete can combine, without unreasonable personal effort, their sporting career with education and/or work in a flexible way through high-quality training in order to protect their moral, health, educational and professional interests, without compromising either objective, with a particular focus on the continued formal education of young athletes. (Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on dual careers for athletes (2013/C 168/04))*

- 1. **Gender:** M | F
- 2. **Age** \_\_\_\_\_
- 3. **Where do you live (city, country)?** \_\_\_\_\_
- 4. **What kind of high school/college did you attend?** \_\_\_\_\_
- 5. **What sport you participated in?** \_\_\_\_\_
- 6. **At what age did you start your sports career?** \_\_\_\_\_
- 7. **How many years ago did you end your sports career?** \_\_\_\_\_
- 8. **Why did you end it?**
  - a. **Health reasons**
  - b. **Family reasons**
  - c. **Financial reasons**
  - d. **Age**
  - e. **Lack of support**
  - f. **Other**
- 8.1. **If you answered Other, please specify:**  
\_\_\_\_\_
- 9. **What period was the hardest one for you to combine your educational and sporting commitments?**
  - a. **Primary school**
  - b. **Secondary school**
  - c. **University**

**10. Which role did you mostly identify yourself with?**

- a. **Academic role**
- b. **Athletes' role**

**11. Do you consider that you were supported in the process of developing a dual career?**

(Not at all) 1 2 3 4 5 6 7 (Very much)

**12. Who is the most supportive in this process? (max 2 answers)**

- a. **parents**
- b. **coach**
- c. **teammates**
- d. **teachers**
- e. **home teacher**
- f. **school staff (psychologist, etc.)**
- g. **school principal**
- h. **friends**
- i. **others**

12.1. **If you answered Others, please specify:** \_\_\_\_\_

**13. What kind of support did you expect and did not get?**

- a. **Psychological**
- b. **Nutritional**
- c. **Physiotherapeutical**
- d. **Financial**
- e. **Other**

13.1. **If you answered Others, please specify:** \_\_\_\_\_

**14. What was the most difficult thing in managing your educational and sporting commitments?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. At what point of your sports career do you believe it was necessary to benefit from support in dual career?
- a. During the development of young athletes, especially of children in early specialization sports (support for participation in courses outside training and competitions)
  - b. At the junior level (support for participation in courses outside training and competitions)
  - c. During the transition period juniors-seniors (courses and opportunities for integration in the labor market)
  - d. At the senior level (opportunities to integrate in to the labor market)
  - e. The end-of-sporting-career phase of athletes including those who leave the system earlier than planned (financial support and training)

16. Some countries are developing strategies to support athletes on their academic path. Which of these would have helped you during your academic period? (max 2 answers)
- a. Online educational platform focused on self-training in your own tempo
  - b. Distance learning
  - c. Extension of the educational cycles (for example, high school courses taken in six years instead of four years as usual)
  - d. The compression of school classes in intensive modules (for example two years in one)
  - e. Flexible exams timetable
  - f. The possibility to attend only certain modules in university studies, that are recognized as certified competenci
  - g. Volunteering in sports organizations aiming to develop a related career
  - h. Internship with the perspective of employment after the end of sports career
  - i. Adapted curricula (reduced volume and type of information)
  - j. Tutoring /additional education support

17. What is your job / professional engagement today? \_\_\_\_\_

18. Which skills and competencies are necessary for your present job?
- a. Organizational (leadership, decision making, etc.)
  - b. Time management
  - c. Communication
  - d. Language
  - e. Interpersonal (team work, problem solving, etc.)
  - f. Ethical values
  - g. Other

18.1. If you answered Others, please specify: \_\_\_\_\_

19. Did your intrapersonal (internal) skills gained through engagement in sport influence your personality now?
- a. Yes
  - b. No
  - c. Partially

20. If you answered yes/partially, which one? (max 2 answers)

- a. Ethical values
- b. Responsibility
- c. Determination
- d. Discipline
- e. Self-reflection
- f. Firm values and morals
- g. Positive thinking
- h. Other

20.1. If you answered Others, please specify: \_\_\_\_\_

21. 21. What determined your present work?

- a. Education background
- b. Sports background
- c. Both
- d. Neither

22. What were the challenges you had when transiting into the labour market? (min 2 answers)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

23. Did your academic background provide you with adequate skills and competencies for job requirements?

- a. Yes
- b. No
- c. Partially

23.1. If you answered Others, please specify: \_\_\_\_\_

24. Did your sports background provide you with adequate skills and competencies for job requirements?

- a. Yes
- b. No
- c. Partially

24.1. If you answered Others, please specify: \_\_\_\_\_

25. How does your sports background help you in your present job?

---

---

---

**III) QUESTIONNAIRE FOR STAKEHOLDERS**

Dear Sir/Madam,  
 Aims of the Questionnaire  
 Investigating the overall view of dual career programmes on national level, through collecting data and perceptions of sports executives.  
 Specifically,  
 a) Recording of interest and actions by sports bodies on the athletes' dual career (1/2/3/4/8 quest)  
 b) Recording of the importance of dual career programmes on the athletes' family environment, (5/6/7 ques)  
 c) Investigation of the national existence and the related legislation of dual career programmes (9-17 Ques)  
 d) Recording of the existing and proposed dual career programmes as "good practices" (18 - end)

Questions to sports executives  
 Dear Sir/Madam as a member of a body, which is involved in the sports field, we would appreciate it if you could answer the following questions in order to contribute to the National picture of dual career programmes across the country.

- 1. Does your organization provide additional support to athletes apart from training?**

NO	Rarely	I don't know	Some times	YES
----	--------	--------------	------------	-----

If yes
- 2. In which sectors does your organization provide additional support to athletes?**

Support In education	Psychological Support	Support for professional perspective	Financial Support	Other
----------------------	-----------------------	--------------------------------------	-------------------	-------
- 3. In which of the following group athletes does your organization focus on?**

All the athletes	Only the high performance athletes	Only to young athletes	only experienced athletes	only in individual cases of athletes
------------------	------------------------------------	------------------------	---------------------------	--------------------------------------
- 4. Under the auspices of which body is, the support provided to athletes?**

National Organization	State Prefecture Organization	Sport Federation	Local Sport Club	Sponsoring by private organization	Other (pls define..)
-----------------------	-------------------------------	------------------	------------------	------------------------------------	----------------------
- 5. Have you detected any pressure from the athletes' family to the administration about any additional support apart from training and engagement in championships?**

never	rarely	I don't Know	Some times	always
-------	--------	--------------	------------	--------
- 6. Which other athletes' needs are their parents' interest in order to be supported by the administration?**

Support In education	Psychological Support	Support for professional perspective	Financial Support	Other (pls define..)
----------------------	-----------------------	--------------------------------------	-------------------	----------------------
- 7. Have you noticed if the active athletes seek for support by the administration on educational and professional career issues?**

never	rarely	I don't Know	Some times	always
-------	--------	--------------	------------	--------
- 8. Based on your experience, have you noticed, if your organization continues to be involved with athletes life even after the end of their sport career?**

never	rarely	I don't Know	Some times	always
-------	--------	--------------	------------	--------
- 9. Do you know the Dual Career programs?**

Not at all	slightly	much	Very much
------------	----------	------	-----------
- 10. Do you believe that dual career programs could help athletes?**

Not at all	slightly	much	Very much
------------	----------	------	-----------
- 11. Do you believe that dual career programs can help athletes to remain active in sports for a longer time?**

Not at all	slightly	much	Very much
------------	----------	------	-----------

- 12. Is there any national legislation for athletes' dual career?**

No	I don't Know	Yes
----	--------------	-----

If yes

- 13. Do you believe that any modifications in national legislation are necessary towards the dual career enhancement?**

Not at all	slightly	much	Very much
------------	----------	------	-----------

- 14. Is there any cooperation between sport bodies and state authorities concerning athlete's dual career?**

Not at all	slightly	much	Very much
------------	----------	------	-----------

- 15. Υποστηρίζεται η πολιτική συνεργασία μεταξύ ιδιωτικών φορέων και αθλητικών συλλόγων σε θέματα που αφορούν τη dual career των αθλητών; (χορηγία)**

The cooperation between private organizations and athletic associations or separate athletes on issues about athletes' dual career, is under the national sport supportive policy?  
 Are there any Policies for cooperation with employers, in support of the dual careers (sponsorship)

Not at all	slightly	much	Very much
------------	----------	------	-----------

- 16. In your opinion who should take the responsibility for dual career enhancement?**

European Community	National Parliament	Ministry of Sport/ Ministry of Education	Federations/ Sport Association	Private Organizations
--------------------	---------------------	--	--------------------------------	-----------------------

- 17. Which body would you collaborate with towards dual career enhancement?**

European Community	National Parliament	Ministry of Sport/ Ministry of Education	Federations/ Sport Association	Private Organizations
--------------------	---------------------	--	--------------------------------	-----------------------

- 18. Are you familiar with particular dual career programs in action or completed ones?**

No one	A few only	much
--------	------------	------

In a positive answer  
 Please refer any dual programmes you are aware of (Good Practices)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Thank you very much for your contribution





**FINAL REPORT**

Bulgaria-Croatia-Spain-Turkey-Greece-Italy

Trikala, 2020

