

Work Package 2.2.3

Gap Analysis of the Implementation of the EU Guidelines on Dual Career at the National (Country) Level

Working Document

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(March, 2020)

GAP ANALYSIS OF THE IMPLEMENTATION OF THE EU GUIDELINES ON DUAL CAREER AT NATIONAL (COUNTRY LEVEL)

Document Data

Deliverable: Output IO 2.4

Project Activity: Work Package 2.2.3

Activity Leader: German Sport University Cologne

Partners involved: University of Ljubljana, Lithuanian Sports University, European University Sports Association, University of Valencia, European Athlete as Student Network, Alexandru Ioan Cuza University of Iasi, The University of Rome Foro Italico

Distribution level: Public

Review by: Peer review

Document Version: final

Status: Approved

MANAGEMENT SUMMARY

The topic Dual Career of elite athletes has received significant attention in the last few years due to its complexity and need for holism (e.g., De Bosscher, Shibli, Westerbeek, & van Bottenburg, 2015; European Athletes, 2016; European Commission, 2017; Guidotti, Cortis, & Capranica, 2016). As Capranica and Guidotti (2016) have stated Dual Career is a multi-faceted domain with multiple stakeholders acting at different dimensions, namely on a micro (e.g., the individual athlete), meso (e.g., parents, peers, teachers/employers, coaches), macro (e.g., sport clubs/federations, educational institutions, and labour market), and policy (e.g., national and European governing bodies) dimension. During the Dual Career process of an elite athlete, these stakeholders have different responsibilities in supporting elite athletes to combine professional sport and education. To give guidance, structure and foster this support, the European Commission published the EU Guidelines on Dual Career in 2012 (GUIDELINES). These GUIDELINES should be implemented in all member states to help the Dual Career process of elite athletes. As this is not fully accomplished yet, the project ED Media aims in one part to comprehensively analyse the gap between practice and the GUIDELINES. The project will contribute towards the implementation of seven out of the 36 GUIDELINES. To evaluate them, ED Media enabled Work Package 2.3 to perform a gap analysis in each partner country regarding the seven selected guidelines. The content of the guidelines especially pays attention to the gaps existing at the macro and policy level.

In total, the current gap analysis identified four clear gaps regarding the seven selected guidelines (3, 4, 7, 18, 19, 32, 34). Across the six partner countries of the project, the implementation of the guidelines 3, 4, 18, and 34 is backward in development. However, no common gaps have been identified regarding the other three guidelines, 7, 19, and 32. Still, the implementation of these has been accomplished in some countries only partly or in an unstructured form. As a main gap, the report has unveiled the absence of national Dual Career guidelines or recommendations in most countries. Furthermore, a compelling structure, likewise 'national Dual Career systems', seem to be missing including one institution/association, who feels to be in charge for the Dual Career of elite athletes.

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1 INTRODUCTION

The ED Media project is entitled 'Media as a channel of Athletes' Dual Careers promotion and education'. It also covers an assessment of the EU Guidelines on Dual Career (European Commission, 2012)¹². These GUIDELINES have been approved by the EU Expert Group 'Education & Training in Sport' at its meeting in Poznań on 28 September 2012. They include in total 36 guidelines. These are divided into groups such as (1) Need for a cross-sectoral, inter-ministerial approach at national level; (2) Sport; (3) Education; (4) Employment; (5) Health; (6) Financial incentives for athletes; (7) The European dimension of dual careers in sport; (8) Dissemination, monitoring and evaluation. These GUIDELINES are primarily addressed to policy makers in the member states, as inspiration for the formulation and adoption of action-oriented national dual career guidelines and to raise awareness at national level about the concept of dual careers . (European Commission, 2012). They aspire to sensitise governments, sport governing bodies, educational institutes and employers to create the right environment for dual careers of athletes, including an appropriate legal and financial framework and a tailor-made approach respecting differences between sports.

It is also important to note that each country has its national system of sports policy, and each member of this system has the opportunity to interpret and implement the EU Guidelines in a way that adapts to the existing national sports system. Thus, the decision for the gap analysis was to include selected GUIDELINES that reflect the actions of policy makers and can be compared regardless of the national sport system. An analysis of seven guidelines and existing systems in the project partner countries provides the basis for assessing the effectiveness of existing athletes dual career systems and identifying key areas for further implementation of the EU Guidelines on Dual Careers of Athletes, development of a monitoring system for policy makers on national level.

In summary, the seven guidelines were selected on the basis of the following criteria: include policy makers and stakeholders; being reflective of stakeholder engagement in supporting / developing dual careers for athletes; being independent of national legislation and sports systems and can therefore be compared internationally, and include actions:

- (1) Development of national guidelines
- (2) Public and private support
- (3) Education
- (4) Cooperation with labour market

¹ Whenever reference is made to the EU Guidelines on Dual Careers of Athletes, the term 'GUIDELINES' will be used and capitalised letters will be employed.

² The information reported in this document is relative only to the study period of the gap analysis performed from February 2019 to August 2019. Therefore, the report does not necessarily represent the actual situation in the countries.

- (5) Pathways for retiring athletes
- (6) Raising awareness
- (7) Monitoring and evaluation

The relationship between sport and education, including Dual Careers, is one of the objectives of the EU Work Plan for Sport 2017-2020 (Council of the European Union, 2017). Table 1 introduces the seven selected guidelines. Chapter five (gap analysis) explains and refers to every guideline more specifically.

Table 1: The seven selected Guidelines for the analysis

Guideline Number	Content
Guideline N° 3	Authorities responsible for the implementation of dual careers should develop national guidelines for dual careers taking into account the EU Guidelines on Dual Careers and the specificity of the national sport and education system and cultural diversity. They should consider the use of agreements between stakeholders to promote dual careers. Where appropriate, such agreements could involve specific reward mechanisms, such as incentives for educational institutions or employers to dual career athletes.
Guideline N°4	Public and private sports authorities should support the implementation of dual careers of different types of athletes in the activities of national/regional sports organisations through formal agreements which require a clear strategy, planning of activities and involvement of athletes, and make the allocation of funding conditional upon the inclusion of the dual career concept in their activities. The safety and welfare of young athletes should be a requirement of such programs.
Guideline N°7	Sport and educational authorities should promote the implementation of the dual career concept in contracts and codes of conduct for coaches and other members of performance teams. National sport organisations and international federations, as well as universities and vocational education and training institutes, should include the dual career concept in their education programs for these professions.
Guideline N°18	Public authorities should invite chambers of commerce and businesses to actively cooperate with sport organisations to raise awareness of dual careers in the labour market and encourage partnership with the business world.
Guideline N°19	Public authorities and stakeholders in sport and education should promote balanced pathways for retiring athletes so that they can prepare for, initiate and develop a vocational career after the end of their sporting career.
Guideline N°32	Sports authorities should coordinate actions in cooperation with sports organisations to raise awareness among coaches, athletes and their entourage about the importance of dual careers and to support the setting up of representative athletes' committees and national athletes' organisations and their incorporation in the respective boards of sport organisations or social dialogue structures. Sport authorities should promote existing

Guideline Number	Content
	athletes' committees and organisations to spread information on dual career services to individual athletes during training and competitions.
Guideline N°34	Sports and education authorities should have a monitoring and evaluation system in place, in cooperation with sport, education and athletes' organisations, to follow progress regarding the implementation of dual career policies. They should notably monitor the effectiveness and quality of the system of educational institutes with a sport profile, sport academies or sport centres run by federations, Olympic Committees or private companies and clubs. They should also support corresponding research.

The ED Media project assesses how media can function as channel to promote Dual Careers. Work Package 2, which is comprised of four activities, namely review of the scientific literature, desk research, gap analysis and effectiveness evaluation, evaluates the current level of promotion and knowledge about Dual Careers. This report represents the gap analysis and has the purpose to assess the implementation of seven guidelines in each partner country.

In the following, the methodological approach to analyse the guidelines in every partner country is introduced. Thereafter, six country chapters are presented outlining to what extent the seven selected guidelines have been implemented. The last chapter presents the core of this report, the actual gap analysis providing in tabular form a hands-on overview about all gaps and identifying the extent of the gaps across the six countries.

2 METHODOLOGICAL APPROACH

The methodology used to assess to what extent the GUIDELINES have been implemented at the national level is the gap analysis. The gap analysis is an approach (i.e., tool) to assess, respectively compare, expectations and performance in the service industry (Parasuraman, Zeithaml, & Berry, 1985). The approach to assess an ideal status quo with actual performance/implementation has been adopted by several industries such as agriculture, education, geography, information technology, humanitarian logistics, etc. (e.g., Kovács, 2011; Mineraud, Mazhelis, Su, & Tarkoma, 2016; Scott et al., 1993; Warburton, Bugarin, & Nunez, 2001; Zinck et al., 2004). It can be conducted on the one hand in a quantitative paradigm asking respondents to rate their ideal status quo and the actual performance. On the other hand, a gap analysis can be applied following a qualitative paradigm, taking an ideal status quo and assessing this against the perceived performance or implementation level.

For the purpose of this activity, a qualitative paradigm has been selected. The GUIDELINES represent the ideal status quo and the project partners assessed their level of implementation in each country. Figure 1 shows the underlying idea of a gap analysis.

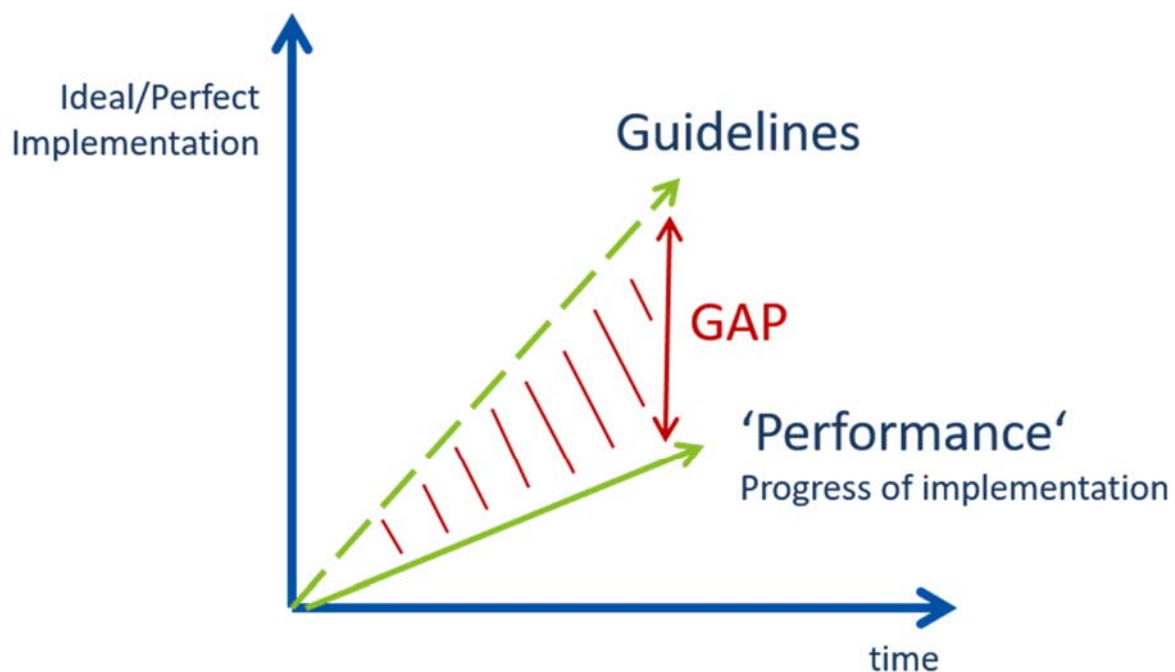


Figure 1: The underlying idea of a gap analysis

For each of the seven selected guidelines, a framework was developed to assess their implementation in the respective partner country.

For Guideline 3, two themes were derived. For each of the two themes, a core question and one to several follow-up questions were developed. Each partner country was asked to answer the questions and follow-up questions if they were applicable. Theme 1 for Guideline 3 covered the 'Existence of national guidelines on Dual Career'. Depending on the answer (yes or no), different activities were asked for. For instance, if national guidelines exist, information on when and by whom they have been implemented was asked for. If no guidelines exist, this should be communicated and assessed if any form of recommendation are in place. Theme 2 was about 'Contents and usage of the national guidelines'.

Guidelines 4 and 7 were covered together, as some parts are intertwined. In total, four main topics emerged, concerning the 'existence of agreements between public or private authorities and national/regional sport organisations' as well as specific 'Dual Career programmes' and the 'incorporation of Dual Career issues in the education of coaches and other stakeholders'. Again several follow-up questions were asked for more details.

For analysing Guideline 18, the countries were requested to answer, if 'cooperations from entities within the business sector are facilitated by public authorities'. Theme 1 of the next Guideline, 19, dealt with 'pathways offered to retiring athletes'. In addition, Theme 2 and 3 should evaluate about the 'existence of support from public authorities or stakeholders in sport and education for the retired athletes'. With regards to Guideline 32, the countries were asked to assess the 'existence of athletes committees'. To conclude, questions about 'monitoring and evaluation systems in place' as well as 'support of research on Dual Career' covered Guideline 34. Table 2 presents an overview about all themes and the core follow-ups.

Table 2: Overview about themes queried per guideline

Guideline Number	Themes	Core Follow-Up Topics
Guideline N° 3		
	Existence of national guidelines	- GUIDELINES taken into account
	Existence of any recommendations	- National sport and education system taken into account
		- Cultural diversity taken into account
		- Stakeholder considered
Guidelines N°4 & N°7		
	Existence of agreements between public authorities and national/regional sport organisations	- Containing a strategy for the specific activities/programmes, - Allowing for public funding of the activities/programmes

Existence of agreements between private authorities and national/regional sport organisations	-	Containing a strategy for the specific activities/programmes
Existence of Dual Career implementation concepts/programmes	-	Allowing for private funding of the activities/programmes
Incorporation of Dual Career issues in education of coaches and other stakeholders that support the sporting career of elite athletes	-	Taking all different athletes (all sports, gender, disabled, impaired) into account
	-	Taking care of the safety of young athletes
	-	Taking care of the welfare of young athletes
	-	Taking distance learning systems into account

Guideline N°18

Facilitating cooperations from entities within the business sector (for profit organisations or chambers of commerce) by public authorities	-	Cooperations initiated by public authorities
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Guideline N°19

Pathways offered for athletes who retire	-	Pathways open to all athletes
Existence of support from public authorities when athletes retire		
Existence of support from stakeholders in sport and education when athletes retire		

Guideline N°32

Existence of athletes' committees	-	Promotion of sport authorities for existing athletes' committees
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Guideline N°34

Monitoring and evaluation of existing initiatives on Dual Career in sports of sport and education authorities		
Support of research on Dual Career of sport and education authorities		

All themes and follow-up questions named in Table 2 were pre-formulated as direct, open-ended questions and afterwards distributed to each of the six partner countries. As so, the chapters ahead are equally constructed and present the answers to the different guidelines/themes in a similar order for each country.

3 IMPLEMENTATION OF THE GUIDELINES ON THE NATIONAL LEVEL

3.1 Germany

3.1.1 Introduction

Several stakeholders are involved in elite sport with regard to athletic and post-career support. They operate in the sport and/or education sector. Figure 2 presents an overview about the main stakeholders involved in Germany.

In Germany, a squad system for elite athletes has been established (DOSB, 2018). Therefore, it serves as an important decision-making criterion for all involved institutions and organisations supporting and funding elite sport. There are five major squad statuses within the squad system of German elite sport:

- 1) OK-Squad (Olympic Squad – national squad level): Top-athletes, who belong to the best athletes in their sport world-wide.
- 2) PK-Squad (Potential Squad – national squad level): Selected athletes, who fulfil sport-specific performance parameters of the national sport federations and have excellent potential for the future. In the medium term it is targeted to develop the potential to perform on an international level and to catch up with OK-Squad athletes.
- 3) EK-Squad (Endorsement Squad – national squad level): Selected athletes, who fulfil sport-specific performance parameters of the national sport federations. In the medium term it is targeted to develop the potential to perform on an international level and to catch up with OK-Squad athletes.
- 4) NK1-Squad (Junior Squad 1 – regional squad level): Athletes, who belong to the Junior Squads of the national sport federations. The NK1-Squad is time-bound to the junior age standards of each sport.
- 5) NK2-Squad (Junior Squad 2 – regional squad level): Selected/chosen athletes by a national sport federation, who originally belong to the LK-Squad and who have shown special potential in their sport.
- 6) LK-Squad (regional Squad): Athletes, who underwent a specific general sport education in their sport of several years in a non-profit sport club.

(DOSB, 2018)

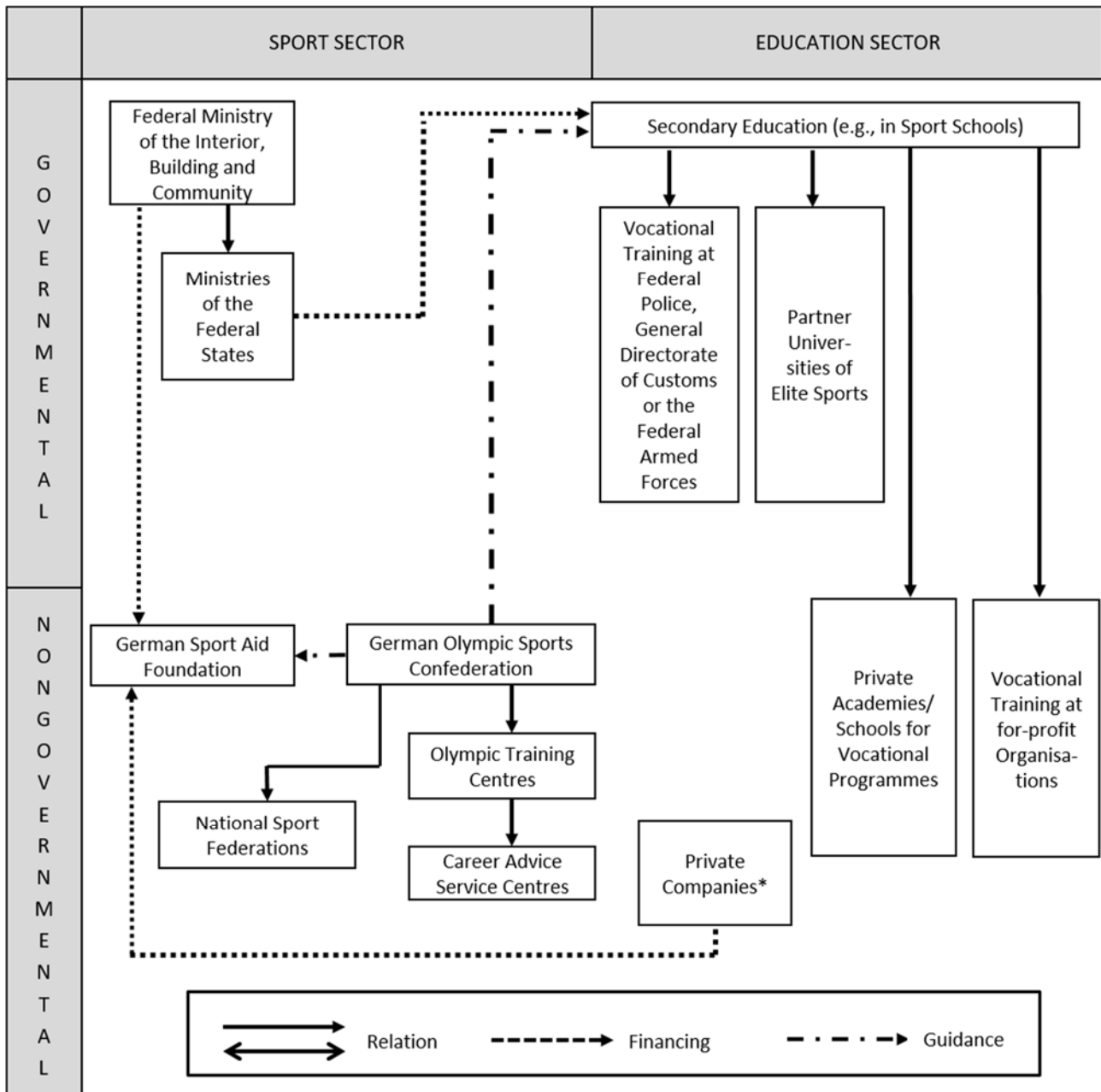


Figure 2: Main stakeholders supporting athletes during their career and post-career in Germany

Note: The Figure presents a very basic overview of some of the involved stakeholders and does not depict all complex relationships as holistic picture. *Private companies do not belong to the sport nor to the education sector.

Dual Career planning is an existing problem for most elite athletes in Germany. A key driver for athletes to terminate their sporting career is the willingness to concentrate more on their professional/vocational life and not athlete's lack of success (Breuer, Hallmann, & Ilgner, 2017). Elite athletes feel combining elite sport with vocational training or education as difficult: A study by

Breuer, Wicker, Dallmeyer and Ilgner (2019) has shown that elite athletes, particular in Olympic sport, have on average a weekly workload of 56 hours, composed of 32 hours of sport practice and 24 hours for their job, vocational training and/or studies. With a monthly salary of 1,560 EUR, this results in an hourly wage of only 7.41 EUR. These numbers indicate that athletes cannot save money for their future after being an elite athlete and need to prepare their professional life by planning and running through Dual Career measures.

The GUIDELINES should serve as a directive facilitating the Dual Career system in the member states. The implementation of these GUIDELINES in Germany, however, has not yet begun. However, for nearly every guideline programmes and instruments for the sport as well as for the educational sector exist. Yet, these are not legally binding, nor known to all athletes.

This chapter provides a detailed report of the implementation of the GUIDELINES in the member state Germany, evaluating the content of the Guidelines 3, 4, 7, 18, 19, 32 and 34. Table 3 displays important phrases and organisations used in this work.

Table 3: Important phrases and organisations with abbreviations – Germany

English Translation	Original German Wording
Dual Career	Duale Karriere
Elite athletes	Spitzensportler*in
Olympic Games	Olympische Spiele
General Directorate of Customs	Generalzolldirektion
Federal Armed Forces	Bundeswehr
➤ Sport Soldiers	➤ Sportsoldaten
➤ General Basic Training	➤ Allgemeine Grundausbildung
Federal Police	Bundespolizei
➤ Elite Sport Funding of the Federal Police	➤ Spitzensportförderung der Bundespolizei
German Sport Aid Foundation [GSAF]	Stiftung Deutsche Sporthilfe
➤ Federal Sport Aid Foundations	➤ Sport Stiftungen der Bundesländer
Federal Ministry of the Interior, Building and Community [BMI]	Bundesministerium des Innern, für Bau und Heimat
Federal Institute for Sport Science [BISp]	Bundesinstitut für Sportwissenschaft
German Olympic Sports Confederation [DOSB]	Deutscher Olympischer Sportbund
German Sports Youth [DSJ]	Deutsche Sportjugend
National Paralympic Committee Germany [DBS]	Deutscher Behindertensportverband
German Swimming Federation	Deutscher Schwimm-Verband
German University Sport Federation	Allgemeiner Deutscher Hochschulsportverband
Athletes Commission DOSB	Athletenkommission im DOSB
➤ Athletes Germany Club	➤ Athleten Deutschland e.V.
Elite Sport Schools	Eliteschulen des Sports
NRW-Sport Schools	NRW-Sportschulen
Partner Schools of Elite Sport	Partnerschulen des Leistungssport
Partner Universities of Elite Sport	Partnerhochschulen des Spitzensports

Squad System of German Elite Sport	Kadersystem des Deutschen Spitzensports
Olympic Training Centres	Olympia Stützpunkte
Career Advice Service Centre of the Olympic Training Centres	Laufbahnberatung der Olympia Stützpunkte
Step Stone Future	Sprungbett Zukunft
BMI-Step Stone Future	BMI-Sprungbrett Zukunft

There are several policy documents outlining the importance of Dual Career pathways. These include

- (1) Concept Restructuring Competitive Sport and Elite Sport Funding [Neustrukturierung des Leistungssports und der Spitzensportförderung] (BMI & DOSB, 2017)
- (2) Ten-Point Plan DOSB [Zehn-Punkte-Programm DOSB] (DOSB, 2016)
- (3) Federal Education and Training Assistance Act [Bundesausbildungsförderungsgesetz] (Bundesministerium für Bildung und Forschung, 2019)
- (4) Programme of the BISP for Prioritising Sport Science Based Research [Programm zur Schwerpunktsetzung sportwissenschaftlicher Forschung des BISP] (BISP, 2017)

3.1.2 Guideline 3

Theme 1 – Existence of national guidelines on Dual Career.

In Germany, responsible public authorities and national organisations in the sport sector are aware of the difficulties elite athletes face when pursuing a Dual Career. However, no national guidelines on the Dual Career of elite athletes exist currently. However, recommendations have been introduced within a concept named 'Restructuring Competitive Sport and Elite Sport Funding' which was published by the Federal Ministry of the Interior, Building and Community and the umbrella sport organisation on the national level, the German Olympic Sports Confederation ([DOSB]; BMI & DOSB, 2017). This document outlines how the German elite sport system should be reformed. Dual Career is one of several topics discussed. The main goals are to a) develop a closed system with a range of mandatory Dual Career measures which are individually targeted to athletes, b) to maintain and further develop more flexible education programmes, c) extent the effectiveness of state-funded employment and d) create more sustainability of funding for post-career support by the German Sport Aid Foundation (BMI & DOSB, 2017). Yet, as of now, it represents objectives. Strategies and tactics regarding its implementation are not yet communicated.

Theme 2 – Contents and usage of the national guidelines.

The concept named ‘Restructuring Competitive Sport and Elite Sport Funding’ does not refer to the GUIDELINES. Yet, the concept builds on the national sport and education system, though does not explicitly take cultural diversity into account. This has been already depicted in Figure 2. Key players include in the education sector

- Elite Sport Schools (Eliteschulen des Sport)³ for secondary education,
- Partner Universities of Elite Sport (e.g., offering unique quotas regarding admission for elite athletes and flexible exam schedules) for tertiary education and
- organisations (governmental and non-governmental) offering vocational training (with flexible structures and unique quotas regarding admission for elite athletes) after secondary education.

Dual Career paths are offered for secondary and tertiary education and vocational training. However, elite athletes can also pursue a Dual Career in general schools and universities that do not cooperate with the sport system. The concept ‘Restructuring Competitive Sport and Elite Sport Funding’ advocates for the expansion of obligatory educational programmes by those stakeholders offering sufficiently flexible solutions for the athletes. Every athlete being part of the squad system of German elite sport or a regional squad system shall receive sufficient support and flexible arrangements at school aligned to the training schedule. In this respect, the cooperation of Elite Sport Schools with the Olympic Training Centres shall be expanded and an integrative concept of boarding schools with obligatory quality criteria across locations shall be introduced. The Federal Education and Training Assistance Act (*BAföG Bundesausbildungsförderungsgesetz*) shall be adjusted and used for this purpose. Likewise, programmes for support and flexibility shall also apply to athletes who are studying at universities and belong to the squad system of German elite sport. In all federal states, it is recommended to introduce specific quotas for elite athletes who want to pursue Bachelor’s and Master’s degree programmes at German universities, prioritising the athletes in the application process. Turning to companies and public authorities as employers, the existing partners and cooperating firms are obliged to enable a transition into the professional life via programmes such as internships, mentoring programmes, job shadowing and networking activities (BMI & DOSB, 2017).

In the sport sector, an important prerequisite is established through the squad system of German elite sport (*Kadersystem*). Key players include

³ For further information on the programmes of the educational sector cf. 4.1.2 (Theme 3 – Education Sector Stakeholder Programmes)

- Career Advice Service Centres of the Olympic Training Centres (*Laufbahnberatung Olympischer Stützpunkt*),
- the Federal Police, the Federal Armed Forces, and the General Directorate of Customs and its Elite Sport Funding (*Spitzensportförderung der Bundespolizei, der Bundeswehr und der Generalzolldirektion*),
- the German Sport Aid Foundation providing funding for elite athletes.

The Career Advice Service Centres are offered at the Olympic Training Centres in Germany. They assist athletes in their decision-making process related to Dual Career plans and choice of schools, universities and other cooperating partners. With regard to these institutions, the concept 'Restructuring Competitive Sport and Elite Sport Funding' suggests an obligatory implementation of an individualised and long-term oriented plan of the athlete's Dual Career. The athlete shall receive a unique and concrete bundle of programmes. Therefore, the specification of national standards of the Career Advice Service Centres at the Olympic Training Centres, shall be advanced to guarantee high-quality consultation for the athletes. Additionally, it is planned to establish national Career Advice Service Centres at the DOSB. This should complement the regional offices at the Olympic Training Centres (BMI & DOSB, 2017).

A unique characteristic within the German sport system is opportunity of vocational training followed by employment through the Federal Police, the Federal Armed Forces or the General Directorate of Customs for elite athletes. The concept 'Restructuring Competitive Sport and Elite Sport Funding' suggests evaluating the apprenticeships, which are currently occupied by elite athletes based on performance measures. The idea is to offer these positions first to athletes of the OK-, PK- and EK- Squad, which are potential Olympic Squad athletes (i.e., those athletes ranked highest in the squad system). Attending seminars, which cover the topics Dual Career and the transition from sport to the professional life, is compulsory for the allocation and/or renewal of the apprenticeships. Additionally, the number of positions for apprentices shall be expanded (BMI & DOSB, 2017).

The German Sport Aid Foundation shall – according to the concept 'Restructuring Competitive Sport and Elite Sport Funding' especially focus on post-sporting career pathways. Specific financial funds and the provision of a network system with business partners should facilitate the athlete's entry into the professional life (BMI & DOSB, 2017).

Summing up, the concept 'Restructuring Competitive Sport and Elite Sport Funding' can be considered as a starting point of implementing national guidelines. Yet, obligatory guidelines do not yet exist. Although several stakeholders are already named in the concept, the German non-profit

sport club system, however, is not particularly addressed within the concept. The non-profit sport clubs build the basis of the German sport system and they are essential for the development of elite athletes. To participate at competitive sport events, a membership at a non-profit sport club is compulsory in Germany. As elite athletes of the sport club become simultaneously member of the respective squad system of the Olympic Training Centre in their region, services regarding the Dual Career are covered by the Olympic Training Centre.

There are only limited reward mechanisms or incentives for stakeholders to recruit, work with or employ elite athletes. Once a year the best Elite Sport School, the best Partner University of Elite Sport, and the company offering the most favourable conditions for elite athletes are awarded by the DOSB (DOSB, 2019b, 2019c). Other cooperating companies and sponsors of the GSAF benefit from their engagement in the elite sport sector through presenting their company's names via naming rights for funds, awards or events (DOSB, 2019).

3.1.3 Guideline 4 and Guideline 7 – sport sector

Theme 1 – Public support of Dual Careers.

Table 4 lists all public stakeholders who offer concepts, programmes or activities on Dual Careers for elite athletes. However, those stakeholders do not have necessarily any agreements with sport organisations.

Table 4: Public support of Dual Career in Germany

	Stakeholder	Dual Career Concept / Programme
Sport sector	Ministry of the Interior, Building and Community (BMI)	Concept
	Federal Police, the Federal Armed Forces & the General Directorate of Customs	Programme
Educational sector	Elite Sport Schools	Programme
	Partner Universities of Elite Sport	Programme

Formal agreements between the named public authorities and national or regional sport organisations are scarce to the best of our knowledge. The DOSB and the BMI cooperate regarding the Elite Sport Schools (cf. Theme 3). The DOSB supports Elite Sport Schools, which are governed by the 16 federal states of Germany.

Dual Careers in the concept of 'Restructuring Competitive Sport and Elite Sport Funding' and the cooperation between the DOSB and the BMI regarding Elite Sport Schools are goal-oriented. Thus, both tend to establish and improve existing parameters for elite athletes to develop their sporting performance, while simultaneously undergo programmes, which harmonise their educational and professional future. However, these provisions do not necessarily follow a clear strategy; they rather provide a loose structure of recommendations and propositions. Most of the provisions within the

named concept and the named cooperations are then clearly geared towards the athletes and include their involvement.

The DOSB has introduced the Ten-Point Plan, identifying ten areas of the Dual Career system that need special attention. In this paper, the DOSB requests the national sport associations to become active in Dual Career planning, underlines the importance of public relations in this context and requests to develop an own webpage on the Dual Career for elite athletes (in place by now; DOSB, 2016). Some contents of the concept ‘Restructuring Competitive Sport and Elite Sport Funding’ and the Ten-Point Plan of the DOSB on Dual Career issues overlap. This highlights their importance for the German sport system.

Theme 2 – Private support of Dual Career.

Table 5 lists non-governmental stakeholders offering concepts or programmes on Dual Careers of elite athletes. Those stakeholders do not have necessarily any agreements with sport organisations.

Table 5: Private support of Dual Career in Germany

	Stakeholder	Dual Career Concept / Programme
National	GSAF	Several initiatives
Regional	Federal Sport Aid Foundations	Several initiatives
	For-profit organisations	No concrete programmes

In contrast to the public sector, agreements between non-governmental entities and sport organisations in respect to elite athlete’s Dual Careers exist. There are several players; amongst them are 1) the GSAF, 2) the federal sport aid foundations, and 3) for-profit organisations.

1) The GSAF was founded in 1967 and is registered as a non-profit foundation. It supports elite athletes financially as well as in their career planning and personal development. Since 1967, the GSAF has supported 51,000 athletes in 50 Olympic and Paralympic sport and could therefore contribute to 261 gold medals for Germany at the Olympic Games. The annual budget of the GSAF amounts up to 18 million EUR (Stiftung Deutsche Sporthilfe, 2019e). The funding concept, which is currently in place, was developed in cooperation with all national Olympic sport federations. The BMI is since 2018 a major sponsor of the GSAF and allocates annually seven million EUR to the foundation for direct funding purposes. Besides the BMI, major financial sources for the GSAF are the national lottery, donations from sponsors, and money from (fundraising/donation) events (Stiftung Deutsche Sporthilfe, 2019a). The organisation’s main contribution to Dual Careers is its funding concept which is based on sport performance, an anticipated perspective of potential and individual needs, and the support of the athletes until their job entries. All athletes of the in place by now of German elite sport are included. There are three funding levels: pillar one (‘base promotion’), pillar two (‘Top Team Future’) and pillar three (‘Top Team’). A transition from the ‘Top

Team' to an extra programme (pillar four) for retiring athletes is envisaged (Stiftung Deutsche Sporthilfe, 2019b).

2) Besides the GSAF, all federal states of Germany have their own Federal Sport Aid Foundation. Not all of them mention explicitly programmes on Dual Career services on their websites. To mention one example, the Federal Sport Aid Foundation of North-Rhine Westphalia (NRW) offers amongst other things, a mentoring programme, discussion forums and projects with cooperating companies. However, a clear strategy is not communicated in the available content (Sportstiftung NRW (Sports Foundation NRW), 2019).

3) No information was available if Dual Career agreements between for-profit organisations and sport organisations exist. However, certain companies (especially banks and insurance companies) introduce own sport teams and support them financially (cf. Guideline 18).

Summing up, programmes on Dual Career provided by foundations in general strongly involve the athletes. In contrast, for-profit organisations often solely focus on the (financial) support of training as such or do not offer programmes for Dual Careers, which necessarily involve the athletes (fond payments).

Theme 3 – Dual Career programmes of stakeholders in the sport sector.

Introduced agreements and programmes and their implementation will be specified.

Sport Sector Stakeholder Programmes

Table 6 lists sport sector stakeholder programmes.

Table 6: Overview of sport sector programmes in Germany

Dual Career Programme	Stakeholder	Number
Career Advice Service Centres	Olympic Training Centres/DOSB	1
Elite Forum	GSAF	2
Step Stone Future	GSAF and partners from the business world	3
Mentoring	GSAF and Wertestiftung	4
Start-up Academy	GSAF, DKB and Wertestiftung	5
Sport soldier	Federal Armed Forces	6

(1) The Career Advice Service Centres at the Olympic Training Centres are led by the DOSB. Athletes can consult the staff of the Career Advice Service Centre regarding any Dual Career activities such as special schools and universities or extra job training (OSP Rhein-Ruhr, 2019).

(2) The 'Elite Forum' has been established by the GSAF. The Elite Forum is a network meeting (for 3.5 days) with selected elite athletes and partners from politics, culture, science, media, the business

world and sport. Presentations, informal talks and lectures on personality development, career planning and general societal and economic issues that are crucial for society are discussed. Seminars on career orientation and planning are also provided (Stiftung Deutsche Sporthilfe, n.d.-a).

(3) The career portal 'Step Stone Future' (*Sprungbrett Zukunft*) is offered by the GSAF cooperating with partners from the business world such as for instance Deloitte (Deloitte, n.d.). The portal is set up as modular system consisting of a) a so called 'code word' application, b) short-term internships, c) a mentoring programme (cf. (4)), and the start-up academy (cf. (5)). The 'Code word' application is offered by partner organisations of the GSAF and implies that the athletes' situation of pursuing the Dual Career will be taken into consideration when they apply with other individuals for a job at those cooperations. The short-term internships are also offered by partner organisations of the GSAF and provide insights for approximately six weeks into an organisation for athletes.

The GSAF is also supported by the BMI, which has allocated an annual budget of seven million EUR at GSAF's disposal in 2019 (Stiftung Deutsche Sporthilfe, 2019a).

(4) Elite athletes who are members of the squads 'Top Team Future' and 'Top Team' can join a mentoring programme offered by the GSAF and the Wertestiftung (this is one part of the modular system offered through 'Step Stone Future'; Stiftung Deutsche Sporthilfe, 2019b). Athletes are matched with individuals working in the business world in various sectors. The mentors serve as facilitator to provide a smooth transition from the athletic career into the professional career (Wertestiftung, n.d.).

(5) The Start-up Academy is also offered as part of the modular system 'Step Stone Future'. Partners of the GSAF offering the programme are the bank DKB and the Wertestiftung. Elite athletes who want to found their own company are supported conceptually and financially. The athletes develop their own business ideas in workshops, write a business plan, and present it to a jury of investors. The winner of the pitch will be rewarded with a starting capital of 12,000 EUR (Stiftung Deutsche Sporthilfe, n.d.-b).

(6) Based on a resolution from 8 May 1968, the German Bundestag requested the Federal Government to install a promotion model of elite sport in cooperation with the Federal Armed Forces (Deutscher Bundestag, 2019). This is a major pillar of supporting elite sport in Germany with 827 funded positions, the so called Sport Soldiers (*Sportsoldaten*) (Bundeswehr, 2019). General Basic Training is harmonised with the athletic career, which helps the athletes to concentrate mainly on their sport (the General Basic Training can be accomplished in different ways). In total, the cost

of Elite Sport Funding at the Federal Armed Forces amounts to 35 million EUR per year (Bundeswehr, 2019).

Education Sector Stakeholder Programmes

Table 7 lists all education sector stakeholder programmes.

Table 7: Overview of education sector programmes in Germany

Dual Career Programme	Stakeholder	Number
Partner Schools of Elite Sport	The federal state of NRW	1
Elite Sport Schools	All 16 federal states of Germany	2
Partner Universities of Elite Sport	All 16 federal states of Germany	3
Schools and academies, who cooperate with the Olympic Training Centres	Private stakeholders	4
Apprenticeship	Federal Police, the Federal Armed Forces or the General Directorate of Customs	5

Since the 16 federal states of Germany are in charge of education policy and its regulations (cf. Figure 1), education programmes targeting the sport sector are also under the rule of the 16 federal states. Generally, sport is taught as one school subject called ‘physical education’. In North-Rhine Westphalia, for example, three school hours per week are compulsory from grade one till graduation (Ministerium für Schule und Bildung NRW (Ministry for Schools and Education NRW), 2019). Exemplarily the implementation in North-Rhine Westphalia will be described.

(1) In the education system a regional concept regarding the promotion of elite junior athletes combining schooling and sport (‘compound system’), is in place (Sportland NRW, 2019). North-Rhine Westphalia has 51 partner schools of sport in 44 different locations. They are classified into three levels of sport schools with the highest form ‘Elite Sport Schools’ (*Eliteschulen des Sports*), the second highest form ‘NRW-Sport Schools’ (*NRW-Sportschulen*), and the lowest form ‘Partner Schools of Elite Sport’ (*Partnerschulen des Leistungssports*, cf. Table 8).

Table 8: Schools for Sport in North Rhine-Westphalia

Partner Schools of Elite Sport	NRW-Sport Schools	Elite Sport Schools
28	18	5

(2) Across Germany, a total of 43 ‘Elite Sport Schools’ exist (i.e., the highest level), which currently support and educate 11,500 junior elite athletes (cf. Table 9). At the boarding schools, 200 educators provide 450,000 extra hours of supervision, care and support. The success at Olympic Games of some (junior) athletes, who were attending one respective boarding school, has shown, that this set-up is efficient (DOSB Eliteschule des Sport, 2019). The benefit of these schools is that schooling and training workload can be fine-tuned. The 43 Elite Sport Schools across Germany cover all summer and winter Olympic sports. A resolution enacted by the DOSB and the Sport Ministers’

Conference from 2011 has set the objective to organise the compound system by addressing all players involved – schools, the sport and the integrated boarding schools (Kultusministerkonferenz & DOSB, 2018). The schools need to organise the school schedule on a flexible basis, so that practice and recovery times are considered. Further, it includes leave of absence to have the opportunity to participate at competitions and training camps, measures, which enables the athletes to catch up with the school material (i.e., repeated lessons and distance learning via digital sources) and a flexible organisation of exams. The number of school years shall be individually adjusted (i.e., can be extended to more than the regular time) and teachers are purposefully selected for the schools (Kultusministerkonferenz & DOSB, 2018).

Table 9: Elite Sport Schools across Germany

Federal state	Number of Elite Sport Schools
Baden-Württemberg	7
Bavaria	4
Berlin	3
Brandenburg	4
Bremen	0
Hamburg	1
Hessen	1
Mecklenburg-Vorpommern	3
North Rhine-Westphalia	5
Lower Saxony	1
Rhineland Palatinate	2
Saarland	1
Saxony	6
Saxony-Anhalt	2
Schleswig-Holstein	0
Thuringia	3

(3) Universities also offer programmes targeting the Dual Career system. Prioritising elite athletes in the application process (by a quota) or the advantages for athletes at so-called ‘Partner Universities of Elite Sport’ (*Partnerhochschulen des Spitzenports*), are only two exemplary programmes geared towards elite athletes. More than 100 Partner Universities of Elite Sport support approximately 1,200 students being enrolled as elite athletes at these universities (ADH, 2019). The universities offer student athletes individual supervision and support from consultants and mentors, free use of all sport facilities on the university’s property, a reduction of tuition fees (if there are any), provision of space in student housing and an extra offer for nutrition. More importantly is the harmonisation of study schedules, training and competitions dates, the guarantee of extra break semesters due to championships and the flexible scheduling of academic achievement and attendance rules. This is done through e-learning, flexible scheduling of exams, term papers, internships and offers of compensation work (ADH, 2019).

(4) Private schools and academies also cooperate with the Olympic Training Centres. Moreover, public authorities and chambers of commerce offer vocational training directed to and adjusted for elite athletes. These entities offer flexible time management to combine training workload with schooling hours of the vocational programme. The vocational training is extended from three to four years, with a maximum amount of 20 hours schooling per week, one day off during the week and delayed begin of schooling in the morning so that early practice is possible (bbw Berufliche Schulen, 2019).

(5) The Federal Police, the Federal Armed Forces or the General Directorate of Customs have created 1,200 apprenticeship positions for elite athletes. These positions offer elite athletes the opportunity to do sport and pursue a professional career; that is vocational training having unique conditions. Since 80% of elite athletes continue a full-time employment after their sporting career with one of these employers, this programme seems to work effectively (BMI, 2019). This programme was initiated by the BMI. In total, approximately 350 out of 1,200 positions at the Federal Police and the General Directorate of Customs are funded and offered to elite athletes who belong to the squad system of German Elite Sport (BMI & DOSB, 2017). Approximately 850 positions are offered by the Federal Armed Forces (*Bundeswehr*) as part of the 'sport soldier' programme (see sport sector programmes). In addition to the General Basic Training, which Sport Soldiers have to pass, athletes have the opportunity to enrol for a Bachelor's degree programme in sport science (having completed secondary school with A-levels). Moreover, additional non-military qualifications within the programme (other study degrees, coach education, etc.) are offered. Military commitments, sport competitions or the training workload are prioritised over the educational schedule (DOSB, 2019d). The programme of the Federal Police allows to some extent for public funding as the concept plans to use money from the Federal Education and Training Assistance Act (*BAföG*; BMI & DOSB, 2017). Furthermore, the Federal Armed Forces and the Federal Police department are financed by the state. The cost of the Federal Armed Forces' funding programme amounts to 35 million EUR annually (Bundeswehr, 2019).

Conclusion of the sport and education sector stakeholder programmes.

All programmes considered, approaches which target the Dual Career system in the sport and education sector exist. Due to the various stakeholders, the distribution of offered programmes seems to be balanced between the sport and the education sectors. However, the implementation appears to be more advanced and consistent within the educational sector than in the sport sector, where instead rather loose programmes and various initiatives are in place. All athletes (i.e., all sports, female and male, abled, disabled and impaired) are taken into account within the Dual Career programmes, which is supported by statements of the National Paralympic Committee Germany (DBS) providing the same information on promotion, funding and support (in terms of schools, universities, foundations etc.) on their website (DBS, 2019). Especially the GSAF shows a

varying spectrum of athletes, who are supported by the foundation (Stiftung Deutsche Sporthilfe, 2019d). A general agreement between the DBS and the Federal Armed Forces, guarantees since 2013 the support of Paralympic athletes. Currently, there are two Paralympic athletes in the sport promotion group of the armed forces (Bundeswehr, 2019).

Regarding the welfare of young athletes in the Dual Career system, the Elite Sport Schools allow for flexible schooling and take distance/e-learning systems into account (likewise universities). Focusing more on the safety of young athletes, it does not become evident from the present documents on Dual Career, if instruments to prevent child abuse or sexual harassment in elite sport exist. However, there are positioning papers and information on the prevention of child abuse in sport, authored and/or endorsed by the DOSB, the German Sport Youth (DSJ), the DBS and the federal sport federations (DOSB, 2010; DSJ, 2019b; LSB NRW, 2019). Accordingly, since 2017, the DOSB and the BMI shall allocate public funding to associations, based on two premises: a) the acceptance of the anti-doping rules and b) the obligation to present a profound concept on the prevention of child abuse in sport (Deutschlandfunk, 2019). On that account, associations have to follow a step model of the DSJ, which outlines the minimum standards and requirements for the prevention for child abuse in sport (e.g., enshrine the prevention measures in the statutes, appoint a contact person, run a risk analysis, behaviour codes etc.; DSJ, 2019a).

Regarding the vocational training or academic education of coaches or other performance members (realised by the respective sport federation), in most cases there is no information that 'Dual Career of elite athletes' is included as an educational content in their schooling. Exemplary, the A-license course to become a coach (highest license form in Germany) of the German Athletic Federation does not include 'Dual Career of elite athletes' as content in their educational system (DLV, 2019). Conversely, the coach education for the A-license water polo of the German Swimming Federation (DSV) includes work hours on high performance training centres, their tasks and structure, as well as information about the Career Advice Service Centres of the Olympic Training Centres. Therefore, the topic Dual Career planning becomes at least to some extent part of the education of coaches, which in turn can cascade down to elite athletes (Deutscher Schwimmverband, 2017)

3.1.4 Guideline 18 – employment sector

Theme 1 – Cooperations of businesses with sport organisations.

Cooperations from entities within the business sector with sport organisations are mostly sponsorship agreements. However, there are some cooperations acknowledging the Dual Career of elite athletes.

Some programmes such as the initiative ‘Step Stone Future’ founded by the GSAF (cf. 4.1.3) acknowledge the special situation of elite athletes with the attempt to conciliate internships and jobs (e.g., Mercedes Benz, PWC, Deutsche Bank, Telekom). The ‘start-up academy’, a cooperation between the GSAF and German Credit Bank, also offers a form of cooperation. On the one hand, the BMI is in general a sponsor of the GSAF and on the other hand is in addition involved in the project ‘BMI Step Stone Future’. Thus, some cooperations are facilitated by public authorities.

Furthermore, insurance companies and banks (e.g., Zurich, DKB, DVAG) as a distinct company group should be named in this context. They have developed their own sport/squad teams (mostly focusing on junior elite athletes), which are financially supported or take part in training camps with exclusive training conditions. The DVAG, which is active in sponsoring a junior athlete squad in high performance swimming, has integrated a monthly stipend for every athlete in the squad, which is aimed for education and/or vocational training in the future (DVAG, 2015).

3.1.5 Guideline 19 – employment sector

Theme 1 – Promote pathways for retiring athletes.

The transition from a sporting career to an athletes’ post-athletic career, that is professional career, might be the most difficult and vulnerable situation for the athlete within the Dual Career process (Cosh, LeCouteur, Crabb, & Kettler, 2013). The GSAF specifically addresses retiring athletes with pillar four of their funding concept (cf. 4.1.3). Athletes, who have been part of the ‘Top Team’ programme, are offered support after their sporting career: They receive the DKB scholarship (400 EUR/month) for up to three years, can take part in seminars on personal and career development and mentoring programmes, and have access to the alumni-network of the GSAF and the career portal. The concept also includes the opportunity to take part in the programme ‘BMI-Step Stone Future’ (different from ‘Step Stone Future’, which is open to a maximum of 50 athletes; 1,000 EUR/month for a maximum length of three years). This opportunity is restricted to athletes who were member in the programme ‘Top Team’ (pillar three). In addition, athletes have to apply for the extra funding of the programme ‘BMI Step Stone Future’ (Stiftung Deutsche Sporthilfe, 2019c). The BMI allocates 600,000 EUR annually for the programme ‘BMI-Step Stone Future’.

Theme 2 – Support for athletes who retire.

There is no specific support by the BMI for retired athletes (except for the BMI-Step Stone Future Programme). The transfer from the vocational training programmes at the Federal Police, the Federal Armed Forces and the General Directorate of Customs to official employment positions at these institutions can be regarded as the closest attempt to support retiring athletes by public authorities.

There is no explicit information regarding supporting mechanisms from stakeholders in the sport and education sectors for retiring athletes. Yet, retired athletes sometimes take on roles as officials or coaches within a sport federation – after having completed the necessary training. As the athletes are familiar with the structures and networks of the federations, they are presumably a good fit. Furthermore, as outlined in 4.1.3, the Elite Sport Schools hire in particular teachers, who have a sport background as elite athletes themselves.

3.1.6 Guideline 32

Theme 1 – Initiatives promoting Dual Career in sports and athletes' committees.

Programmes such as (1) 'Step Stone Future', (2) 'elite forum', and (3) 'Partner Universities of Elite Sport', promote the Dual Career in sport. The first two are led by the GSAF, whilst the third is led by the German University Sport Federation. Promotional messages by the three actors include for

- (1) Step Stone Future the promise/assurance that there are pathways, which facilitate the transition from the sporting career to the professional life. Therefore 'Step Stone Future' tries to dispel concerns and fears of the athletes to secure their livelihood;
- (2) 'Elite forum' the aspects of exchange and discussion and giving a signal to the athletes to get inspired and to think about their future;
- (3) Partner Universities of Elite Sport showing consideration and making allowances for the special situation of elite athletes, so that the athletes get the feeling that it is feasible to combine sport with a study degree.

These messages are mainly targeted to the elite athletes themselves and to the athlete's contact/reference persons.

Summing up, promotional messages on Dual Career are predominantly send in the sport sector by sport organisations instead of sport authorities. Non-governmental sport organisations promote through initiatives and programmes Dual Career pathways of elite athletes. In the educational sector, promotional messages stem from schools and universities (public authorities) and less from private authorities, that is the business and vocational training sector.

Athletes' Committees

Under the rooftop of the DOSB, the 'Athletes' Commission DOSB', consisting of eight athletes coming from Olympic, Paralympic and non-Olympic sport, exists. Core values of the commission include fairness, transparency, autonomy, authenticity and sustainability. Based on those, the commission's goals are:

- (1) To establish optimal conditions for athletes in all phases of their sporting career.

(2) To actively contribute to the future organisation of sport in the interest of the athletes.

(3) To function as a qualified and autonomous agent in the German sport system to represent adequately the athletes' position (Athletenkommission, 2019).

Elected by the plenary session of all athletes, the Athlete Commission DOSB takes part in the general assembly of the DOSB, which is the highest executive organ of the DOSB. Therefore, the Athlete Commission DOSB is responsible to shape the German sport landscape and all basic affairs concerning it (DOSB, 2019a).

To increase the autonomy and to strengthen the athletes' position inside and outside of the DOSB structures, the Athlete Commission DOSB founded a registered club 'Athletes Germany' (*Athleten Deutschland e.V.*) in 2017. Main areas of interest are better living and training standards, going along with higher budgets of funding and optimised Dual Career services. Besides these areas, the club strives to create an online-platform to establish a (communication-) network among all athletes (Der Tagesspiegel, 2018). Whereas the DOSB did not see a need to found an additional autonomous 'Athletes Germany' in the beginning, the national anti-doping agency and the GSAF were supporters of the initiative. The German Federal Parliament and the BMI also fund the new club for elite athletes with an annual budget of 450,000 EUR (Rheinische Post, 2018). Through their goals and actions, the Athlete Commission DOSB promotes the Dual Career of athletes implicitly.

3.1.7 Guideline 34

Theme 1 – Support of research on Dual Career.

There is no publicly available evidence on a systematic approach or instrument to monitor or evaluate existing initiatives. However, several organisations do have internal monitoring and feedback loops.

Research on Dual Career of elite athletes (incl. monitoring of Dual Career programmes) can be funded through the 'Programme of the BISp for Prioritising Sport Science Based Research' of the Federal Institute of Sport Science (*Bundesinstitut für Sportwissenschaft [BISp]*). This programme includes 'research on the living environment of athletes' including (1) the optimisation of general conditions for elite athletes in their societal, professional and social environment, (2) the optimisation of elite athletes' time management, and (3) the analysis of the athletes' career planning concerning sporting and non-sporting career expectations and strategies for coping with career termination (BISp, 2017).

3.2 Italy

3.2.1 Introduction

In Italy, the Italian Olympic Committee (CONI), the Italian Paralympic Committee (CIP), 44 National Federations, 19 non-Olympic sport disciplines, and Associations for Sport Promotions, six military corps, including the International Military Sport Council (C.I.S.M.), and three state corps organise sport at local, regional, national and international levels. Professional sport encompass men's basketball, men's football, men's golf, and men's cycling, only. At local level, 110,409 sport clubs are included in the official register of the CONI (24.97% northwest, 21.27% northeast, 20.34 % south and 11.23% islands), with 713,816 athletes aged 14-17 years and 867,756 athletes aged 18-35 years engaged in competitive sport (CONI Servizi, 2018). Table 10 provides an overview of important phrases regarding to Dual Career of elite athletes in Italian language.

Table 10: Important phrases and organisations with abbreviations – Italy

English Translation	Original Italian Wording
Dual Career	Duplici carriera
Elite athletes	Atleti d'elite
Olympic Games	Giochi Olimpici
Ministry of Defence	Ministero della Difesa
Ministry of Justice	Ministero della Giustizia
Ministry of Labor and Social Policies (MLSP)	Ministero del Lavoro e delle Politiche Sociali
Institute of Medicine and Sport Sciences	Istituto di Medicina e Scienza dello Sport
National Sport Federation	Federazione Sportiva Nazionale
Associated Sport Disciplines	Discipline Sportive Associate
Italian Olympic Committee (CONI)	Comitato Olimpico Nazionale Italiano
Italian Paralympic Committee (CIP)	Comitato Italiano Paralimpico
International Military Sport Council (C.I.S.M.)	Conseil International du Sport Militaire
Italian Ministry of Education, University and Research (MIUR)	Ministero dell'istruzione, dell'università e della ricerca
Rectors' Conference of Italian Universities (CRUI)	Conferenza dei Rettori delle Università Italiane
Italian University Sport Centre (CUSI)	Centro Universitario Sportivo Italiano
National Association of Bodies for the Right to Education (ANDISU)	Associazione Nazionale degli Organismi per il Diritto allo Studio Universitario
Italian Association of Culture and Sport (AICS)	Associazione Italiana Cultura e Sport
Italian National Athletes Commission	Commissione Nazionale Atleti
Italian network of Universities focused on sport issues	UNISPORT ITALIA
ADECCO Foundation Italy	Fondazione ADECCO Italia
Italian Association of Football Players	Associazione Italiana Calciatori (AIC)
Italian Association of the Soccer Coaches (AIAC)	Associazione Italiana Allenatori Calcio
School of Sport	Scuola dello Sport
Italian public bank specifically aimed to support sport entrepreneurship	Istituto per il Credito Sportivo

Saving account for the end of sporting career of the soccer players and coaches	Fondo di Accantonamento di Fine Carriera per Calciatori e Allenatori di Calcio
Memorandum of Understanding (MoU)	Protocollo d'Intesa
Individualized Educational Plan	Progetto Formativo Personalizzato (PFP)
Athlete of National Interest	Atleta di Interesse Nazionale

Despite the aforementioned structures, the Dual Career of athletes is not fully organised in Italy. However, several Italian actors and stakeholders are involved at governmental and non-governmental levels to support the combination of sport and education and/or the post-career of athletes (cf. Figure 3).

The Italian Ministry of Education, University and Research (MIUR) governs public and private education. Following the Presidential Decrees N° 89 (2010) and N° 52 (2013) which created a sport path at high school level, the National law 107 (Legge 13 luglio 2015, 2015) (e.g., Good School Law, July 13) required to protect the athletes' right of education (Art. 1(7)(g)), and a Ministerial Decree (DM 935-December 11, 2015) allowed interested high schools an 'experimental project' to establish an educational model for student-athletes.

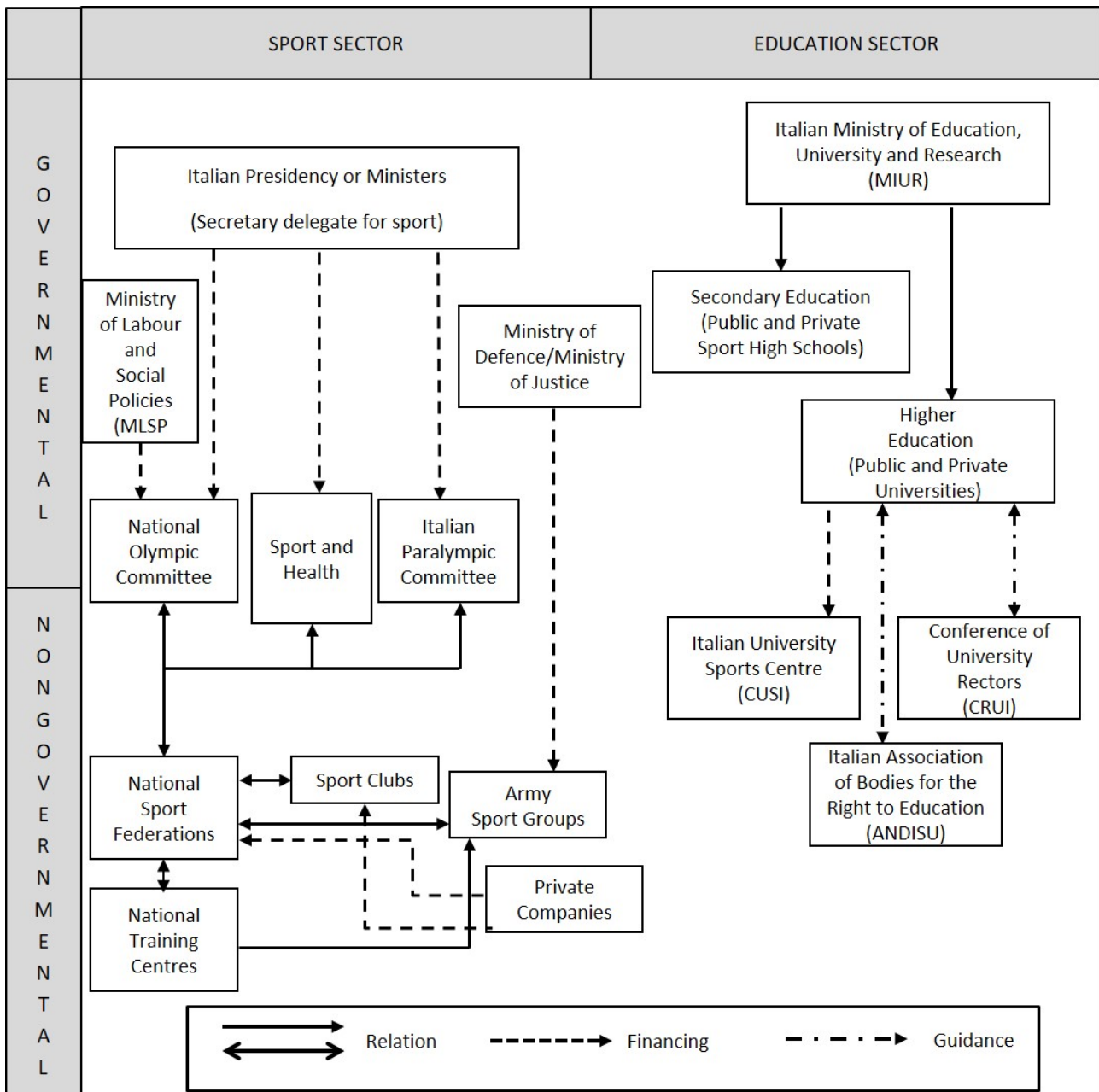


Figure 3: Main stakeholders supporting athletes during their career and post-career in Italy

In 2018, a Ministerial Decree (DM 279-April 10, 2018) and two Ministerial regulations (Ministero dell’Istruzione dell’Università e della Ricerca, 2018) implemented the Dual Career of high school athletes with an ‘experimental project’ (Scuola e Sport- School & Sport) by urging the Teachers’ Committees of the schools that adhered to this project to adopt flexible measures and to provide an Individualized Educational Plan (Progetto Formativo Personalizzato, PFP) encompassing specific timing and evaluation criteria for talented youth athletes participating in the youth or senior

Olympic or Paralympic Games being included in the first 36 positions of the national federation ranking, or competing in team sport at youth or senior national level (cf. Table 11). However, out of a total of 6,252 high schools in 2017-2018 the experimental career project has been activated in a limited number of high schools ($n=356$) and involved around 1,300 athletes, 596 school tutors, and 721 sport tutors (MIUR, 2017) only.

Table 11: Eligible Certifications required to include Italian athletes in the Olympic Club and for the admission in the Scuola & Sport project

Eligible certification from the National Sport Federation only	
1.	Members of the senior and/or the youth national representatives.
2.	Athletes included in the preparation of the Senior or Youth Olympic and Paralympic Games (summer and winter).
3.	Student recognised as "Athlete of National Interest" by the National Sport Federation or by the Associated Sport Disciplines.
4.	For individual sport, athletes included in the top 36 positions of each national category, corresponding to the years of enrolment in high school, at the beginning of each school year.
5.	For professional team sport, recognised by the law n.91 / 1981, athletes competing in the following national championships: <ul style="list-style-type: none"> - Soccer Serie A, B, C; Primavera and Berretti Serie A, B, C; Under 17, Under 16, Under 15 Serie A, B and C; - Basketball Serie A1, A2, B; Under 20, Under 18, Under 1 and Under 15 Eccellenza
6.	For non-professional team sport, athletes competing in the National Championships of Serie A, A1, A2 and B for men and Serie A1, A2 and B1 for women: <ul style="list-style-type: none"> - For Volleyball, athletes competing in men's championships the Serie A1, A2, and B, and in women's Serie A1, A2, B1, and B2.

One-hundred Italian universities (67 state, 22 legally recognised non-state, and 11 legally recognised non-state telematics universities) offer higher education. Regarding Dual Career, in 2016 a 'Protocollo d'Intesa' (Memorandum of Understanding, MoU) between the CONI, the CIP, the MIUR, the Rectors' Conference of Italian Universities (CRUI), the Italian University Sport Centre (CUSI), and the National Association of Bodies for the Right to Education (ANDISU) urged the promotion of the athlete's fundamental rights of a university education ("Protocollo d'Intesa Ministeriale 68 del 12 dicembre 2016. Sostegno delle carriere universitarie degli atleti di alto livello [Memorandum of Understanding Support for university careers of high-level athletes]," 2016). Furthermore, they recognised the relevance of university athletes to increase their prestige and international exposure, as well as the enhancement of the sport culture (MIUR, 2016). In particular, the envisaged support regarded the implementation of a tutoring programme, distance learning, flexibility for examinations, reservation of places in the student residences and the opportunity for scholarships (MIUR, 2016).

In their thorough analysis of the Italian approach to Dual Career athletes at university, Bastianon and Grieco (2018) claimed that such a programmatic legislative reference is too vague to provide a national framework and to allow the monitoring of the actual effectiveness of Dual Career actions.

In fact, out of the 100 recognised universities, 29 universities do not consider Dual Career, seven universities declared to be in the process of adopting Dual Career measures, 17 universities provide some special Dual Career rules, and only 22 encompass Dual Career programmes (Bastianon & Grieco, 2018). In particular, the authors have identified support services mainly related to educational provision (e.g., tutoring: $n=19$); flexibility for exams ($n=15$), class schedule ($n=11$), part-time path ($n=8$), and gap year ($n=4$); recognition of ECTS ($n=12$); financial support (e.g., fee exemption: $n=13$; scholarship: $n=7$); and facilities (accommodation: $n=7$; sport: $n=5$). Despite the potential positive effects of Dual Career counselling to implement individual skills and competencies of athletes has been highlighted (Maulini, 2018; Migliorati, Maulini, & Isidori, 2016, 2018; Tafuri & Bellantonio, 2018), only four Italian universities offer career counselling (Bastianon & Grieco, 2018).

In December 2018, 42 Italian universities joined the UNISPORT ITALIA network (UNISPORT ITALIA, 2018), which aims to implement educational, research, and innovation in sport at university level. At European level, around 10% of the Italian universities are members of the European Athlete as Student network (European Athlete Student - The Dual Career Network), and some have been or are currently partners of several European Erasmus+Sport cooperative partnerships on Dual Career.

Not surprisingly in the scientific literature, Italian athletes showed a low satisfaction of Dual Career university tutoring/counselling support (Fuchs et al., 2016), despite Italian professors have declared to be personally willing to be supportive and to provide them with flexible educational paths even in absence of official Dual Career provisions (Guidotti, Lupo, Cortis, Di Baldassarre, & Capranica, 2014). Therefore, Italian Dual Career university athletes younger than 24 years and/or competing at national/international competitions, showed a high student-athlete identity. This identity is necessary to negotiate their sport and academic commitments (Lupo et al., 2015; Lupo et al., 2017a, 2017b), as well a high motivation towards sport and athletic careers, valorising more the sport area with respect to the academic one (Guidotti & Capranica, 2013; Guidotti et al., 2013; Lupo et al., 2015; Lupo, Tessitore, Capranica, Rauter, & Doupona Topic, 2012).

At sport level, the CONI supports the Dual Career of athletes, also in cooperation with the MIUR, the Ministry of Defence, the Ministry of Justice, the Ministry of Labor and Social Policies (MLSP) and private companies. Furthermore, the Istituto di Medicina e Scienza dello Sport (Institute of Medicine and Sport Sciences) of the CONI is fully devoted to the physical and mental health, injury prevention, recovery and performance enhancement of athletes.

The CONI developed parameters for the inclusion of athletes in the Olympic club and for the admission in the Scuola & Sport project (cf. Table 10), recognises specific roles and duties to the athletes' commission, and guarantees free medical services for athletes belonging to the Olympic club and talented athletes indicated by the National Olympic Federations (approx. 1,300 athletes).

Furthermore, the CONI provides financial support, benefits and free services for elite athletes, protects pregnant athletes and guarantees assistance for athletes with young children participating in the Olympic Games. The CONI also supports elite sport centres and organises educational courses for sport staff through the Scuola dello Sport (School of Sport) at regional and national levels. Finally, the CONI guarantees a 45-day sport leave for its employees to participate in competitions.

In collaboration with the MIUR, the CONI recognises competences for the acquisition of sport qualifications within the National Sport Qualification Framework (Scuola dello Sport, 2018). In addition, the CONI provides financial support to a maximum of twenty athletes accomplishing a Bachelor's degree and to a maximum of twenty athletes accomplishing a Master's degree through awarding the prize 'Atleta eccellente, eccellente studente' (Excellent athlete, excellent student). For the 2016 call, the award has been assigned to 10 and 13 athletes who graduated at Bachelor's and Master's level, respectively. For the 2017 call, the award has been assigned to 9 and 19 athletes who graduated at Bachelor's and Master's level, respectively

Specifically for football players, in 2016 the E-learning education platform 'WebSport 3.60' has been developed in cooperation with MIUR and Lega Serie A. This platform is also available for athletes of other sports since 2017.

At European level, the CONI is a member of the European Athlete as Student network and is currently partner in several European projects on Dual Career.

Several sport federations (e.g., Football, Triathlon, Swimming, Fencing, Equestrian, Track and Field) established specific Dual Career agreements with some universities. Furthermore, at club level, some academies enrol tutors to support youth athletes in managing their Dual Career paths.

Notably, these days (2019) the CONI is undergoing major organisational changes, which could affect its current and future activities.

All the Italian Military Corps (e.g., Esercito, Army; Marina Militare, Navy; Aeronautica, Air Force; Carabinieri; Guardia di Finanza, Finance Guard) and the State Corps (e.g., Polizia di Stato, Police; Polizia Penitenziaria, Prison Police, and Corpo Nazionale dei Vigili del Fuoco, Fire Fighters Corp) have sport groups, sport centres, and provide salary, technical and medical staff, and logistics for athletes competing in the national championships of the respective sport federations at national and international levels. After their sporting career, athletes maintain their army position. However, Paralympic, some Olympic and non-Olympic sport are not considered eligible for the military corps. This determines considerable inequalities between elite athletes urging for a solid legal framework to ensure equal opportunity between elite athletes.

In 2017, the Italian Ministry of Labour and Social Policies in cooperation with the CONI, promoted the three-year project 'La Nuova Stagione' (CONI, 2017). It is aimed to support elite athletes regarding their post-athletic career and their transition into the labour market by means of an information campaign, definition of educational paths, definition of occupational paths and monitoring and evaluation.

The Fondazione ADECCO Italia (ADECCO Foundation Italy), in cooperation with the CONI, organises the International Olympic Committee-International Paralympic Committee Athlete Career Programme (IOC-IPC ACP) implementing opportunities for athletes at the end of their sporting career (Adecco Group, 2019). Until 2020, the project aims to involve each year 100 elite athletes and retired athletes (10% Paralympic athletes). Since 2001, around 1,200 athletes participated in the IOC-IPC ACP, with 739 athletes attending the ADECCO educational courses and more than 60% starting a professional career path. In particular, the project encompasses four phases: counselling, a seminar on career transition, vocational education and working opportunities.

The BNL bank, in cooperation with the CONI, created the educational 'EduCare Sport' project to empower the entrepreneurial and financial competences of elite athletes. This project encompasses three modules: psycho-attitudinal, financial-economic and micro-credit.

The Associazione Italiana Calciatori (AIC, Italian Association of Football Players), in cooperation with the Istituto per il Credito Sportivo (the Italian public bank specifically aimed to support sport entrepreneurship), provides educational courses for football players to empower their financial and entrepreneurial competences, especially related to the creation of football academies (Associazione Italiana Calciatori, 2019). Furthermore, it organises an educational course on specific legal aspects related to professional sport, with a particular focus on the position of sport agents according to the Decree of the Italian President of Council (March 23, 2018) actuating the law 205/2017 that instituted the national register of sport agents at CONI. In 2016, the telematic University San Raffaele in collaboration with the Associazione Italiana Calciatori started the Bachelor degree in Motor Sciences – Curriculum Football – designed to provide students with integrated skills related to football. Football players will benefit from a 20% discount on tuition fees and have recognised professional skills as formative training credits.

3.2.2 Guideline 3

Theme 1 – Existence of national guidelines on Dual Career.

Despite Italian elite athletes are recognised as a specific population group in relevant policy areas, no national guidelines on the Dual Career of athletes are currently in place. Public authorities responsible for policy domains involved in the provision of sport, education, vocational training, social and financial support and employment started cross-sectoral cooperations through

institutional regulations and policy plans. These are mainly at an experimental or at an agreement level and not yet implemented. Indeed, there is the vision of full recognition of Paralympic, sub-elite athletes whose efforts are often comparable to those of their elite counterparts.

Theme 2 – Contents and usage of the national guidelines.

Despite a lack of national Dual Career guidelines, the sport, educational, military, and labour sectors provide Dual Career paths for elite athletes. This indicates that a Dual Career concept is currently in its developmental stage.

At the educational level, some aspects of the Dual Career concept have been introduced in the last years, with flexible paths offered for athletes at secondary and tertiary levels. At secondary level, the MIUR regulates an experimental Dual Career programme for youth athletes (e.g., Scuola & Sport) enrolled at high schools with a sport focus, which are quite limited in number with respect to that of the general high schools. Despite the Scuola & Sport programme envisioning flexible and personalised educational paths for athletes, at present there is no information whether the high schools with a sport focus adopt a common and consistent approach, also in relation to the cooperation with the sport sector. Furthermore, youth athletes might be enrolled in high schools not encompassing a sport focus and/or not adhering to the experimental Dual Career programme. At tertiary level, MoU on Dual Career for athletes signed in 2016 provides recommendations and propositions. Due to a lack of a clear strategy, at present only a limited number of universities offer Dual Career paths, with a variety of actions. Furthermore, there is a lack of effective information on the cooperation between universities and the sport sector, with athletes mainly ignoring even the existing opportunities. Indeed, it is envisioned that the MIUR considers the promotion of a minimum of quality standards for Dual Career services/programmes and adopts a mandatory monitoring system of Dual Career actions at the educational level.

At the sport level, the concept of Dual Career is implemented for elite athletes only. The institutional cooperation agreements established with the educational, military and labour sectors have to be implemented and extended to a wide spectrum of stakeholders, especially considering the high number of youth, sub-elite and elite athletes competing at national and international levels. In fact, Dual Career actions activated at sport federations, sport centres, and sport clubs are limited, not always structured, and involving a small number of athletes. Therefore, a mandatory implementation of Dual Career at all levels is needed, encompassing career planning, sport leaves, Dual Career educational courses for sport staff and tutors.

At the military level, the Dual Career concept is partially implemented. The opportunities for athletes to enter the Military Corps are not guaranteed to all elite athletes, discriminating those competing in Paralympic, some Olympic, and non-Olympic sport. Furthermore, the transition of

retired athletes to an actual military career is not adequately supported, with retired athletes allocated in low military positions and not provided with specific educational courses and seminars to allow them fulfilling military positions in relation to their expertise.

At the labour level, the concept of Dual Career is almost not implemented, with elite athletes encountering several difficulties combining their sport and professional careers. Despite several companies that sponsor sport events, teams and athletes, neither sport leaves nor additional rights/incentives for employed athletes who compete at national and international levels are provided. Actually, only the CONI can be referred as a best practice example for its employed athletes who can benefit from a 45 days sport leave in preparation to competitions. Also, the employment system of former athletes should be implemented. Indeed, a specific platform could facilitate matching the athletes' expertise and companies' needs.

3.2.3 Guideline 4 and Guideline 7 – sport sector

Theme 1 – Public support of Dual Career.

Public authorities responsible for policy domains involved in the provision of sport have established cross-sectoral cooperations with several stakeholders (cf. Table 12).

Table 12: Cooperations between sport stakeholders and stakeholders of other sectors.

Level	Sector	Sport Stakeholders	Non-Sport Stakeholders	Dual Career Concept/Programmes
National	Education	CONI	MIUR	Programme
National	Education	CONI-CIP	MIUR, CRUI, CUSI, & ANDISU	Concept (MoU)
National	Military	CONI	Ministry of Defence/Ministry of Justice	Programme
National	Labour	CONI	Ministry of Labour and Social Policies	Programme
National	Labour	CONI	ADECCO	Programme
National	Labour	CONI	BNL (Bank)	Programme
National	Education	Sport Federations	Universities	Programmes

Despite the existing formal agreements and programmes, a limited number of athletes are actually supported in pursuing their Dual Career, mainly due to strict inclusion criteria. Furthermore, the communication strategy and the monitoring of Dual Career policies and programmes need to be established and/or implemented. In this respect, clubs, academies, elite sport centres, sport federations and educational institutions could be valuable Dual Career knowledge hubs. Indeed, the inclusion of dedicated Dual Career staff at the sport level could be effective also in communicating opportunities to athletes, parents, sport managers and staff. Finally, Dual Career staff should be trained at university (especially in sport degrees) and sport (national qualification framework) levels.

Theme 2 – Private support of Dual Career.

At present, non-governmental stakeholders for sport (e.g., clubs, academies, high-performance training centres) do not have a recognised policy/system on Dual Career for athletes, even though some of them provide tutors for helping youth athletes accomplishing a high school degree. To our knowledge, no Dual Career support is offered to athletes attending higher education (e.g., university) or to facilitate their transition to the labour market. Therefore, the engagement of Dual Career staff and career counselling services need to be included in the system in a structured manner and a recognition of quality should be implemented. Due to a lack of formal Dual Career programmes facilitating the transition of football players to the labour market at the end of the sport career, the association of retired football players (e.g., AIC) offers educational courses focused on entrepreneurship, how to become a sport agent or sport administrator secretary, the latter organised in cooperation with the Associazione Italiana Allenatori Calcio (e.g., Italian association of the soccer coaches, AIAC) and financed through the "Fondo di Accantonamento di Fine Carriera per Calciatori e Allenatori di Calcio" (i.e., the saving account for the end of sporting career of the soccer players and coaches).

Theme 3 – Dual Career programmes of stakeholders in the sport sector.

Dual Career programmes in cooperation with sport stakeholders are summarised in Table 13.

Table 13: Dual Career Programmes in cooperation with sport stakeholders

Sport Stakeholders	Non-Sport Stakeholders (sector)	Programmes
CONI	MIUR (Education)	Scuola & Sport
National Sport federations	Specific Universities (Education)	Dual Career for athletes
CONI	SDA Bocconi University	Business Strategies in Sport
CONI	Ministry of Defence/Ministry of Justice (Government)	Military Sport Groups
CONI	Ministry of Labour and Social Policies (Government)	La nuova stagione
Lega Serie A (soccer)	MIUR (Education)	Websport 3.60

The sport stakeholders (e.g., CONI and National Sport Federations) cooperate with the educational sector at high school and university levels. For the Scuola & Sport programme at high school level, sport stakeholders provide certification for the athletes eligible for this educational programme in addition to sport tutors (cf. Table 12). Furthermore, at university level, agreements are in place with some national sport federations supporting the athletes in logistic matters, providing tax reductions and academic flexibility, as well as ECTS recognition of sport outcomes (Bastianon & Grieco, 2018).

An agreement between the CONI and the SDA Bocconi University Business School exists suggesting that athletes and retired athletes are admitted to the Master in Business Strategies in Sport. The degree programme aims to develop managerial skills and thus catering for the needs of the athletes, the Olympics and the sport federations.

The CONI and National Sport Federations cooperate with the Ministry of Defence and the Ministry of Justice. Periodically, the Ministry of Defence and the Ministry of Justice open public calls to enrol elite athletes of national interest in a military sport group; mainly based on the needs of various individual Summer and Winter Olympic sport disciplines. In general, this programme allows athletes to be fully committed to their sport despite their position in the military system, which ensures a monthly salary.

The CONI, in cooperation with the Italian Ministry of Labour and Social Policies, launched the 'La nuova stagione programme', under the 'Programma Operativo Nazionale' "Sistemi di politiche attive per l'occupazione" (PON SPAO, National Operative Programme, Active Policy Systems for Employment), which is supported by the European Social Funds (5,143,000 EUR). In 2017, 365 athletes applied to the programme whereas in 2018, 169 athletes applied to the programme. The programme encompasses

- an information and communication campaign to promote the project at the institutional level and to inform athletes on the opportunities offered at the end of their sporting career;
- preliminary information activities and definition of a first level orientation courses to provide guidance information on the local labour market, analysis of the athlete's competences and needs to structure the most appropriate training and professional paths;
- specific vocational training courses, including a basic level training, a specialised training in sport management, and a specialised training for self-employment and entrepreneurship in the sport sector;
- depending on the vocational training path, traineeships and job placement in companies, or measures of self-employment, and
- monitoring of the project activities to verify the programme outcomes.

The first football division 'Lega Serie A', in cooperation with the MIUR, introduced in 2017 the Websport 3.60 programme based on the web platform Scuolabook (schoolbook) network. This programme is dedicated specifically to the academies of the 20 clubs competing in the highest national football championship (i.e., Serie A). This experimental project aims to prevent school dropouts of youth football players and to facilitate their academic path. The web platform makes

additional educational material to the textbooks available, and will allow the co-creation and sharing of courses, homework and tests in addition to the monitoring and evaluation of competences.

In cooperation with European Partners, the CONI contributed to the development of a Dual Career competency framework (e.g., management, career planning, mental toughness and social intelligence and adaptability) within the Erasmus+ Sport Collaborative Partnership “Gold in Education and Elite Sport” (GEES). At present, the CONI is involved in the Erasmus+ Sport Collaborative Partnership “Education Model for Parents of Athletes In Academics” aiming to develop an online multilingual course to foster parental support regarding the athletes’ Dual Careers.

In conclusion, Dual Career measures in the sport sector need to be implemented, especially within national sport federations (e.g., Dual Career tutors) and at clubs (e.g., coaches, sport managers). Further implementations should consider Paralympic athletes in the agreements with the Ministry of Defence and the Ministry of Justice. Finally, to be effective Dual Career information campaigns should reach all athletes during their developmental years, as well as elite athletes.

3.2.4 Guideline 18 – employment sector

Theme 1 – Cooperation of businesses with sport organisations.

The CONI is closely cooperating with for-profit companies, which sponsor national teams, clubs and athletes. To our knowledge there is no effort to establish Dual Career agreements and/or programmes for employed athletes and retired athletes. However, athletes could also access opportunities for future employment through their (or their club’s) network with companies, but only on an individual basis. In fact, Dual Career cooperation and agreements between businesses and sport organisations are limited. When present, it is mainly related to specific programmes (cf. Table 14).

Table 14: Dual Career programmes in cooperation with companies

Companies	Sport Stakeholders	Programmes
ADECCO Group	CONI	IOC-IPC ACP
BNL bank	CONI	EduCare Sport
Benetton Group	University	Master in Strategies for the Business of Sport

ADECCO is a company of The ADECCO Group aiming to connect people with job opportunities and companies. In Italy, ADECCO includes more than 300 branches. ADECCO provides elite athletes with guidance, training and support for work integration through the IOC-IPC ACP.

The BNL bank (BNP Paribas Group) supports educational activities with several activities via its corporate social responsibility programme. For Dual Careers, the project EduCare Sport has involved mainly elite athletes facilitate more ease when choosing post-athletic career paths.

The Benetton Group-La Ghirada (Benetton Group, 2019) in cooperation with the Ca' Foscari University of Venice organises the Master in Strategies for the Business of Sport, in which university graduates (Bachelor or Master's degree) and professional athletes or retired athletes can enrol. In capitalising on the network of the Benetton Group and partner companies, the Master aims to train managers working in the commercial, marketing and communication area of the sport business, including sporting goods manufacturers, professional sport clubs and sport events.

3.2.5 Guideline 19 – employment sector

Theme 1 – Promote pathways for retired athletes.

The ADECCO Group, in cooperation with the CONI IOC-IPC ACP, helps athletes defining their best career path and job placement.

In cooperation with the BNL bank (BNP Paribas Group) the EduCare Sport programme is organised to train athletes on economic-financial issues including the sustainability of a business project, credit formulas and tools to support entrepreneurship and the potential of microcredit opportunities.

Finally, the Associazione Italiana Cultura e Sport (AICS, Italian Association of Culture and Sport) participated in the Erasmus+ Sport Collaborative Partnership “AtLETyC, athletes learning entrepreneurship – a new type of Dual Career approach”, which provided an online training course to develop entrepreneurial and managerial skills of athletes by means of a Mooc platform.⁴

The Randstad Group Italia S.p.A generated the six month Randstad Next educational counselling.

However, in relation to the high number of elite Italian athletes, those engaged in programmes aiming to facilitate their transition from sport to the labour market are a small minority.

Theme 2 – Support for athletes who retire

No specific support is provided for retired athletes, besides official employment positions for athletes employed by the state and military corps. Some athletes complete the necessary training to start a coaching career in clubs.

In general, athletes have almost no support as employees and there is a lack of a Dual Career culture at work level.

3.2.6 Guideline 32

Theme 1 – Initiatives promoting Dual Career in sport and athletes' committees.

The Commissione Nazionale Atleti (e.g., Italian National Athletes Commission) is a permanent advisory body of the CONI. It was established on the basis of art. 31, paragraph 5, of the CONI

⁴ <http://atletycmooc.eu/>

Statutes (pursuant to Legislative Decree 23 July 1999, No. 242) and of art. 32, paragraph 1.3 of the Olympic Charter.

The athletes' committee contributes to the dissemination of the Olympic ideals and formulates proposals to the CONI to adopt strategies and programmes for athletes. Regarding Dual Career, the athletes' committee proposed the 'Atleta eccellente, eccellente studente' (Excellent athlete, excellent student) award. Moreover, the committee was a partner of the European Erasmus+ Sport Collaborative Partnership "Be a Winner In elite Sport and Employment before and after Athletic Retirement" (B – WISER), which focused on self-evaluations competences of actual student-athletes, of athletes at the end of their sport career, and of Dual Career support providers.

3.2.7 Guideline 34

Theme 1 – Support of research on Dual Career.

At present, no systematic monitoring and evaluation system for Dual Career is in place. Scant public data are available, especially related to Dual Career programmes at high school level. Similarly, statistics on the educational level of athletes and employment/unemployment of retired athletes is lacking.

In the last years, the conversation on Italian Dual Career increased mainly due to the participation of Italian universities and the CONI in Erasmus+ Sport collaborative partnerships providing funds to collect information to foster further policy implementation. A range of methods were employed to collect data on small samples, including case studies, focus groups, semi-structured interviews, two-round Delphi-methods, and surveys. Furthermore, online educational Dual Career courses and tools made available in English might be not suitable to the whole population of Italian athletes.

3.3 Lithuania

3.3.1 Introduction

After Lithuania restored its independence in 1990, all spheres of public life, including sport, faced significant changes and challenges. Lithuania dropped the so called Soviet Sport Governance Model, which was based on purely state governance and where the professional sport was officially non-existent. The Lithuanian National Olympic Committee (LNOC, 2019a), which was re-established in 1988 and the newly established Department of Physical Education and Sport to the Government of Lithuania, played a great role in reforming the Lithuanian sport system, searching for new directions and making international contacts. Gradually, the Lithuanian system is developing towards the modern world sport governance model. A club system was developed according to the example of Western countries, the federations of various sport gained total independence, and new public sport organisations were founded.

In 1992, the Constitution of Lithuania was adopted by Lithuanian citizens in a referendum. Article 53 of the Constitution stipulated that the state promotes physical culture of society and supports sport (Lietuvos Respublikos konstitucija, 2019). In this regard, sport became a constitutional value in Lithuania. In 1995, the Parliament of Lithuania adopted the complex Law on Sport and Physical Education, which became the basis for the legal regulation of sport in Lithuania. The Sport Law divided sport governance functions between state institutions and self-governance bodies, laid down legal grounds for professional sport and established the main principles for organisation of sport events (The Development of the Lithuanian Government of Physical Education and Sport [Lietuvos kūno kultūros ir sporto valstybinio valdymo raida]), (KKSD, 2019).

In Lithuania, the Ministry of Education, Science and Sport is responsible for the formation, coordination and implementation of sport policy. Currently, sport is regulated by the following Laws of the Republic of Lithuania:

- Law on the Development of Non-Governmental Organisations;
- Anti-Doping Convention;
- Additional Protocol to the Anti-Doping Convention;
- Law on Associations;
- European Convention on Brutal Conduct of Viewers at Sport Events and Especially at Football Matches;
- Law on the Social Integration of the Disabled;
- Law on the Fund for Physical Education and Sport;
- Law on Physical Education and Sport;
- Law on Amending and Supplementing Article 41 of the Law on Physical Education and Sport (2012);

- Law on Amending and Supplementing Article 41 of the Law on Physical Education and Sport (2015);
- Law on Charity and Support;
- The Law on Volunteering;
- International Convention for the Suppression of Doping in Sport;
- Law on Local Self-Government (Department of Physical Education and Sport, 2018).

One of the most important legislations related to sport is the Law on Physical Education and Sport and its amendments (Republic of Lithuania, 1995; latest version 2018-10-18, XIII-1540). This Law:

- 1) lays down the principles of physical education and sport;
- 2) regulates the competence of state and municipal institutions in the field of physical education and sport;
- 3) regulates the organisation of physical education and sport;
- 4) regulates the competence of non-governmental physical education and sport organisations in the development of physical education and sport;
- 5) controls the training of athletes, development of a system of competitions;
- 6) regulates activities of physical education and sport specialists and the basis of the development of professional sport;
- 7) defines principles of the organisation of sport competitions and events as well as lays down the requirements for sport facilities.

According to this Law, physical education and sport activity shall be based on the following principles:

- 1) equality – to seek to create conditions for all to go into sport, without discrimination on the ground of their sex, age, disability, religion or belief, sexual orientation and social or economic status;
- 2) safety of spectators and participants of sport events – to avoid incidents within and outside stadia, enhance the reduction of violence amongst spectators; encourage appropriate organisation of activities of sport fans' clubs and good behaviour of their members;
- 3) anti-doping – to protect the main right of athletes to participate in sport without doping;
- 4) sport manipulation prohibition – this principle implies that persons are prohibited from manipulating sport competitions and that the right of the public to fair sporting competitions must be protected and fair competitions between athletes guaranteed;
- 5) continuity – state, municipal and non-governmental sport organisations shall create appropriate conditions for persons with the gift for sport to continually engage in sporting activities;

- 6) people self-determination and freedom of choice – this principle means that individuals have the right to freely choose the forms of physical activity and sport, establish associations that unite their members on a sport basis, engage in sport activities;
- 7) promoting public participation in physical activity – this principle means that state and municipal institutions encourage people to engage in sport activities to the greatest extent possible.

The Lithuanian sport system includes physical activity (i.e., sport for all) and elite athletes sport mastership.

Competences of the Parliament of the Republic of Lithuania, Government and other State institutions in the field of sport are:

- 1) On the recommendation of the Government, the Parliament approves sport strategy, which sets out the priorities, long-term goals and trends of the content change.
- 2) The Ministry of Education, Science and Sport forms the state sport policy, organises, coordinates and controls its implementation.
- 3) Other state institutions perform the functions assigned to them by Lithuania's sport law, other laws and Government resolutions in the field of sport and create conditions for the development of the sport.

The Parliament of the Republic of Lithuania has established the Youth and Sport Affairs Commission, which is responsible for the development of sport policy. This Commission is in active contact with the Ministry of Education, Science and Sport, which develops various guidelines related to the regulation of formal and non-formal education and sport. The ministry provides guidelines for admission to schools, universities and universities of applied sciences, sets minimum admission criteria, finances studies, and provides scholarships. Individuals who want to enroll in sport-related studies at Universities and Universities of Applied Sciences receive extra points for their athletic achievements. Entrants have the opportunity, with the approval of the higher education institution, to study according to an individual plan, which facilitates the combination of study and sport schedules for athletes. Figure 4 provides an overview about the main stakeholders supporting athletes.

The Ministry of Education, Science and Sport has established a Sport Support Fund. One of the activities funded by the Foundation is in-service training, but to date, most of the projects funded have focused on in-service training for trainers.

Similarly, some municipal councils have adopted a procedure that allows for partial payment of tuition at a university or university of applied sciences for a municipal resident who agrees to return to the municipality to work after completing his studies. Several athletes who live in remote Lithuanian municipalities have already taken advantage of this opportunity.

Sport federations award individual students a scholarship to study at university, but this is not part of the programme, rather an individual agreement between the sport federation, the athlete and the university. Also, in some cases, non-formal training is funded by sport federations, but this is usually for coaches or staff from the same federation.

The Lithuanian National Olympic Committee, like the sport federations, can decide on a case-by-case basis on the co-financing of one or another athlete's studies at universities, however, they are more likely to provide various forms of non-formal training for coaches and sport organisation staff.

The National Athletic Association was established only a year ago, and one of their declared activities is to open up their Dual Careers for athletes and to help them to integrate into society after completing their sport careers; to organise various seminars and consultations for athletes.

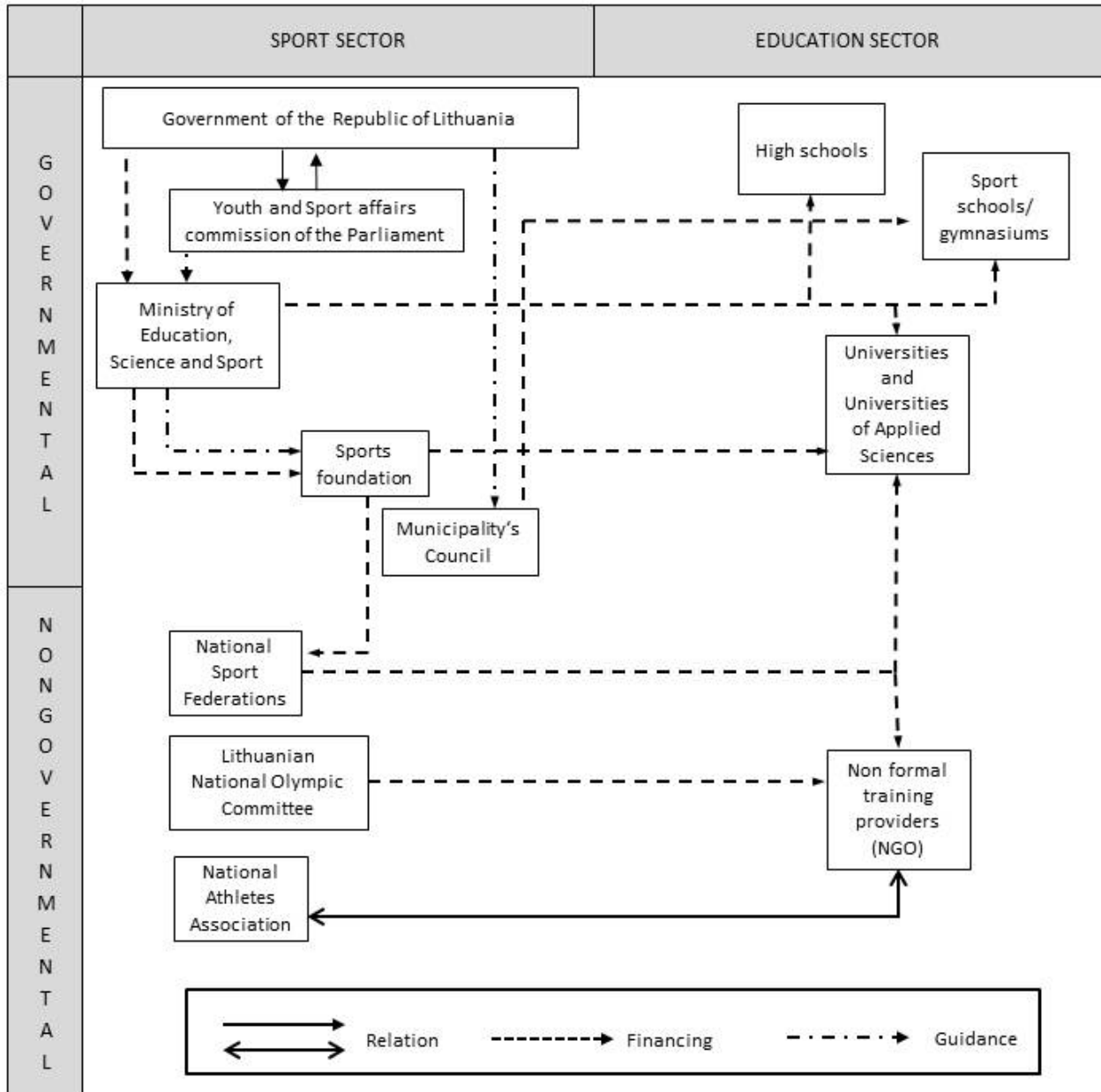


Figure 4: Main stakeholders supporting athletes during their career and post-career in Lithuania

Table 15 displays important phrases and organisations used in this chapter.

Table 15: Important phrases and organisations with abbreviations – Lithuania

English Translation	Original Lithuanian Wording
Dual Career	Dvikryptė karjera
Elite athletes	Aukšto sportinio meistriškumo sportininkai
Olympic Games	Olimpinės Žaidynės
Government of the Republic of Lithuania	Lietuvos Respublikos Vyriausybė
Youth and sport affairs Commission of the Parliament	LR Seimo Jaunimo ir Sporto reikalų komisija
Sport foundation	Sporto rėmimo fondas
Municipality's Council	Savivaldybės Taryba
Lithuanian National Olympic Committee (LNOC)	Lietuvos tautinis olimpinis komitetas (LTOK)
National Athletes Association	Nacionalinė sportininkų asociacija
Lithuanian Sport Federations	Lietuvos sporto federacijos
Ministry of Education, Science and Sport	Švietimo, mokslo ir sporto ministerija
High school	Vidurinė mokykla
(City) Sport Gymnasium	(Miesto) sporto gimnazija
Sport School/ gymnasium	Sporto mokykla/gimnazija
Universities and Universities of Applied Sciences	Universitetai ir Kolegijos
Non formal training providers (NGO)	Neformalaus ugdymo centrai

3.3.2 Guideline 3

Theme 1 – Existence of national guidelines on Dual Career.

In Lithuania, responsible public authorities and national organisations in the sport sector are aware of the difficulties elite athletes face when pursuing a Dual Career. However, no national guidelines on the Dual Career of elite athletes exist currently.

Theme 2 – Contents and usage of the national guidelines.

There are no nationally approved guidelines in Lithuania.

3.3.3 Guideline 4 and Guideline 7 – sport sector

Theme 1 – Public support of Dual Careers.

There are no formal agreements between public authorities and national or regional sport organisations in Lithuania, which refer to specific activities and programmes facilitating the implementation of Dual Careers of elite athletes.

Currently, there are three sport gymnasiums in Lithuania. These gymnasiums are full-time and implemented as a self-study sport profile in a secondary school. One of these sport gymnasiums applies a distance-learning programme.

Also, in accordance with the order of the Minister of Education, Science and Sport, elite athletes get additional scores for sport achievements, then they enrol in study programmes related to sport and

sport education (the achievements of the last four years in sport are evaluated) admitting to Higher Education to sport-related studies in Lithuania (Act on the Approval of the Procedure for the Assessment of National and International Achievements in Sport, 2018 Nov 29 No. V-950; (Act of Approval, 2019)). If the entrant has several sport achievements, one of the highest sport achievements in adult, youth, youth Lithuanian and international competitions – World, European, Championships or Championships, Olympics, Olympic Youth Games, European Youth Festivals, Paralympic Games, Deaf Games, World and European championships, special Olympics. In total, achievements in 37 sports are evaluated: aerobic gymnastics, badminton, kayak and canoe rowing, baseball, biathlon, boxing, sailing, skating, cycling, judo, rowing, fencing, football, wrestling (Greco-Roman wrestling, women's wrestling and freestyle), karate, basketball, fitness, ice hockey, athletics, artistic gymnastics, orienteering, water sports (swimming, figure skating, water jumping), handball, rugby, skiing, athletic gymnastics, dancing, table tennis, shooting, modern pentathlon, tennis, volleyball, field hockey, sambo, weightlifting, underwater sports, water polo.

However, the Law on Science and Studies of the Republic of Lithuania (Law on Science and Studies, 2019) provides a form of studies according to an individual plan (must be approved by Senates of each Higher Education institution individually), which provides preconditions (individual plan defines how many modules per semester the athlete is studying and individually sets exam and test dates) for student athletes by adapting to the training and competition schedule. Mixed and distance learning forms are also applied.

Theme 2 – Private support of Dual Career.

There are formal agreements between private authorities and national or regional sport organisations in Lithuania, which refer to specific activities and programmes facilitating the implementation of Dual Careers.

In 2018 in Lithuania, the NGO "National Association of Athletes" was established (NAA, 2019). One goal of this organisation is to open Dual Career opportunities for elite athletes and help them to integrate into society after the end of their sporting career.

Additionally, sport federations or private companies award scholarships to support student athletes at universities in Lithuania.

No information is available if Dual Career agreements between for-profit organisations and sport organisations do exist. However, certain companies introduce own sport teams and support them financially (cf. Section 4.3.4 / Guideline 18).

Theme 3 – Dual Career programmes of stakeholders in the sport sector.

As already mentioned, Lithuania has the following main practices related to the implementation of Dual Careers:

1) As mentioned above, there are three sport gymnasiums in Lithuania: Šiauliai Sport Gymnasium (Sportogimnazija, 2019); Vilnius Ozo Gymnasium (Ozogimnazija, 2019) and Panevėžys Raimundas Sargūnas Sport Gymnasium (Sporto, 2019).

Šiauliai Sport Gymnasium. The school was founded on February 15th in 1961 as Second Secondary School-Internship. The school had a pupil dormitory for pupils arriving from Šiauliai and surrounding areas. In 1989, the school-boarding houses were reorganised to Šiauliai city Second Secondary School Internship and Upper Olympic Reserve School. In 1990, the High School of the Olympic Reserve was abolished. In 1992, the reorganisation divided the school into two institutions: Šiauliai m. 22nd Secondary School and Child Care Home. In 1994, the school changed its name and became Šiauliai Vijoliai secondary school. On September 1st, 2014, the school became the Šiauliai Secondary School of Sport, which rationally combines formal education with the acquisition and development of sporting competences of the younger generation, and contributes to the training of prospective athletes of Šiauliai region. In September 2015, the school became the Šiauliai Sport Gymnasium. This gymnasium is attended by representatives of the following sports: rugby, handball (female), taekwondo, field hockey, Greek-Roman wrestling, BMX, kayak canoeing, wrestling (female), athletics, free wrestling, basketball, rowing, modern pentathlon and football (female).

Vilnius Ozo Gymnasium. This is the only school in Lithuania that offers direct (synchronous) distance learning (electronic (EMA) exercises and textbooks), including flexible timetables, consultations and performance schedules; teacher consultations on Skype during each lesson, full-time and regular learning with e-learning for each subject. This school is attended by representatives of the following sports: football, boxing, bicycles, judo, fencing, gymnastics, Greek-Roman wrestling, rowing, basketball, athletics, swimming, handball, skiing, table tennis, modern pentathlon and water polo. More than 100 student athletes are educated at this school.

Panevėžys Raimundas Sargūnas Sport Gymnasium. In the Raimundas Sargūnas Sport Gymnasium studying takes place in specialised education programmes (primary and secondary education together with sport education programmes), regardless of the place of residence. The school is for pupils between 11 to 18 years with exceptional sport skills, having received the approval from the Sport Medicine Centre, which allows to study at a sport gymnasium. To get to this gymnasium, pupils must meet the indicators, which are set out in the Guidelines for the Organisation of Sport Education approved by the Department of Physical Education and Sport under the Government of the Republic of Lithuania, 2014 May 23 by Order no. V-219 "On Approval of Recommendations for Organisation of Sport Education", Annex 1, or Exceeded EUROFITO Physical Fitness Testing of Lithuanian Pupils by the Council of Europe Committee of Ministers of 1987. May 19 approved Recommendation No. R (87) 9 "Recommendation of the Committee of Ministers to the Member States on the EUROFITO physical fitness tests".

2) A second programme is the admission to Sport or Sport Education direction study programmes (undergraduate level) in the competitive score includes sport achievements in accordance with the Act on the Approval of the Procedure for the Assessment of National and International Achievements in Sport (approved by the Minister of Science and Studies, 2018 Nov 29 No. V-950):

Sport direction programmes: Physical Activity and Lifestyle Counselling, Leisure Sport, Exercise, Nutrition and Stress Management, Coaching Systems.

Sport Education direction programmes: Physical Education and Sport, Physical Education.

Athletes get additional scores for sport achievements, when they enrol in study programmes related to sport and sport education.

In 2017, the Lithuanian Sport University in partnership with the University of Split, Faculty of Kinesiology (Croatia), opened the joint M.Sc. Programme *International Basketball Coaching and Management* which is especially designed for basketball players and coaches. It is organised through mixed learning methods (face-to-face and online).

3) The last programme to mention is offered at the universities. Some universities offer student athletes individual supervision and support from consultants and mentors, free use of all sport facilities on the university's property and a reduction of tuition fees. More importantly is the flexibility of study schedules and training and the exam session dates, the guarantee of extra break semesters due to championships and the flexible scheduling of academic achievement and attendance rules. Also, elite athletes can learn and take exams on e-learning platforms.

However, all this information is not publicly available.

3.3.4 Guideline 18 – employment sector

Theme 1 – Cooperations of businesses with sport organisations.

Cooperations between entities of the business sector and sport organisations are mostly sponsorship agreements, but they are not related to Dual Career issues.

3.3.5 Guideline 19 – employment sector

Theme 1 – Promote pathways for retiring athletes.

The promotion of pathways for retiring athletes takes place only partly in Lithuania (cf. 4.3.5 Theme 2).

Theme 2 – Support for athletes who retire.

The Law on Sport of the Republic of Lithuania (Law on Sport, 2019) (2018 Oct 18, No. XIII-1540) stipulates that a citizen of the Republic of Lithuania, who has completed a career as an athlete, has

the right for a pension. Former athletes who, at the time of the award, met the conditions laid down by the Sports Act, are awarded and paid from the date of applying for the annuity to life. The pension is awarded to the athletes if they represented Lithuania and made the podium (Place 1-3) at the Olympic Games; won (1st place) the World Championships in their sport; or became the 1st or 2nd place winner of the Paralympic Games or Deaf Games. The athletes are entitled to a monthly pension of EUR 1,026.

3.3.6 Guideline 32

Theme 1 – Initiatives promoting Dual Career in sport and athletes’ committees.

The Lithuanian National Olympic Committee (LNOC) undertakes some actions aimed at promoting the exchange of best practices on Dual Careers with its member organisations during recent years.

At the end of 2018, the LNOC organised qualification courses for elite athletes under the IOC Athlete Career Programme. It was organised for the third time and started in 2017 for the first time (LNOC, 2019b).

On 12 June 2019 at the Lithuanian Parliament, a discussion on athletes' Dual Careers was held and organised by the Parliament of the Republic of Lithuania, the Ministry of Education, Science and Sport, the National Association of Athletes and the Lithuanian Sport University (YouTube, 2019). This is perhaps the first initiative in Lithuania to talk about the Dual Career of athletes. The purpose of this discussion was to show the realities faced by athletes of different ages in Lithuania and to anticipate possible solutions at national level.

3.3.7 Guideline 34

Theme 1 – Support of research on Dual Career.

Sport and education authorities do not monitor and evaluate existing initiatives on Dual Career in sport.

3.4 Romania

3.4.1 Introduction

The Ministry of Youth and Sport (MTS) coordinates all activities relating to physical education and sport, except for those in the educational units and institutions. Units coordinated by the MTS are: county youth and sport directorates, national sport federations, the Romanian Olympic Committee, professionals leagues, county associations, sport associations, sport clubs.

Physical education and sport in preschool, school and university – are activities developed under the guidance of the Ministry of National Education. School physical education is the compulsory discipline, provided with a number of different hours in the curriculum, according to the specific curriculum. Sport activity in educational institutions is organised within the school and school sport associations, coordinated by the Federation of School and University Sport. Preschoolers and students with sport skills can follow, under the law, classes, schools and high-schools with sport programmes. Also, performance sport for students can be organised in school and university sport clubs.

The Youth and Sport Directorates are decentralized public services of MTS that ensure the application and respect in the territory of the Government's general strategy on youth and sport activity. They organise their own sport activities and exercise within the county, guidance and control over the subordinated sport units, which have as activity the administration, maintenance and arrangement of the sport bases of national interest, as well as the provision of services for sport and youth activity.

Regardless of the purpose and legal form, all sporting structures are registered in the Sports Register and are awarded with a Certificate of Sport Identity and an Identification Number.

National sport federations are private, public, autonomous, non-governmental, apolitical and non-profit-making legal entities established by the association of sport clubs and county associations. The National Sporting Federation „Sport for all” and the National Sport Federation for People with Handicaps are constituted as legal entities of private law, of public utility, having as members legal and authorised individuals with specific activity in the field.

The Romanian Olympic and Sporting Committee is a private, public utility, autonomous, non-profit, non-governmental, apolitical and non-profit-making legal entity that is organised and operates on the basis of its own statute developed in accordance with the provisions of the Olympic Charter. COSR has exclusive competence to represent the country in the Olympic Games and other programmes organised under the aegis of the International Olympic Committee or the Continental

Olympic Associations. COSR organises and coordinates the work of the Romanian Olympic Academy (AOR), a unit under its authority, without legal personality, with responsibilities in developing and promoting the fundamental principles of Olympism.

Sport clubs are organised as joint-venture sport societies, possibly professional sport clubs which have as their object participation in professional competitions, promotion and development of sporting activities, as well as other activities linked or derived from their social object. Public sport clubs, established as public institutions under the authority of state administration bodies, aim at performance, selection, training and participation in domestic and international competitions. Sport clubs are sporting structures with legal personality. They may be legal entities governed by private law (non-profit or joint stock company) or public law.

Sport associations are sporting structures without legal personality that can be constituted as private civil societies as well as within public or private institutions.

The **county associations** on sporting branches are legal entities of private law, aiming to organise the activity in the respective branch of sport. They are made up of sections of associations and sport clubs included in the county competition system, affiliated and recognised by them. The Youth and Sport Directorates recognise and support the county associations on the sporting branches, which operate on their territory.

Figure 5 presents an overview about the main stakeholders involved.

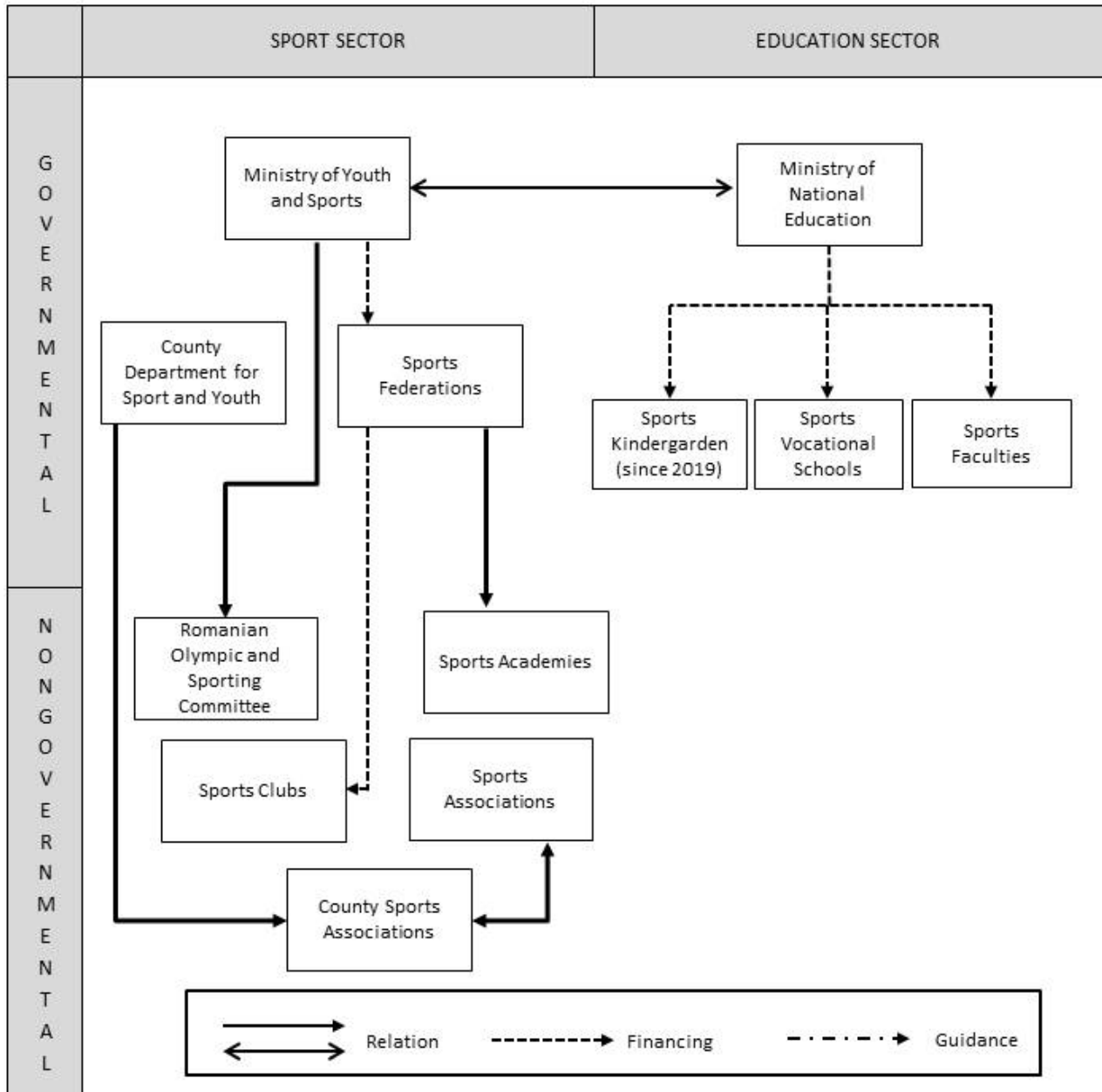


Figure 5: Main stakeholders supporting athletes during their career and post-career in Romania
Note: The Figure presents a very basic overview of the some of the involend stakeholders and does not depict all complex relationships as holistic picture.

Due to a perimated approach to sport in general, the Romanian sport governing bodies are more oriented toward performance in sport than finding the best solution to combine athletes' training with education and/or work and helping them to have a coherent exit from their sporting career. Romanian athletes lack awareness, information and education regarding the possibilities and

opportunities of following a Dual Career while they are active in performance. Their needs and specific requirements as well as their lifestyle (centralised training periods and repeated tournaments), turn athletes into a vulnerable social category, less informed and less adapted to the real life. More than this, the environment of elite athletes (i.e., coaches, sport clubs and parents) puts a lot of pressure on young athletes for top results, while less attention goes to the athletes career ending or unexpected happenings, like injuries, which prevent them to continue a sport career.

There is very little information and action in Romania regarding the Dual Career of elite athletes. Most of the Romanian champions (European, World or Olympic champions), are the result of a centralised training system.

Romanian regulations do not constitute an enabling framework for the development of a sporting career along with educational and vocational training, as 86% of coaches who expressed an opinion concerning the legal structure claim. Coaches' dissatisfaction with the situation in sport derives not only from legal boundaries, but in the absence of information (and sometimes due to carelessness), financial and infrastructure problems. Legislative provisions supporting the career development of sport and education/training are less or not at all known by athletes. Neither is the information presented nor treated as a means to support young people in sport and professional training: Seventy-nine percent of athletes provided a non-responses, 16% admit they do not know these elements and only 5% of athletes refer to regulations such as exemptions for frequency classes according to the level of performance evolving, open sessions or extended for the university exams, special session of the baccalaureate exam, financial support in the form of sport allowance, exemption from tuition, annuity, educational and cultural experience within Erasmus (Oros & Hanțiu, 2016).

The system ensures that athletes go through vocational schools and basic training (completion of high school studies). In the best case, an elite athlete becomes a coach at the end of their sporting career, by obtaining a degree in sport and physical education and/or a license to train athletes. Table 16 displays important phrases and organisations used in this work.

Table 16: Important phrases and organisations with abbreviations – Romania

English Translation	Original Romanian Wording
Dual Career	carieră dublă
Elite athletes	sportivi de performanță
Olympic Games	Jocurile Olimpice
Ministry of Youth and Sport	Ministerul Tineretului și Sportului (MTS)
Ministry of National Education	Ministerul Educației Naționale (MEN)
County Department for Sport and Youth	Direcția Județeană pentru Tineret și Sport (DJTS)

Sport Federations	Federații Sportive (FS)
Romanian Olympic and Sporting Committee	Comitetul Olimpic și Sportiv Român (COSR)
Sport Academies	Academii Sportive (AS)
Sport Clubs	Cluburi Sportive (CS)
Sport Associations	Asociații Sportive (AS)
County Sport Associations	Asociații Județene (AJ)
Sports Kindergarden (since 2019)	Grădinițe Vocaționale (GV)
Sports Vocational Schools	Licee cu Program Sportiv (LPS)
Sport Faculties	Facultăți de Educație Fizică și Sport (FEFS)

3.4.2 Guideline 3

Theme 1 – Existence of national guidelines on Dual Career.

In Romania there are national guidelines on Dual Career but there are supporting programmes for student athletes.

The Romanian sport federations tend to get involved only in the sporting career of elite athletes. Much in the same manner, the Ministry of Youth and Sport (MTS) and the Romanian Olympic and Sport Committee (COSR) put the emphasis on training and continuous improvement in sport performance.

Law 69/2000, revised in 2018 – The Law of Physical Education and Sport

This law regulates the organisation and functioning of the national physical education and sport system in Romania. For the purposes of this law, physical education and sport means all forms of physical activity, through an organised or independent participation, to express or improve physical condition and spiritual comfort, to establish civilized social relations and to lead to results in competitions of any level. The terms used in the text of the law have the meaning set forth in the appendix which forms an integral part of this law (Law 69/2000, 2018).

The article 15 (1, 2) of the law 69/refers to the career of athletes, namely how the central and public administration authorities are supporting the sporting career (Law 69/2000, 2018).

Art. 15 (1) Central and local public administration authorities can support sport training, integration into the education system, social and professional integration of performance athletes, as appropriate, throughout the sporting career.

(2) For the purpose of the provisions of paragraph (1), the educational establishments or institutions shall ensure, as appropriate, for performance athletes frequency exemptions, open examination sessions and conditions for enrolment in university education, according to the law.

Theme 2 – Contents and usage of the national guidelines.

Romania does not have national guidelines regarding Dual Career.

3.4.3 Guideline 4 and Guideline 7 – sport sector

Theme 1 – Public support of Dual Careers.

In terms of secondary education, Romania has more than 80 high schools with Special Sport Programmes, most of them directed to one or two performance sport only. They support the young athletes' programme, being flexible regarding the programme implied by participation in training camps and/or competitions, thus combining sport and school. Vocational schools, with a sport profile, are subordinated to the Ministry of National Education and provide the basic training of athletes, speaking of compulsory formal education, not of a Dual Career. It is an example of the structure of education in Romania. After graduating from high school, athletes choose to apply for a university degree, mainly in Physical Education and Sport. There are 23 Faculties of Sport and Physical Education, quite evenly distributed in all main regions of the country. According to the Government Decision 1004/2002 there is no examination at the enrolment in higher education (sport and physical education faculties) for athletes who achieved international performances and their studies are free of taxation. (Law 69/2000, Art. 15.(2) "For the purpose of the provisions of paragraph (1), the educational establishments or institutions shall ensure, for performance athletes, frequency exemptions, open examination sessions and conditions for enrolment in university education, according to the law" (Ministry Order 4799, 2010).

Theme 2 – Private support of Dual Career.

In Romania, the private sector does not help the athletes in pursuing a Dual Career.

Theme 3 – Dual Career programmes of stakeholders in the sport sector.

There are governmental decisions about vocational education of the athletes, but there are no special programmes which can ensure a Dual Career for elite athletes.

3.4.4 Guideline 18 – employment sector

Theme 1 – Cooperations of businesses with sport organisations.

To the best of knowledge, no cooperations between the business sector and sport organisations exist.

3.4.5 Guideline 19 – employment sector

Theme 1 – Promote pathways for retiring athletes.

Romania lacks concrete initiatives and a legal framework regarding the Dual Career of athletes. However, some support measures and actions are worthy of being mentioned (DC4AC, 2019):

The Professional and Amateur Football Players Association in partnership with the National Trade Union Bloc and National Authority for Youth and Sport has conducted a project of social security and professional re-conversion of athletes (2009-2011), called E-learning for social partners; the project is targeted to active athletes, to athletes, who are near at the end of their career and to retired athletes, in all sport, regardless of gender.

The same Professional and Amateur Football Players Association has initiated and developed a project named Academy online (2010-2012); actually, a platform for distance learning dedicated to former football players, through which they can specialise in sport-related areas as sport marketing, sport management, by covering 10 courses modules; a pilot project of formatting of more than 20 senior athletes as entrepreneurs was in action, as a direct result of the DC4AC project, with the implication of the Romanian Rowing Federation.

Theme 2 – Support for athletes who retire.

Please confer to 4.4.5, Theme 1.

3.4.6 Guideline 32

Theme 1 – Initiatives promoting Dual Career in sport and athletes' committees.

DC4AC was a project consistent with the efforts and concerns of the European Commission for insuring a safe future to retired athletes. This project will focus on the priority of supporting the implementation of EU policy documents in the field of Dual Career: The GUIDELINES and other relevant documents such as recommendations, guidelines, policy strategies etc. (e.g., EU Physical Activity Guidelines, principles on good governance in sport).

The project intends to help talented athletes and elite athletes reconcile their sport life with education and irrespectively with the job demands, to ease their transition from sport to the labour market and make them further contribute to society development. In order to fulfil all the above, the project will try to find solutions to obtain support from the national authorities, public bodies, education providers, sport organisations, business and, last but not least, by the athletes themselves.

With support of the European Commission, ERASMUS+ Sport funds the consortium of six European countries are developing a project called “Regional Centre for Dual Career Politics and Advocacy - DC4AC”. The countries involved were: Romania, Greece, Hungary, Italy, Slovakia, Slovenia and Bulgaria.

3.4.7 Guideline 34

Theme 1 – Support of research on Dual Career.

In Romania, there is no monitoring and evaluation system in place, in cooperation with sport, education and athletes' organisations, to follow the progress regarding the implementation of Dual Career policies.

3.5 Slovenia

3.5.1 Introduction

The organisation of Slovenian sport has always been in accordance with a traditional European pyramid model of sport (European Commission, 2007) according to which the major part of sport organisations are being represented in the frameworks grassroots sport clubs at the local level of municipalities, followed by the regional and national sport associations and the National Olympic Committee – the Association of Sport Federations on the top of the pyramid. Sport in general is supposed to be governed by the principles of high self-autonomy and cooperation between the individual sport organisational levels.

From an evolutionary perspective, sport in Slovenia can be marked as a relatively stable field of social activity in which the role of government and also politics have always been recognised. In Slovenia no structured Dual Career policies for talented and elite athletes exist in spite of a strong sport tradition in the country. The implementation of EU guidelines for Dual Career in Slovenia, however, has not yet begun. There are two policy documents outlining the importance of Dual Career pathways. These include

- (1) the National Programme of Sport in Republic of Slovenija 2014-2023 (Jurak, 2014)
- (2) The Sports Act (Slovenian Government, 2017)

The most important legislation supplementing the Sports Act is the National Programme of Sport in Slovenia which was introduced in 2000. It outlines that the state co-creates the conditions for the development of sport at the national and local level, and through international and bilateral co-operations (Jurak, 2014), as stated: “The state of Slovenia will promote the development of sport with financial and expert support, especially in fields which importantly influence the development of sport, such as education, training of experts, sport infrastructure, expert and research activities. Local communities mainly co-finance the programmes for children and youth, sport recreation and sport infrastructure (p.1).”

According to the Sport Act (Slovenian Government, 2017), sport organisations are the holders (e.g., also the implementers of governmental sport policy) of sport activities at the national and local state levels. Figure 6 presents an overview about the main stakeholders involved.

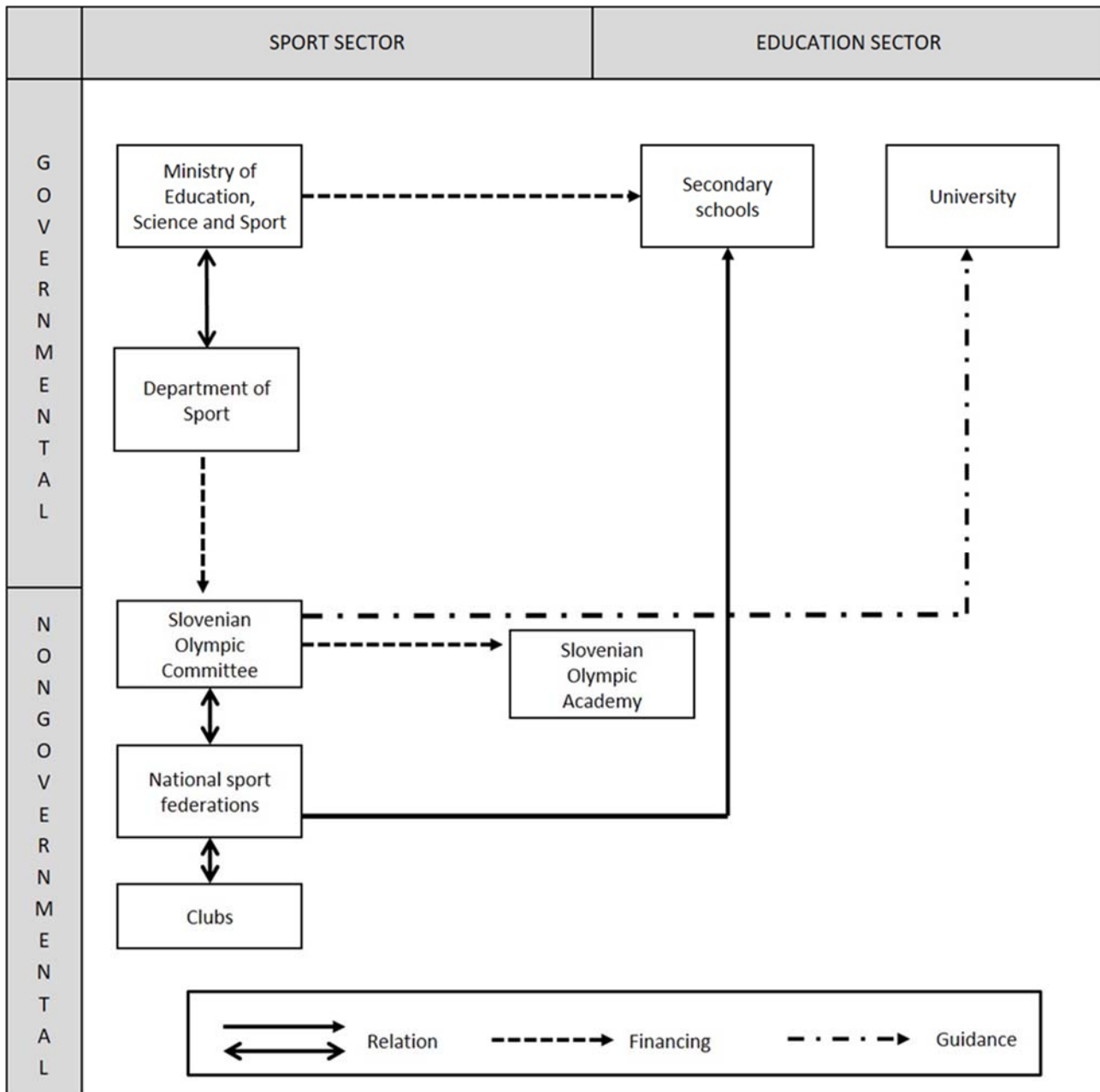


Figure 6: Main stakeholders supporting athletes during their career and post-career in Slovenia

Dual Career planning is an existing problem for most elite athletes also in Slovenia. Athletes often abandon education due to active involvement in sport (Cecić Erpič, Zupančič, & Wylleman, 2002; Doupana-Topic, 2005; Kerštajn, 2018). A career in top-level sport requires from an individual total concentration on sport and many individuals align all other activities (including education) to sport. Owing to that, athletes often have lower and poorer educational attainment than their non-athlete

peers of the same age at the end of their sporting career. Athletes are often less prepared for work in a profession. Most often, elite athletes start to pay greater attention to their education only once their sporting career is over.

The implementation of the GUIDELINES in Slovenia, however, has not yet begun. However, for nearly every guideline programmes and instruments for the sport as well as for the educational sector exist. Yet, these are not legally binding, nor known to all athletes.

This chapter provides a detailed report of the implementation of the GUIDELINES in the member state Slovenia, evaluating the content of the Guidelines 3, 4, 7, 18, 19, 32 and 34. Table 17 displays important phrases and organisations used in this work.

Table 17: Important phrases and organisations with abbreviations – Slovenia

English Translation	Original Slovenian Wording
Dual Career	Dvojna kariera
Elite athletes	Vrhunski športniki
Olympic Games	Olimpijske igre
Ministry of Education, Science and Sport	Ministrstvo za šolstvo, znanost in šport
Directorate of Sport	Direktorat za šport
Slovenian Olympic Committee	Olimpijski komite Slovenije
National sport federations	Nacionalne panožne zveze
Clubs	Športni klubi in društva

3.5.2 Guideline 3

In Slovenia, with the Sport Act (Slovenian Government, 2017), the rights of athletes who are studying are defined in Article 35, which provides for: (1) the possibility to adjust school and study obligations as determined by the regulations governing the field of education; (2) the possibility to complete the high school graduation in two parts; (3) the right for preventive health care in accordance with the regulations governing healthcare and health insurance; (4) the right to be employed in the public sector in accordance with the criteria of public recruitment policies; (5) the right to be reimbursed for education costs and an exceptional pension (applies only to medal winners at the Olympic Games and World Championships).

Article 63 of the Sport Act (Slovenian Government, 2017) outlines the requirements which athletes have to complete to obtain the right for employment in the public sector. “Bloudkovi” prizewinners⁵ (these athletes are mostly Olympic medal winners) have the right to an exceptional pension. The new Sport Act makes it easier for elite athletes to succeed with their transition from sport to the life

⁵ This prize is under the umbrella of Ministry.

after the sporting career (through the possibility of an extraordinary pension, and/or the reimbursement of the education costs). At the same time, the new Sport Act did little to adjust the regulations of school and study obligations. This important decision-making field was largely left to the Ministry of Education. Thus, there is still no systematic regulation on the legislation level, which would set all necessary adjustments for all higher education institutions that would be of interest for elite athletes.

Theme 2 – Contents and usage of the national guidelines.

In Slovenia, the concern of the state for the athletes' education is demonstrated by aligning schoolwork and the organisation of sport classes in primary and general upper secondary schools. This process is regulated by the Rules on Adjustment of School Obligations to Elite Athletes (Jurak, Kovac, & Strel, 2007; Jurak, Kovac, Strel, & Starc, 2005). For example, at the Prešeren Gymnasium in Kranj, teachers also offer distance training to elite athletes when they are away. In addition, the necessary infrastructure and professional staff in the nearby state-owned Nordic Center for top-level training is offered on-site. Yet, the disadvantage of the school programme of this gymnasium is that unfortunately, other winter athletes who do not practice in the Nordic center Planica (alpine skiers, biathlon athletes etc) are not included.

Some secondary schools provide contracts for young elite athletes regarding the coordination of schoolwork and sporting commitments.

The Olympic Committee of Slovenia has been implementing a project of distance education for students of some secondary schools in Slovenia since 2002. Currently, this project includes four secondary schools in Slovenia (Slovenian Olympic Committee, 2019). The project has proved to be very successful.

However, there is no such adjustment made in higher education, where each university or faculty autonomously establishes its own study regimes, forms and timetables of examinations (Laznik Mokotar, 2017). The adjustment of study obligations for elite athletes is therefore entrusted to individual universities or faculties. That implies that elite student athletes want to use the opportunities (examinations adjustment, possibility of longer absence, doing one year of study over several academic years) as individuals or with the informal support of their sport associations. In most universities in Slovenia, adjustments of school and sport obligations more or less depend on informal or individual negotiations of each student.

Regardless of the lack of state or institutional support, Slovenian athletes are highly motivated to maintain a Dual Career (Kerštajn, 2018). However, athletes with training and competition schedules

during most of the winter (up to 150 days per year in biathlon, ski jumping and other winter sports) have a very difficult time keeping up with their academic work. Their training locations are not near their university so they face a unique challenge trying to maintain a Dual Career.

3.5.3 Guideline 4 and Guideline 7 – sport sector

Theme 1 – Public support of Dual Careers.

To receive adjustments to the school schedule (e.g., re-scheduling oral examinations, longer absence, knowledge testing and assessment by exams) in Slovenia, athletes must demonstrate their membership to a sport club, indicate their sporting achievements, proof their status as athlete⁶, and present their squad status as indicated by the Olympic Committee of Slovenia.

The Olympic Committee of Slovenia measures the effectiveness of sport results by categorising athletes into several squads (world, international, national, promising, youth). This categorisation is the foundation of the allocation of financial resources to the national inter-professional associations, municipalities, and societies and also for scholarship for athletes with Dual Career.

Article 35 of the Sport Act (Slovenian Government, 2017) suggests that athletes shall be entitled to:

1. the possibility to adjust school and study obligations to the extent and in a manner specified by regulations governing education and schooling or higher education with the sporting career;
2. the possibility to decide when the matura⁷ will be taken (June or September);
3. no delays when applying to tertiary education institutions;
4. a safe environment when practicing sport, which shall be ensured by the sport programme providers;
5. preventive healthcare in accordance with the regulations governing healthcare and health insurance;
6. the right to be absent from competition or training because of illness or injury.

⁶ The proof is established by the the Expert Council for Competitive Sport which publishes a list of athletes who have obtained the status of a 'categorised athlete as Olympic, world, international, athlete or an athlete of the national or junior class three times a year, based on the sporting results achieved and in accordance with the applicable criteria set by the Sport Act.

⁷ equivalent to A-levels or university entrance diploma

With regard to the matura examinations, athletes who participate in a major international competition under the Sport Act when pursuing the matura, shall receive the opportunity to split the exam in two parts.

Considering no delays when applying to higher education institutions, athletes who have split their matura examination in two parts (during the spring and autumn terms) shall be considered to have passed the exam during the spring examination period to facilitate a good transition from secondary to tertiary education.

Athletes who have received a Bloudek Award for lifetime achievement shall also be entitled to an extraordinary pension.

Elite athletes who have won medals at Olympic or Paralympic Games, Deaflympics, Chess Olympiads, or World Championships in Olympic disciplines of team or individual sport shall also be entitled to be reimbursed of educational costs having been registered to officially recognised education programmes in the Republic of Slovenia⁸.

The basic starting point for the employment of Slovenian elite athletes is the Agreement on the Employment of elite athletes and coaches in the Ministry of Defense, the Slovenian army, the Ministry of the Interior, the police and the Ministry of Finance including the financial administration.

In the article 64 of Sport Act (Slovenian Government, 2017) is defined:

“(1) Candidates for the employment shall meet the criteria for placement on the employment priority list, which is as follow: For candidates who are elite athletes: results achieved at a major international competition or fulfilling conditions for participation in a major international competition;

(3) The following criteria shall apply to candidates for employment from the priority list:

1. quality in sport in accordance with the category ranking
2. the priority of a particular sport in view of the sport competition needs of individual employers;
3. special needs of employers to increase the professional competencies of their units, their recognisability or visibility of preventive, promotional and other events organised by employers.

⁸ The reimbursement can be requested once at each educational level, respectively vocational training.

Theme 2 – Private support of Dual Career.

The Olympic Committee of Slovenia has established a special Foundation (Fundacija za podporo mladim športnikom iz socialno šibkih okolij)⁹ to support young athletes from socially disadvantaged socio-economic backgrounds. The Foundation for the financing of athletes is set up to raise funds for young, promising athletes, who are successful both in the field of sport and education, and stem from weak social environments (Slovenian Olympic Committee, n.d.).

The Olympic Committee of Slovenia, in cooperation with the main sponsor, Telekom Slovenije, conducts a distance education project online. The E-education for top-level athletes is offered to provide young elite athletes with the highest quality of secondary education. This education cooperation was signed with four schools, namely Prešeren High School from Kranj, High school Šiška from Ljubljana, II Gymnasium Maribor and High school Jesenice. The selected young elite athletes have the possibility to get adequate internet access to school education programmes that teachers develop for this students. This E-education system means a lot to students, because education is carried out in agreement with professors even during their absence due to training and competitions around the world. Without the cooperation and support of the Telekom Slovenije, such education programmes would be much more difficult to implement.

Since the school year 2014/2015 under the auspices of the Slovenian Olympic Team, a pilot project „Tutoring young athletes” is being conducted. This offers special tutoring opportunities for Slovenian Olympian athletes. The tutorship includes a systematic orientation educational programmes while ensuring that the sporting career can be pursued.

The project „Tutored by an Olympian athlete” offers encouragement and support to young athletes. The tutor (a retired Olympian athlete) guides and supervises the development of the young athletes' competencies throughout his/her entire career in sport and education and offers individual or group training and advises him/her on career options. At the same time, the tutors share their knowledge, experience and skills with the younger, yet inexperienced athletes. This helps younger athletes to achieve better sporting results as well as to improve their learning achievement.

Table 18 summarises the non-governmental stakeholders offering concepts or programmes on Dual Careers of elite athletes.

Table 18: Private support of Dual Career in Slovenia

	Stakeholder	Dual Career Concept/Programme
National	NOC	Funding
National	NOC - Telekom	e-learning

⁹ Foundation to support athletes from socially disadvantaged backgrounds

Theme 3 – Dual Career programmes of stakeholders in the sport sector.

Elite athletes are entitled to be reimbursed of education or training costs once they have attained an educational level by a recognised secondary or tertiary educational institution. This is an important step as it enables them to complete their education according to their own interests and capabilities, and to equally cooperate with others on the labour market. Thus, the government offers as programme the reimbursement of tuition fees.

3.5.4 Guideline 18 – employment sector

Theme 1 – Cooperations of businesses with sport organisations.

Cooperations from entities within the business sector with sport organisations are mostly sponsorship agreements. However, there are some formal cooperations acknowledging the Dual Career of elite athletes in the public sector (guideline 17).

3.5.5 Guideline 19 – employment sector

Theme 1 – Promote pathways for retiring athletes.

The NOC has signed an agreement with Adecco to facilitate employment opportunities for athletes after their sporting career. This agreement has not yet been successful because no athlete received an employment offer from a private company.

Adecco is trying to create athlete profiles based on the already acquired knowledge and interests of athletes. This should enable athletes to acquire the education needed for a specific career pathway and obtain some practical knowledge to work to enable an immediate integration into the labour market. For the time being, this is only an idea on paper and is not yet realised in practice.

Athletes point out that combining a sporting career and education or combining a sporting career with employment and all obligations is a major challenge. Therefore, a systematic approach is needed based on sustainable financial and legal arrangements. To this end, in 2012 the European Union issued the document "EU Guidelines for the Dual Career of top-level athletes", which was endorsed by the EU Expert group on education and training in sport. The EU wanted to encourage the creation and adoption of action-oriented national guidelines and raise awareness of the concept of Dual Career and increase the responsiveness of governments, governing bodies in sport, educational institutions and employers to create the right environment for the Dual Career of athletes, including the appropriate legal and financial framework (European Commission, 2012).

Such an arrangement would give important support to the sporting career of athletes, safeguard their position, and enable their education or work and facilitate the transition to a new career after the end of their sporting careers.

Theme 2 – Support for athletes who retire.

There is no specific support by any organisation. The Sport Act (Slovenian Government, 2017), Article 35, suggests the following: “Elite athletes who have won medals at Olympic or Paralympic Games, Deaflympics, Chess Olympiads, or World Championships in Olympic disciplines of team or individual sports shall also be entitled to an extraordinary pension”.

3.5.6 Guideline 32

Theme 1 – Initiatives promoting Dual Career in sport and athletes’ committees.

In July 2017, the Ministry of Education, Science and Sport gave consent and supported the project "Friendly education for athletes". With this consent, the Ministry also confirmed the implementation of activities within the scope of the project lead by the Olympic Committee of Slovenia. These activities aim at:

1. Informing the athlete and helping the athlete with their decision-making process which educational institution offers the optimal environment to attain an appropriate level of (at least a secondary level of) education
2. A positive added value for educational institutions, in the way of comparative advantage

There are two levels of certificates:

1. A certificate of “Friendly education for athletes” at the level of secondary education
2. A certificate of “Friendly education for athletes” at the level of tertiary education.

The certificate ‘Friendly education for athletes’ is a certificate to encourage activities in the field of Dual Career. Thereby educational organisations supporting athletes in acquiring their education and providing an athletic friendly education can be identified. The list of educational organisations, which received this certificate, is regularly updated on the OKS website (Slovenian Olympic Committee, n.d.).

3.5.7 Guideline 34

Theme 1 – Support of research on Dual Career. In Slovenia, no structured monitoring and evaluation system is in place to follow the progress regarding the implementation of Dual Career programmes. Moreover, research is not supported.

3.6 Spain

3.6.1 Introduction

The Spanish legal system has been of great importance in creating the current organisational model of sport in Spain. The Spanish Constitution of 1978 (Agencia Estatal Boletín Oficial del Estado, 1978) put the public authorities in charge to promote physical education and sport. A few years later, Law 10/1990, of 15 October on sport, established the necessary lines of action to adapt the organisational model of Spanish sport to the characteristics of Spanish society (Agencia Estatal Boletín Oficial del Estado, 1990). In fact, this law establishes the following objectives:

- To promote the practice of sport and to order its functioning, when it transcends the autonomous area.
- To recognise and facilitate organised sporting activity through associative structures.
- To regulate the sporting spectacle, considering it as a progressively mercantiled activity.

All of this, together with the creation of other legal norms that were later created, have been key aspects in creating a sport system in Spain, which has undergone a great transformation over the years, and which is currently in constant evolution. A key factor for the enormous growth experienced by sport in Spain was hosting the 1992 Barcelona Olympic Games. All this generated an increase in investment in sport equipment, an increase in budget allocations for public sport entities, as well as an increase in economic aid from the private sector and athletes.

Many agents are involved in the organisation of the Spanish sport system, which has led to a complex structure, as well as presenting an enormous difficulty at the organisational level. In fact, according to Hernández-Vázquez (2000) the organisation of sport in Spain is based on a relationship of mutual collaboration between the public and private sectors, sharing responsibilities for the promotion and development of sport activities and practices. It can be said that, to a large extent, the success of the organisational model of Spanish sport is due to the synergies between public and private sector agents.

The public sector of sport in the Spanish territory, has been created from the public intervention, acquiring each administration some different competences according to the territorial scopes, which are exercised by means of the administrative organ that has assigned these. Blanco Pereira (2010) shows that the basic organisational structure of the public sector in sport is based on two main axes: the state sport model (common to all of Spain), and the model of autonomous communities (organised independently of each other). Moreover, it is necessary to add the local

administration (city councils), which also execute certain competencies in sport matters. Below are the main public entities that administer sport in Spain:

1) Superior Sport Council (SSC): as indicated in Law 10/1990, of 15 October, on sport, it is an autonomous administrative body, attached to the Ministry of Education and Culture, and through which the action of the State administration in the field of sport is exercised (CSD, 1990).

2) General Directorates of Sport of the Autonomous Communities: The Autonomous Communities have wide competencies in sport policy, due to the competencies assumed in this matter in their respective Statutes of Autonomy and in other legal norms of their Community.

3) Local Entities (Town Councils, Deputations, Councils): Local entities, fundamentally the Town Councils, do not only carry out tasks in support of the sport movement, but have also become promoters of it, through municipal sport schools, sport boards and local sport associations.

4) University Services: The Organic Law 11/1983 on the University Reform (Agencia Estatal Boletín Oficial del Estado, 1983) endowed universities, within the framework of Article 27.10 of the Constitution, with full capacity for the development of the sport policy they wish to carry out in their own institutions. In fact, according to the regulations, the universities themselves, through their organisational structures, are responsible for assuming the role of promoting physical and sporting activity within their own community. The Council of Universities, being the highest academic management body, has a fundamental role in the organisation, coordination and planning of university action. The Spanish Committee for University Sport (SCUS), which was created in 1988 as a collaborating body of the Superior Sport Council, and counts on the participation of all the previous institutions, is responsible to coordinate the university's sporting competitions and advising the Council itself. In Figure 7, the structure of sport within the public sector is presented.

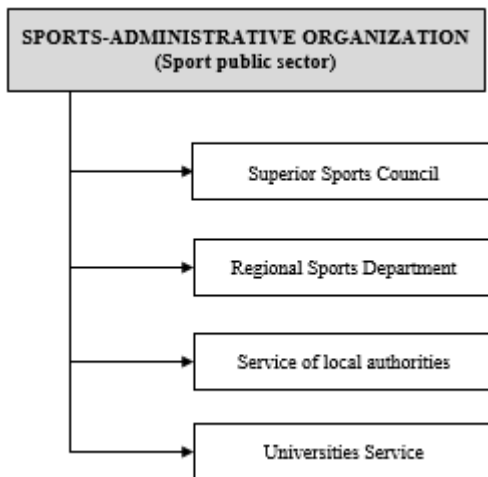


Figure 7: Sport public sector in Spain

However, the organisation of sport in Spain has a private origin, independent of the public powers, based on some associative entities that assumed the mission of the ownership of the competitions and self-management (Millán Garrido, 2006). The organisation of sport is characterised by numerous specific legalisations of the sporting phenomenon (Burriel & Puig, 1999). The main private entities that administer sport in Spain are:

- 1) Spanish Olympic Committee: Non-profit association whose objective is the development of the Olympic movement and the dissemination of Olympic ideals. It integrates the different federations of Olympic modalities and represents Spain before the International Olympic Committee (IOC).
- 2) Spanish Paralympic Committee: Constituted in accordance with the principles and rules of the International Paralympic Committee, being a non-profit organisation, with legal entity, full capacity to act, its own patrimony and governed by its own regulations and those approved by the International Paralympic Committee.
- 3) Spanish sport federations: Private entities with their own legal entity, of national scope, dedicated to the promotion, management and coordination of the practice of a specific sport modality, basically constituted by the autonomous sport federations, associations or sport clubs, athletes, technicians, judges, referees, professional leagues and other private entities interested in the promotion and development of this sport modality.
- 4) Autonomic or territorial sport federations: Entities with similar characteristics and purpose to the previous ones, whose scope of action is the territorial autonomic one, representing the Spanish sport federations in their respective autonomous community.

5) Professional Leagues: Private entities with their own legal entity and autonomy for their internal organisation and operation with respect to the Spanish sport federation of which they form part and integrate the clubs that participate in official competitions of a professional nature and at state level.

6) Sport associative entities: Private associations made up of natural or legal persons, whose purpose is to promote one or more sport modalities, the practice of their members and their participation in sport activities and competitions. Sport associations, in accordance with the provisions of Law 10/1990 of 15 October on Sport, are classified into elementary clubs, basic clubs, professional sport clubs and sport corporations (CSD, 1990).

7) Fitness and Wellness Centres: In recent years, these private centres have been inaugurated and established with great strength in the Spanish sport system, causing changes in the habits of Spaniards and in the concept of the term sport in our society. In Figure 8, the structure of the private sport sector is presented.

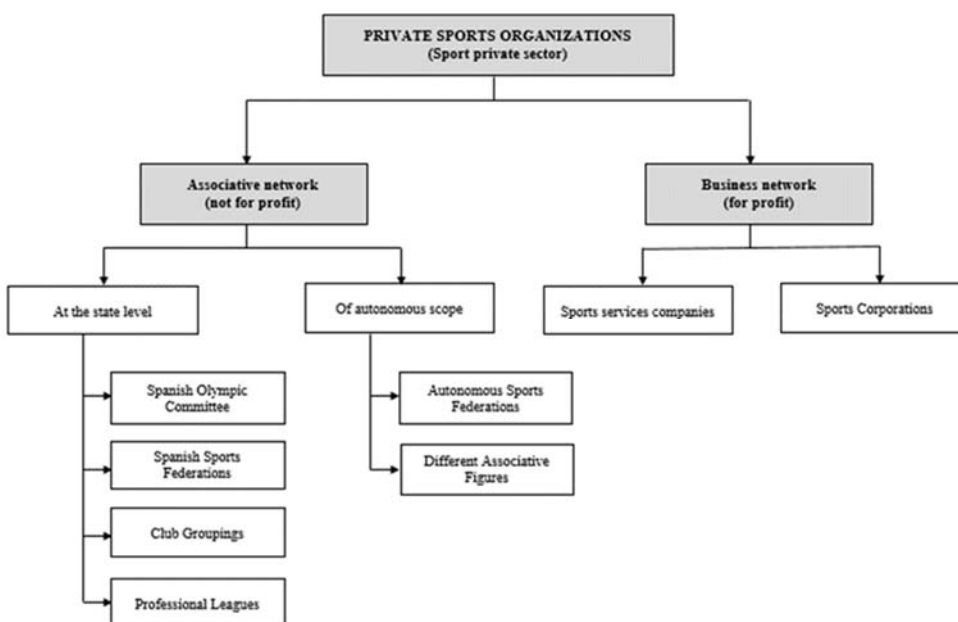


Figure 8: Sport private sector in Spain

Finally, as a result of the synergies between the public and private sectors of sport in Spain, which has previously been pointed out and is considered a key point for the success of the sport organisational model in Spain, the AOS Programme and the AOPA Plan have emerged:

1) The AOS Programme (Association of Olympic Sports) emerged in 1988 as an initiative to support elite sport for the Barcelona 1992 Olympic Games. This support was materialised for the first time through the entry of private sponsors who made it possible to finance specific Olympic preparation plans. The AOS programme is comprised of the Superior Sport Council (SSC), the Spanish Olympic Committee (SOC) and Radio Televisión Española (RTVE) which formed a private non-profit entity that manages and directs the economic contributions that come from the sponsors while developing the different sport plans that the Olympic Federations present each year. The private funding that AOS receives from the sponsors is mainly destined to scholarships to support elite athletes in Spain (Gómez, Martí, Gigante, & Opazo, 2011).

2) The Plan "Aid to the Objective Paralympic Athlete" (AOPA) was created on 27 June 2005 when an agreement was signed for the first time with private entities for the creation and financing of athletes, coaches and technicians (MEC, 2019).

Therefore, it can be observed how sport is managed through public as well as private institutions, with synergy between them being a key aspect for the success of the Spanish sport organisational model, as can be observed in Figure 9.

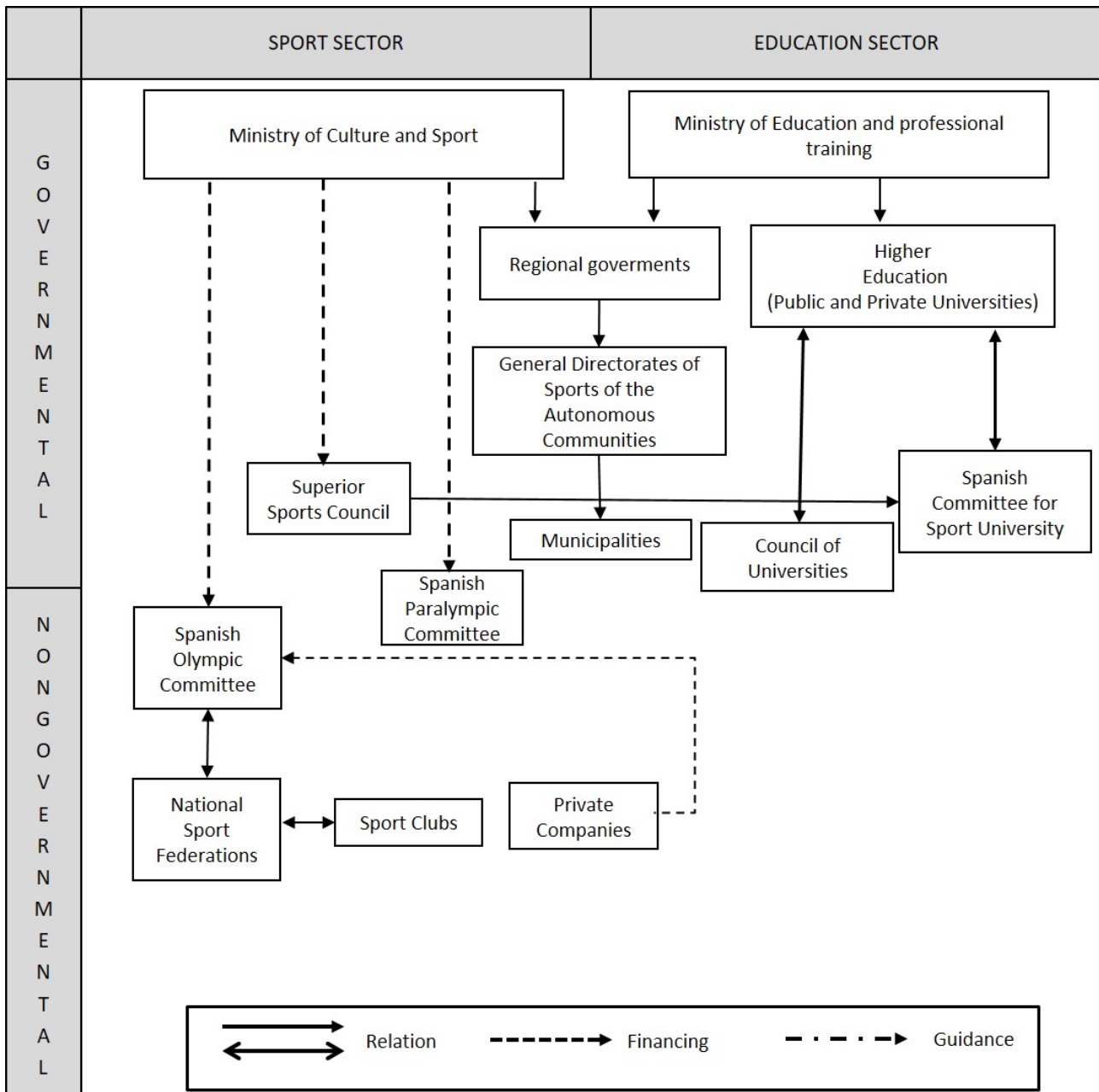


Figure 9: Main stakeholders supporting athletes during their career and post-career in Spain

Finally, Table 19 presents the most important terms used in English and translated into Spanish to facilitate their comprehension throughout the document.

Table 19: Important phrases and organisations with abbreviations – Spain

English Translation	Original Spanish Wording
Dual Career	Carrera dual
Elite athletes	Atletas de élite
Olympic Games	Juegos olímpicos
Spanish Olympic Committee	Comité Olímpico Español
Spanish Paralympic Committee	Comité Paralímpico Español
Superior Sport Council	Consejo superior de deportes
Spanish Sport Federations	Federaciones deportivas españolas
Spanish Committee for Sport University	Comité español para el deporte universitario
Ministry of Education and Professional Training	Ministerio de educación y formación superior
Ministry of Culture and Sport	
Council of university	Ministerio de cultura y deporte
Regional governments	Consejo de universidades
Municipalities	Gobiernos regionales
Professional leagues	Ayuntamiento
AOS Plan	Ligas profesionales
AOPA Plan	Plan ADO (Ayuda a Deportistas Olímpicos)
ACP (Athlete Care Program)	Plan Ayuda al Deportista Objetivo Paralímpico (ADOP)
OAA (Office of Attention to the Athlete)	PROAD (Programa de atención al deportista)
	OAD (Oficina de Atención al Deportista)

3.6.2 Guideline 3

Theme 1 – Existence of national guidelines on Dual Career.

Currently, in Spain, there is no national guideline on the Dual Career of elite athletes. However, the Ministry of Education and Science, through the “Royal order 971/2007, of July 13, on high level and high performance athletes” (Agencia Estatal Boletín Oficial del Estado, 2007), determines legislation at state level with the aim of establishing the conditions, requirements and procedures for the educational qualifications of high-level and high performance athletes. It also determines some measures to provide pathways for elite athletes within the different educational levels. In the case of high-level athletes, the legislation also establishes that athletes can focus better on high competition sport, its technical preparation, as well as balancing their working and social life.

This decree promotes in a novel way the extension of measures of flexibility and adaptation in the educational system, to areas other than those already included in previous regulations. These refer to compulsory and post-compulsory Secondary Education, A-Levels, Adult Education or Artistic Education.

Theme 2 – Contents and usage of the national guidelines.

As stated in Chapter VI of the Sport Law (CSD, 1990), specifically in Article 53 of the Title VI:

1. The State Administration, in coordination, where appropriate, with the autonomous communities, shall adopt the necessary measures to facilitate technical preparation, incorporation into the educational system, and full social and professional integration of elite athletes during and at the end of their sporting careers.

2. For the purposes set out in the previous section (section 1), and depending on the personal and technical-sport circumstances of the athlete, the following measures may be adopted:

a) Reservation of an additional quota of places in the National Institutes of Physical Education and, where appropriate, in the University Centres, for those who meet the necessary academic requirements.

b) Exemption from general or specific academic requirements required for access to the degrees referred to in article 55 of the Sport Law, under conditions established by the Government.

c) Impulse of the celebration of agreements with public and private companies for the professional exercise of the athletes.

d) Articulation of formulas to make the athlete's studies or work activity compatible with his or her preparation or sport activity.

e) Inclusion in Social Security.

3. In order to fulfil the Military Service, the high-level athlete will enjoy, under the conditions determined by regulation, the following benefits:

a) Extension of service in ranks.

b) Choice of the place of performance of said service, if there is a garrison of any of the Armies to facilitate its preparation in accordance with the sport speciality.

c) Option of the call to join the ranks.

d) The high level athlete will be provided with the necessary preparation and training to maintain his physical and technical fitness, and will be allowed to participate in as many official competitions as he is called to attend.

4. The provisions of the foregoing paragraph shall also apply to those who have to perform the social service in lieu of Military Service.

5. All Public Administrations will consider the qualification of "high-level athlete" as evaluable merit, both in the selection tests for vacancies related to the corresponding sporting activity, and in the competitions for the provision of jobs related to that activity, provided that, in both cases, the evaluation of specific merits is foreseen.

The legislation presented above requires some updates and modifications, as it deals with measures, for example, related to military service, which has ceased to be compulsory in Spain since 2001. At present, the Council of Ministers of the current Spanish government has approved the draft of the new Sport Law, called to replace the one in force since 1990 (El Español, 2019).

The application of these measures in the system of sport and education in Spain is evident in different examples: There is a quota of 3% on general admission to university for all subjects for athletes and a quota of 5% on admission to university regarding degrees in Sport Science, Physiotherapy and PE. Each university has the right to increase these quotas. Elite athletes also have priority regarding the admission to public and private schools providing compulsory secondary education (ESO) when there are not enough slots (Agencia Estatal Boletín Oficial del Estado, 2007).

Other actions included in this legislation and which comply with the GUIDELINES, consist of adopting necessary measures to reconcile the athlete's learning with their sporting responsibilities and activities (Agencia Estatal Boletín Oficial del Estado, 2007). In this way, the universities can handle requests for changes in timetables, groups and examinations that coincide with athlete's sporting activities, as well as with respect to the permanence limits (maximum time that universities allow students to finish their studies) established by the universities and, in general, in educational legislation. In addition, the Superior Sport Council signs agreements with the autonomous communities, universities and private educational institutions, so that high level or high performance athletes can use the quotas, while respecting, in any case, the general academic requirements for access. This same body is responsible for implementing the necessary measures to enable high level or high performance athletes who are forced to change their place of residence for sporting reasons can continue their training in their new place of residence. To increase the compatibility of studies and the athletic career, athlete students can contact special tutors to ensure that studies and training can be combined. A clear example of the application of this last measure is the Tutoresport programme, implemented since the 1996-1997 academic year at the Autonomous University of Barcelona (UAB). This is an academic support and tutoring programme aimed at elite athletes enrolled at the university. They are offered the possibility of combining academic and sporting activities, with the active collaboration of a tutor or professor at the Faculty

or University School where they study. In addition, through participation in this programme, they are awarded six free elective credits during the academic itinerary, and they are encouraged to train on the same campus and actively participate in competitions representing the UAB in the championships of Catalonia and Spain (UAB, 2019).

3.6.3 Guideline 4 and Guideline 7 – sport sector

Theme 1 – Public support of Dual Careers.

In Spain, there are agreements between public authorities and national sport organisations for the application and development of programmes and measures to promote and implement the Dual Careers of elite athletes. Through these measures, the aim is to help and involve the athlete in achieving socio-professional success after sporting success.

These measures, promoted and financed by the Superior Council of Sport (SCS), dependent on the Ministry of Culture and Sport, as well as the agreements with the Spanish Olympic Committee (SOC), among others, provide athletes with programmes, tools, aid and facilities to achieve the objectives of transitioning smoothly into the labour market and achieving professional success.

With regard to public education authorities in Spain, both the Ministry of Education and regional governments promote and develop measures to facilitate and encourage Dual Careers of athletes. These measures comply with the legislation of "Royal Decree 971/2007, of 13 July, on high level and high performance athletes", specifically that referred to in Article 9, "Measures to promote training and education, and facilitate access to the different training offers of the educational system, for high level and high performance athletes" (Agencia Estatal Boletín Oficial del Estado, 2007). For example, educational projects, as explained in Theme 3, through which academic courses are modified to promote and combine the practice of sport along with the studies of the athlete are already in place.

Theme 2 – Private support of Dual Career.

In Spain, there are agreements between private entities and public organisations and institutions to promote and develop programmes that facilitate the implementation of the Dual Career of athletes.

Private organisations such as the Spanish Olympic Committee (SOC) promote programmes and aid for athletes in collaboration with other public bodies such as the Superior Council of Sport (SCS), as well as collaborating with private companies that finance this type of programme.

In addition to these national programmes, there are also programmes designed and developed at private universities in Spain, through which the implementation of the Dual Career is favoured.

These private initiatives also collaborate with national bodies to consolidate and improve the programmes and to be able to offer the best conditions for athletes to successfully combine training and competition with their education.

Theme 3 – Dual Career programmes of stakeholders in the sport sector.

In Spain, there are different programmes and measures that try to support the Dual Career of elite athletes. Below are some of these programmes that are carried out both in the educational system and in the Spanish sport sector:

a) Programmes in the sport sector:

ACP (Athlete Care Programme). Public programme run by the Superior Council of Sport (SCS), dependent on the Ministry of Culture and Sport. Programme aimed at High Level Athletes (HLA) and High Performance Athletes (HPA) of the Autonomous Communities attached to the programme, in an attempt to respond to some of their socio-professional needs. It is the result of the SCS's commitment to concretise and develop what is established in this respect in article 17, "Support for High Level Athletes", of Royal Decree 971/2007 on high level and high performance athletes (CSD, 2019).

OAA (Office of Attention to the Athlete). Private service of the Spanish Olympic Committee (COE), in collaboration with the Superior Council of Sport and other institutions, to provide information, guidance and solutions to the athlete. The aim of this service is for the athlete to be able to combine training and sport, to be duly advised, and to be helped to look for professional opportunities during and at the end of his or her sporting career.

b) Programmes in the education sector:

A-levels for elite athletes. Public educational project at regional level developed by the Department of Education, Culture and Sport of the Valencian Community, developed at the "Conselleria's high school" in the city of Valencia. The programme is adapted for students of the 1st and 2nd year of their A-levels in humanities, social sciences or scientific-technological disciplines. The programme's main objective is to ensure the compatibility of education and the sporting career being conscious and being convinced that it is not possible to follow the standard education route and compete at high sporting levels (I.E.S. Conselleria, n.d.).

ESTPORT Programme. This educational programme, developed by the *Universidad Católica San Antonio de Murcia* (UCAM), is offered within the private educational field. Athletes are tutored within this programme, allowing for a more flexible academic calendar through implementing and

using new technologies (Estport Dual Career, n.d.). This project, which applies an exclusive dual model, also offers a scholarship to athletes who are affiliated to the athletes' office (OAA). UCAM, which has made important investments in the field of Olympic and professional sport, is working, together with the Spanish Olympic Committee, on the creation of a Sport University in the Spanish town of Alcorcon.

Working Athletes Programme. The 'Working Athletes Programme' is the result of the collaboration agreement signed by the Spanish Sport Association (SSA) and the Centre for Sport and Business Management (CSBM), a business school specialising in sport management and associated with the "University of Navarra" (UN). It is a private academic programme of sport management adapted to athletes' needs, (regardless of their previous training) and with very practical classes that include professional internships in companies. The objective of the 'Working Athletes Programme' is to facilitate for active and retired athletes the transition from the sporting career to the professional career, either as employees or by developing entrepreneurial projects (Working Athletes, 2019).

3.6.4 Guideline 18 – employment sector

Theme 1 – Cooperations of businesses with sport organisations.

In Spain, the cooperation and participation of the business sector with organisations, both public and private, which are responsible for promoting and strengthening the Dual Career of athletes is based on sponsorship and collaboration relationships. In this way, through these business relationships, organisations such as the Superior Council of Sport (SCS) or the Spanish Olympic Committee (SOC) are able to carry out programmes to help elite athletes.

There are companies that invest and develop initiatives promoting the Dual Career of elite athletes. For instance, the private company Iberdrola, dedicated to the energy sector, offers grants for higher education studies to Paralympic athletes (Iberdrola, 2016).

3.6.5 Guideline 19 – employment sector

Theme 1 – Promote pathways for retiring athletes.

As Gil (2016) explains, "it is important that the sport federations, the associative fabric and the athletes themselves become aware of the importance of preparing for their future, learning and looking for resources to reconcile hard training with training that opens the doors of employment, in a future that is closer than it seems" (n.p.). Gil (2016) also explains the importance of the transition phase. Athletes should prepare themselves as this will increase the opportunity for fast transitions. The job market will benefit having a great talent, as athletes will present an extra dose of perseverance, improvement and effort.

In Spain, there are already initiatives to tackle this challenge. The Adecco Group promotes the Athlete Career Programme, a project that supports professional athletes during their sporting careers and in their transition to the labour market, providing them with resources and tools to develop their skills and maximise their training and employment opportunities (Adecco Group, 2019). The programme is materialised through the International Olympic Committee (IOC) and the International Paralympic Committee (IPC), resulting in two different programmes: the IPC Athlete Career Programme (aimed at Paralympic athletes) and the IOC Athlete Career Programme (aimed at Olympic athletes).

Through its website, the Adecco Group (2019) states that many athletes and companies have already participated in the IOC and IPC Athlete Career Programmes, and that through these programmes athletes are helped to discover who they are and where their interests lie, to define the best career path for them.

Theme 2 – Support for athletes who retire.

In Spain there is no document or measure that accredits the support of authorities and public institutions to elite athletes who retire. It is true that during their time as elite athletes they are beneficiaries of a series of advantages such as quotas for university studies, individual scheduling during the degree programme, access to public posts, etc., but there is no evidence that these athletes receive any type of public aid or advantage once they have retired. However, in the Valencian Community, active or retired elite athletes who were recognised as a) high-level athletes according to the Royal Decree 971/2007, of 13 July, or b) elite athletes in the Valencian Community according to Law 2/2011, of 22 March, obtained extra scores when jobs in PE are offered to indicate the appreciation of their sporting career (Generalitat Valenciana, 2019).

3.6.6 Guideline 32

Theme 1 – Initiatives promoting Dual Career in sport and athletes' committees.

In Spain, the Superior Sport Council, under the Ministry of Culture and Sport, through the ACP programme, promotes the Dual Career of athletes. This programme aims at elite athletes and supports them with the transition process at the end of their sporting activity. Through the programme athletes receive information, advice, guidance and supervision through an advisor who acts as liaison between the athlete and the company. The programme also helps and advises athletes in their process of finding employment or creating their own business. A parallel programme aims at adolescent high level athletes, who are considered more vulnerable for not having completed their development (CSD, 2019). ACP accompanies these young athletes to assure

that their educational, formative and emotional development is not altered through the high level sport practice. The Minor Athlete Care Programme can be summarised as follows:

- It supports minors in their integral development process with regard to educational, psychological, social and sporting goals.
- It detects needs, difficulties or deficiencies in this process.
- It anticipates and prevents risk situations.
- It offers solutions adapted to the needs in different areas.
- It mediates and coordinates with the different actors related to the child: family, educational centres and sport facilities.

As for the athletes' committees, the Spanish Sport Association (SSA) stands out, constituted by the Spanish Sport Federations (ADESP), as well as other sport associations and committees such as the Water Sports Association (WSA), the Association of Professional Cyclists (APC), the Association of Volleyball Players (AVP), the Association of Golf Players (PGAe), the Association of Spanish Footballers (ASF), the Association of Basketball Players (ABP), the Association of Women Basketball Players (AWBP), the Association of Women Futsal Players (AWFP), the Association of Women Futsal Players (AWFP), the Association of Women Handball Players (AWHP), the Association of National Team Athletes (ANTA), etc. As an example, the Spanish Football Association, is an association servicing footballers and it promotes the union, watches over the development of the sporting career of their athletes and subsequent promotion at work, defends and guarantees labour, economic, educational, social, present and future rights, and transmits sporting values to its members and to society (AFE, 2018). This body is currently working jointly with Spanish universities to promote and support the Dual Career of footballers, as agreed in meetings with representatives of the Conference of Rectors of Spanish Universities (COPE, 2019). The AFE aims to create a specific plan for footballers, which could be extended to other athletes, to reconcile their sporting life with academic life.

3.6.7 Guideline 34

Theme 1 – Support of research on Dual Career

Spain currently lacks a public system and tools for the supervision, monitoring and evaluation of existing initiatives regarding the Dual Career in sport. However, the different organisations and institutions that have implemented Dual Career support programmes have mechanisms for monitoring and feedback through annual reports, satisfaction surveys on the service offered, etc.

With respect to Dual Career research, the main projects and research carried out in Spain come from European projects in collaboration with other universities and institutions on the continent. Highlights in Spain include different projects such as the "Gold in Education and Elite Sport (GEES)" of the Autonomous University of Barcelona and the High Performance Centre of San Cugat in collaboration with more than ten universities and sport institutions throughout Europe, the European project ESTPORT led by members of the *Universidad Católica de Antonio Murcia*, the project "A bright future for the elite athletes. The importance of the career path" led by the Group of Psychosocial Research in Sport of the *Universidad Politécnica de Madrid* and the project "Dual Career in Spanish High-Level Athletes: Facilities and Difficulties for Integration Sociolaboral Process after Retirement" of the Universidad Europea de Madrid (López Chamorro & Simón, 2018).

4 GAP ANALYSIS

The overview about the implementation of the GUIDELINES (European Commission, 2012) in the six countries indicates a very heterogeneous status quo. This is related to the GUIDELINES themselves since they are meant to serve „as inspiration for the formulation and adoption of action-oriented national Dual Career guidelines and to raise awareness at national level about the concept of Dual Careers” (European Commission, 2012, p. 3). Although the guidelines function in particular as inspiration and recommendation, some countries have already implemented measures to integrate these GUIDELINES.

Table 20 presents an overview of the extent to which the seven selected guidelines have been implemented in the six countries.

Table 20: Overview Gap Analysis – Implementation of the Seven EU Guidelines on Dual Career in all Partner Countries

Content of the Seven EU Guidelines on Dual Career	Status quo in Germany	Status quo in Italy	Status quo in Lithuania	Status quo in Romania	Status quo in Slovenia	Status quo in Spain
Population size (15-86 year) ¹	82,792,351	60,483,973	2,808,901	19,530,631 ²	2,066,880	46,658,447
Number of Medals (OG Rio 2016 / OG Pyeongchang 2018 / Universiade Naples 2019) ³	42 / 31 / 18	28 / 10 / 44	4 / 0 / 4	4 / 0 / 4	4 / 2 / 1	17 / 2 / 1
N°3						
Existence of national guidelines	X	X	X	X	X	X
Existence of any recommendations	✓	X	X	X	✓	✓
EU Guidelines taken into account	X	X	X	X	X	✓
National sport and education system taken into account	✓	X	X	X	✓	✓
Cultural diversity taken into account	X	X	X	X	X	X
Stakeholder considered	✓	X	X	X	X	X
N°4 & N°7						
Existence of agreements between public authorities and national/regional sport organisations	✓	✓	X	✓	✓	✓
Containing a strategy for the specific activities/programmes	n/a	✓	X	X	✓	✓
Allowing for public funding of the activities/programmes	✓	X	✓	X	✓	✓
Existence of agreements between private authorities and national/regional sport organisations	✓	X	✓	X	✓	✓
Containing a strategy for the specific activities/programmes	✓	n/a	n/a	X	n/a	✓
Allowing for private funding of the activities/programmes	✓	n/a	X	X	✓	X
Existence of Dual Career implementation concepts/programmes	✓	✓	✓	X	✓	✓
Taking all different athletes (all sports, gender, disabled, impaired) into account	✓	n/a	✓	X	X	✓
Taking care of the safety of young athletes	✓	n/a	✓	X	X	✓
Taking care of the welfare of young athletes	✓	n/a	✓	X	✓	✓
Taking distance learning systems into account	✓ & X	✓ & X	✓ & X	X	✓ & X	✓ & X
Incorporation of Dual Career issues in education of coaches and other stakeholders that support the sporting career of elite athletes	✓ & X	n/a	n/a	n/a	n/a	n/a
N°18						

Content of the Seven EU Guidelines on Dual Career	Status quo in Germany	Status quo in Italy	Status quo in Lithuania	Status quo in Romania	Status quo in Slovenia	Status quo in Spain
Facilitating cooperations from entities within the business sector (for profit organisations or chambers of commerce) by public authorities	✓	✓	✗	✗	✓ & ✗	✗
Cooperations initiated by public authorities	✗	✓	✗	✗	✓	✗
N°19						
Pathways offered for athletes who retire	✓	✓	✓ & ✗	✓ & ✗	✗	✓
Pathways open to all athletes	✗	✗	✗	✗	✗	✓
Existence of support from public authorities when athletes retire	✓ & ✗	✓ & ✗	✓	✗	✗	✗
Existence of support from stakeholders in sport and education when athletes retire	✓ & ✗	✓ & ✗	✗	✓ & ✗	✗	✓
N°32						
Existence of athletes' committees	✓	✓	✓	✗	✓	✓
Promotion of sport authorities for existing athletes' committees	✓	✓	✗	✗	n/a	✓
N°34						
Monitoring and evaluation of existing initiatives on Dual Career in sports of sport and education authorities	✓ & ✗	✗	✗	✗	✗	✗
Support of research on Dual Career of sport and education authorities	✓	✓	✗	✗	✗	✓

Source: ¹Eurostat (2018); ²Estimation; ³Summer Universiade 2019 Napoli (2019); Statista (2019a); Statista (2019b)

4.1 Guideline 3

Guideline 3 relates to the existence of national guidelines (cf. Figure 10) and thus, is considered as part of a holistic approach. The analysis of the six countries has revealed that national guidelines do not exist in any of the countries and recommendations exist in Germany, Slovenia and Spain. Thus, a gap is identified for Italy, Lithuania and Romania.

Guideline 3

Authorities responsible for the implementation of dual careers should develop national guidelines for dual careers taking into account the EU Guidelines on Dual Careers and the specificity of the national sport and education system and cultural diversity. They should consider the use of agreements between stakeholders to promote dual careers. Where appropriate, such agreements could involve specific reward mechanisms, such as incentives for educational institutions or employers to recruit dual career athletes.

Figure 10: Guideline 3

In Slovenia, a Sport Act exists (Slovenian Government, 2017). Dual Career measures are suggested within this legislation. These are considered as recommendations. In contrast, in Germany, a policy document, developed by the Ministry of the Interior, Building and Community and the German Olympic Sports Confederation can be considered as a form of recommendation regarding Dual Careers of elite athletes (BMI & DOSB, 2017). Dual Career is one of several areas mentioned in the document. The document does not yet contain any implementation strategy. In Spain, Royal Order 971/2007 (Agencia Estatal Boletín Oficial del Estado, 2007) has determined some Dual Career measures for elite athletes. These serve, like in Germany and Slovenia, as recommendations. There are no guidelines or recommendations in Italy, Lithuania and Romania.

Whilst only in Spain, the GUIDELINES are taken into account, in all three countries, the national sport and education system is reflected as part of the Sport Act (Slovenia), the recommendations (Germany) and the Royal Order (Spain). However, the cultural diversity of various stakeholders is only considered in Germany and seems to be rather neglected in the other countries at this stage. Figure 11 gives an overview about the identified gaps.



Figure 11: Identified gaps regarding guideline 3

Summing up, the majority of countries do not have national guidelines and only two countries have recommendations. Therefore, a clear gap is identified regarding guideline 3.

4.2 Guideline 4

The fourth guideline (cf. Figure 12) focuses on the sports sector and public and private authorities supporting the implementation of Dual Career measures jointly with sport organisations. It also suggests to incorporate particular Dual Career concepts or programmes. The diversity of athletes should be included as well as the safety and welfare of young athletes.

Guideline 4

Public and private sports authorities should support the implementation of dual careers of different types of athletes in the activities of national/regional sports organisations through formal agreements which require a clear strategy, planning of activities and involvement of athletes, and make the allocation of funding conditional upon the inclusion of the dual career concept in their activities. The safety and welfare of young athletes should be a requirement of such programmes.

Figure 12: Guideline 4

In five of the six countries, agreements between public authorities and regional/national sport organisations exist. Lithuania is the only exception where these agreement do not exist. In Italy, Slovenia and Spain, these agreement contain clear strategies for specific activities and programmes. In Germany, Slovenia and Spain public funding is involved in these agreements. Despite the non-existence of formal agreements, public funding is also offered in Lithuania.

In four countries (namely Germany, Lithuania, Slovenia and Spain) agreements between private authorities and sport organisations are in place. In Germany and Spain strategies seem to be included in those agreements and these incorporate private funding in Germany and Slovenia.

In Germany, Italy, Lithuania, Slovenia and Spain, specific Dual Career programmes are in place. These also take the diversity of athletes into account (in Germany, Lithuania and Spain) and the safety and welfare of young athletes (Germany, Lithuania and Spain) or either the welfare or safety of young athletes (Slovenia). Figure 13 summarises this.

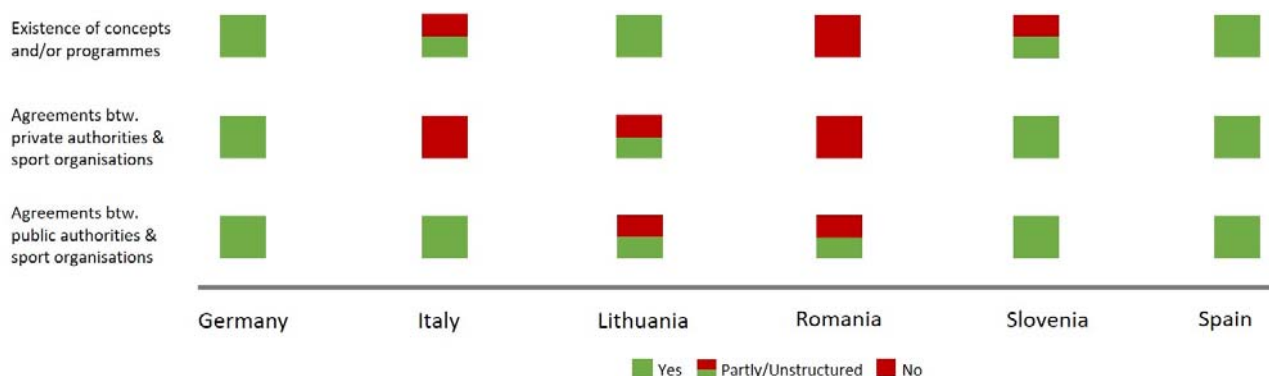


Figure 13: Identified gaps regarding guideline 4

In sum, the majority of countries do have agreements between public authorities and national/regional sport organisations in place, whereas agreements between private authorities and national/regional sport organisations are less prevalent. Furthermore, Dual Career programmes do exist in the majority of countries. A clear gap regarding guideline 4 is therefore not determined at first glance. However, it seems that formal structures (e.g., controlling institutions/authorities) are missing across all countries, particular in respect of coordination and accessing the Dual Career programmes.

4.3 Guideline 7

Guideline 7 also refers to the sport sector (cf. Figure 14). First, it points to implementing code of conducts regarding the Dual Career concept. Second, it tackles the dissemination of information and the promotion of Dual Careers through stakeholders that accompany the elite athlete. These include coaches, medical staff, managers, teachers, family, peers, etc. Third, it relates to the education of coaches and other stakeholders who take care of an athlete's sporting career. During their education, the importance of Dual Careers and how they can be supported should be emphasised through particular modules (educational units).

Guideline 7

Sport and educational authorities should promote the implementation of the dual career concept in contracts and codes of conduct for coaches and other members of performance teams. National sport organisations and international federations, as well as universities and vocational education and training institutes, should include the dual career concept in their education programmes for these professions.

Figure 14: Guideline 7

The actual practice regarding guideline 7 varies from country to country and federation to federation. Therefore, no coherent picture has been identified. Consequently, a best practice example is portrayed.

The German Swimming Federation highlights in their 'Guidelines for Qualification of the German Swimming Federation e.V.' that the special situation of elite athletes should be considered. A coach should be aware of the interaction/interdependence of social factors like parents, schools, profession, job, etc. the athletes face. This concerns as well the Dual Career planning of young athletes (Deutscher Schwimmverband, 2017, pp. 22-25). Furthermore, the guidelines incorporate the education of coaches about the possibilities for elite athletes at the Olympic training centres in Germany (Deutscher Schwimmverband, 2017, p. 93). The career advice offices in place at these centres support the athletes in their Dual Career matters. Therefore, the German Swimming Federation attempts to inform coaches about the Dual Career situation and possibilities for elite athletes and tries to raise awareness for the topic. Thus, an education of coaches about Dual Career should be achieved to share their knowledge regarding it with their athletes (Deutscher Schwimmverband, 2017).

4.4 Guideline 18

This guideline (cf. Figure 15) stresses the network between entities from the business sectors and sport organisations as facilitated by public authorities and is assigned to the employment sector.

Guideline 18

Public authorities should invite chambers of commerce and businesses to actively cooperate with sport organisations to raise awareness of dual careers in the labour market and encourage partnership with the business world.

Figure 15: Guideline 18

In Germany, Slovenia and Italy, cooperations between business entities and sport organisations are facilitated by public authorities. In Italy and Slovenia, these cooperations are initiated by public authorities (cf. Figure 16).

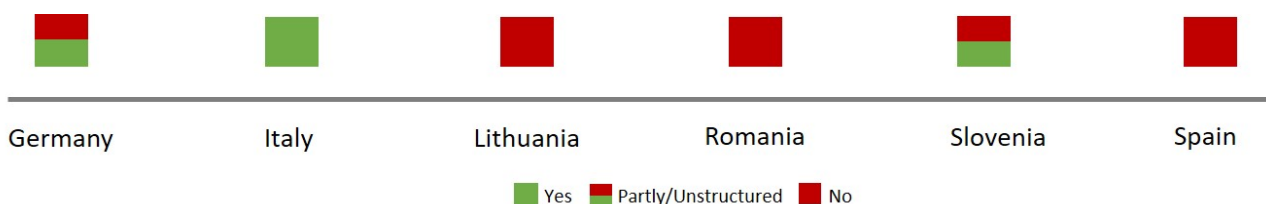


Figure 16: Identified gaps regarding guideline 18

In total, two countries have partly implemented this guideline and only one country has implemented it fully regarding both criteria. Therefore, a clear gap with respect to guideline 18 can be identified.

4.5 Guideline 19

Guideline 19 focuses on the transition phase of sporting career to professional career (cf. Figure 17). This is also categorised into the employment sector.

Guideline 19

Public authorities and stakeholders in sport and education should promote balanced pathways for retiring athletes so that they can prepare for, initiate and develop a vocational career after the end of their sporting career.

Figure 17: Guideline 19

The gap analysis reveals that pathways for retired athletes are offered at the moment in Germany, Italy, Lithuania, Romania, Slovenia and Spain. Whilst these pathways are only available to a selected group of elite athletes in five of the named countries, there are no restrictions in Spain. However, in Germany, Italy and Lithuania public authorities provide a form of support to ease the transition of elite athletes. Additionally, in Germany, Italy, Romania and Spain support from some stakeholders in sport and education is provided (cf. Figure 18).



Figure 18: Identified gaps regarding guideline 19

In total, all countries offer any form of pathways for athletes who retire. However, the pathways, which are offered in the countries are not open to all athletes except in one country. Also, unstructured support from public authorities and other stakeholders exist. Although no clear gap regarding guideline 19 has been identified, the partly and often unstructured implementation of the guideline should be considered.

4.6 Guideline 32

This guideline emphasises the awareness and promotion of Dual Careers (cf. Figure 19). It refers to coordinated actions by sport authorities to promote the awareness of Dual Careers and suggests to inaugurate athletes' committees respectively national athletes' organisations.

Guideline 32

Sports authorities should coordinate actions in cooperation with sports organisations to raise awareness among coaches, athletes and their entourage about the importance of dual careers and to support the setting up of representative athletes' committees and national athletes' organisations and their incorporation in the respective boards of sport organisations or social dialogue structures. Sport authorities should promote existing athletes' committees and organisations to spread information on dual career services to individual athletes during training and competitions.

Figure 19: Guideline 32

The results of the gap analysis suggest that in all countries but Romania a form of athletes' representation (as committee or national organisation) exist. Sport organisations also promote in five of the six countries DC (cf. Figure 20).



Figure 20: Identified gaps regarding guideline 32

As also displayed in Figure 20, only one country has no form of athletes' representation and consequently no support of sport authorities who promote these athletes' entities. Therefore, no clear gap regarding guideline 32 has been recognised.

4.7 Guideline 34

Guideline 34 covers issues relating to research, monitoring and evaluation (cf. Figure 21). As common in management practice, all activities implemented should be monitored and evaluated (Robbins, DeCenzo, & Coulter, 2013). This is suggested by this guideline for sport and education authorities. In addition, it is suggested that sport authorities support research on Dual Careers.

Guideline 34

Sports and education authorities should have a monitoring and evaluation system in place, in cooperation with sports, education and athletes' organisations, to follow progress regarding the implementation of dual career policies. They should notably monitor the effectiveness and quality of the system of educational institutes with a sport profile, sport academies or sport centres run by federations, Olympic Committees or private companies and clubs. They should also support corresponding research.

Figure 21: Guideline 34

The gap analysis reveals that it is only known for Germany and Spain that particular Dual Career initiatives by sport and education authorities are coherently monitored. This is not known for the other countries. It can be assumed that some organisations do this as part of their regular monitoring cycle, but there is no evidence in this area.

In Germany, Italy and Spain research on Dual Careers is supported by either sport or/and education authorities. In addition, the IOC has a research programme which often includes a call related to Dual Careers. Eligible organisations can apply for these funds. The same applies for several Erasmus+ projects about Dual Career of elite athletes, funded by the European Commission. As these programmes are not initialised and funded by a specific country, thus are supranational, there are not recognised in the current gap analysis as they refer to the implementation within single countries (cf. Figure 22).



Figure 22: Identified gaps regarding guideline 34

Only two out of six countries has partly implemented a monitoring and evaluation system for Dual Career programmes, whereas three out of six countries have any form of support of research on Dual Career of sport and/or education authorities. As so, a clear gap regarding guideline 34 has been identified.

4.8 Summary and Conclusion Gap Analysis

In total, four clear gaps regarding seven selected EU guidelines (3, 4, 7, 18, 19, 32, 34) on Dual Career have been identified. The implementation of guidelines 3, 4, 18, and 34 are backward in

development across the six countries. Although no common gaps have been identified regarding guidelines 7, 19, and 32, the implementation of these has been accomplished in some countries only partly or in an unstructured form.

Summing up for all countries, there is a need to set-up national guidelines or recommendations referring to the Dual Career of elite athletes or the organisation of the Dual Career system in the respective country. Although national guidelines are mostly missing so far, public support (through agreements with national/regional sport organisations) is mainly provided. However, the support seems to be unstructured and the agreements do not allow in every country for public funding. Nearly the same applies with regard to private support (through agreements with national/regional sport organisations) of the Dual Career of elite athletes. In all countries, except one, specific programmes on Dual Career exist. Likewise, the programmes are not initiated by one institution but by several distinct stakeholders. Therefore, an entity providing structure and taking responsibility for the coordination seems to be missing.

All countries share the fact that education (e.g., schools, universities) are mainly governed by public institutions and are able to interfere at least to some part in the Dual Career planning of elite athletes. Furthermore, the majority of the countries have legislation and/or acts, which constitute sport. However, Dual Career is not always specifically addressed in those.

Conclusively, all countries missing structured monitoring and evaluating systems for Dual Career programmes. As well the support of research on Dual Career is not common yet.

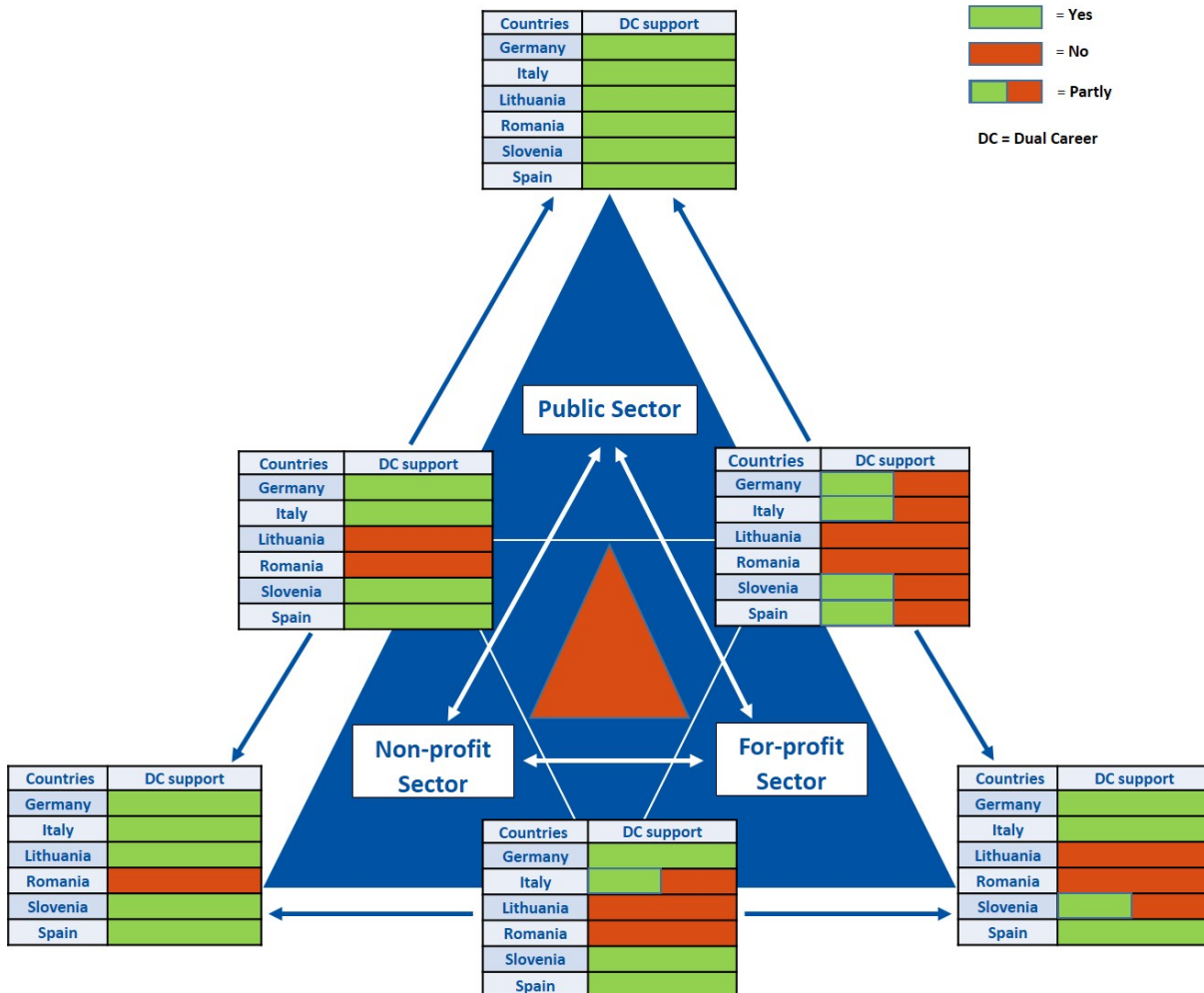


Figure 23: Identified gaps within the sectors

Last but not least, Figure 23 gives an overview of the support of Dual Career, divided into the public sector, the non-profit sector and the for-profit sector. On the one hand, the figure illustrates the support of each sector at the respective corner of the triangle. On the other hand, it shows the joint support by the sectors at every side of the triangle.

Obviously, in every country Dual Career approaches are supported by the public sector. The same applies to the non-profit sector except for Romania. In contrast to the mentioned two sectors, in only half of the six countries Dual Career programmes are supported by the for-profit sector. Furthermore, in Slovenia exists basic support for Dual Career by the for-profit sector.

In the majority of the countries, Dual Career is supported due to the cooperation between the public sector and the non-profit sector. In the same countries, the non-profit sector cooperates also with

the for-profit sector. Apparently, the least joint support for Dual Career is provided by the cooperation between the public sector and the for-profit sector, since in four countries only basic approaches or indirect cooperations exist. Yet, in Lithuania and Romania any joint initiative between sectors is missing.

Finally, in none of the six countries do all the three sectors cooperate with each other to support Dual Career. Hence, the biggest gap has been identified in this regard.

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