

Work Package 3

Recommendations for the Implementation of the EU Guidelines on Dual Careers of Athletes

Working Document

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RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE EU GUIDELINES ON DUAL CAREERS OF ATHLETES

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1 MANAGEMENT SUMMARY

The project ED Media enabled Work Package 3 to give recommendations on the implementation of the EU GUIDELINES (European Commission, 2012) to the partner countries of the project. This was based on the premises of the gap analysis and desk research performed in Work Package 2. To give guidance, structure and foster Dual Careers of elite athletes, 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.

Based on the information of the gap analysis and the desk research, the implementation of the EU GUIDELINES on Dual Career at a national level is missing structure and a clear distribution of responsibilities. Partnerships and/or collaborations between all stakeholders of a Dual Career should be strongly supported and strengthened. Furthermore, all groups of athletes must be included without any exception. In sum, the recommendations on the implementation of the seven selected EU GUIDELINES (3, 4, 7, 18, 19, 32, 34) identified several implementation steps for every single guideline. The eight steps apply to all guidelines:

- I. Determine responsibilities: Identify umbrella organisations, which are in charge for coordinating Dual Career matters OR decide which existing authorities/organisations can adopt this function.
- II. All parties, which are concerned with the topic Dual Career, should increase awareness amongst all stakeholders about the Dual Career concept and its opportunities for the athletes.
- III. Thus, different parties should be sensitised on the matter of Dual Careers for elite athletes.
- IV. Identified umbrella organisations must collect AND structure the existing information on Dual Career (including programmes, initiatives, etc.) and give guidance in the dissemination of this information.
- V. Identified umbrella organisations should make use of powerful stakeholders (e.g., universities, business partners, etc.) as partners to support Dual Careers of elite athletes.
- VI. Identified umbrella organisations should develop national guidelines/recommendations on Dual Careers as well as establish a monitoring/evaluation system.
- VII. Dual Careers must be open to all groups of athletes without any exception.
- VIII. Media should be used to raise awareness about the topic Dual Career and transfer a positive image for elite athletes as well as for all other involved stakeholder. Incentives could encourage media reporting.

2 INTRODUCTION

Work Package 2 of the ED Media project entitled ‘Media as a channel of Athletes’ Dual Careers promotion and education’ covered a gap analysis in six partner countries of seven selected EU Guidelines on Dual Career. Figure 1 shows the premise of the gap analysis illustrating the progress of implementation of each Guideline in the respective country.

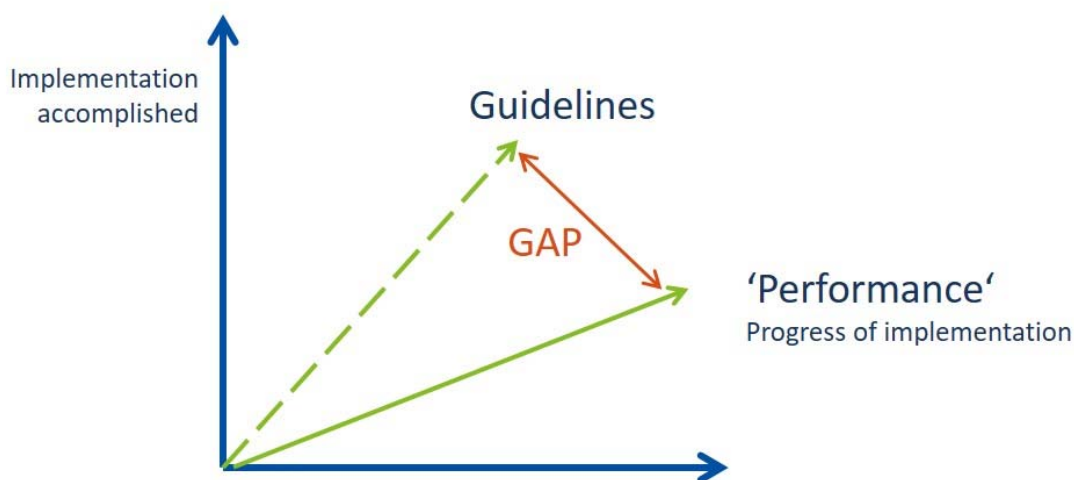


Figure 1: Premise of the gap analysis

Although there are various options of informing oneself (television, radio, internet, etc.), print media (e.g., newspapers) have been considered as key information sport regarding sport (Boyle & Haynes, 2009) which can be transferred to their online resources nowadays. Thus, writers play a vital role in forming the readers’ perception of the athletes. How they present a particular athlete, what kind of adjectives they use to describe their game or character is decisive (Kennedy & Hills, 2009). Due to the popularisation of sports, the interest for athletes beyond sport competitions and sport events aroused and the amount of news themselves had increased. However, the topic Dual Career seems not yet to be a frequently detected content in articles. Therefore, Work Package 2 included a desk research covering the evaluation of newspaper articles referring to Dual Career in every participating partner country, with a time interval of three years.

In the following chapter, a short summary of findings from the gap analysis and desk research regarding every guideline is presented followed by recommendations and clear steps for the implementation of the respective Guidelines on the national level. Thereafter, seven sections are presented outlining to what extent the seven selected guidelines have been implemented. The last chapter presents a summary and general recommendations for the countries.

3 RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE EU GUIDELINES

The Gap Analysis indicates a heterogeneous status quo of the implementation of the EU Guidelines on Dual Careers of Athletes in the six participating countries. This can be traced back 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). However, some countries have already implemented measures to integrate these GUIDELINES. The gap analysis took a closer look at seven selected Guidelines (3, 4, 7, 18, 19, 32, 34). In the appendix, an overview of the extent to which these selected guidelines have been implemented in the six countries is presented.

Furthermore, the desk research analysed N=93 articles from six countries and classified them in a first step regarding three parameters: *number of articles per country*, *types of articles (journalistic genre)* and *main focus of articles*. Due to language differences in the six countries, all articles were translated into English. As an interpreting tool, the critical discursive analysis by Fairclough (1995) was used. Thereby, broader social issues can be explored and how social changes are reflected on a micro-level. The analysis took part in three steps: (1) content analysis of the articles by identifying typical frameworks, (2) analysis of characteristic sentences that illustrated the descriptors sought and (3) analysis of the entire articles and comparison across countries. Regarding (1), the articles were furthermore examined according to the following seven categories: (I) Adjustments and coordination of DC commitments, (II) Feature of education, (III) Feature of sports activity, (IV) Feature of career path, (V) Role model, (VI) National guidelines on Dual Career, (VII) Support of family.

Common findings display that 66 of the analysed articles were newspaper articles, 25 were journalistic interviews and 2 were advertisements (*types of articles*). The distribution across the six countries were as Figure 2 shows.

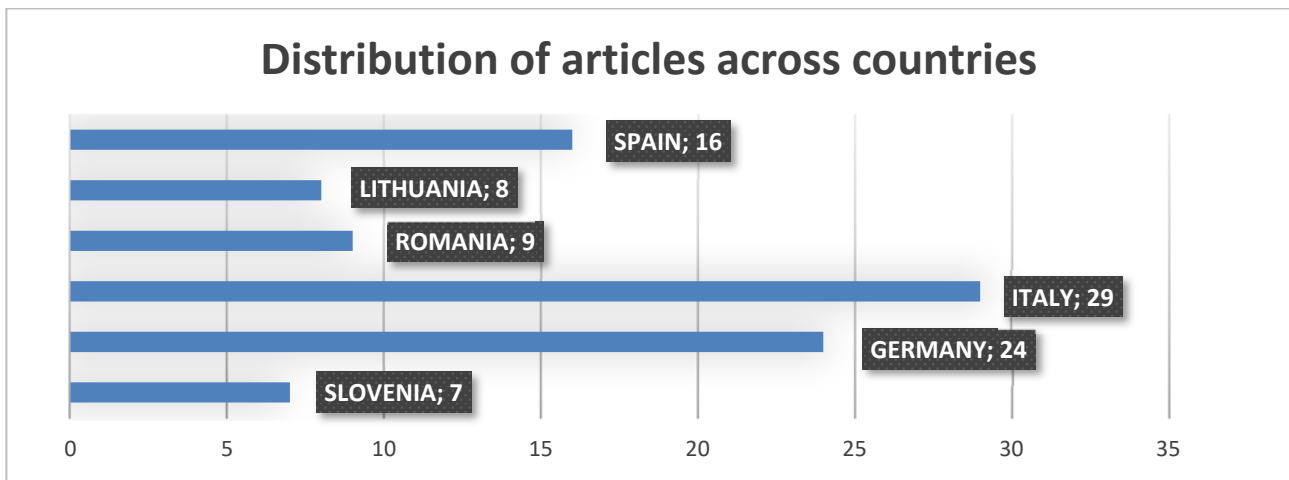


Figure 2: Number of articles per country

According to the *main focus* of the articles, 37.8 articles had education at its core, whereas 48 focused in particular on Dual Career. The remaining articles had a sport or other focus. Regarding the main focus, Italy stands out with a strong core of articles tackling the topic Dual Career (26 in total). In contrast, Germany has the most articles with a focus on sport (18 in total). However, the distribution of focus across on these three emphasised topics did not show any significant discrepancies across the countries.

In terms of the seven coding categories (1; I-VII), results unveiled the highest representation of content (66) in the first category (I) Adjustments and coordination of dual career commitments. This category was followed by category (II) Feature of education (35), and category (IV) Feature of career path (32). Furthermore, category (III) Feature of sport activity, gathered 28 hits and the categories (V) Role model, as well as (VI) National guidelines on Dual Career, 18 each. The least representation of content had category (VII) Support of family (13). For the development of recommendations, the attempt was made to sort the seven categories (I-VII) to the seven Guidelines of the gap analysis in the following chapters.

Based on both analyses (Gap Analysis and Desk Research), the following report develops recommendations for the implementation of the GUIDELINES, organised in relation to the aforementioned seven selected guidelines and seven selected categories of the desk research.

3.1 Guideline 3

Guideline 3 relates to the existence of national guidelines and/or recommendations and contents. Thus, this Guideline considers Dual Career as matters of a holistic approach (see Figure 3).

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 3: Guideline 3

The analysis of the six countries has revealed that recommendations exist in Germany, Slovenia and Spain. Thus, a clear gap is identified for Italy, Lithuania and Romania (see Figure 4). Regarding the content, all countries possess consistently gaps in some parts.

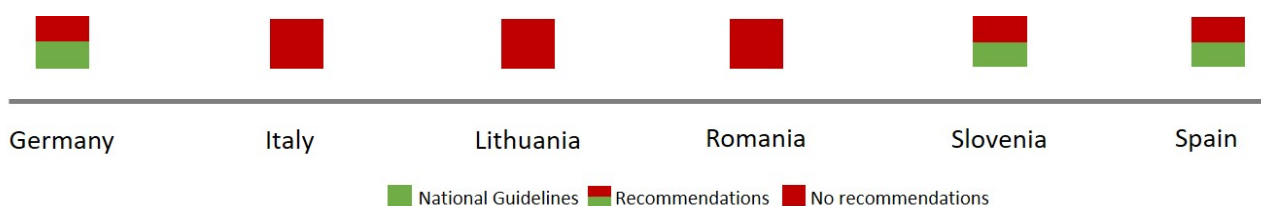


Figure 4: Identified gaps Guideline 3

Category VI ‘National guidelines on Dual Career’ was assigned to Guideline 3, as it aimed to gather all information in the articles referring to national guidelines on Dual Career (see Table 1).

Table 1: Results of the category ‘National guidelines on Dual Career’ of the desk research

Category	Covered topics by the athletes
(VI) National guidelines on Dual Career	<ul style="list-style-type: none"> No content of Spanish and Romanian articles for this category In contrast, Italian and Lithuanian media content dominate Covered content addresses institutional and national incentives for promotion of Dual Career

Recommendation regarding Guideline 3

Regarding Guideline 3, there is no ‘one-size fits it all’ recommendation. Countries, which do not have guidelines or recommendations at all, should develop these as soon as possible. National guidelines can function as ‘engine’ to focus more on the Dual Career of elite athletes and assist them in Dual Career matters. Thus, national guidelines could be even understood as a form of token of

appreciation from an athlete's perspective. It might be suitable for some countries to integrate these guidelines into their Sports Act, into their laws, or maybe even into federation's disciplinary regulations. National guidelines should ideally be based on the EU Guidelines for Dual Careers of Athletes (European Commission, 2012) and the national sport and education system. This is fundamental as this provides an overview about all potential pathways for elite athletes. Reference to the various stakeholders operating in the sport and education system (governmental and non-governmental) should be made so that athletes understand on the one hand the complexity of the system and on the other hand realise whom to contact. It is mandatory to identify which entity is responsible. This could be within the sphere of the Ministry, which reigns sport in the countries and/or the leading sport governing body of the country. The diversity of athletes (e.g., based on culture, discipline, gender, age, impairment) should be acknowledged within any national guidelines and/or recommendations. This should be prioritised. However, the scope and content of national Guidelines strongly depends on the existing sport systems, which vary from country to country. The media talks about institutional and national incentives, which can be used for the promotion of Dual Career.

Clear steps for the implementation of the EU Guidelines on national level:

- I. All governments, that is, responsible authorities for sport (e.g., Ministries), need to develop national Guidelines or at least recommendations on Dual Career for athletes and publish them.
- II. These guidelines need to be integrated in the national Sports Acts or laws, or even into federation's disciplinary regulations.
- III. These guidelines must be set-up country specific, with the respective national sport and education system, responsible stakeholders as well as entities, the diversity of athletes (e.g., culture, discipline, gender, age, impairment), and the provision of reward mechanisms as well as incentives, in mind.
- IV. Set-up national incentives for stakeholders (e.g., media and others) to promote Dual Careers.

3.2 Guideline 4

The fourth Guideline focuses on the sports sector with public and private authorities supporting the implementation of Dual Career measures jointly with sport organisations. It also suggests incorporating particular Dual Career concepts or programmes. The diversity of athletes should be included as well as the safety and welfare of young athletes (see Figure 5).

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 5: 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 agreements do not exist. However, only in three countries, these agreements contain clear strategies for specific activities and programmes. Public funding is involved in four agreements (see Figure 6).

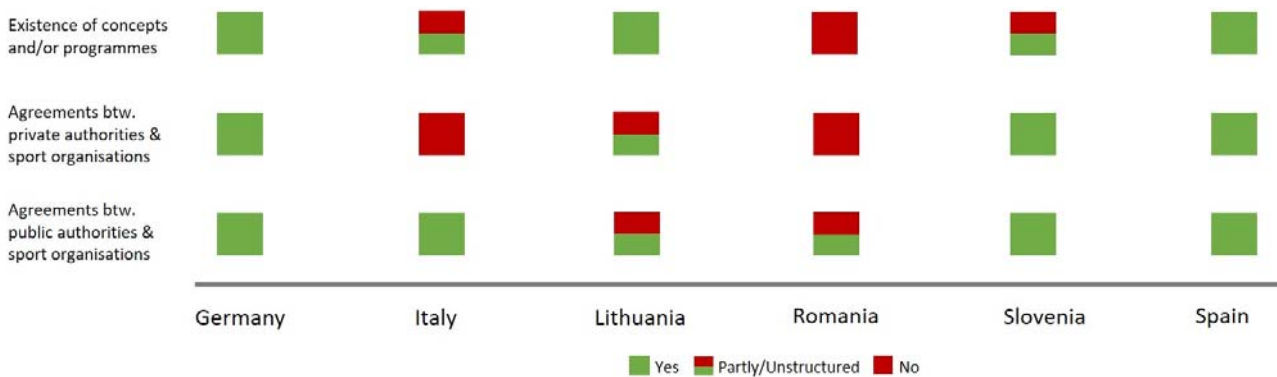


Figure 6: Identified gaps Guideline 4

As Guideline 4 addresses the welfare of young athletes, category VII (Support of family) was assigned for this. The amount of identified content in the media is rather limited, as Table 2 shows.

Table 2: Results of the category 'Support of family' of the desk research

Category	Covered topics by the athletes
(VII) Support of family	<ul style="list-style-type: none"> Emphasis is placed on the benefits of family support: When parents push their children in one direction, this can prove to be detrimental to the pursuit of their sporting goals

Recommendation regarding Guideline 4

As mainly agreements between public or private authorities and sport organisations exist, it is recommended to strengthen and foster those cooperations. It seems necessary to give the previous programmes more formal structure to function more effectively and efficiently in their existence. An authority is needed, which on the one side collects information on all programmes and on the other side provides an overview about the possibilities for elite athletes, including guidance for the athletes. Besides reinforcing old programmes, a strategy to enforce more agreements especially between stakeholders in the private sector and sport organisations should be developed. Private stakeholders, such as companies, often hold huge opportunities for the athletes regarding their non-sporting professional future. Furthermore, sport organisations could implement a form of 'business units', which take care of the career consultation of the elite athletes and which identify possible private and public organisations for partnerships. Consequently, the process and organisation of those partnerships could be outlined by the business units and the collaboration with schools and universities could be promoted. The latter ones should incorporate distant learning systems/programmes for the elite athletes to relieve at least some organisational problems regarding their Dual Career. All programmes on Dual Career have to adhere to the national legislations on sport and the welfare and safety of young athletes. Furthermore, attention should be placed on strengthening the public awareness of Dual Careers throughout all processes. A stepwise national agenda of each country addressing this issue could be gainful.

Clear steps for the implementation of the EU Guidelines on national level:

- I. Set-up a national umbrella organisation or determine a national authority, which takes responsibility for the existing programmes.
- II. This authority needs to collect information on all programmes, structure and organise the programmes and distribute all resulting possibilities to the athletes.
- III. This authority needs to reinforce a strategy to attract new cooperation and agreements with different stakeholders.
- IV. This authority should set-up business units in respective sport organisations, which hold the opportunity to work directly with the athletes regarding their Dual Careers.
- V. As schools and universities are closely related to the athletes, they should receive special consideration.
- VI. Schools and universities must offer distance learning systems/programmes for elite athletes.
- VII. An agenda how to raise awareness of Dual Career should be set up by all national governments.

3.3 Guideline 7

Guideline 7 also refers to the sport sector (see Figure 7). First, it points to an implementation of a code of conduct regarding coaches and performance team members of the elite athletes. Second, it tackles the dissemination of information and the promotion of dual careers through educational stakeholders that accompany the elite athlete. Third, it relates to the education of coaches and other stakeholders who take care of an athlete’s sporting career.

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 7: Guideline 7

Regarding the gap analysis, the actual practice regarding Guideline 7 varies from country to country and federation to federation. Therefore, no coherent picture has been identified and a best practice example was portrayed in the gap analysis.

Category II (features of education) and category III (features of sport activity) were assorted to Guideline 7 as this guideline addresses educational and sport authorities. Especially educational authorities can ease the process of a Dual Career through adjustments of study programmes and more (see Table 3).

Table 3: Results of the categories ‘Feature of education’ and ‘Feature of sport’ of the desk research

Category	Covered topics by the athletes
(II) Feature of education	<ul style="list-style-type: none"> • Unlike other countries, examples from Slovenia and Romania were dominated by mainly exposing only the current difficulties of reconciling the educational and sporting career (they emphasised the need of interruption of their sporting career to study) • Regarding the other countries, the focus was on the need of adjustments of study programmes, when trying to take elite athletes into account • Specific features are highlighted that help athletes to successfully pursue their study process, for instance: flexibility (of exam dates and in general), exemption from university fees, exemption from compulsory attendance, e-learning, fee reductions, tutors, scholarships (Italy), extending the period of time for education (Lithuania, Germany), sending the lecture slides to the students and oral examinations (Germany), work in small groups and through internet (Spain)
(III) Feature of sport activity	<ul style="list-style-type: none"> • In many cases, a sporting career was presented or a description of one part of an athlete’s career was provided (Germany, Spain). The descriptions mainly focused either on his or her successes and achievements (Slovenia, Germany) or on the characteristics of his training.

	<ul style="list-style-type: none"> • Examples were also identified that sought to discern the public perceptions of athletes' earnings (Romania and Germany), mentioned were sports that provide the most comfortable living (Germany) and the fallacy of believing that every professional athlete is financially well-off (Germany and Romania). • Articles from Italy and Germany highlighted the need to raise awareness of the benefits of sport for the individual and the need to treat sport not as an inferior subject in schools, but as an equivalent to all other subjects, for instance mathematics, linguistics, geography, etc.
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Recommendation regarding Guideline 7

A national code of conduct for all stakeholders being in contact with elite athletes regarding their Dual Career could be useful to display consistency and protect all athletes. This code of conduct could be implemented as supplement of stakeholder contracts or as a national document. In addition, the Guideline already formulates a clear recommendation by itself: Dual Career concepts should be part of any coaches' education and professional team members, who work with elite athletes. The EU could provide information material such as slides, an overview on research papers relating to the topic and suggestions how to engage the coaches and other stakeholders didactically with the materials. This would help all lecturers in school, universities and sport federations to provide all stakeholders and the elite athletes the necessary information on the topic. A focus should not only be placed on the education of coaches, but as well on the education of the elite athletes themselves as it is important to hand over the knowledge regarding all existing Dual Career opportunities. The support, which already exists, should be emphasised by spreading this information, for example through particular modules (some form of educational units in schools, universities, or sport federations).

Clear steps for the implementation of the EU Guidelines on national level:

- I. Set-up a national code of conduct for all stakeholders being in contact with elite athletes regarding their Dual Career.
- II. Include a module about Dual Career in the educational training of all coaches.
- III. Include a module about Dual Career in the education process of elite athletes (through schools/universities or through their sports federations), which provides information on all existing possibilities for elite athletes on Dual Career.

3.4 Guideline 18

This guideline stresses the network between entities from the business sectors and sport organisations as facilitated by public authorities and is assigned to the employment sector (see Figure 8).

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 8: Guideline 18

In Germany, Slovenia and Italy, cooperation between business entities and sport organisations are facilitated by public authorities already. In Italy and Slovenia, these cooperation are initiated by the public authorities (see Figure 9). As missing cooperation are more present, a clear gap was identified.

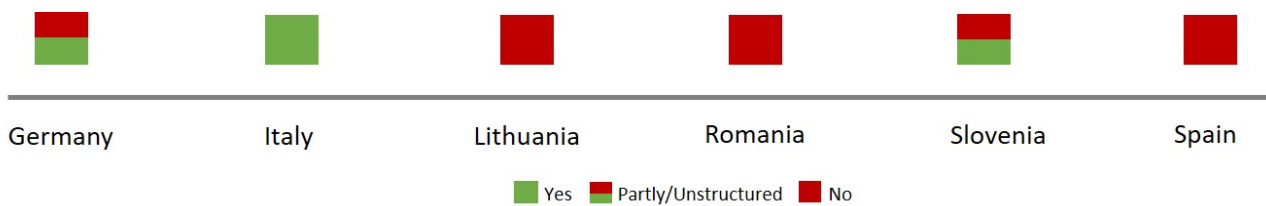


Figure 9: Identified gaps Guideline 18

None of the seven categories of the desk research could be assigned to this Guideline. As so, the following recommendations emerged.

Recommendation regarding Guideline 18

All partner countries (except Italy) should identify responsible public authorities, which are able to initiate cooperation between chambers of commerce and businesses with sport organisations. These authorities are possibly departments in governments responsible for sport, for instance Ministries, or schools/universities, which are able to function as mediator to the business sector. As schools and universities work closely almost every day together with the athletes, special attention should be paid to them as intermediate facilitator of those cooperation. They could convey not merely information about the Dual Career itself, but also stress the importance of networking via the business sector for a later profession (internships, later entrants, jobs, etc.). Furthermore, the responsible public authority that initiates those cooperation, should offer incentives for business entities when they employ an elite athlete. A structured reward system or at least reward

mechanisms should be developed to target chambers of commerce and business to actively step forward offering Dual Career possibilities for elite athletes.

Clear steps for the implementation of the EU Guidelines on national level:

- I. Identify public authorities, which initiate cooperation between the business and sport sector.
- II. Make use of schools and universities as mediators.
- III. The responsible public authority should offer incentives and rewards for entities in the business sector with regards to the employment of an elite athlete.

3.5 Guideline 19

Guideline 19 focuses on the transition step from a sporting career as an elite athlete to a professional career (see Figure 10).

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 10: Guideline 19

The gap analysis reveals that pathways for retired athletes are offered in all six countries. However, only Spain has no restrictions, whilst the other pathways are only available to a selected group of elite athletes. In Germany, Italy and Lithuania public authorities provide a form of support – in Germany, Italy, Romania and Spain sport and education stakeholders do this to ease the transition period (see Figure 11). In total, no clear gap has been identified with regards to Guideline 19.



Figure 11: Identified gaps Guideline 19

Guideline 19 referred to balanced pathway of athletes, which go along with the adjustments and the coordination of a Dual Career (category I) and features of Dual Career pathways (category IV).

As Table 4 shows, reminding of the necessity of a Dual Career takes a huge part in media coverage. Athletes should not risk their future lives and only pursue a sporting career thereby neglecting their education.

Table 4: Results of the categories 'Adjustments and coordination of Dual Career commitments' and 'Feature of career path' of the desk research

Category	Covered topics by the athletes
(I) Adjustments and coordination of dual career commitments	<ul style="list-style-type: none"> • Stressing the importance of athletes' education and the need for elite athletes to be educated in addition to pursuing a professional sports career • However, emphasizing the need for successful coordination of both the educational and sports career does not reduce the problems and difficulties identified in this area • Successful pursuing of dual career remains a common puzzle or lifestyle choice, whose broad frames are often not yet well defined • However, some newspaper articles highlighted successful examples and proved that the task is not impossible
(IV) Feature of career path	<ul style="list-style-type: none"> • Attention was set towards the importance of being aware of the need for both sports and educational career (constant reminder of Dual Career) • Only pursuing professional sports, might be a great risk later in life. • Individual sport paths are described (some athletes neglecting school due to sports; however, sports can offer a lot itself for the athletes, etc.) • Efforts that sought to successfully manifest a Dual Career are presented

Recommendation regarding Guideline 19

Based on the gap analysis, all countries offer some pathways for retiring athletes. The first recommendation is to open these offerings to all athletes without restrictions. Thereby, equal rights for all groups of athletes and equal opportunities can be established. Similar to other guidelines, also the implementation of Guideline 19 is lacking structure. Various support systems from public authorities as well as other stakeholders of the sport and education sector indeed exist, but in an unstructured and thus insufficient and non-efficient way. It is recommended to develop and implement an organised 'safety net', which compensates for the arising problems of retiring elite athletes. This 'safety net' should provide again information about possibilities, opportunities and a strong business network, which facilitate the transition of the athletes into a professional job. Again, cooperation with non-governmental stakeholders (i.e., the business sector) should be stressed as they hold lots of opportunities for the athletes in a long-term perspective. The introduced 'safety net' should furthermore include educational opportunities (i.e., career fairs, career consultation, etc.) for retiring athletes to ease the way in a non-sporting professional future. As well, scholarships and financial support can be helpful. An innovative idea to support retiring elite athletes is to fund

start-up companies, conducted by them. Based on the model help to help themselves, different initiatives should be established in all countries.

Clear steps for the implementation of the EU Guidelines on national level:

- I. Existing offered pathways for retired athletes must be opened to all groups of athletes.
- II. Determine a national organisation, which is in charge to collect and spread information specifically on programmes for retiring elite athletes.
- III. For the future, this organisation should develop a structured 'safety net' (i.e., including business cooperation, an education system, etc.) for retiring athletes, which is open to all athletes.
- IV. Initiate initiatives/programmes based on the model help to help themselves, e.g., support start-up companies, which are conducted by retired athletes.

3.6 Guideline 32

This Guideline emphasises the awareness and promotion of the topic Dual Career regarding different parties. It refers to coordinated actions by sport authorities promoting the awareness of Dual Careers and suggests inaugurating athletes' committees respectively national athletes' organisations (see Figure 12).

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 12: Guideline 32

The results of the gap analysis unveiled that in all countries, except Romania, a form of athletes' representation (as committee or national organisation) exists. Sport authorities also promote these athlete entities (see Figure 13). Thus, no clear gap regarding Guideline 32 has been recognised.



Figure 13: Identified gaps Guideline 32

Category V (Role model) goes along with athlete's committees, spreading information and was therefore matched with Guideline 32. Through conveying a successful picture of an elite, who pursues a Dual Career, in the media awareness can be reached (see Table 5).

Table 5: Results of the category 'Role model' of the desk research

Category	Covered topics by the athletes
(V) Role model	<ul style="list-style-type: none"> Content of the media supports the assumption that successful athletes who also succeeded in education respectively a non-sporting career, are the best promotion for the Dual Career concept. Athletes who successfully lead Dual Careers are important in shaping public perceptions and encouraging further steps towards improving the situation in this field. They are the best advertisement and can serve as role models. Thereby they contribute to enhancing the value of sport itself.

Recommendation regarding Guideline 32

First, it is recommended to strengthen the existing athletes' committees as they persist in all six countries. This could be done by public authorities, who can specifically promote these committees and take care of raising awareness amongst athletes about their existence. The full potential of these committees should be further exploited – Dual Career can be addressed through word of mouth propaganda from athlete to athlete. This constitutes a different form of spreading awareness about the topic and an effective tool holding many advantages. Furthermore, the athletes committees themselves should enhance those activities regarding raising awareness about Dual Careers amongst all stakeholders (athletes as well as coaches, trainers, the public, etc.). Especially employers and the general public need to get more aware of the topic through targeted campaigns.

Clear steps for the implementation of the EU Guidelines on national level:

- I. Public authorities as well as other stakeholders (sport and education) must strengthen the existing athletes' committees through promoting them amongst athletes and the general public.

- II. Athletes committees must stress the topic Dual Career and promote the concept amongst their members.
- III. Athletes committees must stress the topic Dual Career and promote the concept amongst possible employers and the general public.
- IV. Make use of elite athletes as role models, who pursue a successful Dual Career.

3.7 Guideline 34

Guideline 34 covers issues relating to research, monitoring and evaluation for sport and education authorities. In addition, sport authorities should support research on Dual Careers (see Figure 14).

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 14: Guideline 34

The gap analysis reveals that it is only known for two countries (Germany and Spain) that particular Dual Career initiatives by sport and education authorities are coherently monitored. It can be assumed that some organisation in the other countries 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 Career is support by either sport or/and education authorities (see Figure 15). As so, a clear gap regarding Guideline 34 has been identified.



Figure 15: Identified gaps Guideline 34

None of the seven categories of the desk research could be assigned to this Guideline. As so, the following recommendations emerged.

Recommendation regarding Guideline 34

Public authorities are advised to develop a set of guidelines including SMART objectives how to monitor and how to evaluate on existing Dual Career programmes of organisations. To do so, first of all one public authority or one national sport organisation needs to feel responsible to gather monitor and evaluation information on Dual Career programmes. Again an umbrella organisation is recommended, who merges everything and brings all information on the programmes together. Thus, a structured monitoring and evaluation system should be implemented in all six partner countries. Furthermore, the responsible authority or organisation should facilitate partnerships with universities as they hold (as research experts) huge potential knowledge on monitoring and evaluation. Research classes within certain study degrees could be used to evaluate the various existing programmes on Dual Career. However, an entity for the coordination needs to be established first. In addition, public authorities need to offer research funds to initiate and support studies on Dual Careers of elite athletes. This can take place in collaboration with universities and research institutions as well.

Clear steps for the implementation of the EU Guidelines on national level:

- I. Determine a public authority or national sport organisation, who is responsible to gather monitoring and evaluation information on all existing Dual Career programmes.
- II. This authority or organisation needs to develop a Guideline with SMART objectives to assess (monitor and evaluate!) existing programmes on Dual Career.
- III. This authority and organisation should make use of university knowledge, as they are the experts regarding research/evaluation.
- IV. Public authorities need to offer funds to support the research on Dual Career.

3.7 Summary

In conclusion, the gap analysis and the desk research unveiled that the implementation of the EU GUIDELINES on Dual Career at a national level is missing structure and a clear distribution of responsibilities. Either new organisations, which are responsible for the coordination of Dual Career, must be established or authorities must be determined to fulfil this function. Furthermore, partnerships/collaborations between all stakeholders of a Dual Career should be supported and strengthened. It must be considered to include every time all groups of athletes without any exception. With regard to the media, a poor overall presence of Dual Career in newspaper articles was identified. Media hold the potential to raise awareness and transfer a positive image of Dual Career to the elite athletes as well as to all involved other stakeholders.

In sum, the recommendations on the implementation of the seven selected EU GUIDELINES (3, 4, 7, 18, 19, 32, 34) identified several implementation steps for every single Guideline. However, eight steps emerged to be generally accepted for all Guidelines:

- I. Determine responsibilities: Identify or create umbrella organisations, which are in charge for coordinating Dual Career matters OR decide which existing authorities/organisations can adopt this function.
- II. All parties, which are concerned with the topic Dual Career, should work on increasing awareness amongst all stakeholders about the Dual Career concept and its opportunities for the athletes.
- III. Thus, different parties should be sensitised on the matter of Dual Careers for elite athletes.
- IV. Identified umbrella organisations must collect AND structure the existing information on Dual Career (including programmes, initiatives, etc.) and give guidance in the dissemination of this information.
- V. Identified umbrella organisations should make use of powerful stakeholders (e.g., universities, business partner, etc.) as partners to support Dual Careers of elite athletes.
- VI. Identified umbrella organisations should develop national guidelines/recommendations on Dual Career as well as establish a monitoring/evaluation system.
- VII. Dual Career must be open to all groups of athletes without any exception.
- VIII. Media should be used to raise awareness about the topic Dual Career and transfer a positive image for elite athletes as well as for all other involved stakeholders. Incentives could encourage media reporting.

4 REFERENCES

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5 APPENDIX

Table 6: 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 / Universiad 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
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	✓

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
Taking care of the welfare of young athletes	✓	n/a	✓	✗	✓	✓
Taking distance learning systems into account	✓ & ✗	✓ & ✗	✓ & ✗	✗	✓ & ✗	✓ & ✗
Incorporation of Dual Career issues in education of coaches and other stakeholders that support the sporting career of elite athletes	✓ & ✗	n/a	n/a	n/a	n/a	n/a
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	✗	✓	✗	✗	✓	✗
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: ¹ <https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=de&pcode=tps00001&plugin=1>; ²Estimation; ³ <https://www.universiade2019napoli.it/en/risultati/>; <https://de.statista.com/statistik/daten/studie/587485/umfrage/olympische-sommerspiele-in-rio-2016-medailenspiegel/>; <https://de.statista.com/statistik/daten/studie/77693/umfrage/olympische-winterspiele-in-pyeongchang-medailenspiegel/>