



Education and Sport: Dual Careers
Perspective of European Commission
Bart Ooijen

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EU SPORT



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Attention for dual career is not new

- German EU presidency Conference on Dual Career
- Study on the training of young talented sport people
- European Council's Declaration on Sport (French EU Presidency December 2008)



European Commission emphasis the importance of:

- *the need to provide **dual career training** for young talented athletes in the European Union at an early stage to ensure the reintegration of professional sportspersons into the labour market at the end of their sporting careers;*
- *the need to provide **high quality local training centres** to safeguard the moral educational and professional interests of young sportsmen and sportswomen;*
- ***open training systems** for talented young sportsmen and sportswomen, which must **not lead to discrimination** between EU citizens based on nationality*

White Paper on Sport (07/ 2007)



Preparatory Action 2009

- Providing policy support for the identification of future policy actions in the area of sport through studies, surveys, conferences and seminars
- Testing the establishment and functioning of suitable **networks** and good practices through [call for proposals](#)
- Selection out of 26 proposals, monitoring



Education projects supported through the 2009 EU Preparatory Action

Athletes2Business

Partnership: EOC EU Office, EOC Athletes Commission, ENGSO, European Athletics, EAS network, FI, FR, DE, HU, SE, CH

INTECS International Network Training & Education Centers Winter sports

Partnership: FI, AT, EE, IT, PL, RO, SK, SI, SE

Dual career for young athletes

Partnership: Boson SE, EOSE, EASM, ES, FI, CY, EL, HU, UK

Online Academy Federation International des Footballeurs Professionnels

Partnership: FIFPro, DK, FI, FR, IE, IT, NL, NO, RO, SI, SE, UK





Some first observations

- Lot of attention for athlete programmes secondary education, high schools, universities
Low priority for VET student athletes; primary school
- Athletes in sport disciplines with a high training frequency and with a need for specific facilities for longer periods face most problematic situations;
- Talented athletes with a foreign passport could not take part in talent programs abroad in some MS.
- Growing attention for after career programmes
- Distance learning in every project in many modalities



Observations (2)

- Need for exchange information and good practices on legal and financial framework for dual careers;
- Exchange information on systems of quality control, medical support and personal development;
- Involvement of athletes in this process;
- the dialogue between sports and education sector and governments in order to develop systems for combining high-level sports training and academic education;
- the role of local and national governments (and the European Commission) in terms of how they could solve or help solve some of the challenges young talented athletes face.



Observations

Quality framework for training centres

- combination training and education
- qualification of staff
- medical surveillance and check up
- career and post career management
- nutritionists' services
- psychological assistance
- quality criteria for sport facilities
- internal code of behaviour



Observations: Other sectors?

- **BELGIUM (BE)**
Koninklijke Balletschool, Antwerpen [enter](#)
- **ENGLAND (UK)**
[Royal Ballet School, Londen](#) [enter](#)
English National Ballet School [enter](#)
- **HUNGARY (HU)**
Hungarian Dance Academy, Budapest [enter](#)
- **SWEDEN (SE)**
Royal Swedish Ballet School [enter](#)
- **GERMANY (DE)**
Ballettschule Hamburg ballett - John Neumeier [enter](#)
State Ballet School of Berlin [enter](#)
John Cranko-Schule, Stuttgart [enter](#)
- **AMERICA (US)**
Kirov Academy of Ballet, Washington D.C. [enter](#)
The Juilliard School, New York [enter](#)
The Ailey School, New York [enter](#)
- **MUSICAL OPLEIDING**
Bird College (UK) [enter](#)
Dance, Music and Theatre Performance
Centre Pointe Vocational College (UK) [enter](#)
Musical Theatre





THE ROYAL BALLET SCHOOL
Dance Partnership & Access

UK: The Lower School offers a five year course for students between the ages of 11-16 incorporating comprehensive classical ballet training together with excellent academic provision up to the GCSE Level. Students at the Lower School will not only study classical ballet but other subjects such as Character, Contemporary, Gymnastics, Irish, Morris and Scottish dancing, and in the senior levels, Repertoire, Solos, Pas de deux and Upper Body for male students.



BE: From the 4th year of the Stedelijke Basisschool, (primary education) pupils can enroll in the schools´ ballet department: During the auditions for SBS2, students will be judged on their talent and physique as well as receive a medical examination. No prior knowledge of ballet or dance is required at this stage.



Roadmap for further actions

- Development of Shared vision on Dual Careers

- Promotion of the dialogue and cooperation between sports and education in order to develop and regulate:
 - **flexible systems for combination sport and education**
 - opportunities to **go back to (their) studies after sport career or to enter the labour market.**
- Promotion of quality criteria related to training of young sport people together with all actors involved
- Promotion of appropriate formal qualifications for the workforce in high talent sport centres



-Differentiate stakeholders in Dual Careers

Trainingcentres: Creation of (European) quality label for trainingcentres;
promote women's role in sport management & training

Athletes: promote European athletes successful in combination of high level studies en sportcareer;
protection of health and environment of high level young athletes
optimal duration of training and number of competitions.
Sabbatical period not losing rights to study, scholarships etc

Coaches: lifelong vocational training for coaches;
recognition of qualifications on European level for actors in training of young high level athletes

Government: legal and political frameworks to reach the requested level (e.g. education laws on exams, length of subsidised education period, post career facilities etc)

Educational Institutes: federations: trade unions



- Questions

- Are there good practices? Why do we qualify it as a good practice and from whose perspective we give this qualification?
- Should there be an educational level prioritised in dual career?
- Should there be a focus on specific sport related professions in the after sport career programmes?
- What is the relation to existing developments in education and (distance)learning facilities,
- Where could the EU play its role? (quality, avoid discrimination, develop guidelines, innovation)



Future perspective

- Developments in sport
more professionals,
higher training intensity and more specific trainings programmes
- Developments in Education
Vocational training for athletes, work related education??
Mobility, recognition of physical training and sport as formal learning process
- Developments in Member States and Europe





http://ec.europa.eu/sport/index_en.html



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**Thank you for your
attention !**



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