



RESULT 01

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EXERCISE BOOK No. 1

HANDBOOK OF DUAL CAREER FOR YOUNG ATHLETES





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RESULT IO1

1. REPORT ON THE ANALYSIS OF THE RESULTS OF PREVIOUS ERASMUS + PROJECTS

1.1 GOLD IN EDUCATION AND ELITE SPORT

Project description:

The quality by which athletes are able to combine their athletic career with their educational pathway through secondary and higher education impacts not only their educational and athletic development but also their vocational development and employability during as well as after their athletic career.

This project develops and implements guidelines (cfr. EU Guidelines on Dual Careers of Athletes, 2012) by focusing on the need to enhance :

- a.** athletes' competences for developing their own dual career pathway and
- b.** the quality of dual career support experts/services provided to athletes preparing, managing and/or finalizing a dual career 'education and sport' pathway.

It will:

- a.** describe the competences, instruments and methods required by (a selection of) ±5.000 12-to-18 year old and ±4.400 18-to-25 year old athletes to successfully prepare, manage and finalize their dual career 'education and sport' pathway;
- b.** develop a profile of competences as well as instruments and methods required by (a selection of) 525 dual career experts/support providers working with athletes in a dual career 'education and sport' pathway.

Results will be disseminated via a website, social networks, articles/presentations, reports and dedicated workshops and conference. This project is innovative and has an added value at EU level as it

- a.** provides competence profiles for athletes and dual career support providers as well as instruments and techniques to optimize dual career support services,
- b.** is conducted by a consortium of internationally renowned experts from research as well as from dual career services in elite sport from nine countries from North, East, South and West of Europe, and
- c.** provides the basis for a European framework of reference for athletes' competences regarding this dual career pathway and competences of dual career support providers allowing for a European guide within existing or newly to be developed dual career services within the Member States.

Aim:

The aim of the project was to provide a general outline of the GEES project, focusing on its overall aims, methodologies and key figures. In order to meet the final aim of GEES to assist 15-to-25-year-old athletes preparing for achieving a successful dual career 'education and elite sport' pathway, and to assist dual career support providers (DCSPs) with a view in optimizing the quality of their support and initiating new sustainable services, four studies were conducted. In studies 1 and 2, an online self-assessment tool was developed to identify the competences required by pupil—and student-athletes as well as by DCSPs in order to optimize the dual career 'education and sport' pathway.

3247 elite pupil—and student-athletes and 336 DCSPs from 9 EU Member States completed the GEES survey on the perceived importance and possession of their competences,

- a.** enabling the development of generic,
- b.** specific (e.g. gender, sport specific), c)

- c. developmental (e.g. athletic/educational stage of development),
- d. and scenario-specific competence profiles (e.g. competences required when an exam coincides with a crucial competitive phase).

The survey tool link: <https://www.vub.be/surveys/index.php/888772/lang-en>

In study 3 and 4, 42 DCSPs were surveyed via focus groups and face-to-face interviews in order to identify, optimize, develop and evaluate the methods and instruments (e.g. competence profiles) used by DCSPs to maximize their own competences and daily practice with student-athletes. Bringing together the findings of the four studies, a manual for DCSPs was developed with competence profiles, methods and tools that are likely to contribute to DCSPs' daily practice with student-athletes in the field of data collection, intervention and evaluation. **The results of the GEES project suggest clear contributions to elite pupil – and student-athletes' successful dual career and provide new prospects for improved dual career support providers' educational pathways**

Summary:

The quality by which athletes are able to combine their athletic career with their educational pathway through secondary and higher education impacts not only their educational and athletic development but also their vocational development and employability during as well as after their athletic career. This project develops and implements guidelines (cfr. EU Guidelines on Dual Careers of Athletes, 2012) by focusing on the need to enhance

- a. athletes' competences for developing their own dual career pathway and
- b. the quality of dual career support experts/services provided to athletes preparing, managing and/or finalizing a dual career 'education and sport' pathway.

It will:

- a. describe the competences, instruments and methods required by (a selection of) ±5.000 12-to-18 year old and ±4.400 18-to-25 year old athletes to successfully prepare, manage and finalize their dual career 'education and sport' pathway;
- b. develop a profile of competences as well as instruments and methods required by (a selection of) 525 dual career experts/support providers working with athletes in a dual career 'education and sport' pathway. Results will be disseminated via a website, social networks, articles/presentations, reports and dedicated workshops and conference.

This project is innovative and has an added value at EU level as it:

- a. provides competence profiles for athletes and dual career support providers as well as instruments and techniques to optimize dual career support services,

- b. is conducted by a consortium of internationally renowned experts from research as well as from dual career services in elite sport from nine countries from North, East, South and West of Europe, and (c) provides the basis for a European framework of reference for athletes' competences regarding this dual career pathway and competences of dual career support providers allowing for a European guide within existing or newly to be developed dual career services within the Member States.

Best practices

1. Preparing a list of 38 Dual Career competences (attitudes, knowledge, and skills), categorised in 4 Dual Career competence factors:
 - 1) DC management competences (DCM; e.g. efficient use of time),
 - 2) Self-regulation and Resilience competences (SRR; e.g. using setbacks as a positive stimulus),
 - 3) Social competences (SOC; e.g. asking advice to the right people), and
 - 4) Career Planning competences (CPL; e.g. exploring career plans outside of elite sport)
- Dual Career athletes' perceived importance of DC competences

In The survey 4196 Dual Career athletes answered the following question, using the list of 38 DC competences.

HOW IMPORTANT is each of these competences for you in order to successfully combine your sport and study?

Where:

1. unimportant
2. of little importance
3. moderately important
4. important
5. very important

Ranking of the 4-factor competence wheel for perceived importance.

Competence factor	Mean
1 Dual Career management	4.32
2 Self-regulation & resilience	4.32
3 Social	4.28
4 Career planning	4.13

This study revealed that elite athletes require a combination of different competences in order to have a successful Dual Career. Student-athletes perceived the highest need to develop their "Self-regulation and Resilience" competences. In order to guarantee a holistic, developmental and situational perspective, future research should identify Dual Career com-

DC Management competences

- Self-discipline to manage the demands of your study and sport combination
- Ability to use your time efficiently
- Dedication to succeed in both sport and study
- Ability to plan conscientiously in advance
- Ability to prioritize what needs to be done
- Willingness to make sacrifices and choices to succeed in sport and study
- Ability to make your own responsible choices with regard to your study and sport career
- Clear understanding of what it takes to succeed in sport and study
- Ability to create individualized routines (for sport and study)
- Belief that study and sport can positively complement each other

Selfregulation and resilience competences

- Belief in your own ability to overcome the challenges in sport and study
- Assertiveness (being self-assured and acting with confidence)
- Ability to cope with stress in sport and study
- Ability to regulate emotions in different situations
- Ability to use setbacks in sport and/or study as a positive stimulus
- Ability to focus on here and now, without being distracted
- Being patient about the progression of your sport and study career
- Perseverance during challenging times and in the face of setbacks
- Ability to negotiate (in order to stand up for your own interests)
- Awareness of your strengths, weaknesses and capabilities
- Ability to critically evaluate and modify your goals when needed
- Ability to set realistic goals in sport and study

Social competences

- Asking advice to the right people at the right time
- Eagerness to listen and learn from others and past experiences
- Ability to maintain relations with important others
- Ability to make social contacts with peers in study and sport
- Ability to collaborate with support staff in study and sport
- Ability to resolve conflicts
- Understanding the importance of rest and recuperation
- Ability to adapt well to new situations
- Ability to put sport and study performances in perspective

Career planning competences

- Being prepared for the unexpected and having back up plans
- Ability to be flexible and change plans if necessary
- Being curious to explore career plans outside elite sport
- Vision of where you want to go in life after your dual career
- Having knowledge about your career options in study and sport

Other competences

- Ability to spend and manage your own money
 - Ability to live independently with competent life skills
-

petences in different groups (e.g. gender, type of sport), stages of development (e.g. secondary and higher education), and specific DC scenarios (e.g. an international competition coinciding with an exam period).

– DC athletes' perceived possession of DC competences

4196 DC athletes answered the following question, using the list of 38 DC competences:

To what extent do you possess each of these competences?

1. very poor possession
2. poor possession
3. average possession
4. good possession
5. very good possession

Ranking of the 4-factor competence wheel for perceived possession.

Competence factor	Mean
1 Social	3.73
2 DC management	3.62
3 Self-regulation & resilience	3.52
4 Career planning	3.46

2. Gender specific profiles

The difference profiles for perceived need to develop are used in the gender specific examples below.

a. Female athletes' top 10 DC competence profile for perceived need to develop

Rank	Competence item
1	Ability to cope with stress in sport and study
2	Assertiveness (being self-assured and acting with confidence)
3	Belief in your own ability to overcome the challenges in sport and study
4	Being patient about the progression of your sport and study career
5	Ability to use setbacks in sport and/or study as a positive stimulus
6	Ability to regulate emotions in different situations
7	Ability to use your time efficiently
8	Understanding the importance of rest and recuperation
9	Ability to focus on here and now, without being distracted
10	Perseverance during challenging times and in the face of setbacks

b. Male athletes' top 10 DC competence profile for perceived need to develop

Rank	Competence item
1	Ability to use your time efficiently
2	Ability to cope with stress in sport and study
3	Ability to plan conscientiously in advance
4	Ability to use setbacks in sport and/or study as a positive stimulus
5	Assertiveness (being self-assured and acting with confidence)
6	Ability to prioritize what needs to be done
7	Self-discipline to manage the demands of your study and sport combination
8	Understanding the importance of rest and recuperation
9	Ability to focus on here and now, without being distracted
10	Being patient about the progression of your sport and study career

3. Sport specific profiles

The perceived possession scores are used in the sport specific competence profiles examples below, showing the 8 competences with the highest scores for perceived possession and the 6 competences with the lowest scores for perceived possession.

Rank	Competence item
1	Ability to live independently with competent life skills
2	Willingness to make sacrifices and choices to succeed in sport and study
3	Ability to make social contacts with peers in study and sport
4	Ability to collaborate with support staff in study and sport
5	Ability to spend and manage your own money
6	Eagerness to listen and learn from others and past experiences
7	Dedication to succeed in both sport and study
8	Perseverance during challenging times and in the face of setbacks
.....	
33	Ability to regulate emotions in different situations
34	Ability to focus on here and now, without being distracted
35	Assertiveness (being self-assured and acting with confidence)
36	Ability to use setbacks in sport and/or study as a positive stimulus
37	Being prepared for the unexpected and having back up plans
38	Vision of where you want to go in life after your dual career

4. Developmental profiles related to athletes' educational stage

The perceived possession scores are used in the secondary and higher education competence profiles below, showing the 8 competences with the highest score for perceived possession and the 6 competences with the lowest score for perceived possession.

Rank	Competence item
1	Ability to make social contacts with peers in study and sport
2	Ability to collaborate with support staff in study and sport
3	Willingness to make sacrifices and choices to succeed in sport and study
4	Eagerness to listen and learn from others and past experiences
5	Ability to live independently with competent life skills Ability to spend and manage your own money
6	Ability to maintain relations with important others
7	Understanding the importance of rest and recuperation
8	Ability to make social contacts with peers in study and sport
.....	
33	Ability to regulate emotions in different situations
34	Assertiveness (being self-assured and acting with confidence)
35	Being curious to explore career plans outside elite sport
36	Vision of where you want to go in life after your dual career
37	Ability to use setbacks in sport and/or study as a positive stimulus
38	Being prepared for the unexpected and having back up plans

1.2 NAME: DEVELOPING AN INNOVATIVE EUROPEAN SPORT TUTORSHIP MODEL (THE ESTPORT) FOR THE DUAL CAREER OF ATHLETES

Project description:

The ESTPORT project develop a collaboration synergy in the field of sport for students and professional athletes and establish a network among the universities involved and other parties that are related to the sports development, linking this to a tutorial of the athletes so that they can combine their higher education with professional sports. This project aims at developing a European "Sport Tutorship" model at Universities that will allow high-level students-athletes further develop their dual career across Europe. The ultimate goal is therefore to facilitate, through the Sport Tutorship, the integration of athletes into the University context, by maintaining their sport career performance.

The ESTPORT project actions and outcomes are:

- Development of Network groups at regional, national and European level among project partners, related to the project topic "Sport Tutorship" covered by the project. The network will bring together students/athletes, coaches, professors, educational institutions, sport authorities and organizations and other relevant stakeholders. The network will work as a forum for cooperation and exchange of knowledge and good practices;
- Development of a comparative study / analysis of the situation on the academic and sport regulations applied by the Universities to the students/athletes;
- Development of an innovative "Sport Tutorship" program in the form of a Handbook which will combine methodology, guidelines, recommendations and conclusions;
- Implementation of the Sport Tutorship program in the participating Universities from Spain, Italy, Malta, Greece and the United Kingdom;
- Validation of the Sport Tutorship program under the supervision of the project partner Europa Community from the United Kingdom;
- Organisation and development of 4 Workshops on Dual Career issues and on the Sport Tutorship programme. The target audience would range from students-athletes, sport faculties' staff to public authorities and other sport stakeholders;
- Dissemination of the project actions, outcomes and developed products.

Summary:

The general idea of this new project is to establish a collaboration synergy in the field of sport for professional athletes and to establish a network among the universities involved and other parties that are related to the sports development, linking this to a tutorial of the athletes so that they can combine their higher education with professional sports. This project aims at developing a European "Sport Tutorship" model at Universities that will allow high-level students-athletes further develop their dual career across Europe. The ultimate goal is therefore to facilitate, through the Sport Tutorship, the integration of athletes into the University context, by maintaining their sport career performance. Project actions and outcomes:

- Development of a Network at regional, national and European level (in at least 5 countries) among project partners, related to the topic "Sport Tutorship" covered by the project. Such network would bring together students/athletes, coaches, professors, educational institutions, sport authorities and organizations and other relevant stakeholders. It would work as a forum for cooperation and exchange of knowledge and good practices.
- Production of a comparative study / analysis of the situation on the academic and sport regulations applied by the Universities to the students/athletes.
- Development of an innovative "Sport Tutorship" program in the form of a Handbook which will combine methodology, guidelines, recommendations and conclusions.

- Implementation and validation of the Sport Tutorship program in the participating Universities, for at least one academic year. Under the supervision of a third party "EuroPartnership Foundation".
- Organization and development of 4 Workshops on Dual Career issues (2) and on the Sport Tutorship program (2). Target audience would range from students-athletes, Sport Faculties' staff to public authorities and other sport stakeholders.
- Communication and dissemination actions

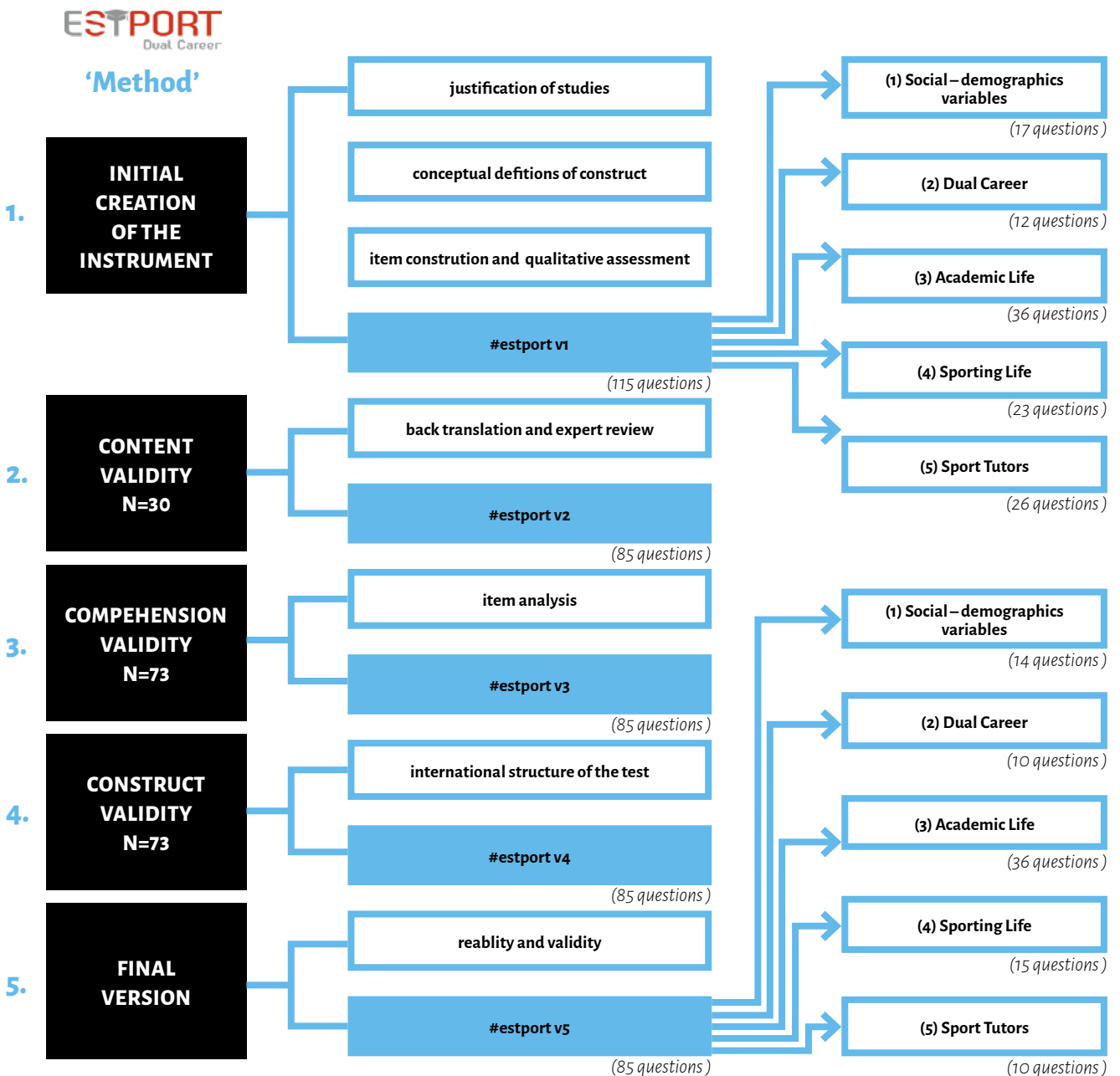
Best practices:

The project developed the areas of **athlete support, tutoring, administrative and academic support systems for student-athlete, teaching methodologies and support regulations**. The conclusions estab-

lish that the coordination and work of the different actors, processes and services is necessary to facilitate the dual career (sports-studies) of the university.

Proposals were treated and developed from student selection, university access, tutoring, tools and research to encourage and achieve success in dual career practices.

1. Increase cooperation and synergy in the field of sport for professional athletes and to establish a network among the universities involved and other parties that are related to the sports development, linking this to a tutorial of the athletes so that they can combine their higher education with professional sports.



The ESTPORT – survey was divided in 5 block

- a. Socio-demographic and contextual variables – the questions are related to variables of interest to know about the context of student – athletes
- b. Dual Career Issues – the questions are related to specific aspects of your dual career (as a student-athlete)
- c. Academic Life – the questions are related to specific aspects of your dual career (as a student-athlete)
- d. Sporting Life – the questions are related to specific aspects of your academic life (as a student-athlete)
- e. Sports Tutor – the questions are related to specific aspects of your sporting life (as a student-athlete)

Regarding the difficulties to harmonize studies and sports, they are following conclusions:

- Sport activity has an important impact on the learning process, as it takes time to deal with solvency the learning tasks, which requires the implementation of additional actions to reduce this negative effect.
- The students face as key challenges for the alternation between studies and sports the need to meet dates of exams, the methodological adaptation or the evaluation system, the drawbacks to being able to work with classmates and the own stress generated by this dual activity.
- The acquisition of learning strategies to improve the academic performance is seen as a measure to compensate for the limited time available to the student-athlete for studying, especially at the time of the course when sports activity is intense.
- Students give great importance to virtual resources (classrooms, emails, etc.) in the educational process, because it allows monitoring of the courses, especially during periods when attendance is difficult because they have to priorities high competition sport.
- Improving the capacity of planning is seen as one of the most important skills in order to know how to distribute the activities and tasks in the daily schedule, both educational and sport tasks.
- Optimizing the pre-university information is another factor to pay attention to, as at the time of attending to University, students only have general academic information (degrees, court notes, assignments, etc.). In this regard, it shows the need for more extensive and accurate information, covering other aspects of the academic student life.

The Universities provide different types of support for their elite athletes. In the project you can read see three main areas of support:

- a. Academic Extended term-time;
 - Individual study schedules;
 - Alternative access to delivery of courses;
 - Individual tutoring;

- b. Sporting support: Scholarships;
 - Professional supporting services;
 - Infrastructure,
 - Elite sport development Programs;

- c. Post-athletic career opportunities:
 - Study grants;
 - Introduction of new programs;
 - Lifestyle management services.

- 2. Creating and developing a European “Sport Tutorship” model at Universities that will allow high-level students-athletes further develop their dual career across Europe. The ultimate goal is therefore to facilitate, through the Sport Tutorship, the integration of athletes into the University context, by maintaining their sport career performance.

1.3 REGIONAL CENTER FOR DUAL CAREER POLICY AND ADVOCACY

Project description:

DC4AC project is 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: EU Guidelines on Dual Careers of Athletes 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 labor 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 organizations, business and last but not least by the athletes themselves.

Summary:

The DC4AC project's general aim is to develop a functional organism, the Regional Center for Dual Career, being an excellence pole for dual career awareness, monitoring, evaluation and research in involved Countries. Moreover, the project aims at understanding the athletes' actual needs and expectations concerning dual career and the current opinion of some main sport authorities about the situation of dual career in their respective countries. Another aim concerns exploring the actual situation on dual career's good practices developed in each Country involved, and creating concrete tools, such as workshop, campaigns, e-learning platform in order to facilitate the dual career of athletes from a practical point of view. After collecting all good practices from DC4AC involved Countries, we put them together and create the present “Handbook of

Best Practices in Dual Career of Athletes in countries implicated in the DC4AC project”, involving experiences from Romania, Slovenia, Greece, Hungary, Slovakia, Italy and Bulgaria.

Best practices:

The aim of the DC4AC project is 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 labor market and make them further contribute to society development. In order to fulfil all the above the project tried to find solutions to obtain support from the national authorities, public bodies, education providers, sport organizations, business and last but not least by the athletes themselves.

DC4AC Regional Center for Dual Career target groups and beneficiaries

- talented and elite athletes: more interested in sport and winning rather than building a smooth transition for the end of their sport career;
- sports clubs and associations: lacking awareness, information, education regarding dual career;
- children and adolescents: no awareness on side issues of practicing performance sports;
- parents: often asking for high level performance from their children and sometimes causing the dropout of young athletes;
- trainers and coaches: putting pressure for high results and disregarding the end-of-career issues;
- education bodies: to adopt special plans for talented and elite athletes;
- governing bodies: to adopt a coherent policy for encouraging young athletes to follow a dual career path.

Objectives of the project:

- raising awareness about the concept of dual careers;
- inspiration for national dual career guidelines;
- to sensitize stakeholders to create the right environment for dual careers of athletes, including an appropriate policy, legal and financial framework;
- proposal for special arrangements at European level;
- support the development of a set of minimum quality requirements at European level in cooperation with stakeholders in this field, which could function as a reference point for national dual career services and facilities, providing transparency and guarantees on quality, safety and security for athletes, including athletes abroad.

The following issues were developed and monitored as part in the DC4AC project:

- monitor the content and implementation of dual career policies across Central and Est Europe, reporting on best practices;

- promote the idea of developing structured programs and qualification-based courses for talented and elite athletes;
- advocate the necessity of developing a common approach on flexibility in educational arrangements for student-athletes, to be recommended to National Governing Bodies for education and to sports national federations;
- support a regional study on educational rights for talented and elite young athletes, to explore how a legally enforceable right to education might be implemented in this particular case;
- support a regional study of the process of career selection by former elite athletes from a larger range of sports with different ages of end-of-career moment;
- pilot a short-duration formation program for senior elite athletes as a possible good practice approach in offering an adjacent opportunity for sport career final;
- propose the development of an e-learning platform as a further use of the project's portal.

The DC4AC project had analyzed obstacles, opportunities and barriers that athletes face during the many years when they must **combine education, sporting life, and the beginning process of their professional career.**

We can also see that the DC4AC project **underlines the idea that athletes must also take on responsibility themselves to pursue their dual career path. As a dual career demands time and effort.** Overwhelmed and lack of motivation to train and study or work at the same time can be a big barrier to achieve the intended goal.

Another innovative aspect of the that DC4AC was the creation of the e-learning platform, within the core objectives and issues connected to the project. The aim do the e-learning platform is help athletes keep up with their studies, the same way traditional education helps regular students and will allow these athletes to learn at their own pace and progress step-by-step by mastering all the necessary fundamentals.

1.4 TRAINING ATHLETES FOR SPORTS EVENTS MANAGEMENT

Project description:

The general objective was to promote the models of good governance in sport in the context of sporting events in the Mediterranean area based on a dual careers of athletes program. Two were the essential elements of the program:

1. On the one hand, the verification that effectively with a planned, well designed and quality work can be obtained very positive results in the framework of the policies of the dual careers of the elite athletes.

2. On the other, the verification that effectively in an environment of sports coexistence is easier that people from different cultures and thinking models can not only live together, but develop professional or complex life projects. These two objectives have not only been validated, but have been successfully achieved and subsequently we justify how and why, drawing recommendations for other sport organisations and academic stakeholders involved in the support of athletes' dual careers. The development of the program teaches us that in order to make effective objectives of this nature, it is imperative that the two facets that integrate the dual career model have a same level of quality or demand.

Summary:

After 2 years of implementation, starting on January 2016 with the Kick Off event and closing in December 2017 with the Final Conference both organised by INEFC in Barcelona (Spain), TASEM has managed to satisfactorily accomplish the objectives set at the beginning.

In the first place, it has consolidated a transnational network of sports organisations, universities and public bodies across the EU, with a shared commitment towards the promotion of dual careers for athletes. The network has successfully cooperated with Olympic Committees of the MENA region in this field too.

In the second place, the network has facilitated training in the management of organisation of sport events (the so-called TPISEM programme) for 36 Athletes from Spain, Italy, Cyprus, Portugal, Serbia, as well as from Tunisia, Egypt, Algeria & Syria. In addition, TASEM has facilitated training, experience exchange and knowledge sharing on different training methods and athletes' management, organising events alongside the training programme for athletes, with 17 Coaches from these countries.

As planned in the preparation step of TASEM (proposal), the project has been rolled out through a planning phase in which the different universities involved discussed the design of the Academic programme and its main contents, and appointed the professors required to prepare and facilitate the training. It is remarkable that the project has involved 26 different professors and representatives from sports organisations from 8 different nationalities, in the facilitation of 240 hours of lectures and the oversee of 160 hours of volunteering work experience. The lecture hours were equally distributed around 4 main themes, notably Humanities & Society, Organisation & Events, Entrepreneurship & Setting up a Business, and Languages.

Through the planning phase, sports organisations also sought the identification of athletes and coaches who would benefit from TASEM activities. The identification and selection has been based on the following criteria set in the Kick Off following the agreement of the partners: finding a 50% balance between women and men; age between 18 to 30 years old; minimum secondary school or equivalent diploma, and pref-

erably a university degree; active athlete in the past 3 years, competing at national level in individual sports; average English language skills; motivation for taking part in the TASEM project.

The implementation phase has consisted of organisation & logistics arrangement to mobilise professors, athletes & coaches to the different training placements, located in Spain and Italy. The key milestone of the project was the Mediterranean Games expected to happen in Tarragona in July 2017. Although the project had initially foreseen to hold its practical training alongside this important event, the cancellation of the Games brought other opportunities for learning. TASEM managed to identify the ICF World Championship near La Seu d'Urgell (SP) as an interesting sports event to run the practical training module. The academic programme closure was held alongside the Final Congress of TASEM, which counted with more than 200 participants.

So, all in all, TASEM has rolled out an ambitious mobility scheme in which all target groups involved have benefited from: athletes gaining valuable experiences abroad and developing a range of appealing skills and competences, in addition to relations with other EU & MENA athletes; coaches gaining new competences and exchanging good practices in sports training; professors and sports organisations' representatives sharing insights on how to promote dual careers. As a tangible result of the exchanges undergone and relations established, business plans have been formulated by groups of athletes from different nationalities.

Best practices:

The main objective of the TASEM program (Training Athletes for Sports Events Management) has been to promote and support dual careers for athletes by setting up a transnational network of stakeholders that will develop a platform for the training of athletes in the management and organization of sport events, hence contributing to their employability.

TASEM project has been based on the following specific objectives:

- To establish a sustainable transnational network of dual career expertise in Europe and in the larger Mediterranean region, aiming to exchange good practices and experiences;
- To develop a model for the education and training of athletes in the organisation and management of sport events;
- To become a reference model for the sustainable social legacy and good governance of sporting events by better exploiting their potential for the training of athletes;
- To increase the capacity of sporting event organisers by better integrating the athlete perspective in their organisation;
- To promote joint business initiatives between athletes from the both basins of the Mediterranean in order to foster their employability;

The project TASEM is based on a series of activities linked by a key and essential element: the setup of a sustainable transnational network to

generate and promote good practices on untapping the potential of major sporting events to train athletes.

The project has covered the following main issues:

- How sport is serving as a tool for intercultural dialogue and for a more inclusive and fair society
- How can sport be of support to migrants and refugees
- How sport promote the values imparted by sport to counter the narratives of hatred and mistrust
- How to transfer the values of respect, ethics and social responsibility vehicle by sport to other social activities.

MODULE 1. HUMANITIES & SOCIETY

The entire program had the following components:

This module have covered the following subjects:

1. Dual Careers
2. 20th Century and Olympism
3. Sport Integrity: Anti-Doping and Match-Fixing
4. The Essentials of Religion in the Mediterranean Region
5. Sociology of Sports mega Events. An Introduction
6. Sport Mega-events and «Terrorism»: a critical analysis
7. Ethics in Sport
8. Social inclusion projects
9. Cultural diversity

MODULE 2. SPORT EVENT MANAGEMENT

This module have covered the following subjects:

1. Managing sport events from a stakeholder's perspective
2. Sport Event Management
3. Sports events media organization
4. Sport event marketing
5. Value identification and value proposition design
6. Managing event sponsorship
7. Sponsorship into action: strategy, sales process and servicing
8. Managing volunteers
9. Doping
10. Defining new sports events
11. Olympic movement
12. Intellectual property of the sports organizations
13. Endorsements and sponsorship
14. The sport organization's risks and responsibilities

MODULE 3. ENTREPRENEURIALISM & SETTING UP BUSINESS

The aim of this module was to provide the student a way to develop a business plan. Which factors should be outlined in a business plan?

Probably the description of the company, the description of products and services offered, manufacturing operations, the context, the risk and rewards, the key people and the organization, the market competition, marketing, sales forecasts, financial data, and others factors. In order to take into account all these factor and in order to acquire the entrepreneurial skills, the TASEM team has designed a program with six units:

1. **Strategic Plan.** This unit analyze the mission, vision and values, the objectives, the strategy and the scheduling.
2. **SWOT analysis.** This unit explains how to identify internal and external factors, the strengths, the weaknesses, the opportunities and the threats, and gives some examples of basic strategies.
3. **Marketing Plan.** We describe what is marketing, the basic concepts, the target audience and sales forecast, the positioning and the marketing mix, again with a lot of examples.
4. **Operations and Logistics Plan.** This unit include the product description, process description, capacity planning, location planning, facility description and layout, production planning and short term scheduling, supply chain management, quality management and environmental management.
5. **Financial Economic Plan.** In this chapter we try to answer this question: is the business viable?, and we analyze the initial investments plan, the financing plan, the financial statements forecast – Income Statement forecast, Cash Flow forecast and Balance Sheet forecast-, and we try to analyze and assess the project's economic and financial viability.
6. **Human Resources.** This unit look into the organizational structure, workforce needs and personnel plan, job description, recruitment policy (selection process, employment contracts), wage policy, motivation and retaining of staff, and occupational safety and health.

1.5 ATHLETES LEARNING ENTREPRENEURSHIP – A NEW TYPE OF DUAL CAREER APPROACH

Project description:

35% of the EU-member countries assess the development of their national support scheme in dual career in professional sports negatively (cf. European Commission, 2017). The more important are and will become the educational cooperation on European level. The vocational training and the further education are an important part besides the existing tertiary education and the adult education of elite athletes.

AtLETyC came in exactly at this point. The goal was to enable the entrepreneurship potential of athletes with a European educational program for European elite athletes in 6 countries. AtLETyC was developed under the coordination of FH JOANNEUM with partners from Austria, Italy, Lithuania, Slovenia, Bosnia & Herzegovina and Hungary. The concept

was to teach a mix of national and international modules. The compact training program comprised of a 6 weeks' online course in English as well as a presence phase of 4 days offered to the athletes a tailor-made know-how in the extent of 3 ECTS. The AtLETyC MOOC enabled the target group to learn time-independent and also location flexible and offered an interactive learning experience in an international setting.

Summary:

In the piloting year 2017/18 – 127 European athletes successfully completed the training program. The project goal to educate 90 athletes from 6 partner countries were exceeded by far. 63 % of the participants received a certificate on the successful attendance of the AtLETyC MOOC, clearly above the average success rate of 10 %. This was possible due to the intensive support of the athletes by the entire project team.

It is planned to continue the success of the project and to offer AtLETyC sustainably. In this context we plan to further develop the existing training and to build new modules for an AtLETyC 2.0.

Specific objectives:

- To develop, implement and transfer an innovative MOOC-based e-learning modular education program in different European countries, involving Universities and sport organizations and to enhance digital learning. · To develop a vocational and/or higher education course on Entrepreneurship Athletes which will be offered in modules?
- To develop tailor-made arrangements as the best solution (EU Guidelines of Dual Careers of Athletes).

During the project duration the AtLETyC project consists of 15 activities which are needed for realization of the following 3 project phases of the project:

1. Implementation
 2. Dissemination & Sustainability
 3. Quality assurance & Evaluation
- A1. Training Needs and GAP Analysis
 - A2. Strategy Design
 - A3. Curriculum Development
 - A4. Development of Training Materials
 - A5. Development MOOC Framework
 - A6. Evaluation System Development
 - A7. Piloting Training
 - A8. Adaptation of Training Materials According to Evaluation AND Lessons Learnt
 - A9. Setting up and Implementation of an Dissemination Strategy
 - A10. Development of Project Toolbox
 - A11. IPR Agreement
 - A12. Business Plan and Sustainability

A13. Quality Management

A14. Process and Product Quality Evaluation

A15. Project Management

1.6 AFTERMATCH – LIFE BEYOND SPORT

Project description:

The AFTERMATCH – LIFE BEYOND SPORT project is an action aimed at contributing to the realization of one of the priorities of the EU Guidelines on Dual Career of Athletes, by focusing on “transversal skills” acquired during the practices of high level sport activities by athletes to be exploited towards 3 different targets: a. young athletes, by preparing them to a second career before ending their sport performances; b. with ex-athletes, by making them discover how the transversal skills acquired during sport performing can be used in a creative way in the labour market; c. with sportive associations/sport trainers, in order to raise their awareness about being not only “trainers” but also “educators” for young athletes, with the task of preparing them for a second alternative career. The AFTERMATCH project, developed along a period of 24 months, involves at least one educational / training partner, at least one sport national federation and at least one famous athlete in 5 different countries. Starting from a high impact raising awareness activity (educational/training theatre sessions performed by famous athletes – testimonials – focused on “the secret learning-side of sport for improving business”), the project creates & tests specific training contents (Modules) with the help of involved sport federations, both with trainers/managers/staff of sport associations (by including it in already existing training programmes) and teachers of sport schools or academies thanks to “small scale pilot demonstrations”, with more than 100 young athletes, 50 ex athletes and 100 among sport trainers and sportive association representative involved and empowered.

Summary:

AFTERMATCH project tackles the situation in which athletes experience an high risk of a traumatic and unproductive exit from the sport's world: in other words, the project pays attention to the last part of an athletes career, especially for non-professional athletes or for athletes not equipped with a safe “professional parachute” during the jump into the labour market. The main focus is on “pre-emptive exit strategy planning adoption”, on “evaluation and raising awareness about useful sport-related soft skills” and finally on “innovative exit-oriented training modules to be included in traditional institutionalized training paths”. For these reasons, AFTERMATCH considered the meso-dimension of dual career (e.g. trainers, coaches, sport managers, etc.) the actors with the more relevant role in creating the conditions for a successful exit strategy of the athlete from his/her sport career. So said, AFTERMATCH project contributed to increase the knowledge about Dual Career through a small scale survey about the situation of dual career in Europe and in particular in 5 European South – Eastern Countries (Italy, Slove-

nia, Bulgaria, Poland and Greece), which provided a solid base for the development of a new intervention model. The AFTERMATCH Model is an innovative training tool, aiming at promoting transition to post-sport career in traditional training paths by valorising sport-related acquired transversal skills, and dedicated to 3 different targets: sport trainers/coaches and managers (Module A); teachers and professors of schools or academies (Module B); employers and HR managers in the public and private companies (Module C). The model had been tested and validated in 5 different EU countries and the feedbacks collected created the base for a fine-tuning of the Model and for a formal adoption: 20 protocols had been signed by sport-related stakeholders committing to include AFTERMATCH models in their usual training paths.

Best practices

The Aftermatch project is a collaborative partnership initiative for the promotion of dual career of athletes. The Aftermatch project's approach is based on this basic question: which competences, acquired during sport career, can be successfully transferred in the labor market in order to offer athletes the opportunity to recycle and spend their knowledge in and for the companies, and how do that. Specific objectives of the project are:

- To sensitize and raise awareness about the need for European athletes to think about an exit strategy outside the sport's world, by targeting the action not directly on athletes, but on former athletes and sport associations (teachers, managers and trainers) in different EU countries;
- To identify and to officialize a way (Aftermatch model), validated at EU level by educational and training experts as well as by sport federations, to include innovative modules in traditional training paths for trainers and managers of sport associations, able to promote dual career and transition to post-sport career by valorizing sport-related skills;
- To test the Aftermatch model in different European countries by means of training pilot paths targeted to:
 - 1) trainers, coaches, managers in the field of sport;
 - 2) teachers in sport schools or Handbook of Best Practices in Dual Career of Athletes in countries implicated in the DC4AC project 26 academies;
 - 3) labour market / private employers. The aim is to have a model customized on target groups and final beneficiary's needs;
- To spread and, if possible, to pave the way for transferring Aftermatch model in countries other than the ones participating the project, by setting up a transferability plan (i.e., Guidelines) including both measures for raising awareness and methodologies for activating training actions;
- To set up local promotional campaigns able to identify a testimonial (a high level athlete at country level) and to use him as a model for young generations, oriented towards media and new media

channels, aimed at favoring a culture of sport including also the need of thinking about an alternative career after sport. At the same time, to sensitize companies & firms by means of creative tools (ex. the theatre performance);

Specific Objectives of the AFTERMATCH research

- To create a "portfolio" of valuable sport-related soft skills to be spent in the labour market by ex-athletes;
- To obtain also the "employers perception" towards the value of the sport related skills acquired during sport practices; -To measure the perception of athletes and former athletes about the awareness of having such useful skills and about the possibility to spend them into the labour market;
- To create a "knowledge base" ready to be translated into "training modules" for raising awareness of athletes and former athletes on this topic, targeted to sport trainers, sport managers, teachers in sport academies – schools, employers or HR managers
- To identify the most suitable and effective training methodologies with respect to the different needs and requirements of the trainees.

Final aim: To pave the way for the creation of an Innovative and Transferable model for increasing the employability of athletes and ex athletes

1.7 "EMPOWERMENT OF BASKETBALL PLAYERS THROUGH A SUSTAINABLE DUAL CAREER AND A GOOD GOVERNANCE TRAINING SUPPORTING PROGRAM"

Project description:

The FIBA TIME-OUT project supported by Erasmus+ is the first ever program led by FIBA in the field of dual careers that focuses on the integration of basketball players into the labour market, showing the importance of thinking in advance about the life that follows after sport.

The TIME-OUT program provided an opportunity for 80 male and female players from across Europe to study in a specially designed 3-tier educational program comprising a business degree in Leadership & Management, a FIBA Event Manager qualification, and a TALS certificate. The flexibility of the program, delivered predominantly through blended learning and designated workshops and seminars, provided a unique variety of theoretical and practical learning opportunities. Furthermore, the experience of the players going through the program and their desire to share their advice with future generations of basketball players as well as with the management team of TIME-OUT is the basis for the creation of this tool-book. The goal of FIBA Europe is to continue to work with various partners, basketball players' networks, various stakeholders from within and outside basketball, and with the

European Commission in order to develop a sustainable support mechanism for players across Europe. Providing opportunities for combining strong flexible education with sport will reduce dropout, increase the participation of young people in sport, and will develop stronger social and professional partnerships.

Purpose of the project:

- To open new opportunities and pathways in the lives of players who would like to remain in basketball after retirement by sustainable and continued support throughout their studying and work placement.
- To strengthen the good governance of basketball national federations and other sports organizations by identifying and developing their weaknesses.
- To achieve a sustainable cooperation between FIBA, the national federations and other Basketball organizations by creating further education programs for players.

Summary:

The TIME-OUT project, which was the first of its kind in the basketball community, was hugely successful and not only achieved the initial target set by the management team but exceeded many expectations. The highlights of the project that will be expended below were excellent education opportunities for a large group of elite basketball players (male and female) from more than 35 nations working together to a common goal improving their skills in sports management, business knowledge, presentations skills and project delivery among others. Furthermore, the excellent networking opportunities provided by the project and access to career pathways and support network were greatly appreciated by all 80 participants and their national federations. Most importantly, this project raised awareness among all basketball players in Europe and beyond the importance of suitable preparation and planning for a post-playing career as well as access to mentoring and support network. The project management team and other senior managers from FIBA and FIBA Europe provided individual advise and career placement on a case-by-case basis. A significant added value to the actual project delivery is the legacy program which involves specific research into the academic program and direct input by the TIME-OUT alumni (the graduates). This research will be ongoing and will be the basis of future sustainable players support educational program that will be developed by FIBA.

Best practices

TIME-OUT is a project in the field of dual careers that focuses on the integration of basketball players into the labour market, showing the importance of thinking in advance about the life that follows after sport. FIBA Europe, together with its academic partners, is creating an innovative programme designed specifically for basketball players. The innovative part that this project brings to the participants is the combination of three different degrees:

- "Leadership and Management" certificate/diploma depending on the entry level of the athlete (delivered by Northumbria University)
- "Basketball Management" qualification (delivered by FIBA Europe and FIBA)
- "Talented Athlete Lifestyle Support (TALS)" certificate (delivered by TASS)

The second leg of the project will be to place the newly qualified managers in their federations, or in other sports organisations, and also to set-up player development programmes linked to FIBA, IBF and the TASS support network

All assessment is designed to encourage improved practice in the workplace whilst also preparing for your future career and studies at post-graduate and professional level. The programme uses a combination of teaching and learning materials and techniques including:

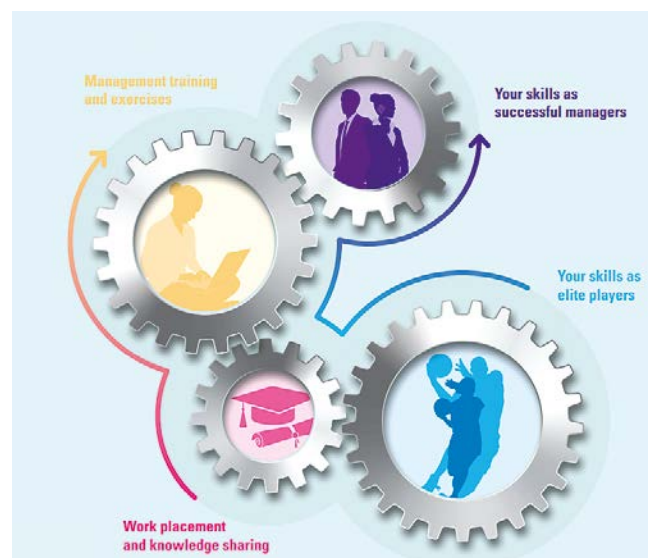
- Self-study materials, providing knowledge and understanding, and helping you to apply ideas to the workplace
- Work-based assignments that give you an opportunity to develop and demonstrate your knowledge and understanding and provide evidence of competence
- Online workshops and tutorials where you are invited to share insights and experience
- Self-study workbooks are available online. These materials enable you to study at a pace that suits your own individual circumstances.

E-learning

Participants have access to NU and FIBA e-learning platforms to deepen their knowledge and access detailed information and supporting recourses.

Individual Work

Each participant will be given a specific assignment that will be the base for their final report. This assignment will focus on a specific topic,



project and/or strategy that will be defended orally at the end of the programme, before the FIBA Europe Examination Board.

Work Placement

Participants are required to gain practical experience in a basketball or other sports organisation under the supervision of their local tutor/supervisor nominated by the national federation. The FIBA Europe TIME-OUT project team can provide assistance in finding such placements, which can be highly flexible.

Final Aim of the project: Individual monitoring and supervision to help you achieve your goals!

1.8 B-WISER – BE A WINNER IN ELITE SPORT AND EMPLOYMENT BEFORE AND AFTER ATHLETIC RETIREMENT

Project description:

Employers need to be more flexible to help elite athletes make the transition from sport to the world of work, according to initial findings from the EU's B-WISER project, which seeks to optimize the employability and employment of active and former elite athletes.

The main goal of B-WISER is to provide EU Member States with data, tools and best practices that would enable them to enhance elite and former elite athletes' employability and employment during different stages of their careers.

Summary:

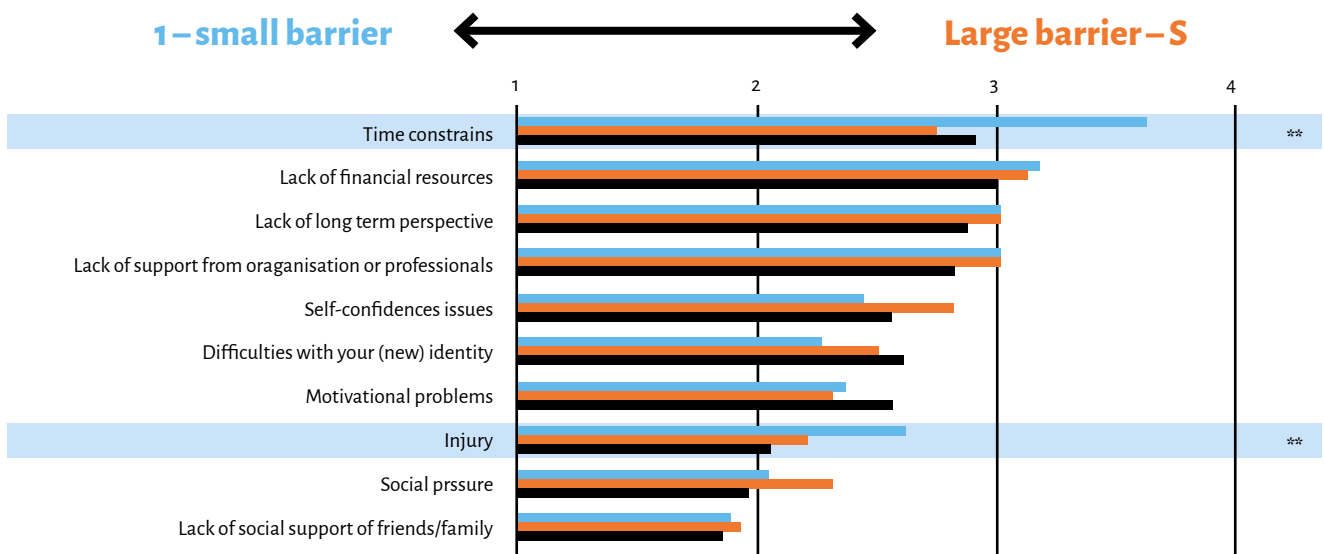
The general aim of the 'Be a Winner In Sport and Employment before and after athletic Retirement' (B-WISER) project is to provide EU Member States with empirical data, conceptualisations, tools and ev-

idence-based practices relevant to, and enabling them to create the optimal environment to enhance (former) elite athletes' employability and employment. The partnership will bring together 13 partners with expertise in research on dual careers and with expertise in establishing/providing dual career pathways to (former) elite athletes, together with 14 experts from the domain of sport, career support provision, employment and project management. More specifically, the B-WISER project will identify, use methods to develop, and formulate recommendations and best practices on i) the perceptions, roles, contributions, and interactions of five stakeholders; ii) the competences required and developed by elite and former elite athletes; and iii) the added-value for the world of sport, employers and governmental agencies and policy-makers with regard to (former) elite athletes' employability and employment during three consecutive career stages (i.e. the dual career 'elite sport and employment' pathway, the transition after athletic retirement into the post-athletic career, and a new vocational career after retiring from elite sport). Taking into account the general and specific aims of the project, and the fact that all participating EU Member States are represented by a centre of research excellence, a centre of elite sport, and a career support provider, the B-WISER project will contribute directly to the promotion and support of good governance in enhancing the employability and employment of elite and former elite athletes in three policy domains (i.e., sport, employment, education and training) and during three specific career stages at the level of the European Union, in each of the participating EU Member States.

Best practices

The main goal of B-WISER is to provide EU Member States with data, tools and best practices that would enable them to enhance elite and former elite athletes' employability and employment during different stages of their careers.

In relation to the BETA Trainer project, the following tools or information are interesting:



Barriers when preparing for future employment (active athletes):

– **Employability of athletes:**

Good practices: Tailor-made support; preparing for transition, flexible & holistic, coordination

Unfortunate practices: Lack of athletes' awareness, forcing athletes into jobs, not accepting mismatches, lack of employers' awareness

– **The competencies where athletes perceive an advantage in comparison with employees without an elite sport background:**

Competencies	Total
Ability to be goal - oriented	37%
Self - discipline to manage the demands of different life domains	35%
Ability to cope with stress effectively	33%
Dedication to succeed in different life domains	30%
Awareness of your own strengths and weaknesses	29%
Ability to use setbacks as a positive stimulus	27%

– **Competency model from B-Wiser: 4 main areas**

- Ability to use your time efficiently
- Ability to prioritize in order to balance multiple life domains



- Ability to engage in in-depth discussions in your job domain
- Ability to identify yourself with culture of your organization

- Ability to create a professional network
- Ability to lead a group of people



- Ability to remain self-confident after mistakes
- Ability to use setbacks as a positive stimulus

– **Helpful self-assessment tool for student-athletes, dual career support providers, and athletes in transition out of elite sport:** www.dualcareertools.com (The output can be discussed with a DC expert)

– **Overview over career planning tools depending on the career phase:**

Overview tools



Phase	Where am I?	Who am I ?	Where Do I want to go?	Where Am I?	Take Action!
Tool(s)	Holistic Athletic Career Model	ACQE Competency Profiling	Life Wheel	Competitive Advantage	Speed Networking
			Career Compass	GROW Coaching Methodology	
			Holistic Goal Setting	Five-Step Career Planning	
			Motivational Interviewing		



Short description: Holistic Athletic Career Model



- Identifying athletes' current position in life
- Anticipating potential challenges



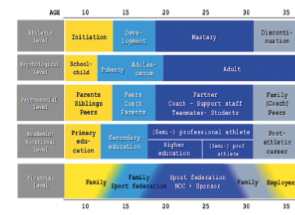
- Active elite athletes
- Former elite athletes preparing for employment
- Former elite athletes who are already employed



- Balance multiple life domains
- Belief in your own ability to overcome challenges

Instructions

- 1 Identify current level of development & transitions in the near future
- 2 IF: Preparation for a dual elite sport and vocational career
- 3 IF: Preparation for the transition to the post-athletic career



(Wylleman & Rosier, 2016)



Short description: ACQE Competency Profiling



- Evaluating competencies required in the context of employment and employability



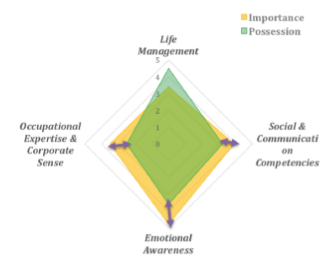
- Active elite athletes
- Former elite athletes preparing for employment
- Former elite athletes who are already employed



- Awareness of your own strengths and weaknesses
- Confidence that you have the competencies needed for the job

Instructions

- 1 Answer the ACQE and generate a graphical representation of the results
- 2 Interpret the graphical profile
- 3 Reflect on the results



(Smismans et al., 2018)

2. BEST PRACTICES FROM THE GUIDEBOOK: HOW CAN SPORT CLUBS SUPPORT A TALENT'S DUAL CAREER?

The project "Innovative Clubs for Dual Careers" focuses on developing optimal conditions for Dual Career and improve the Dual Career awareness at sports clubs, good coordination regarding education and sports clubs, developing a Dual Career team with specialists and corresponding Dual Career support.

Example of TASS (the UK):

To support talents in their total development, TASS provides an extremely practical support service at the special delivery sites with **workshops in the field of time management, transition management or interview techniques**. This is to learn the talents transferable skills and to make them ready for the transition into the 'real world'. The staff of the club or schools should be made aware of the student's or athletic status of the sport talents, in order to initiate more flexibility and communication and raise awareness of their unique situation. The Dual Career program of TASS is talented athlete driven, in terms of that **talents**

take the initiative and responsibility for their own alternative work plans, once granted flexibility by the staff of companies, education and also the sports club.

Tips for the entourage involved in athletes' Dual career

1. Ensure that sport talents' entourage includes sufficient individuals to attend to talents' dual career needs.
2. Identify specific roles for entourage members to support sport talents' dual career but encourage support to be provided in an integrated and personalized manner.
3. When creating a support network for sport talents, make sure it comprises individuals who value education and understand the need for sport talents to continue their education for future success and sound talent development.
4. Ensure all entourage members are aware of the personal and sporting benefits associated with maintaining education and engaging in a dual career.
5. Examine the physical, cognitive, and emotional demands of the sport in which sport talents are involved so that challenges to maintaining a dual career can be anticipated. adapt educational, work or sport requirements to help sport talents to manage these demands and find a balance.
6. Identify particular times when training, competition, academic or work demands are likely to increase or crash. Be supportive and flexible for sport talents and stimulate forward planning.
7. Educate sport talents regarding how to succeed in their dual career. then trust sport talents to know what they need to do at different points to enhance opportunities for success in their dual career.
8. Identify particular points of contact in the domains of the sport talents' lives (e.g. sport, education, work, private) and ensure regular contact is maintained in this athletic triangle.
9. All entourage members should engage in frequent, planned communication regarding sport talent's dual careers and commitments and monitor their progress and engagement.
10. Encourage sport talents to communicate with all members of their entourage regarding their dual career. Sport talents need to communicate open and clear, dare to ask for help within their entourage and network with them and other sport talents and athletes.

Aim of the subject 'Sports Science'

The aim of the subject 'Sports Science' within SSM Salzburg is to deepen and to achieve a critical insight in the domains of exercise, game and sport and the positive and negative effects of these domains on individuals, on society and on the sports talents themselves. The focus is also on the meaning of active (elite) sport practice, one's own autonomous body and health awareness and the development of a personal (elite) sport experience as an essential part of the education at an Elite Sport School and the ambition to become an elite athlete. After following the subject of 'Sports Science', the students must be able to do the following:

- to be able to acquire and apply scientific sports knowledge in their own sports practice;
- to acquire knowledge for planning and participating in exercise, game and sport;
- to be able to analyze their own exercise and elite sports activities;
- to recognize the contemporary significance of exercise and sport on individuals and society;
- to know the fundamentals of the occupational field of physical activity, sport and health;
- to act responsibly, problem-conscious and versatile in exercise and sport;
- to involve other areas of knowledge in a wide range of sporting activities;
- to demonstrate what is required physically, mentally and psychologically to perform optimally.

Competence field 1: Exercise and sports techniques

- motion and sports techniques
- trend in sport
- motion stimulation and motor learning
- tactical skills and match strategies
- cognition, emotion and motivation in sport
- hazards and risks

Competence field 2: Optimization of sports performance capacity

- motion and physical performance capabilities
- physical and sports performance parameter
- technology and sports
- optimization of sporting performance
- testing and diagnosis in sport
- health promotion and quality of life

Competence field 3: Aspects in and value of sport

- sport as a system
- enhancement and doping
- sport, art and culture
- topics of sport and sport sciences
- diversity and sport
- standards and values in sport

Competence field 4: Social dimensions of sport

- historical perspectives on motion and sport
- sports and economics
- sports, politics and sports politics
- sport in the media
- nature, ecology and environment

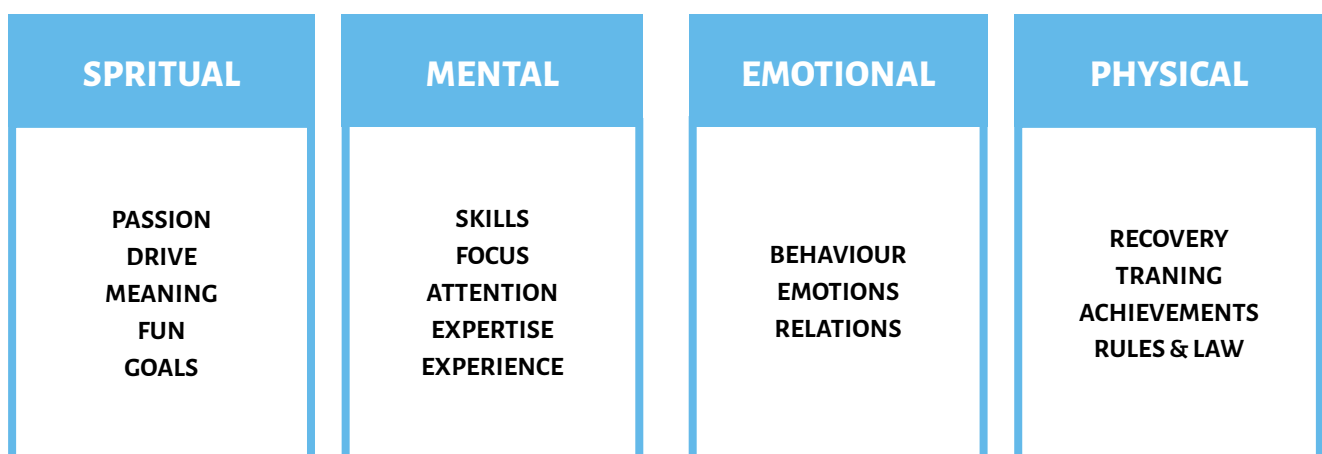
Hold up the mirror

Stichting Sporttop helps young talents to achieve goals in their dual career. A total of 20 young talents are now supervised by former Olympians who know all too well what is involved in a dual career. The tutors at Sporttop hold up a mirror to talents. An important success factor is the 'cross-sport' principle, which generates independence and trust. The talent can tell his or her story to an expert who is neutral. Talents of Sporttop experience this as an outlet. They can contact their tutor with any questions, but the tutors don't say: "that's how you should do it". Because what has worked well for the former elite athlete in his or her sporting career does not have to work for someone else. In fact, it can even be counterproductive for others. According to Sporttop, it is a question of customization, in which the relationship between tutor and talent is central. The frequency of contact between mentors and talents varies per pair. The coaching always starts with a physical meeting, after which some pairs have weekly contact with each other and others speak to each other once every two months. Online opportunities and chat programmes also help with frequent contact between the talent and the tutor.

In this contact, the tutor has an important signaling role, so that the needs of the talent can be anticipated at an early stage.

Durable performance with four batteries

The aim of Sporttop is to contribute from a holistic point of view to a sustainable development of the elite sports career, but also to the personal development and social career of the talent. Sporttop works according to the principle of sustainable performance and the batteries of energy needed to achieve this: the spiritual, emotional, mental and physical battery. "I dare to say with certainty that with my current knowledge about sustainable performance and the four batteries, I could have been successful in international skating for many years longer," says founder Jochem Uytdehaage. Also interviews with tutors and talents of Sporttop emphasize the importance of charging these four batteries and how they can provide support for dual careers.



The four batteries of energy in the tutor system of Stichting

3. SUPPORTING YOUNG ATHLETES DUAL CAREERS – TRAINING PROGRAM

3.1 THE MAIN GOALS AND OF THE TRAINING PROGRAM

One of the desired project results is **preparation of the training program concerning „supporting young athletes' dual careers”** which will be fulfilled by teachers in the group of students aged 14-19, as well as **elaboration of training materials and presentations** which they will use in the training.

General information on training

Training title: „Supporting young athletes dual careers – Transferring sport skills into life”

Target group: athletes-students aged 14–19

Duration: 10 hours

Training goals

1. To show and explain to athletes-students a „map” of dual career development, and sometimes three-way development – sport, education, work.
2. To underline major difficulties they will have to face in their dual(-three-way) career, and to demonstrate ways of dealing with them.
3. To diagnose skills required for two-way careers among athletes-students.
4. To convince athletes-students that the results of their actions and development in the two-way career substantially depend on their self-awareness – and it is something they should start with. They will also learn how to work on the aforesaid self-awareness.
5. To discuss 6 key areas of competence for two-way career, as well as show specific methods, techniques and tools to be used to develop these skills:
 - a. Planning career in sport and out of sport.
 - b. Resourcefulness in sport.
 - c. Winner's attitude in sport.
 - d. Athlete's social skills.
 - e. The art of sale and auto-presentation in sport.
 - f. Time management.
6. To present operations and way of thinking which, when mastered, can help athletes-students plan and implement their two-way career smoothly.

3.2 TRAINING PROGRAM

1. Athlete's Development Map (sport, education, work) + skills self-assessment (1 hour)

Topics:

- a. Introduction to athletes' dual (or three-way) career.
- b. Three career paths of the athlete: sport, education, job (graphics + description).
- c. Problems encountered by athletes and related to interplay of above-stated three paths.
- d. 38 skills related to athletes' two-way career (self-assessment questionnaire).

Results:

- Skills profiles related to athletes-students' two-way career.
2. Athlete's self-awareness and planning careers in sport and out of it (2 hours)

Topics:

- a. Principles of effective career planning in sport and out of it.
- b. Problems encountered by athletes and related to two-way career.
- c. Strong points and growth opportunities – specifying the potential.
- d. Various development paths in sport and out of sport – illustrated with the example of various athletes.

Results:

- Athletes-students' goals in sport, education and work.
- Athletes-students' potential (strong points and opportunities).
- Methods of dealing with problems and obstacles.

3. Resourcefulness in sport. (2 hours)

Topics:

- a.** Sport club products.
- b.** Athlete as a company.
- c.** Essence of resourcefulness in sport.
- d.** Establishing and running own business – in sport and out of sport. Model Canvas.
- e.** Investing as a way of increasing funds.
- f.** Saving as expense monitoring.

Results:

- Model Canvas for businesses selected by athletes-students

4. Winner's attitude in sport. (1 hour)

Topics:

- a.** Factors influencing winner's attitude.
- b.** Dealing with failures – two different approaches.
- c.** Ability to concentrate in sport – how to develop it?
- d.** Athlete's self-confidence – how to develop it?

Results:

- Questionnaire related to concentration in sport – during training and competition.
- Questionnaire related to concentration in sport – during training and competition.

5. Athlete's social skills. (1 hour)

Topics:

- a.** Assertiveness as a way of expressing and defending own views, without being offensive.
- b.** Empathy – three levels of sharing others' emotions – prerequisite for cooperation.
- c.** Communication as a key element of all relationships, as well as cooperation between people.

Results:

- Simulations in which it is necessary to demonstrate particular social skills.

6. The art of sale and auto-presentation in sport (2 hours)

Topics:

- a.** Athlete as a product – sport value and market value.
- b.** The art of sale.
- c.** Athlete's image – how to take care of it?
- d.** *Elevator speech* – required for every athlete.

Results:

- „*Elevator speech*” of athletes-students.

7. Time management. (1 hour)

Topics:

- a.** Ways of organizing time by athletes who are successful – in sport and out of it.
- b.** Morning routine – how to start a day properly?
- c.** Effective combination of various development paths – sport, education, work careers.

Results:

- Athletes-students' customized day (or week) agendas, including self-development in various fields.

3.3 TRAINING CONTENT – TRAINING STRUCTURE

Duration	Training stages – modules	Content required for modules	General information on modules
45 minutes	Athlete's Development Map	<p>Essence of athletes' two-way career or three-way career.</p> <p>Graphics showing various development paths in sport.</p> <p>Graphics showing various educational paths.</p> <p>Graphics showing various work paths.</p> <p>Problems encountered by athletes and related to two-way career.</p> <p>List of 38 skills required for athletes' two-way career by DeBrandt.</p> <p>→ athletes-students are to use a questionnaire in order to specify which skills (out of 38) they have and what their level is</p>	<p>The purpose of the module is to:</p> <ul style="list-style-type: none"> – familiarize athletes-students with the two-way career, – show them various development paths (and career paths) they may choose, – convince them that this phenomenon also applies to them, and they can therefore expect numerous problems and challenges which they should be prepared for, – inform them that skills acquired thanks to sport can contribute to their effectiveness in other spheres of life, if developed and used properly.
90 minutes	Young athlete's self-awareness and planning careers in sport and out of it.	<p>Essence of self-awareness.</p> <p>Principles of effective career planning in sport and out of it.</p> <p>Examples of 5 athletes who developed their careers in sport and out of it in a different way.</p> <p>→ athletes-students are to use the questionnaire to specify the path they have covered so far, their presence and future, as well as suggest their own ways of combining the future with present time.</p> <p>→ athletes-students are to use the questionnaire to identify strong points and opportunities they face and which can help them make plans and dreams from the previous questionnaire come true</p>	<p>The purpose of this module is to:</p> <ul style="list-style-type: none"> – convince athletes-students that their operations and developments depend on their self-awareness, – show them how to specify and develop their self-awareness, – help them identify particular elements of self-awareness, among others aspirations, dreams and strong points.
90 minutes	Resourcefulness in sport.	<p>Essence of resourcefulness in sport.</p> <p>Athlete as a company.</p> <p>Establishing and running own business – in sport and out of sport. Model Canvas.</p> <p>→ athletes-students are to use the questionnaire to develop the Model Canvas for specific business in sport or out of it.</p> <p>Investing as a way of increasing funds.</p> <p>Saving as a way of getting richer.</p>	<p>The purpose of the module is to:</p> <ul style="list-style-type: none"> – inform athletes-students that their professional future and financial future are vastly dependent upon their resourcefulness, – inform them that resourcefulness not only means running own business (although it is significant) but also: managing own finances effectively, diversifying sources of revenues, investing, etc., – show them how to develop resourcefulness, – present them with Model Canvas which may serve as a business plan for their company or project (created and developed or already existing).

Duration	Training stages – modules	Content required for modules	General information on modules
45 minutes	Winner's attitude in sport.	<p>What influences the winner's attitude?</p> <p>Dealing with failures – two different approaches.</p> <p>Ability to concentrate in sport – how to develop it? → athletes-students are to fill in and discuss the questionnaire related to concentration in sport during training and competition.</p> <p>Athlete's self-confidence – how to develop it? → athletes-students are to fill in and discuss the questionnaire related to concentration in sport during training and competition.</p>	<p>The purpose of the module is to:</p> <ul style="list-style-type: none"> – inform athletes-students that sport can help them develop the so-called winner's attitude (which after all is required in sport if you want to be professional) which can prove to be very useful in private life. – show them what influences the winner's attitude and what skills it includes. – present them with a way of developing the winner's attitude along with skills that form it.
45 minutes	Athlete's social skills.	<p>Assertiveness as a way of expressing and defending own views, without being offensive.</p> <p>Empathy – three levels of sharing others' emotions – prerequisite for cooperation.</p> <p>Communication as a key element of all relationships, and cooperation between people. → athletes-students participate in stimulation to demonstrate the aforesaid three social skills.</p>	<p>The purpose of the module is to:</p> <ul style="list-style-type: none"> – convince athletes-students that social skills are considered as ones of the most important in most fields of human life, and sport naturally contributes to their growth. – familiarize them with the critical social skills which can be easily transferred from sport into other spheres of life. – show them how they can develop the above-stated skills.
90 minutes	The art of sale and auto-presentation.	<p>Athlete as a product – sport value and market value.</p> <p>The art of sale as a key skills in modern times – we sell products, ideas, designs, visions, businesses, etc.</p> <p>The art of sale. athletes-students are to specify the shopping process for a specific product or service in sport</p> <p>Athlete's image – how to take care of it?</p> <p>Elevator speech – short speech required for each athlete, → athletes-students are to prepare a 15-second speech about themselves</p>	<p>The purpose of the module is to:</p> <ul style="list-style-type: none"> – convince athletes-students that the art of sale is one of the crucial but also neglected skills in our times. – familiarize them with principles of effective sale and specific methods and tools which they may use, – convince athletes-students that a care for their own image may translate into rise in popularity, more opportunities on the sport labor market, higher earnings. – familiarize them with principles of taking care of their own image and specific methods and tools which they may use.
45 minutes	Time management.	<p>Ways of organizing time by athletes who are successful – in sport and out of it.</p> <p>Morning routine – how to start a day properly?</p> <p>Effective combination of various development paths of an athlete – sport, education, professional career.</p> <p>Tactics, methods and tools which help you improve time management. athletes-students elaborate their own day (or week) schedules, including self-development in various fields</p>	<p>The purpose of the module is to:</p> <ul style="list-style-type: none"> – convince athletes-students that fulfillment of two-way career assumptions, including three-way career's, requires effective management of own time. – familiarize them with tactics, methods and tools thanks to which they can manage their time easily and smoothly, – show them a sample day schedule of athletes who are successful in various fields of their life – including education and profession.

TOMASZ SEWERYNIAK, GABRIEL PAWLAK

EUROPEAN QUALIFICATION FRAMEWORK

The **European Qualifications Framework** is a common European reference framework binding national qualifications systems. The framework functions as an instrument that makes qualifications more readable and easier to understand in different countries and systems in Europe. Their two main objectives are: promoting the mobility of citizens between countries and facilitating their lifelong learning. Both of these goals are of great importance in sport. The first will facilitate the exchange of trainers' knowledge based on increased mobility. The second promotes the professional development of trainers and supports and facilitates the implementation of dual careers for athletes.

It seems that the **Erasmus+ Trainer 1.0 Beta** program is a great opportunity to assess what level of coaching qualifications athletes achieve as part of the training process. Another important activity may be the description of the learning outcomes in the program and its reference to the EQF. Based on the EQF levels, the program participant's profile (U-18 player) and the assumed learning outcomes, it can be concluded that EQF level 2 is probably the right reference point.

There are 3 ways of acquiring qualifications and validating learning outcomes. Qualifications can be obtained by:

- formal education (schools),
- non-formal education (courses, training),
- informal learning (self-education, apprenticeship or role).

The European Qualifications Framework makes it possible to link different national qualifications systems and frameworks based on a common **European reference point – eight reference levels**. The levels cover the full scale of qualifications, from basic (Level 1, e.g. school certificates) to advanced (Level 8, e.g. doctoral degree).

As an instrument for promoting lifelong learning, the European Qualifications Framework covers all levels of qualifications obtained in general

education and training, both vocational and academic. In addition, the framework also deals with qualifications obtained in initial and continuing education and training. The eight reference levels are described by learning outcomes attributed to knowledge, skills and competences.

The European Qualifications Framework recognizes the huge diversity of education and training systems in Europe, and therefore it is necessary to shift the focus to learning outcomes to allow comparison and cooperation between countries and institutions. Shifting the focus to learning outcomes:

- supports a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision
- facilitates the validation of non-formal and informal learning
- facilitates the transfer and use of qualifications across different countries and education and training systems. It also recognises that Europe's education systems are so diverse that comparisons based on inputs, say length of study, are impracticable.

Confirmation of the acquisition of qualifications is given by validating entities that must meet certain requirements regarding the methodology for measuring qualifications. This is particularly important for confirming the effects of informal and non-formal learning. Other entities that can confirm qualifications are schools and colleges that, based on their curriculum, ensure that appropriate qualifications are obtained.

The EQF is a unified platform on the basis of which the countries of the community have developed National Qualifications Framework (NQF). NQF reflects the effects that are obtained in the process of formal and informal education in a given country. These effects should be consistent with the overall effects contained in the EQF. Due to the specific nature of the trades, it was also necessary to develop frameworks for individual

sectors (Sectoral Qualifications Framework – SQF) of the economy, including the sport sector. This frame contains specific professional tasks and learning outcomes, i.e. knowledge, skills and competences necessary to conduct professional activity in sport.

Acquiring qualifications based on different paths is very strongly reflected in the education and learning process implemented in the process of training athletes. This process takes into account specialist knowledge, special skills (sports technique – sport skills) and many social compe-

tences forming the athlete's qualification profile. The organization of this process takes very diverse forms, using many methods and techniques of working with an athlete, including informal education and learning carried out by the athlete himself. Obtained effects will of course be used during sports competitions, but they are also important elements of qualifications of persons educating other athletes. Despite the diversity associated with the sporting traditions of countries, educational systems, the specificity of training organizations and finally the work style of trainers and educators, the end result is often comparable.

Table 1. Descriptors defining levels in the European Qualifications Framework (EQF) [see page 2] https://ec.europa.eu/ploteus/sites/eac-eqf/files/leaflet_en.pdf

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.		KNOWLEDGE	SKILLS	COMPETENCE
		In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
LEVEL 1	The learning outcomes relevant to Level 1 are	– basic general knowledge	– basic skills required to carry out simple tasks	– work or study under direct supervision in a structured context
LEVEL 2	The learning outcomes relevant to Level 2 are	– basic factual knowledge of a field of work or study	– basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	– work or study under supervision with some autonomy
LEVEL 3	The learning outcomes relevant to Level 3 are	– knowledge of facts, principles, processes and general concepts, in a field of work or study	– a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	– take responsibility for completion of tasks in work or study – adapt own behaviour to circumstances in solving problems
LEVEL 4	The learning outcomes relevant to Level 4 are	– factual and theoretical knowledge in broad contexts within a field of work or study	– a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	– exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change – supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
LEVEL 5*	The learning outcomes relevant to Level 5 are	– comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	– a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	– exercise management and supervision in contexts of work or study activities where there is unpredictable change – review and develop performance of self and others
LEVEL 6**	The learning outcomes relevant to Level 6 are	– advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	– advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	– manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts – take responsibility for managing professional development of individuals and groups

LEVEL 7 ^{***}	The learning outcomes relevant to Level 7 are	<ul style="list-style-type: none"> – highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research – critical awareness of knowledge issues in a field and at the interface between different fields 	<ul style="list-style-type: none"> – specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields 	<ul style="list-style-type: none"> – manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches – take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
LEVEL 8 ^{****}	The learning outcomes relevant to Level 8 are	<ul style="list-style-type: none"> – knowledge at the most advanced frontier of a field of work or study and at the interface between fields 	<ul style="list-style-type: none"> – the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice 	<ul style="list-style-type: none"> – demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

* The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.

** The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.

*** The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.

**** The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.

Valuable and original qualifications useful in the profession of an instructor and trainer gained during the process of training an athlete has not yet been confirmed in the formal qualification system. It is a gap that needs to be filled by indicating the learning outcomes possible during the sport training process.

To better understand the description of qualifications in EQF, it's worth looking at examples shown in the Table 2.

Glossary of important terms (https://ec.europa.eu/ploteus/sites/eac-efq/files/referencing_report_2012.pdf).

Apprenticeship is the systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

Competence is the proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development. In the EQF, 'competence' is described in terms of responsibility and autonomy.

Formal learning is learning that occurs in an organized and structured environment (in a school/training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification.

Informal learning is learning resulting from daily activities related to work, family or leisure. It is not organized or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification.

Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as theoretical and/or factual.

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process.

Non-formal learning is learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important

Table 2. Specification of qualifications descriptors in level 2 and 3 of SQF (Based on polish SQF in sport: http://akademiatrenerska.pl/uploaded_files/15081519971000_wydawnictwo-ibe-ok9-wersja-zaakceptowana-przez-ibe.pdf).

SQF in sport level 2 specification	SQF in sport level 3 specification
Knowledge – he/she knows:	Knowledge – he/she knows and understands:
Basic rules for organizing and conducting Sports classes, including safety rules	Principles of planning, organizing, conducting and monitoring activities in a given sport
The specificity of a given sport and its rules	Rules for organizing small sports events (e.g. competitions, sports festivals)
The basic functions of sport	Rules for applying methods, forms and measures in implementation activities in a given sport
Rules of sport competition	Specific terminology in a given sport
Methods, forms and means used in a given sport (including exercises, methods of movement teaching, organizational forms of classes, sports equipment) and basic rules for their use in the organization and conducting sports activities	Needs, motives and barriers to participate in classes and sporting activities
Commonly used terms for a given sport	Styles of group management
	The role of sport, in particular in terms of health lifestyle and improving physical fitness and sporting skills
Has the skills necessary to:	Has the skills necessary to:
Assist in organizing and conducting sports activities	Plan, organize, lead and monitor independently sports activities and small sporting events based on the provided work scheme, modifying it taking into account the possibilities, needs and interests of participants and external conditions;
Conduct fragments of sports activities with help and / or under direct supervision	Plan, organize and conduct classes and sports events, caring for attractiveness and atmosphere of their course;
Demonstrate basic exercises for a given sport	Choose methods, forms and measures typical of the given sport according to the possibilities, needs and interests of the participants and external conditions;
Provide necessary information to sport participants to participate in sport (e.g. on required equipment sports rules, rules of the game, safety rules) and encourage them to be physically active	Explain and teach basic exercises for a given sport
Prepare facilities and equipment for sports activities	Use new technologies to support participation in sports activities
Provide first-aid	Adapt the style of management of the training group to the goals and the needs of its participants
Compliance with health and safety regulations and legal conditions of sporting activities	Solve typical problems that arise during classes and small sporting events (e.g. varied level of physical fitness and skills, different goals and needs in the group of participants)
	Communicate with sport participants using simple communication and motivation tools (e.g. praise)

SQF in sport level 2 specification	SQF in sport level 3 specification
Is ready to:	Is ready to:
Take into account the easy to predict effects of participation in implemented sports activities	Bear responsibility for reliable implementation of activities and small sporting events and participants' health and security
Promoting sport and fair play principles through his/her own attitude	To promote sport through educational activities and providing the information
Care for physical fitness necessary for proper demonstrating physical exercises	Taking into account current and deferred effects of participating in classes and small sports events
Controlling the quality of own work, including the guidelines of persons supervising the organization and conducting sports activities	Ongoing assessment of tasks performed
	Monitoring people with lower qualifications in sport
	Systematically supplementing knowledge and skills in the field of sporting activities

learning element. Non-formal learning is intentional from the learner's point of view. It normally does not lead to certification.

Qualification is achieved when a competent body determines that an individual has achieved learning outcomes to given standards. A qualification is a formal outcome of an assessment and validation process.

Sector is a range of professional activities on the basis of their main economic activity, product, service or technology (e.g. chemicals) or as a transversal professional category (e.g. marketing).

Sectoral qualifications system is concerned with the qualifications process confined to a specified sector and may exist at national and international level.

Sectoral Qualifications Framework (SQF) is defined as the structures and processes established by a sector for the development and implementation of qualifications, including institutional arrangements, quality assurance, assessment and awarding procedures, skills recognition and other mechanisms that link education and training to the labour market.

Skill is the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

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**ON-LINE MODEL OF
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FOR TRAINERS**



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