

# EDUC



**GUIDELINES**

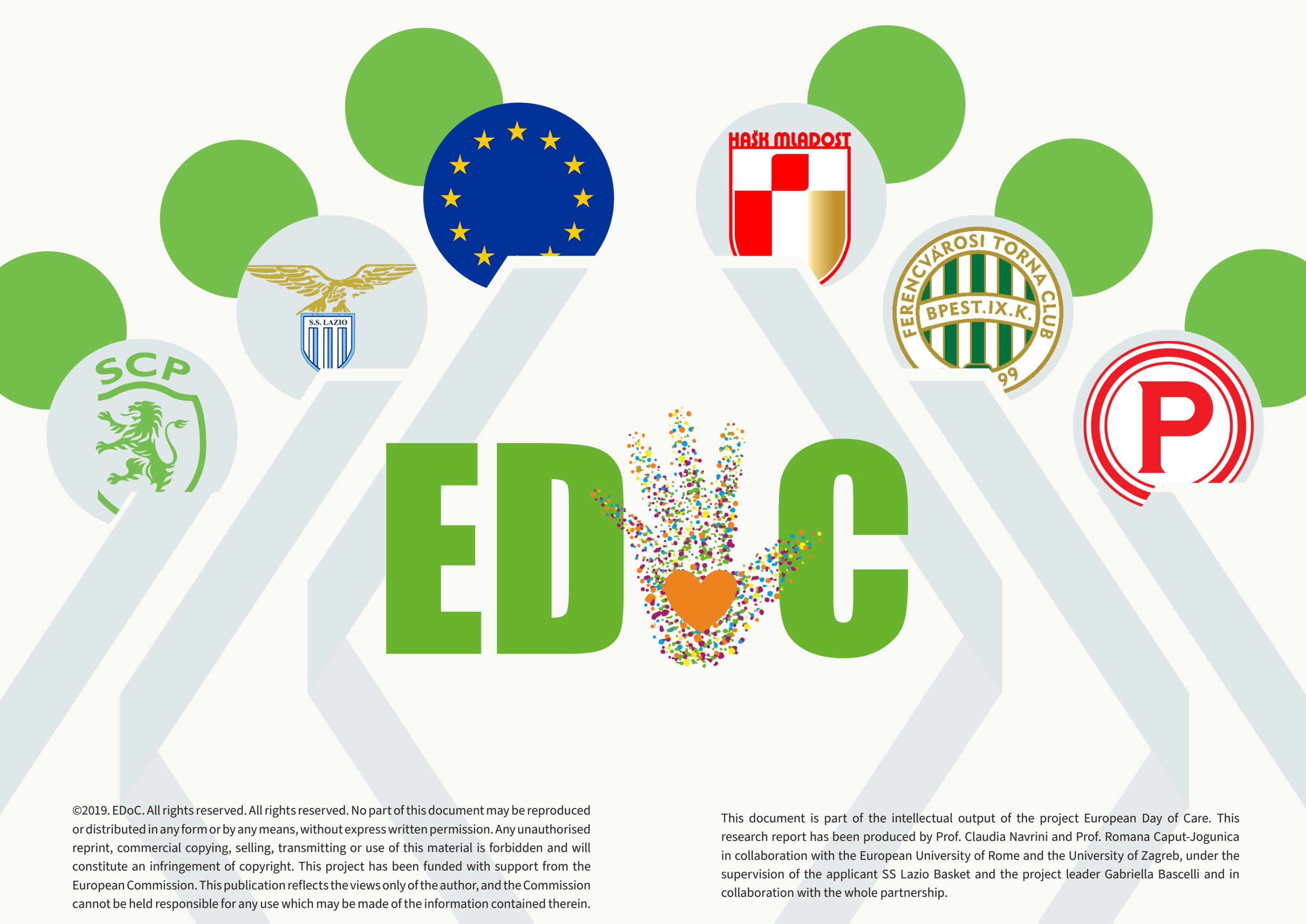
for policy makers,  
educational institutions  
and employers

## European Day of Care

# Legends Forever



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



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This document is part of the intellectual output of the project European Day of Care. This research report has been produced by Prof. Claudia Navrini and Prof. Romana Caput-Jogunica in collaboration with the European University of Rome and the University of Zagreb, under the supervision of the applicant SS Lazio Basket and the project leader Gabriella Bascelli and in collaboration with the whole partnership.

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### ABDUL KADIR JEELANI

Abdul was an American basketball player who played in Lazio. When his career ended he was abandoned and began living in a shelter. It was thanks to a sports project that his reintegration into society successively occurred. He regained respect and was able to start a new life as a coach.



# INTRODUCTION



The EDOC guidelines are intended to be a useful tool for elite athletes to address the transition from their athletic career to their reintegration into the labor market. This is a fundamental step that elite athletes need to keep in mind during their demanding careers in order to equip themselves with the right skills and prepare for their future professional reintegration once their sporting careers are over. Stopping athletic activity can be due to a variety of reasons such as some athletes making an autonomous and reasoned decision or others having to stop suddenly due to a serious injury etcetera. Whatever the reason, it is a defining moment for every athlete and former athlete that represents a dramatic change in their lives. This inevitable event in the lives of athletes requires the support of society at large, as well as the awareness of the public at large to this issue. Indeed, top athletes, especially those who have achieved significant international results, represent the prestige and an honor to their countries. However, their intense focus on sporting achievement over several years is not matched by public support when their careers end.

These guidelines, based on a survey of several European countries (Italy, Hungary, Croatia, Portugal and Finland), have been produced by examining the best practices of each state with regard to the “post-career” of athletes. It also takes into account the opportunities that each country offers to help athletes re-enter the labour market.

How can these guidelines help policy makers, sports federations, educational institutions and athletes?

We believe that the results of this project can contribute to all those interested in dual careers in sport at national level. If some of the good practices are implemented, this will provide the necessary tools to support dual careers, and give guidance as to who is responsible for it. We also found out how important it is to promote athletes in society.



## HASK MLADOST

The event “Sport and students – how to harmonize studying with sport?” was held at the University of Zagreb fair. Hask Mladost was present to help athletes that are going to become students next year and face the challenges of balancing their sport and academic careers.



Therefore, we hope that some European countries and sports federations will consider these guidelines as useful tools to implement the promotion of activities at national or regional level. Analyzing the good practices in the countries that participated in this project, we can conclude that dual careers in sport is a multidimensional field and that it is important to develop a fruitful cooperation between the different sectors: sport (from young to elite athletes), education (from primary schools to university), sport sector (all involved in the of promotion members in sport clubs and federations). Thank you to all who participated in this project and special thanks to the readers who will put some of the tools into practice.

# METHODS



## OBJECTIVES

- Create awareness towards a problem that is not well known and often neglected by the average person and at an institutional level;
- Use of a communication campaign which will reach its' maximum peak with the creation of a movie (which will have a national and international version for each partner);
- The development of different local action plans and a set of recommendations that can be used at both a National level and at a European level to ensure the correct implementation of these actions in favour of the target group;
- Identify a group which will participate in a specific training course aimed at creating an "environment" to ensure that the former athletes / former legends can become managers or collaborators of sports clubs or gain further essential and relevant skills to build their second career, beyond elite sports, even out of the sports industry.

What we aimed to achieve...

## PARTICIPANTS

The EDoC Partners are the following:

- A.S.D. Lazio Basket (Italy)
- Ferencvárosi Torna Club (Hungary)
- HAŠK Mladost (Croatia)
- Fundação Sporting – Sporting Foundation (Portugal)
- Tampereen Pyrintö (Finland)

Thanks to the co-financing of the European Commission

What we did...

## INTELLECTUAL OUTPUTS

- 5 Local action plans for the financing and social reintegration of the former athletes and Clubs' legends summarised into guidelines;
- 5 domestic communication campaign movies;
- 1 international communication campaign movies;
- 44 motivational interviews of athletes and former athletes who have been successful in both their sport and post-sport careers.

**Each EDOC Partner submitted a series of open questions (Q1-Q16), the aim of which was to highlight the best practice of each country and thus outline the state of play in the group of EDoC partner countries.**

**The answers to the following questions Q1-Q16 helped us to formulate the guidelines:**



1. Does your country have government recognition for outstanding sporting achievement (e.g. an annual award)? Does your country have an award for the most outstanding athletes (one for each widely recognized national sport) who have reached retirement age and continued to play an important role in the sporting life of the country after their sporting career?
2. Does your country support the development of dual careers among athletes and how? For example, is there a network of former athletes to strengthen their relationships and share experiences? Do universities in your country offer dual career programs that allow athletes to continue their sport while pursuing higher education?
3. Are there promotional campaigns or emotive videos that show successful stories of former athletes to inspire all the others?
4. Are sports federations launching campaigns targeting policy makers, educational institutions and employers to raise awareness of the dual career concept and to create the right environment for dual career athletes, including an appropriate legal and financial framework?
5. Do universities have incentives or scholarships for dual-career student-athletes to help balance academic life and sports careers?
6. Are there policies in place to help reduce the number of young students (ages 10-17) who drop out of their athletic and/or school careers during high school education because they cannot successfully coordinate their various commitments?
7. Does your country have Sports Training Academies (i.e. institutions that offer vocational training that have both an educational and vocational qualification upon completion of the course and is an alternative to formal schools) or similar?
8. Do the various sports federations provide psychological support to high level athletes to assist them in the development of their personality during their career? Is there psychological practical support during this delicate transition period to help them consider that the skills learned from sports can be used in future studies and working life?
9. Since the end of a sports career can be either planned or sudden and unexpected, are athletes made aware of the importance of preparing for life after sports while they are still athletes?
10. Are there programs aimed at improving the health and quality of life of former high-performance athletes who are currently overweight and physically inactive (this could also be a way of preventing depression)?
11. Do your national sports federations offer courses to help former athletes develop their entrepreneurial skills? Is it possible for former athletes to do an internship in sport clubs or federations to enhance their experience?
12. Is your country designing a practical resource for former, current and future athletes to provide them with useful information, knowledge and guidelines to help them present a better personal image to the public and make the most of their soft skills and abilities during and after their sporting career?
13. Is there a national database where sports clubs, ministries, other institutions etcetera can provide information on all job vacancies in this field?
14. Does your sports association take care of the professional careers of former athletes? How?
15. Are there projects aimed at making a generation of people aware of the problem of transition at the end of their career (books, videos, advertising)?
16. How has your local EDoC action plan impacted on your athletes?



#### FERENCVAROSITC

Ferencvarosi Torna Club held a Career Day for former athletes and stakeholders to highlight a series of problems both domestically and internationally: the challenges of athletes after their active careers, and the difficulty of starting a civilian life. As part of this program, on Friday, November 15 2019, the club celebrated the Career Day at the Groupama Arena with former athletes.



# GUIDELINES

## ● PROPOSED GUIDELINES BY AREA OF ACTIVITY

In line with feedback from partners, the guidelines we have put forward are structured as follows:

- They address four different areas that should work together to achieve a successful and satisfactory outcome: Government, Educational Institutions, Sport Federations/teams and Athletes;
- they provide a summary of the key issues for each area;
- they highlight good practices for each area and sub-area and illustrate the situation of different countries in terms of awareness raising, promotion and monitoring of dual careers;
- they highlight the necessary steps that should be taken to optimize dual careers for each area in the near future and show good practices for each area and sub-area.

### GOVERNMENT

1. The government should provide public recognition for outstanding athletic achievement (e.g., an annuity);
2. The government should establish an award for the most outstanding athlete(s) in national sport (actually, there could be more than one) who has reached retirement age and continued to play an important role in the sporting life of the country after their sporting career;
3. Each country should design a practical tool for former, current and future athletes that will give them useful information, knowledge and guidance to help them present a better personal image to the public and make the best use of their competences and skills during and after their sports career;
4. Each country should establish a national database where sports clubs, ministries and other institutions provide information on all vacancies in the field to help athletes find a job after their sports career ends.

### EDUCATIONAL INSTITUTIONS

1. Educational institutions (schools, universities, programs, as well as families and other educational support groups) should work together to implement policies that will help reduce the number of young students (ages 10-17) who drop out of their athletic and/or educational careers during high school because they cannot successfully coordinate their various commitments;
2. The education sector should encourage and support the development of dual careers among athletes, particularly at universities:
  - Universities should offer dual career programs that allow athletes to continue playing sports while pursuing higher education;
  - Universities should provide incentives or scholarships for dual-career student-athletes to facilitate the balancing of academic life and athletic careers.

### SPORTS FEDERATIONS AND TEAMS

1. Sports Training Academies should be created (e.g., institutions that offer a “vocational course” that includes both training and professional certification upon completion of the course, and is an alternative to formal schools);
2. Sports federations and teams should support the creation of dual careers by launching campaigns targeting policy makers, educational institutions and employers to raise awareness of the dual career concept and create the right environment for dual career athletes, including an appropriate legal and financial framework;
3. Sports federations should provide psychological support to elite athletes to help them develop their personality during their career; athletes should be sensitized to understand the importance of preparing their professional life-after-sport while they are still athletes.



4. There should be dedicated support (psychological and practical) during the transition to help them consider that the skills learned in sports can be used in their future studies and professional life; There should be programs that are aimed at improving the health and quality of life of former athletes, who are currently overweight and physically inactive (this could also be a way to prevent depression);
5. National sports federations should offer courses to help former athletes develop their entrepreneurial skills; former athletes should be given the opportunity to intern in sports clubs or federations to broaden their experience beyond their physical athletic performance;
6. Sports federations should take care of the professional careers of former athletes (e.g. monitoring their civil process; promoting dual

### ATHLETES

1. Athletes should create a network, especially of former athletes, to strengthen relationships and share experiences;
2. Athletes should create and distribute promotional campaigns or emotive videos to show successful stories of former athletes to inspire everyone else; projects should be designed to make people aware of the problem of transition at the end of the sports career (books, videos, advertising).
3. EDoC local action plan.

● **TABLE OF BEST PRACTICES IN EACH AREA**

In this part we will provide a table with detailed information about the good practices that have emerged thanks to the valuable help of the sports teams that have participated in the EDOC project.

SUB-AREAS	BEST PRACTICE (EDoC Project Partners)
<p><b>GOVERNMENT</b></p> <p>Public recognition / awards for outstanding sports performance (Q1)</p>	<p><b>(ITALY)</b> State award Giulio Onesti Italy, as provided by bill 86/2003, grants a pension to Italian sportsmen and sportswomen who have honored the country through their sporting careers by winning internationally relevant titles as professionals or amateurs and who are in financial need. The annual pension is awarded by a commission to maximum five former athletes per year. In addition, the Italian National Olympic Committee (CONI) gives some recognition awards to athletes, managers, sports coaches and clubs who have rendered outstanding services to Italian sport. CONI established the following rewards:</p> <ul style="list-style-type: none"> <li>• Collar for Sporting Merit</li> <li>• Gold Star for Sports Merit</li> <li>• Medal for Athletic Valour</li> <li>• Palm for Technical Merit</li> </ul> <p><b>Ex aequo: (CROATIA)</b> Croatia recognizes sport achievements in three main ways:</p> <ul style="list-style-type: none"> <li>• State awards for outstanding sport achievements: These unique awards, depending on the medal and the type of competition, are given for winning medals at Olympic Games, World and European Championships, to athletes, sports teams as well as coaches and other sports personnel.</li> <li>• Permanent monthly wage (sports pension) – This wage is granted to athletes after the age of 45 years of age depending on their achievements and the type of competition.</li> <li>• State award “Franjo Bučar” – this state award is given every year in two categories (annual and lifetime) to professional and public employees in the field of sport, athletes, legal and natural persons engaged in sports activities and other legal and natural persons responsible for the development of sport. The lifetime achievement award can be won only once, but the annual award can be won more than once.</li> </ul>

**EDUCATION**

<p>Information, knowledge and guidelines for former athletes to invest their competence</p>	<p><b>(CROATIA)</b> The Croatian Olympic Committee has created a handbook for former, current and future athletes, where it is possible to find useful information, knowledge and guides that will help athletes present a better personal image to the public and make the best use of their competences and skills during and after their sports career.</p>
<p>Decrease teens’ drop-out of sports or school</p>	<p><b>(HUNGARY)</b> Promoting the coordination of sport and learning at the state level has a long history in Hungary. The program supports groups aged 1-13 with complex educational and sport oriented tools for students. The state organization - within the framework of the sports school system - manages the program and promotes the alignment of theories and practices, the creation of concepts as well as the professional management of sports schools and the implementation of state subsidies for the development of the sports school program. In this sense, there are sports schools in both primary and secondary education, whose mission is to promote everyday physical education from an early age and contribute to the development of a health-conscious lifestyle.</p>
<p>Dual career programs in Universities and scholarships</p>	<p><b>(PORTUGAL)</b> In linking sport and education, the Portuguese government aims to make sport compatible with the school and academic pathway and has therefore issued a statute for student athletes at higher educational institutions. The new statute is intended to help improve the compatibility of study schedules, training and competition for young people who wish to participate in formal sporting activities within the framework of the sports organization at higher education institutions. In addition to student athlete status, the IPDJ offers a scholarship for high performance athletes. The IPDJ can also provide special access to universities for former high-performance athletes for up to 3 years after their athletic careers end. For elite athletes, there are three levels of support: education, working conditions and post-career. Among the support for athletes’ educational pathways, we highlight the following:</p> <ul style="list-style-type: none"> <li>• Athletes can enroll in a special program (UAARE) for High School level;</li> <li>• Possibility to adjust school/university schedule to adapt to sports preparation;</li> <li>• Absences during the period of preparation and participation in sports competitions may be justified;</li> <li>• Possibility to change time and date of tests whenever the period of preparation and participation in sports competitions justifies it;</li> <li>• The school can assign a tutor responsible for monitoring and improving the student’s academic performance;</li> <li>• Possibility of applying for academic scholarships for athletes who wish to attend higher education establishments, in Portugal or abroad;</li> <li>• Admission to higher education in a special regime;</li> <li>• Change of course or transfer of educational establishment, whenever this is necessary for its preparation.</li> </ul>

Dual career programs in Universities and scholarships

- Support for athletes during their work commitments includes the possibility of temporary release from duties for the period necessary to prepare for and participate in sporting events, based on the plan established by the respective federation. In addition, athletes may have special access to universities and to job placement vacancies.

**(CROATIA)** Croatian Olympic Committee signed the agreement with Rector Council from Republic Croatia and Croatian Academic Sport Association (2015) regarding dual careers for categorized athletes as well as for categorized para-athletes.

- One of the results of the agreement with Rector Council is the document: “Regulation on the study of student athletes at universities in the Republic of Croatia” (May, 2016).

**(FINLAND)** The FPA cooperates with several educational institutions so that Finnish footballers can study during careers or immediately after their sports careers. All of these educational institutions have taken into account that the season takes a lot of time with all the training and matches.

Studyies are also possible remotely, and studies can also be started without laborious reading for entrance exams.

- FIFPro Online Academy (Bachelor’s degree) - applications February 2020
- FIFPro Online Academy (Master’s degree) - applications Spring 2019
- Vierumäki vocational qualification in sports - applications Spring 2020
- Haaga-Helia From athlete to entrepreneur - applications continuously
- SASKY Vocational qualification in business and administration for athletes - applications Spring/Summer 2019
- University of Jyväskylä, Open University - applications continuously

The Players Union continuously surveys job opportunities suitable for players and the suitable candidates are scanned using the Job4Player CV database.

**(FINLAND)** The employment and career planning of athletes and coaches is supported through the joint Athlete Career Program (ACP) of the Olympic Committee and Adecco Finland Oy. The practical implementation of the program will be carried out by a project manager at Adecco in cooperation with the Olympic Committee Study Coordinator. The program is primarily targeted at top athlete support athletes and coaches. The program includes personal job search guidance, feature mapping and career coaching as well as so-called. career seminars on topics related to athlete’s job search, employment and career planning, and providing practical tools and approaches. The Sports Academy is a regional network including, for example, educational institutions (colleges, secondary and university education), sports clubs and specialist organizations. The Sports Academy enables the athlete to combine coaching and schooling in their daily lives. At sports academies, the athlete is supported by experts from various disciplines, such as a physiotherapist, a physics coach, a nutritionist, a doctor, and a mental coach. Sports academy activities cover the steps of an athlete’s path from high school to top-level sports. Sports academies provide sports enthusiasts with a platform for goal-oriented young people who are safe to grow and develop, and later on to achieve top sporting success. The life skills of young people are developed so that they grow into well-balanced adults and are also prepared for further studies and future working life.



**ATHLETES**

Network of former athletes to strengthen relationships and share experiences

**(HUNGARY)** In 2018, the Hungarian Olympic Committee (MOB) and the BOM Foundation for Hungarian Sport entered into a cooperation agreement. As a result, the MOB Life Path Program and the BOM Foundation Study Scholarship Program were merged. The main goal of the scholarship program is to provide adequate financial conditions for young athletes preparing for the Olympic Games and studying at the same time.

- The scholarship helps the scholarship holders to establish themselves in the civic profession after finishing their sports career with the qualifications acquired during their studies. Biographical data of sponsored athletes can be found on the Foundation’s website.
- Other alumni-like networks of former athletes are not yet established in Hungary, although an exchange of good practices in this field would be very necessary.
- The Ferenc Mező Sport Committee of the Hungarian Olympic Committee supports - also medically - older world and European championship medallists as well as retired sports professionals who contribute to the achievement of outstanding sporting results.

Participation in projects to sensitize people to the problem of the transition of end of career

**(HUNGARY)** There is no central, national campaign in this area. However, local and association initiatives are active.

It is worth mentioning that the main Hungarian sports science institution, the Hungarian Sports Science Society and the Hungarian Coaches’ association are dealing with it and promoting it through conferences and publications.

**(FINLAND)** Athletes’ Professional Promotion Foundation (Ura-säätiö) promote the professionalisation of athletes and secures training for athletes who have completed their active careers. The Foundation pursues its mission by awarding annual study grants to graduate and graduate students who are internationally successful or who have already completed their active careers.

In addition to scholarships, the URA Foundation awards an annual URATEKO Award to a person or organization that has made significant and innovative contributions to the development of athletes’ career opportunities throughout the year.

## SPORTS ORGANISATIONS

Sporting Training Academies

**(ITALY)** In Italy there are academies for various sports, both private and public. Many private institutions and non-profit associations have their own on-site academies that offer accommodation, training and training sessions, more often for young people.

- For example, the Italian Rowing Federation has been organizing the academy for promising rowing athletes for two decades. Young students can win a scholarship to train at the official Italian National Center in Piedeluco (Terni) and receive their training in-house. The Italian Rowing Federation also provides transportation and accommodation for the students. Currently, eight Italian Federations have similar programs.

Psychological support for athletes and former athletes

**(PORTUGAL)** To expand its presence in the sports landscape, the Order of Portuguese Psychologists has partnered with the Swimming National Federation. Most of the actions are specific to certain sports clubs.

- For example, in Lisbon, psychological consultations have been carried out with the aim of supporting and advising athletes on the basis of optimizing performance in sporting activities, consultations in the field of physical activity and health, coaching in leadership processes and psychological coaching. In other cases, sports psychology is included in the educational component, as in UAARE, but also in specific projects for clubs.

Programs improving health and quality of life of former athletes

**(PORTUGAL)** There is a program developed at the University of Lisbon to improve health and quality of life through a multidisciplinary intervention for post-career athletes.

- Champ4Life is a free program aimed at high performance athletes in the post-career phase who are currently overweight or obese and inactive. This innovative program in Portugal intends to improve the quality of life, health and well-being of participants by promoting educational events whose areas of intervention are:
  1. Basic concepts of energy balance regulation;
  2. Principles and suggestions for a healthy diet;
  3. Physical activities and exercises for weight control;
  4. How to overcome barriers and find strategies for weight control;
  5. Strategies to maintain the lost weight.

Fostering entrepreneurship and monitoring former athletes

**(CROATIA)** The Croatian Olympic Committee has created a practical tool for former, current and future athletes, giving them useful information, knowledge and guidance. It aims to help them present a better personal image to the public and make the best use of their competences and soft skills during and after their sports career. It covers the topics:

- Sports career, career transition and the support program;
- Athlete education during and after the sports career;
- Competencies that are important for an athlete's career;
- Preparation for a career after the sports career;
- Financing of sport and projects in sport;
- Support system for athletes during and after their sports career.

**(FINLAND)** The employment and career planning of athletes and coaches is supported through the joint Athlete Career Program (ACP) of the Olympic Committee and Adecco Finland Oy. The practical implementation of the program will be carried out by a project manager at Adecco in cooperation with the Olympic Committee Study Coordinator.

The program is primarily targeted at top athlete support athletes and coaches. The program includes personal job search guidance, feature mapping and career coaching as well as so-called. career seminars on topics related to athlete's job search, employment and career planning, and providing practical tools and approaches

The Sports Academy is a regional network including, for example, educational institutions (colleges, secondary and university education), sports clubs and specialist organizations. The Sports Academy enables the athlete to combine coaching and schooling in their daily lives. At sports academies, the athlete is supported by experts from various disciplines, such as a physiotherapist, a physics coach, a nutritionist, a doctor, and a mental coach. Sports academy activities cover the steps of an athlete's path from high school to top-level sports.

Sports academies provide sports enthusiasts with a platform for goal-oriented young people who are safe to grow and develop, and later on to achieve top sporting success. The life skills of young people are developed so that they grow into well-balanced adults and are also prepared for further studies and future working life.



## LOCAL ACTION PLANS

### HASKMLADOST

When researching the topic of best practices for dual careers we found that a lot of young people don't know how to balance their sport and academic careers and when problems occur, more often the academic path is chosen over the sport career.

HAŠK Mladost focused on the second, non sporting career.

Organisation of three dissemination events.

1. Educational seminar at the University of Zagreb fair

22.11.2019. 15:30, Student centre Zagreb

"Sport and students – how to manage both a sport and an academic career"

A seminar for current and future students who will attend the fair.

The lecturers will explain the legal framework and the existing regulations, which students can refer to and use to exercise their rights to more comfortably fulfil their student obligations. Special rights given to certain successful athletes during their studies will be explained.

A former top swimmer with a successful second non sporting career will convey their experience, comparing what it was like to study in America and how it compares with studying in Croatia. He will also answer questions in a panel with the participants of the seminar.

EDoC project managers will briefly outline dual career issues and how HAŠK Mladost can help student athletes.

2. Seminars and workshops for the young members of HAŠK Mladost sport sections

The topics of the seminars and workshops will once again be balancing the academic and the sport career.

A lot of young athletes who are members of the HAŠK Mladost sport sections don't know their rights when studying at the universities in Croatia. Also, a lot of them have problems with time management.

3. Seminar for the students of the Sport high-school. The students of this high school are all successful athletes and the school provides them with a special manner to fulfil their academic obligations, which includes allowing them to miss school more often due to training and competition requirements, have a possibility of school mentoring for the parts of the curriculum they have missed and writing exams only when they arrange them with the professors. After they finish this school, they often don't know how to manage their obligations when there isn't a system in place to protect them.

### SSLAZIO BASKET

The reintegration of former athletes has demonstrated to be difficult, since athletes have to change their work perspectives completely. However, this challenge may also become an opportunity to explore different personal tasks and traits and learn new skills. Soft skills training provides the development of strategic character strengths and specific abilities. In addition, a few lessons about trade and business legislation may protect them against financial mistakes. Consequently, we offer a course (16 hours in total) addressing the former athletes. The course is divided into three modules, 16 hours in total. In addition, we offer 2 hours of individual mentoring and 32 hours of training.

Course Program

Module 1: Motivational (5h)

In this module we will present the strengths most closely related to an effective re-employment of the former athletes. The ways in which it is possible to enhance them and maintain them over time will be indicated by:

The perceived self-efficacy (1h)

Fear of the future and depressive tendencies (2h)

Role of courage and hope (2h)

Module 2: Soft skills (5h)

This module aims to promote the ex-athlete's self-entrepreneurship, allowing them to acquire skills that will help them be competitive again to facilitate an effective integration into the working world. Selection requirements will be taught in order to facilitate the interview process:

Optimisation (1h)

Effective Communication (2h)

Job Interview Management (2h)

Tutoring 1 : Personalisation of the path (one-on-one interview)

Module 3: Economics and Law (6h)

This module is intended to equip the athlete / ex-athlete with certain skills and information regarding the investment of the prize money / salaries etc acquired during their sporting careers, as well as to the rules of corporate and commercial law which will be useful in order to start a business or activity on their own.

Capital enhancement and diversification (2h)

Elements of entrepreneurship and self-entrepreneurship (2h)

Introduction to corporate and commercial law (2h)

Tutoring 2: Personalization of the path (return of the interview)

Internship

32 hours: working in the field of EU funded projects within the Società Sportiva Lazio

### SPORTING FOUNDATION

We were able to identify 13 national good practices: Higher Education Student Athlete Status from Portuguese Government; Sporting Training Academy from Sporting Clube de Portugal; Psychology Department from Sporting Clube de Portugal; Partnership between Sporting Clube de Portugal and ISCE Faculty of Educational Sciences; Partnership between Sporting Clube de Portugal and Next Level Sports; Center of Memories from Sporting Museum; Museum tells from Sporting Museum; Athletes Mind7 from Nádia Tavares; Champ4Life from Faculty of Human Motricity; My cause from Ricardo Monteiro; Annual Scholarships from Santa Casa da Misericórdia de Lisboa, Portuguese Olympic Committee and Portuguese Paralympic Committee; Differentiated teaching for athletes on Portuguese Schools from Secretaries of State for Education and Youth and Sports.

We held 9 meetings under Identification of the stakeholders and we had identified 8 main stakeholders: Sporting Museum; Sporting Clube de Portugal General Coordination of Sports Modalities; Sporting Olympics; Sporting Paralympics; Sporting Clube de Portugal Human Resources Department; Sporting Clube de Portugal Psychological Department; Project Ajuda2020e7g; Sporting Training Academy.

We had invited former football players (club legends) to participate in "Football Aid project" a solidarity football game which was followed by a "mini-conference" about "life after sports" and awards delivery. We had 3 Workshops "If you fail to prepare, be prepared to fail" to promote Dual Career among young athletes (scholar age), and 1 Career Day.

### FERENCVAROSITC

Local working group sessions with stakeholders: We managed to hold only two national working group sessions with some of the stakeholders, one with the Ministry of Human Resources, and the other with the Hungarian Coaches Society. These were held before and after the 1st wave of the covid-19 pandemic. We did however create 8 tutorial movies for the above mentioned stakeholders and one live event in November 2019 (FTC Career Day)

Topics of these 8 tutorial videos:

Mental chapter:

Transition from amateurship to professionalism

Retirement from professional sports

Educational chapter:

How to combine sports and education?

Lifefskills gained through sports

What to do after elite sports?

Financial chapter:

The first salary

How to manage my earnings from sport?

Roles and responsibility of sports governance

Topics of the FTC Career Day:

Kick-off presentation of the European Day of Care project

How can a company optimize the mental conditions of their employees?

Dual Career case study #1

How to raise financial awareness in athletes and players?

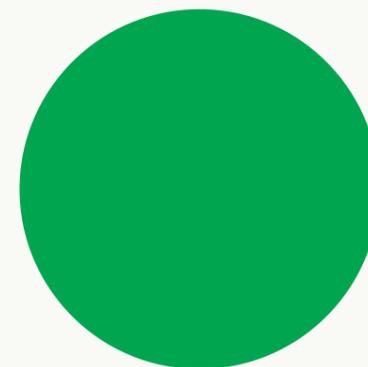
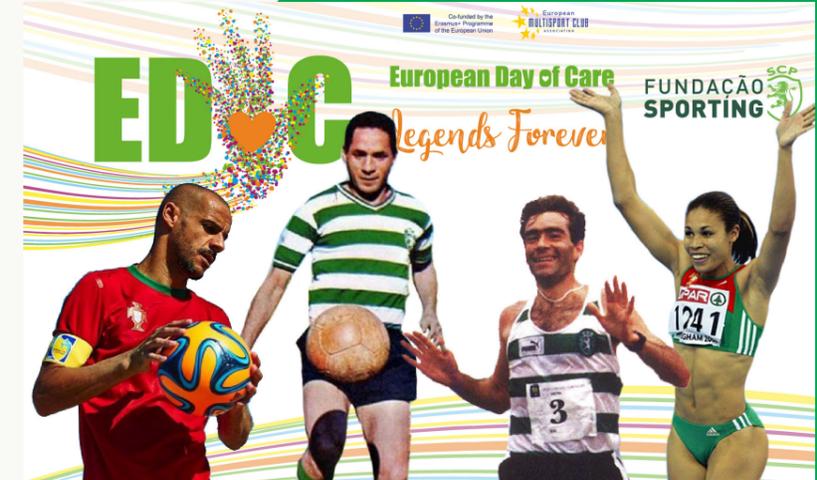
Dual Career case study #2

### FINLAND

There are many top athletes in Pyrintoe. At the opening ceremony for juniors, Pyrintoe's top athletes perform a demonstration and explain to 10 to 13-year-old athletes the importance of a healthy lifestyle. At the same time, we hold an information session for the parents of the young athletes about our work. The week thereafter, we introduce our athletics activities to the children. In October 2019, over 100 children participated in this event at Tampere Stadium.

Tampere Pyrintoe has been playing in the men's basketball league Finnish Championships -league for over 50 years. To celebrate this, a respect event was held. In December 2019, this event was held at Pyynikki Basketball Arena. During the event, the old coaches of the teams were introduced and celebrated to show them our respect before a demonstrative game began. There were over 950 spectators at the game. During the game, we displayed roll-ups in the lobby of the gym to tell people about our club history.

Thanks to the men's basketball team, we held a school tour for the kids during the 2019-2020 season. During the tour, we met over 1000 kids. Players from the team held basketball drills for the kids and talked about the lifestyle of a professional basketball player. The basketball team included both Finnish and American players who talked about their daily activities, gave sports demonstrations, and presented commercial testimonials. They also presented Pyrintoe's basketball activities to the children and signed autographs. The children were able to take pictures with the players. During the season, Pyrintoe visited over 25 different schools.



# PRIORITIES AND STEPS TO BE TAKEN

## Training course

We propose the model of the training course tested in a pilot project at the European University of Rome during the EDOC project. We offer athletes and former athletes a 12-hour soft skills course to develop strategic character strengths and specific skills. The activity is divided into three modules:

1. The motivation module
2. The Communication module
3. Financial-legal module

These courses, which are followed by two coaching sessions (4 hours) for each athlete and a work period, should be offered at least every other year.

## European Week of Sport: Day of Athletes Care

In order to raise public and political awareness, a European event should be organized every year on a specific day (e.g. in the framework of European Week of sport as the day of Athletes Care), based on the work done so far: creation of ad hoc material (testimonies, video, slogan, event promotion).

There should also be a national call for the creation of the best post-career video. Consideration should be given to: Involving the press; political engagement; finding sponsors; following up on the day

## Permanent Observation and Monitoring

It is of the utmost importance to create permanent and continuous observations and monitoring of the processes responsible for implementing the entire program at the four areas indicated.



# CONCLUSIONS

It has been shown that associations have the greatest responsibility and knowledge to accomplish the task of developing dual careers. Therefore, during the training of athletes, both during their full sporting career and after their retirement, federations should organize a plan for the reintegration of former athletes.

The federations should not be alone in this, as they do not have all the means to support them. In particular, they should be given more support at state level, including financial support, so that they would have more room to maneuver in planning the different moments of the athletes' activity.

We are aware that these guidelines are an ambitious project that cannot be achieved in a short time, but it requires foresight and commitment from all the players involved; first and foremost, athletes and sports federations must work to ensure that their role is recognized, especially when the spotlight lights go out.

The virtues and qualities developed during a sports career are valuable contributions that can be used for the benefit of society as a whole and must not be wasted for lack of vision or indifference. We hope that the dissemination of this booklet will help athletes to become aware of their potential and that policy makers will follow the good practices and put them into practice. We hope that some of the European countries will consider it important to celebrate Athletes Day or Dual Career Day as part of the European Week of sport or as a national day of athlete support.

To ensure the sustainability of the project after the EU funds have been used, the SS Lazio Foundation 1900 and the European Multisport Club Association have transferred the pages and of EDoC to their official pages to carry on publicising the project and its outputs and will continue to work on dual careers and continue to use the hashtag which has defined the project the last 2 years #legendsforever.

# #legendsforever



## European Day of Care



## dual careers



Do you want to be a part of our project?

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