



*The best
practices guide
on the
valorization and
recognition of
transversal
competences of
elite athletes*



FEDERACIÓN
ANDALUZA
DE NATACIÓN



Universitat
de les Illes Balears

Sport and
Citizenship  Sport of
Citoyenneté



FPN



FUNDAÇÃO DO DESPORTO



FEDERATION OF SPORTS
FDS



OLYMPIC COMMITTEE OF
BOSNIA AND HERZEGOVINA

Univerza u Ljubljani



ICSS

INSIGHT

Integrating Sport



M



CENTRO
SPORTIVO
ITALIANO



FUNDAÇÃO

FUNDAÇÃO



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

 **ELIT-in**
A road to the future

ELIT-in Project

*Integration of elite athletes into the labour market
through the valorization of their transversal competences*

The best practices guide on the valorization and recognition of transversal competences of elite athletes

This project has received funding from the European Union's Erasmus+ programme under the registration number 590520-EPP-1-2017-1-ES-SPO-SCP. This document reflects only the author's view and the Commission is not responsible for any use that may be made of the information it contains.

| | |
|---|----|
| 1. About ELIT-in | 3 |
| 2. Best practices guide | 4 |
| 3. Methodology and criteria..... | 4 |
| 4. Good Practices / Case studies | 5 |
| 4.1. SPAIN | 5 |
| 4.2. FRANCE and Belgium | 29 |
| 4.3. PORTUGAL | 35 |
| 4.4. LITHUANIA | 47 |
| 4.5. BOSNIA AND HERZEGOVINA | 52 |
| 4.6. SLOVENIA | 58 |
| 4.7. UNITED KINGDOM | 59 |
| 4.8. ITALY | 67 |
| 5. Summary of the best practices by country | 72 |
| 6. Conclusions..... | 78 |

1. About ELIT-in

ELIT-in is an Erasmus+ Sport project will be framed in the specific European Union objective of the promotion of dual careers of athletes. This Project has two principal aims. First of all, to work for the recognition of transversal competences acquired by high performance athletes throughout their careers and, second of all, to put them in value as a differential factor for accessing the labour market with full guarantees once they retire.

The main activities of the ELIT-in project are as follows:

- Realization of a research on the state of the art in partner countries in the field of valorization of transversal competences of elite athletes in order to facilitate their integration into the labor market.
- Creation of a guide of good practices on institutions that have incorporated elites athletes into their work teams once they have retired.
- Creation of a methodological guide for the identification and recognition of the transversal competences acquired by high performance athletes throughout their sports careers, as well as for the tutoring and accompaniment of them towards their full socio-labor insertion.
- Creation and implementation of an educational package aimed at athletes in the field of transversal competences that are more difficult to acquire with sports practice, in matters such as equality, inclusion or sustainability, which also help them to be inserted into the labor market.
- Development of a certificate or quality seal for recognizing entities that are actively working in the field of the valorization of transversal competences acquired by high performance athletes throughout their careers.

2. Best practices guide

The Guide provides detailed information about the best practices (success cases) which can be transferred to other countries and/or organisations (both sport or non-sport organisations), with special attention on institutions that have incorporated high performance athletes into their work teams once they have retired, allowing to glimpse the potentialities of this model and including the identification of possible reasons or variables that trigger these successes.

3. Methodology and criteria

Sport has a strong value as an educational tool capable of facilitating the development of certain attributes and skills needed to achieve personal success.


This document presents institutions that have incorporated high performance athletes into their work teams, also how these organisations recognize their transversal competences.

Transversal competences or soft skills are viewed as including behavioural characteristics and elements of an individual's personality, values, attitudes and behaviour. These skills include such elements as team working, reliability and time/stress management, high motivation and ambition, personal presentation and dress¹. In this document there are presented 3 - 5 success cases which can be transferred to other countries and/or organisations (both sport or non-sport organisations), with special attention on institutions that have incorporated high performance athletes into their work teams once they have retired, and what role transversal competences played in particular case. Success cases were taken from the: National/Governmental Programmes which have Integrated in the institutional regulations and policy plans of sport bodies and educational institutes (qualification and continuing education), also through cooperation's between stakeholders including the athletes' representing organizations, education, employers and business.

¹ "Recommendations on the contribution of sport to the employability of young people, including young professional sportsmen and women, and the creation of jobs in the sport and sport-related labor market", December 2016.



4. Good Practices / Case studies


4.1. SPAIN

| COUNTRY | SPAIN | BEST PRACTICE Nº | 1 |
|------------------------|---|------------------|---|
| Organisation | FUNDACIÓN ONCE//CSD//COMITÉ PARALÍMPICO ESPAÑOL | | |
| Name of the initiative | ADOP EMPLEO_PROAD | | |
| Visualisation |  | | |
| Description | <p>The ADOP EMPLOYMENT - PROAD Program is a collaboration agreement signed between the ONCE Foundation, the Superior Council of Sports (CSD), the Spanish Paralympic Committee (CPE) to facilitate the professional development and labour integration of high-level athletes with disability once his career in the sports field.</p> <p>The purpose of this agreement is to regulate the joint collaboration between the partners, to facilitate the professional development, training, employment inclusion and transition to employment of high performance and high-performance athletes with disabilities once completed or in the last stages of his career in the sports field.</p> <p>The different actions, projects and programs will constitute the Adopt Employment-Road Plan 2017-2021 as a continuation of the 2012-2014 Plan.</p> <p>The entities promoting the initiative, will collaborate jointly by deploying actions of dissemination, awareness, recruitment, information, guidance, training and labour intermediation, all actions directed to both the group of high-level athletes and high performance with disabilities, as entrepreneurs and social agents, so as to promote the achievement of the object of the collaboration expressed in clause one. Likewise, they will work on dissemination among social agents, mainly in the business scope, the added value that the aforementioned athletes treasure for their proven experience of overcoming throughout their sports preparation, in which resilience, constant effort and teamwork have a special preponderance.</p> <p>Objectives</p> <ul style="list-style-type: none"> - Labour inclusion is the priority area of intervention aimed at promoting professional development and labour inclusion of high-performance and high-performance athletes with disabilities. | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 1 |
|---------|--|------------------|---|
| | <ul style="list-style-type: none"> - Study for the identification of professional profiles in which the baggage of high level and high-performance athletes can suppose a competitive advantage in the labour market. The aforementioned study will serve to guide the actions of recruitment of job offers. - Design and execution of customized training programs that allow completing the skills of athletes with knowledge and skills that distinguish them as qualified professionals in the fields and sectors of activity that are identified as having the greatest potential for entering the labour market. - An ad hoc service. Appointing a person to coordinate the different lines of action that are deployed to comply with the agreement. Within the framework of the activity in Fundación ONCE and Inserta Empleo there will be specific communication channels for this program, which will serve to advise athletes in all those subjects that may arise in relation to employment and training and which will have a person of reference in the territorial offices of Insert Employment in each Autonomous Community. - Each athlete who uses this service will have the professional diagnosis and advice that allows the design and execution of a personalized itinerary of socio-labour insertion. These itineraries will be based on the abilities of each athlete, encouraging their participation in training actions that can complement their abilities, as well as fostering entrepreneurial spirit. - Carrying out awareness-raising actions among high-performance and high-performance athletes with disabilities, in order to inform them about this program and its different aspects of development. - Carrying out communication and awareness actions aimed at the business community with special emphasis on the companies attached to the Inserta Responsible Forum, as well as the sponsoring companies of the Paralympic Committee, to which will be added those of the business sector of the social business group of ONCE and your Foundation, ILUNION. The commitment will materialize through the signing of an adhesion document, Annex 1 to this document. - It will be counted for the indicated communication activities with a set of awareness tools, such as videos, brochures ... that will have a distinctive image and identity of the Adopt Employment-Road Program 2017-2021. - Continue the rollout of the Paralympic Trainers program, promoting on the one hand its development as an entrepreneurial formula, and on the other hand, valuing and encouraging the training of new athletes who can be part of this initiative. - Cross-cutting cooperation: For the fulfilment of the purposes of inclusion pursued under this Collaboration Agreement, the parties may develop actions included in any other areas of action they deem pertinent, following | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 1 |
|---------------------------------------|---|------------------|---|
| | an agreement adopted within the Monitoring and Enforcement Commission that is constituted for the purpose. | | |
| Target Group | Only athletes selected under the Sports Assistance Program of the Paralympic Objective (ADOP) will be joined to the program, as well as those athletes with disabilities included in the scope of action of the Athlete Assistance Program of the Sports Council (PROAD) will be eligible for the various projects who, after finishing their sports career, wish to join the labour market. | | |
| Innovation and success factors | <p>This initiative has helped in the study for the identification of professional profiles of Paralympic athletes, the design of customized training programs and the creation of a service with specific communication channels from which the athlete will be offered advice and a professional diagnosis.</p> <p>In addition, awareness campaigns will be conducted among athletes and various communication and awareness actions aimed at the business community.</p> <p>There are already many private entities that have signed their adhesion as collaborating entities in different terms: through the practice of the athletes in their own company, through direct contracting or with specific collaborations.</p> <p>The ONCE Foundation, the Spanish Paralympic Committee and the Higher Sports Council will count on the collaboration of the high level and high-performance athletes who participate in the program, in those actions that aim to raise awareness among the population for a better inclusion of people with disabilities.</p> | | |
| Success cases | <p>"Paralympic Trainers" was born within the ADOP EMPLOYMENT PROAD Program, an initiative of the ONCE Foundation, the Spanish Paralympic Committee and the Higher Sports Council that seeks to promote the incorporation into the world of work of Paralympic athletes who finish their career in high competition. With its implementation, "Paralympic Trainers" aims to take advantage of the values so magnificently embodied by Paralympic athletes and apply them to the functioning of any work group, work environment, company or institution. The tools that athletes use to face challenges or overcome difficulties are of enormous utility in the world of work.</p> <p>Athletes "Paralympic Trainers" are characterized by a brilliant sports career, good communicative skills and an interesting life path, which makes them the ideal vehicle to transmit concepts and sensations with great value for any organization that wants and knows how to take advantage of them. Now there is an opportunity to do it.</p> <p>"Trainers Paralympics" Team</p> <ul style="list-style-type: none"> - ALEJANDRO SÁNCHEZ PALOMERO: - MARTA ARCE PAYNO - JON SANTACANA MAIZTEGUI - JAVIER SOTO REY - DAVID CASINOS SIERRA | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 1 |
|--|--|------------------|---|
| | <ul style="list-style-type: none"> - CARLA CASALS SOLÉ - ENRIQUE FLORIANO MILLÁN - ÁLVARO GALÁN FLORÍA - ISMAEL GARCÍA MORENO - MARTA GÓMEZ BATTELLI - RUTH AGUILAR FULGENCIO - RICARDO TEN ARGILES <p>Reed more: http://trainersparalimpicos.fundaciononce.es/</p>   <p>Entrenadores de VIDA</p> | | |
| Restrictions and barriers | <p>Get more support from public / private institutions as a factor to strengthen the program.</p> <p>Initial scepticism on the part of the companies for the valorisation of the competences acquired by the elite athletes during their sports career.</p> | | |
| Replicability and/or up-scaling | <p>Increasing the network of collaborating companies would benefit a greater number of athletes.</p> <p>Projects like ELIT-in could extremely increase to the dissemination of the programme, allowing many athletes know how they could be helped.</p> | | |
| Conclusions | <p>With programs like this, FUNDACIÓN ONCE favours the labour inclusion of people with disabilities because it is a matter not only of social justice but also brings benefits in the internal and external fields for those organizations that are committed to equality:</p> <ul style="list-style-type: none"> - New talent and incorporation of the value of diversity in teams. - New potential customer market: people with disabilities account for 8.5% of the population and are present in 1 of every 4 Spanish households. - Responsibility of the value chain, with the impulse of the purchase or hiring of Special Employment Centres or responsible providers in the field of disability. - Improvement of the work climate of the organization and the pride of belonging to work for a company capable of managing the diverse talent of all its employees. - It favours the reputation and prestige of companies. | | |
| References | <p>http://trainersparalimpicos.fundaciononce.es/</p> <p>http://www.paralimpicos.es/adop-empleo-proad</p> <p>https://www.fundaciononce.es/</p> <p>BOE.es - Documento BOE-A-2018-4869</p> | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 2 |
|------------------------|--|------------------|---|
| Organisation | CONSEJO SUPERIOR DE DEPORTES | | |
| Name of the initiative | PROGRAMA PROAD | | |
| Visualisation | https://proad.csd.gob.es/index.php  | | |
| Description | <p>High level sport represents sporting excellence and therefore is considered of interest to the State not only for its representative function, but also for its undoubted effect of promoting physical activity and the values associated with it that are identified with its main transmitters: athletes. However, to achieve this goal, sports success must be inseparable from socio-professional success. This double success, sports and professional, will enhance sporting excellence and guarantee its effects on society.</p> <p>For this, it is essential to develop a program such as PROAD, which aims to compensate the debt that society has with this group of athletes who so worthily represent our country.</p> <p>The consideration of High-Level Athlete is the result of a long and intense preparation and dedication, which in many cases hinders or prevents the construction of alternative projects that allow the athlete an adequate socio-labour insertion.</p> <p>Aware of this reality, it is our purpose to promote a policy of support and comprehensive care for our athletes. The PROAD adds to the expansion of measures contemplated in the new regulations and is a valuable support tool that will act proactively, offering athletes personalized attention during their sporting career so that it culminates in a successful social and labour integration.</p> <p>The PROAD establishes an individualized attention and telematic structure that integrates and offers information, advice, guidance, intermediation and management of all those resources that High-Level Athletes may need to facilitate their professional transition process at the end of their sporting activity.</p> <p>This structure is constituted by a network of tutors-consultants assigned to the athletes who analyse together with them their training and professional itinerary, diagnosing and detecting their needs.</p> <p>These tutors are responsible for collecting and integrating the various existing resources in training, regulated, non-regulated, continuous and occupational, labour intermediation and support in the active search for employment likely to</p> | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 2 |
|---------------------|---|------------------|---|
| | <p>interest the athlete, both for their professional development and for access to the labour market.</p> <p>Likewise, they channel and bring these resources closer to the athlete according to the needs and demands, mediating, if necessary, with the different agents to allow an adequate conciliation of the sport activity and their professional training activities.</p> <p>Objectives</p> <ul style="list-style-type: none"> - To detect the different needs that DAN (High Level Athletes) may have when developing their professional training while performing their high-level sporting action. - To integrate the different resources that cover those needs and demands. - To generate, if they do not exist, the resources or tools that give the most accurate response to the specific needs of the DAN. - To facilitate the DANs access to these resources that will allow to improve their employability degree and, therefore, favour their incorporation into the labour market when they decide to finish their sporting activity. - To mediate to promote the compatibility between the DAN sports activity and the professional training processes outside the sports world. - To reach collaboration agreements with those institutions, entities, organizations or companies that participate directly or indirectly in this social and labour process and that wish to collaborate in the incorporation and permanence in the labour market of this group. <ul style="list-style-type: none"> ● From when and until when <p>The program was launched in 2008 and is still active. Since then, total of 1500 athletes have signed up to it.</p> | | |
| Target Group | <p>The PROAD is aimed at high level athletes (DAN), according to Spanish legislation: The RD 971/2017 regulates the definition of athletes and classifies them in: High Level Athletes (DAN)</p> <p>High Level Athletes (DAN): Results at the level of national selections defined in the Decree. Their names must appear in the BOE in the lists that are published annually and this condition is acquired during a period of 5 years.</p> <p>They are high level athletes, those who have been accredited as such by resolution of the president of the Sports Council for having achieved the results determined for their sport, category and competition, established in the Annexes of the Royal Decree of High-Level Athletes.</p> <p>These athletes must have met the requirements and conditions defined in articles 3 and 4 of the royal decree on high level and high-performance athletes, prior to being accredited as high level, and will lose this condition in accordance with the provisions of articles 15 and 16 of said royal decree.</p> | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 2 |
|---------------------------------------|---|------------------|---|
| | <p>The application for the high-level condition is made through the corresponding Spanish Federation, within a maximum period of 6 months after the end of the sports competition, in which the athlete has made the result. Once included in the Resolution, the athlete can directly request a certificate of said condition from the Superior Council of Sports.</p> <p>In February 2017 (last published report) there were a total of 661 high level athletes assigned to the program PROAD.</p> <p>Next, the profile of these athletes is described:</p> <ul style="list-style-type: none"> - 56% Men, 44% Women. - 6.05% Disabled athletes. - 52 sports federations have some athletes in the Program, although they are the federations of canoeing, swimming, gymnastics, handball, sailing and athletics, which have a greater number of them, including almost 38% of the total. - Catalonia with 17.5% of the total, Madrid with 14.9% and Andalusia with 11.8%, gather between the 3 more than 40% of the athletes in the PROAD - Almost 48% of the athletes who are doing some training activity are immersed in university or postgraduate studies. - Currently 97% of the athletes who are in the Program carry out some formative activity. This circumstance reflects that the interest of the DAN to improve their academic qualification is maintained | | |
| Innovation and success factors | <p>The implementation of this initiative has helped to facilitate access to the labour market of the DAN. The percentage of insertion is greater than that of any other insertion program exceeding 80% during the data measurement season and reaching 100% when athletes have been looking for employment for less than a year.</p> <p>Likewise, the optimization of the contact network management is sought as a resource for job search. PROAD manages a collaborative network with more than 6000 companies that are already aware of the competencies of these High-Level Athletes.</p> <p>Psychological workshops-seminars are conducted with professionals specialized in sports psychology, both with minor athletes and those in the process of ending their sport career.</p> <p>It is a proactive program that meets the needs of athletes, anticipates their needs and proposes actions in the short and medium term.</p> <p>The program has achieved that 30% of athletes who did not study in 2008 will become a residual percentage of 3%.</p> <p>Awareness and dissemination of the measures contemplated by the law to facilitate dual career, sports-studies among all Spanish Universities and other training entities.</p> | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 2 |
|---------------|--|------------------|---|
| | <p>Because of their special vulnerability, the program works with retired athletes to identify transferable skills that can be exported to the labour market in order to have a successful job placement through ATRADE program (into PROAD)</p> <p>The PROAD web portal is the channel of communication with the entire group of Spanish DANs. It is a bidirectional two-way channel, one to provide them with updated information of interest, in the areas of Employment and Training and another to receive inquiries and demands from athletes. The web has a private area in which is all the information regarding the specialized and preferential resources that the PROAD, thanks to the agreements with the collaborating entities, offers to the DANs. To access this area, it is necessary to be a registered user, so the access codes (username and password) are sent via email to all Spanish athletes who hold the status of High Level.</p> | | |
| Success cases | <p>There have been many athletes who have benefited from the PROAD program since its launch.</p> <p>There could be no better testimony than that of the PROAD Program Coordinator of the Higher Sports Council:</p> <ul style="list-style-type: none"> - Belén Sánchez Jiménez: Spanish athlete who competed in canoeing in the modality of calm waters, winner of four medals in the World Canoe Championship between 1997 and 2001 and nine medals in the European Championship of Canoeing between 1997 and 2001. He participated in three Olympic Games of Summer, between the years 1992 and 2000. <p>Since the start of the program, Belén Sánchez has been at the side of the athletes, coordinating their guardianship and working so that everyone can reach their personal and professional goals.</p> <p>Other success stories achieved with the program are:</p> <ul style="list-style-type: none"> ✓ Jordi Pascuet Mas: Trial athlete and a successful entrepreneur. Between its titles it counts on the Championship of Europe of trial with Montesa in 1998 and the Trial of the Nations forming part of the national team. Among his professional achievements, he has created his own Trial School and the Trialshows entertainment company. ✓ Carles Torrent Tarres: Athlete specialized in track cycling and a successful entrepreneur ✓ M^a José Rienda Contraras: Andalusian skier who accumulated five participations in the Olympic Games, 16 in the World Cup with 172 contested events, to which 40 more are added in the European Cup. In its trajectory, it has obtained six victories in the Glass of the World and two in the one of Europe. He holds a Master's Degree in Sports Entities and Facilities Management from the University of Granada and Alpine skiing sports technician. He has been responsible for the Direction of the Sports Program of | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 2 |
|--|---|------------------|---|
| | <p>the Ski and Mountain Resort of Sierra Nevada. Currently works in the Junta de Andalucía, General Directorate of Activities and Sports Promotion.</p> <ul style="list-style-type: none"> ✓ Esther San Miguel: judoka, to her sporting successes we must add her employment as a consultant in one of the collaborated companies of the PROAD program (Randstard). ✓ Bárbara Malda: hockey player and enterprising psychologist who has successfully combined high competition and studies and has finally managed to achieve a promising professional future. ✓ Teresa Portela: canoeist, physical education teacher, physiotherapist and entrepreneur, setting up her own physiotherapy centre. ✓ David Testa: Athlete and Industrial Engineer. Currently he continues to enjoy sports but is totally focused on his professional career. He remains linked to him as president of the athletics club where he trained and trains with some regularity, but not with a view to high competition, but with the intention of enjoying an activity that he likes in a healthy way. From the professional point of view, he is fortunate to be in a company that allows him to develop as an Engineer within the medical sector, in this case cardiology and electrophysiology, a sector that he is passionate about. <p>There are many more examples that could be included in the list. It can be consulted in References Section.</p> | | |
| Restrictions and barriers | <p>Get more support from public / private institutions as a factor to strengthen the program.</p> <p>Initial scepticism on the part of the companies for the valorisation of the competences acquired by the elite athletes during their sports career.</p> <p>Lack of knowledge on the part of the training entities of the protective measures established by the Royal Decree of High-Level Athletes of 2017 regarding the reservation of a percentage of the places in the access to the University and training cycles.</p> | | |
| Replicability and/or up-scaling | <p>More public and private institutions should be aware and participate actively in the development of the PROAD program.</p> <p>The signing of agreements with regional entities should be increased. Currently, two agreements have been signed with Extremadura and the Balearic Islands. PROAD Team is working hard to get the rest of the communities adhere to the program.</p> <p>Projects and initiatives such as ELIT-in Project, increase the degree of knowledge of our program and favour the support of dual careers for our athletes. Also partners of the project will try to establish collaboration agreements with different public entities in order to encourage them to participate in the program.</p> <p>Furthermore, it would be very useful to improve information on dual careers since childhood, through training programs in schools so that young people know first-</p> | | |


| COUNTRY | SPAIN | BEST PRACTICE Nº | 2 |
|---|---|------------------|---|
| | hand, successful cases of athletes who have managed to reach the top in their sporting career without neglecting their training and Professional future. | | |
| Lecciones Aprendidas/ Conclusiones | Aware of the reality experienced by high level athletes, the purpose of the PROAD program (Higher Sports Council) is to continue promoting as it has done so far, a policy of support and integral attention to our athletes. The PROAD comes in addition to the extension of measures contemplated in the new regulations. | | |
| References | proad.csd.gob.es/deportistas-del-mes?start=35 http://www.mecd.gob.es/deporte-mecd/ | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 3 |
|------------------------|---|------------------|---|
| Organisation | MAIRENA DEL ALJARAFE SWIMMING CLUB | | |
| Name of the initiative | ATAA (Association of Aquatic Activities Technicians of Aljarafe). | | |
| Visualisation | https://natacionmairena.com/  | | |
| Description | <p>In facilities such as the Indoor Pool of the Francisco León Sports Center in Mairena del Aljarafe through the progressive consolidation of the programs, an increase of approximately 300% is reached in a matter of 2 or 3 seasons, from 600 users in the year of its opening, 1999, to 1800 in 2002.</p> <p>The work carried out during the last 18 years in Mairena del Aljarafe in perfect harmony with the various municipal government teams and municipal technicians has fostered a culture of swimming practice so important that, in 2007, a new aquatic facility was inaugurated cover, the Cavaleri Aquatic Center. Since then, the Municipal Aquatic Activities Program of Mairena del Aljarafe has reached around 4000 users, of which between 85 and 90% carry out directed activities.</p> <p>In 1998, a group of technicians and professionals from the swimming and aquatic activities that came, mostly, from the sports practice of swimming in the Mairena del Aljarafe Swimming Club. The union of a group of people with enough restlessness, with great experience in the aquatic environment (fruit of the development of a competitive sports race in the world of swimming) and high qualification in disciplines of swimming and of Aquatic Activities, had as result the beginning of the journey to the professional field in the form of Association ATAA (Association of Aquatic Activities Technicians of Aljarafe).</p> <p>The employment project arises at a time when the need to create an entity with its own legal personality is evident, in order to be able to choose the opportunities that appeared for the provision of Aquatic Activities services in the municipal swimming pools of the Aljarafe.</p> <p>What started as a group of people from the world of sport, who had the qualifications and qualifications to take charge of the development of a Water Activities program, has generated today in a solid entity that has a proven technical and professional solvency based on his long experience, the quality of the services provided and the results obtained there where he has provided his services.</p> <p>Objectives</p> <p>With this reality, the Association is in an unbeatable situation to meet one of the purposes for which it was created: the labour insertion of a sensitive group such as</p> | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 3 |
|---------|---|------------------|---|
| | <p>young athletes through an employment program for athletes, offering opportunities that can hardly be achieved today.</p> <p>It is not only ATAAA's mission to address the employment opportunities of this group, but to do so by offering the best possible working conditions and dignifying the profession. According to its philosophy, the Association has the concern of taking care of people, projects and the profession over the maximization of benefits, fulfilling and trying to improve the working conditions established by the Collective Agreement of the sector, far from all this, of the usual practices of companies in the sector. Thanks to this reality, it is possible to have a group of professionals who feel valued, motivated and that results in an improvement in the performance and quality of the services provided.</p> <p>One of the most important guarantees is the promotion of an Aquatic Sports Program that has managed to position itself among the best in Spain. The close relationship of the ATAAA with the Mairena del Aljarafe Swimming Club (CNM) has been the key in the development of a Sports Program that today, and after much work and effort of the professionals, is one of the best and most consolidated in the country, reaching to place its male and female teams among the 6 best in Spain in the highest category of federated swimming, the absolute category.</p> <p>Aquatic sports education for citizens and the utilitarian approach is being produced through the Swimming Teaching Program, a program that currently has more than 1000 users among adults and children and which, with these numbers, is the most impact of the entire Activity Plan. It has been achieved that the population gives importance to carry out a sport activity following the technical guidelines of the professionals who are in charge, since it is much more enriching and beneficial for the user.</p> <p>It has also been remarkable the development over 21 years of a Program with Educational Centres that, at present, is so consolidated among the school population of Mairena. It is a program that comes to involve 9 primary schools and 4 secondary schools in various activities aimed at each educational stage depending on the different physical education curricula developed by each centre.</p> <p>The Senior Program, aimed at people over 60 has become an essential program for the population of these ages, being the programs that more people on the waiting list have. This is helping the elderly of the town to carry out a healthy physical activity, in an environment conducive to a considerable improvement in their quality of life.</p> <p>Project values</p> <ul style="list-style-type: none"> - PROFESSIONALISM and SPECIALIZATION thanks to the high qualification of our technicians and professionals, with continuous, specific training and with knowledge and updating of the innovations that are carried out in the contents of the different disciplines and in the programming of the provision of services. | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 3 |
|---------------------------------------|--|------------------|---|
| | <ul style="list-style-type: none"> - QUALITY in the provision of services and activities that we offer. - FLEXIBILITY and ADAPTATION to the needs and peculiarities of each programming, installation, population. - LABOUR INSERTION and EMPLOYABILITY through the promotion of specific job opportunities for sensitive groups of professionals, swimmers and former players, which could hardly be met in the labour market. - LABOUR DIGNIFICATION through the fulfilment and improvement of working conditions established by the collective agreement of the sector and which guarantees having a motivated staff, which results in an improvement in performance and therefore in the quality of the service provided. - SOCIAL ECONOMY consecrated thanks to the legal characteristics of our entity, based on the union of people and to distance ourselves from the search at all costs of obtaining and maximizing the benefit, which is a clear difference with the rest of the entities that cover the sector. | | |
| Target Group | The Association of Aquatic Activities Technicians of Aljarafe (ATAAA) is not only the result, but the engine of the initiative. | | |
| Innovation and success factors | The initiative has allowed our athletes to be trained academically and professionally through training courses to then make a first incursion into the labour market in the hand of the entity. The coordination of work schedules with training schedules has been essential to ensure a longer-lasting sports career. | | |
| Success cases | <p>Athletes inserted in the labour market thanks to the program.</p> <ul style="list-style-type: none"> - Antonio Ordóñez García - Óscar Guerrero del Carmen - Borja Molina Müller - Carlos Ortega Gordillo - Emilio García León - Alejandro Muñoz Ruz - Pablo Pérez de la Torre - David Alías Terrero - Rosa Belén García Guerrero - Inmaculada Farfán Calderón - Juan María Méndez Ibáñez - Ángel Perelló Torrado - Alberto Ordóñez García - Esther Mainar Gómez - Ángel López Morillo - Miguel Bautista Borrás - Andrés Pavón Perejón - Álvaro Noriega Guerra - Irene Gómez Claudel - Mercedes García Martín - José Ramón Núñez Claudel - Desiré Romero Aguilar | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 3 |
|---|---|------------------|---|
| | <ul style="list-style-type: none"> - Pablo Gómez Claudel - Álvaro López Conde - Víctor Balaguer Umsari - Ana Méndez Ibáñez - Daniel Esmeralda Rivas | | |
| Restrictions and barriers | The most important challenge is to ensure that the athlete of the Mairena del Aljarafe Swimming Club is trained as a competent person for professional life thanks to the professional qualification acquired by the means available to the entity and the experience accumulated in the various programs offered by this entity. | | |
| Replicability and/or up-scaling | The expansion that the Association of Technicians is experiencing in the provision of services that it develops, is allowing the volume of work hours for the athletes of the club to increase and with it the possibilities of employing more swimmers. This group has serious difficulties to enter the labour market due to their early age and the complexity of combining their working life with academic and sports, which places them at a clear disadvantage compared to the rest. They are people who dedicate a large number of hours to training and competitions, to which we must add those dedicated to their education and academic life and that require work opportunities with a huge time flexibility and that allow them to attend to such a reality. The evolution that the Association has experienced throughout its journey, expanding the range of services it offers, has allowed it to significantly increase the services provided in swimming pools and sports facilities, thereby greatly enhancing employment opportunities for this group. On the other hand, trust backed by the sporting history and social values that these professionals can transmit, is not always attended by the contracting institutions and entities, where the best economic offer or punctual convenience in the hiring is imposed. Faced with this, qualitative attributes should be put before quantitative ones in Good Practices in order to guarantee success. | | |
| Lecciones Aprendidas/ Conclusiones | The training, experience and specialization experienced by the staff that forms the Association, added to the needs and opportunities that have been appearing throughout its journey making services, have made the ATAAA a much more powerful entity, significantly increasing the range of services it provides. What in his day was exclusively focused on attending the didactic development of the disciplines of Swimming and Aquatic Activities, has expanded to the rest of Physical and Sports Activities, to the study, planning and advice in the management of facilities and programs of activities, the planning and organization of sporting events, etc. The Employment Program of the Mairena del Aljarafe Swimming Club has made it possible for 20 years for hundreds of athletes to enter the labour market, in some cases allowing the first experience with the market and, in the vast majority, obtaining a stable and dignified job. | | |
| References | <p>proad.csd.gob.es/deportistas-del-mes?start=35</p> <p>http://www.mecd.gob.es/deporte-mecd/</p> | | |


| COUNTRY | SPAIN | BEST PRACTICE Nº | 4 |
|------------------------|---|------------------|---|
| Organisation | MAIRENA DEL ALJARAFE COUNCIL | | |
| Name of the initiative | ELITE ATHLETE INSERCION_PUBLIC INSTITUTION_JAIME FERNÁNDEZ | | |
| Visualisation |  <p>AYUNTAMIENTO DE Mairena del Aljarafe</p> <p>http://www.mairenadelaljarafe.es</p> | | |
| Description | <p>In 1997, the European Swimming Championship was held in Seville, with Mairena del Aljarafe as sub-site. Taking advantage of the return of Jaime Fernández, Olympic athlete in 1992 in Barcelona and having developed his last formative stage in the CAR of Madrid, he is named coordinator of the organizations. It will also shape the development of a sports plan that in some way, will make swimming the municipality as a benchmark in the province, in the region and currently a national level. Taking advantage of this confluence, the association of the aquatic activities technician (ATAAA) is created for the construction of the indoor pool. This association will hire Jaime Fernandez for the first time for summer activities. This association was established in 1998 for athletes to develop training programs as well as the program of employment of athletes belonging to the club, in addition to the development of research related to the field of aquatic activities. The objective was that it could end up being hired and taken into account by the local administration of the municipality. The City Council hires it in the first year of the pool for later, going through the employment commission, exceptionally be able to consider their hiring prior report of responsibility of the situation and its antecedents, to put in value all its curriculum and its sporting merits. Taking into account this circumstance, a temporary employment contract is made as a swimming instructor for the 99/00 season. The City Council later concludes it by hiring and incorporating into what is now the Municipal Institute for Citizenship Development (IMDC), in which sports policies are delegated where it has developed its professional career within this autonomous organization. The labour insertion in the public administration through a sporting reference that comes to incorporate municipal identity assets that were used as assets of the development of a sports program taking into account the recognition of the figure of Jaime Fernández as Olympic swimmer and that he stays true to his local club, where he starts and develops his middle stage to later jump to a high-performance centre, where he remains affiliated with his local club.</p> <p>Jaime Fernández joins the CAR in 1988 until 1996. In 1997, he was appointed coordinator of the European Championship sub-site in Mairena del Aljarafe. In 1998 ATAAA was created and that summer they hired him for the summer campus, continuing in 1999 with the opening of the indoor swimming pool of Mairena del</p> | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 4 |
|--|---|------------------|---|
| | <p>Aljarafe. In the 99-00 campaign is hired by the City Council and later in the Municipal Institute for Civic Encouragement (IMDC).</p> <p>Objectives: Match and converge all the possibilities that were present in that reality: top-level sportsman, need for club development emergent sports, continued the growth of municipal facilities. To this is added an interest in innovation on the part of the political team.</p> | | |
| Target Group | <p>Antonio Reina Librero is responsible for the Municipal School of Aquatic Activities at that time, so that the celebration of the championship coincides with the return of Jaime Fernández after the Olympics, which is understood as an opportunity for such a fact. This initiative is proposed to promote, not only the promotion of swimming in the municipality but the construction of the indoor pool to complete the development of the aquatic activities program. All the variables are being configured so that these objectives can be established and reached from a strategic perspective.</p> <p>It is achieved that the commission of employment, considered the technical proposals of Antonio Reina Librero argued for the opportunity of the moment and correspond to Jaime Fernandez his involvement and possible reference for the municipality. From a first temporary bond relations are consolidated until culminate with the hiring and incorporation of the athlete in the technical team of the municipality.</p> | | |
| Innovation | <p>The main novelty that stands out is the consideration by the Employment Committee, purely political (municipal authorities) to consider the exceptionality of the situation and the interest in terms of the value of this sporting reference and the enhancement of staying for all his sporting career linked to the club considering all the values involved to generate the exception in the recruitment process.</p> | | |
| Success cases | <p>In some way it can be considered the spearhead of the creation and development of what later comes to be the ATAA (Association of Aquatic Activities Technicians of Aljarafe), which comes to rely on this process to endorse the insertion in the municipality of those elite athletes who complete their sports career and combine professional tasks adapted to their training availability, so it could be considered a clear example of employability of these athletes who, after representing the municipality throughout its journey, now become references from that labour insertion.</p> | | |
| Restrictions and barriers | <p>The potential route is currently established in the possibility of consolidating, through a public tender, the hiring by the Mairena del Aljarafe Swimming Club of the municipality's sports services, since as an entity employing elite athletes, it would have an ideal scenario to continue its insertion program in different sports areas of the municipality.</p> | | |
| Replicability and/or up-scaling | <p>In some way, the initiative is at the beginning of expansion of the project in the co-responsibility between the public administrations and the entities of the third sector of sports, in this case the ATAAA, as a possibility of cooperation in the creation of sports projects in the regional area, but also at the provincial or regional level where</p> | | |


| COUNTRY | SPAIN | BEST PRACTICE Nº | 4 |
|------------------------|---|------------------|---|
| | <p>somehow links can be established with entities purely sports and through these alliances the insertion of athletes.</p> <p>One of these possibilities is replication, which should also be given mainly the awareness that it is a model where converge and synergies that benefit all parties: recognition of the athlete, shape training plans, consider awareness, responsibility. These synergies come to consolidate what public and social initiatives should be.</p> | | |
| Learned lessons | <p>As key of this experience, it can be concluded that the administration should not assume the contract directly and insert the athletes into its structure, but through its social measures it should guarantee and allow the development of the training of athletes. The aim is to put in value their experience to insert them into the system, in this case the third sector, of all the human elements involved, rescuing the employability in associations and entities of these ex-athletes for service to the community. The difficulty in this insertion within the administration itself is a reality but it can be considered that it is through the very entities that develop the sports programs and the complete insertion of these people is consumed, aspect of which should be valued by the administrations when it comes to shaping their sports services.</p> <p>The awareness of people capable of being receptive to the argumentation of these interests that occur and are combined in the training itinerary, as an athlete spends a large part of his life to develop a talent, and that this can be given dual way to their training and in turn, this could also become a service to the community. And through this system of insertion a feedback is generated that allows to conjugate all the variables of the system.</p> | | |
| Conclusions | <p>In summary, there has been the consolidation of a public sports project within the local administration, which has meant within this, the integration of a program of aquatic activities in its sports service, the creation of a direction of aquatic activities within its organization chart, the employability of an Olympic ex-sportsman, the creation parallel to the Swimming Club of Mairena of the ATAA with the aim of developing the specific training of technicians of aquatic activities, and the labour insertion of other ex-sportsmen, as well as the consolidation of a model that combines many variables and has many virtues.</p> <p>It would be interesting to include consideration in these ambitious projects that tend to become a political banner, at the same time they are at the mercy of those momentary political interests that are somehow biased, conditioned and qualified according to the political situation when they should really go beyond any ideological empowerment and value their social interest</p> | | |
| References | <p>http://www.mairenadelaajarafa.es</p> | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 5 |
|--------------------------------|--|------------------|---|
| Organisation | Spanish Footballer Association (AFE) | | |
| Name of the initiative | PROGRAM OF PROFESSIONAL TRANSITION | | |
| Visualisation | | | |
| Introduction | <p>AFE is the private body that brings together professional footballers in Spain. For more than 30 years, it is the institution that defends the rights of football professionals in Spain, athletes and coaches.</p> <p>Bearing in mind that the footballer has a short sports career in a high percentage, it is necessary to look for solutions to extend this professional sports career or offer work alternatives for the soccer player who needs to leave the sport.</p> | | |
| Graphs | - | | |
| Target group | Professional footballers | | |
| Innovation and Success Factors | <p>AFE is a private entity, exclusively for professional football players. The fee to be a member is high and therefore the services they offer are of very good quality. The monitoring and training of the Professional Transition Program is carried out individually.</p> <p>The development of the training received by the athlete is carried out by a company specialized in job search and training called Lee Hecht Harrison.</p> <p>This example of AFE is similar to the PROAD program (Spain). Its structure of operation is similar but with some differences:</p> <ul style="list-style-type: none"> - The duration of the program is 9 months. - 2 Career Transition Seminars (Half a day each). - 6 Thematic workshops on job search and career management. - 5 Individual sessions. - Individualized follow-up of your consultant. - 3 Work Team Sessions for the Job Search. - Access to the CRN platform 9 months. | | |
| Constraints | <p>Footballer who wants to receive this service needs to be associated with the AFE. Normally, when a professional soccer player, with a contract with the sports club, is usually associated, although there are many players who are not linked to AFE.</p> | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 5 |
|--|--|------------------|---|
| Lessons learned | The best knowledge of the situation in the workplace and proper advice ensures the best job placement of the athlete. | | |
| Replicability and/or up-scaling | In fact, the idea of this initiative is taken from the PROAD program developed by the Superior Council of Sports of the Government of Spain. It is very important that the public administration and private companies are aware of the importance of accompanying the athlete during his sports career and after abandoning the sport. | | |
| Conclusion | The results of labor inclusion that are being obtained in the group of footballers, encourage to think that this type of projects is very necessary. | | |
| References | https://www.youtube.com/watch?time_continue=3&v=66EUcglWms | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 6 |
|--------------------------------|--|------------------|---|
| Organisation | Sevilla FC | | |
| Name of the initiative | Business Club (Club de Empresas, Sevilla FC) | | |
| Visualisation |  | | |
| Introduction | <p>Sevilla FC, is one of the national teams in Spain with a sufficiently large quarry that ensures sporting success in different categories and competitions. Each season, more than 500 players form in the quarry of Sevilla FC.</p> <p>Obviously not all players have the ability to compete in a professional manner or in the highest competition.</p> <p>Football is a very popular sport in Spain but it is not so common that players, at certain levels, accompany the sporting activity with the academic one.</p> <p>In recent years, Sevilla FC, has been counting on the possibility of adding to its group of high-level athletes, who have been part of the quarry previously, and who can now provide their experience to younger players. This is the case of Carlos Marchena, Paco Gallardo, Antonio Ramiro (Antoñito), and others.</p> <p>Currently, the Marketing Department of Sevilla FC develops a series of activities for companies that take part of the Club de Empresas.</p> <p>Recently there was a presentation on Talent Management in which Pablo Blanco, former footballer and director of the Sevilla FC soccer Academy, spoke about the qualities that sport has offered him to develop his work of coordinating a large group of people.</p> | | |
| Graphs | - | | |
| Target group | Footballers. Basically, from the Sevilla FC soccer Academy. | | |
| Innovation and Success Factors | <p>If athletes, during his Sports career, sees that there are sports athletes who are included in large companies, it will help young athletes to understand the importance of continuing to study.</p> <p>It is necessary that the athletes incorporated in companies contribute their experience to young people so that the message has greater effect.</p> | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 6 |
|--|---|------------------|---|
| | On the other hand, you have to work with a group of companies that are aware of the importance of against with athletes in their work groups. | | |
| Constraints | <p>There must be important support from the company to include former players in their work team.</p> <p>For this, it is important that the player is aware of the importance of developing their academic training during their sporting period.</p> | | |
| Lessons learned | Sport helps generate a series of skills that have a fundamental value for companies. Making this message visible to companies and athletes is essential. | | |
| Replicability and/or up-scaling | <p>It would be easy to reproduce this model in other first division soccer teams, and surely, they already do it. It should be made more visible.</p> <p>This model could be adapted in other sports and clubs, as well as in sports federations.</p> | | |
| Conclusion | <p>Football team is a great company in itself. Therefore, it must be the first and best example of the importance to include athletes in companies.</p> <p>Earlier we talked about several examples.</p> | | |
| References | - | | |

| COUNTRY | SPAIN | BEST PRACTICE Nº | 7 |
|--------------------------------|--|------------------|---|
| Organisation | UCAM (Murcia) | | |
| Name of the initiative | ESTPORT Project | | |
| Visualisation |  | | |
| Introduction | <p>The general idea of the 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. To do so, 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 implementation of this project will contribute to improve the quality of good governance in sport, by reinforcing academic development of high-level athletes from European Universities in order to enable conciliation between the sport and professional training activities and ensuring that high-level athletes are offered quality education in parallel to their sport training and career.</p> | | |
| Graphs | - | | |
| Target group | <p>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.</p> | | |
| Innovation and Success Factors | <p>The Universities provide different types of support for their elite athletes.</p> <p>During the project, they have identified three main areas of support: academic, sporting and also relating to post-athletic career opportunities.</p> <p>Academic support: Extended term-time Individual study schedules, Alternative access to delivery of courses; Individual tutoring</p> <p>Sporting support: Scholarships Professional supporting services, Infrastructure, Elite sport development Programmes</p> <p>Post-athletic career: Study grants Introduction of new, programmes Lifestyle management services.</p> | | |

| | |
|------------------------|---|
| | <p>Where such academic provisions exist student-athletes can benefit from a range of services such as alternative access to delivery of courses for example through e-learning or distance learning, co-ordinate their personal time schedule that allows them to work around their sporting commitment and have other concessions such as flexibility in entry-requirements and permission to attend training camps and competitions during term-time. The problem is that not all Universities have acknowledged these rising needs and the forms of provision towards student-athletes vary a lot across Europe.</p> <p>Some Universities have made considerable improvements in meeting elite athletes' sporting needs. By investing heavily in top sport facilities and co-ordinating with Sport organizations to develop elite sport programmes, they move it possible for elite athletes to cope with their sporting and academic commitments more efficiently.</p> <p>Some Universities are also looking beyond the immediate athletic career of elite athletes and are investing in new academic programmes, taking advantage of former elite athletes' interests as well as labour market requests.</p> <p>Other Universities are offering education grants specifically for retired professional athletes who wish to begin or resume third-level study.</p> |
| Constraints | <p>To address these demands and support a stronger structure to provide a fair access to athletes in sport competitions and into the labour market, there must be a stronger relationship with the educational organisations. Enhanced cooperation and structured dialogue among sport organisations and the academic world could lead to the introduction of small changes that could deliver major positive results across the EU. We therefore foresee an active promotion on increasing the cooperation with education and sport to be created or strengthened and maintained at local, national and European level. Educational institutions should be open for change and should be assisted with guiding principles and potentially structural changes to be able to develop athlete friendly education. This should include human resources who have the skills, knowledge and position to effectively negotiate and implement principles that could assist athletes pursue their dual career ambitions. A broader network could identify and promote educational establishments who have responded to the specific needs of student athletes and enhance the exchange of good practices on a European level.</p> |
| Lessons learned | <p>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.</p> <p>The students face as face 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.</p> <p>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.</p> <p>Students give great importance to virtual resources (classrooms, emails, etc.) in the educational process, because it allows monitoring of the courses, especially during</p> |

| | |
|--|--|
| | <p>periods when attendance is difficult because they have to prioritise high competition sport.</p> <p>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.</p> <p>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.</p> |
| Replicability and/or up-scaling | The ESTPORT project objective can be disseminated by Elite-in project, using their innovative Sport Tutorship Programme for Athletes. This is possibly adaptable to our targeted group. |
| Conclusion | This project develops a collaboration synergy in the field of dual career for students-athletes, by developing and implementing a Sport Tutorship programme, so that they can combine their higher education studies with sports competitions. 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 implementation of this project also contributes to improve the quality of good governance in sport, by reinforcing academic development of students-athletes and sport staff, including coaches, tutors and professors. |
| References | <p>https://wowowo.youtube.com/watch?vvRDd-0Q2Lqie (SPANISH)</p> <p>https://wowowo.youtube.com/watch?vvapl8QM2_feel (SPANISH)</p> <p>https://wowowo.youtube.com/watch?vvtmoe_contnuea203vva9iileuQQwoTA (ENGLISH)</p> <p>https://wowowo.youtube.com/watch?vvaq1fJG1SBBS</p> <p>http://wowowo.sportutorship.eu/uploads/2016_ESTPORT_11_09_2016_v5.pdf</p> |

4.2. FRANCE and BELGIUM


| COUNTRY | BELGIUM | BEST PRACTICE Nº | 8 |
|-------------------------------|--|------------------|---|
| Organisation | Adecco (staffing firm), the Belgian Olympic and Interfederal Committee (BOIC) & the Belgian Paralympic Committee (BPC) | | |
| Name of the initiative | Athlete Career Programme | | |
| Visualisation |  <p style="text-align: center;">ATHLETE CAREER PROGRAMME</p> | | |
| Introduction | Adecco Belgium, the Belgian Olympic and Interfederal Committee (BOIC) & the Belgian Paralympic Committee (BPC) have joined their forces to set up the Athlete Career Programme to Olympic, Paralympic and elite athletes. | | |
| Graphs |  <p style="text-align: center;">https://athlete.adecco.com</p> <p><i>The ACP has reached over 40,000 elite athletes from more than 185 countries. We have held trainings and workshops with 15 to 18 year-old athletes at the Summer and Winter Youth Olympic Games and we support both active and retired elite athletes working together with National Olympic and Paralympic Committees in countries and regions where The Adecco Group has a presence - and even beyond through Outreach training activities.</i></p> <p>Not only Belgium</p> | | |
| The targeted group | Olympic and Paralympic athletes | | |

| COUNTRY | BELGIUM | BEST PRACTICE Nº | 8 |
|--|--|------------------|---|
| Innovation and Success Factors | <p>Adecco assists and coach's candidates towards their professional career that will suit them best. This support is similar to the coaching environment that athletes are used to have during their first career.</p> <p>The ACP offers custom-made solutions to develop the talents and competences of athletes as good as possible.</p> | | |
| Constraints | <p>Professional athletes are used to be assisted throughout their careers and to never worry about anything other than sport. Once their first career comes to an end, this can be a serious threat for their future.</p> <p>Another difficulty is their late entry into the job market. Even those who graduated before the end of their sport career can encounter difficulties while looking for a job when their diploma is out-dated. Therefore, it is important for athletes to follow continuous trainings and traineeships or even to combine a job with their sport career. This balancing work between practice, competition and resting periods is very demanding and requires flexible companies with leaders who understand high-level sports.</p> | | |
| Lessons learned | <p>Apart from a few exceptions that are football players and a few tennis players, every Belgian professional athlete needs to consider finding a job after their sport career. Therefore, it is important to support athletes even before the end of their professional career. The goal is not to precipitate the end of a sports career. Quite the contrary, finding a job that is compatible with the practice of sports can even extend the career of athletes since the combination might ensure a fair income.</p> | | |
| Replicability and/or up-scaling | - | | |
| Conclusion | <p>Svetlana Bolshakova a Belgian triple jump athlete who won a bronze medal during the European Championships of 2010 in Barcelona. In 2016, she decided to put an end to her athletic career at the age of 31. Bolshakova decided to join the ACP in order to receive personal guidance in her search for a job. The ACP offered her the support she needed to identify her assets and how she could use them in a professional environment, they advised her to prepare her cv and to apply for jobs. The ACP oriented her towards a social and caring job and enabled her she find internships, halftime jobs and schooling. Today, Svetlana Bolshakova is a certified aesthetician, working halftime as a fitness instructor.</p> <p>Jeremy Guassoff is one of the goalkeepers of the Belgian hockey team. He was part of the team that grabbed the silver medal at the Olympics in Rio in 2016. Despite still being active as a hockey player, Guassoff has a degree in marketing and followed traineeships in order to prepare his vocational training. The ACP comforts him in his future plans, knowing he has a future after his goalkeeping career relieves some pressure which is beneficial for his sport performance.</p> | | |
| References | <p>https://teambelgium.be/media/files/uploads/acp-fr-540042c3bb46a.pdf</p> | | |

| COUNTRY | BELGIUM | BEST PRACTICE N° | 8 |
|---------|--|------------------|---|
| | https://references.lesoir.be/article/le-second-suffle-des-sportifs-de-haut-niveau/ https://www.adecco.be/nl-be/over-ons/athlete-career-programme https://www.adecco.be/fr-be/a-propos/athlete-career-programme/olympische-atleten https://blog.adecco.be/nl/actualiteit/svetlana-bolshakova-ik-kan-goed-springen-maar-daar-vind-je-geen-job-mee/ | | |

| COUNTRY | FRANCE | BEST PRACTICE N° | 9 |
|--|--|------------------|---|
| Organisation | Fondation Jean-Luc Lagardère (Société par actions simplifiée) & Sciences Po | | |
| Name of the initiative | Sciences Po - Fondation Jean-Luc Lagardère Executive Education | | |
| Visualisation | - | | |
| Introduction | <p>Since 2007, the Fondation Jean-Luc Lagardère is setting up a unique training programme for elite athletes, together with the French university of Science Po. This programme aims at facilitation the bridges between sports and prestigious French schools by stressing the importance of sport in our society. It is based on the observation that high-level sports and athletes don't get enough attention in the world of higher education, although athletes can contribute a lot to the community. Different modules are proposed to the athletes, following their educational level: four different certificates are available going from initiation to specialisation. Such a certificate will be delivered after a continuous training and a final oral exam or thesis.</p> <p>According to Brice Leverdez, professional badminton player who follows the programme, there are many parallels between the preparation of a sport competition and a university exam. In both cases you need to practice a lot and on a regular basis, you need to resist to the pressure. Answering questions on a sheet of paper based on a plan that has been set up is similar to the tactics that has been established before a competition.</p> | | |
| Graphs | - | | |
| The targeted group | High-level athletes, at different stages in their careers, willing to acquire fundamental knowledge and know-how for their second career. | | |
| Innovation and Success Factors | <p>The students can be accompanied by a mentor who is a staff member of one of the partners of the programme. These mentors will advise them to take their first steps in their new professional world. They can offer their expertise and experience and identify the most appropriate jobs for them. In 2017, two staff members of the Lagardère Sports and Entertainment have been involved in the guidance of professional athletes.</p> <p>BNP Paribas is one of the major partners of the programme. Alongside its financial support, the private bank also involves its staff members actively to intervene during the different vocational trainings of the programme.</p> <p>The reputation of Science Po as a prestigious school is also an asset for the attractiveness of the programme.</p> | | |
| Constraints | It is necessary to implement a lot of flexibility in order to make time for the programme alongside the daily practice. | | |
| Lessons learned | - | | |
| Replicability and/or up-scaling | - | | |

| COUNTRY | FRANCE | BEST PRACTICE N° | 9 |
|-------------------|---|------------------|---|
| Conclusion | <p>In ten years, 111 students have followed the programme. Some remarkable examples are Pierre Rabadan, former rugby player who is currently sports advisor of Anne Hidalgo, the mayor of Paris and responsible for the 2024 Olympics. Another success story is the one of Sarah Ouhramoune, silver medallist in boxing at the Rio Olympics, who started her company Boxer Inside, which organises boxing workshops for companies.</p> <p>Brice Leverdez is a professional French badminton player. He has won the French national championships eight consecutive times between 2008 and 2015 and participated at the Rio Olympics in 2016. Leverdez has the ambition to create a long-term project, which is why he is studying at Science Po besides his professional career. He is willing to develop his competences and to learn more about the professional world. Leverdez has also launched his own clothing brand. Hence, he is not waiting until his athletic career is over before taking matters into his own hands. The combination of the Science Po programme and the launching of his own clothing project is very complementary which makes it a great mix.</p> | | |
| References | <p>http://docplayer.fr/4197720-Sciences-po-fondation-jean-luc-lagardere-executive-education-une-formation-inedite-pour-sportifs-de-haut-niveau-dossier-de-presse.html</p> <p>https://www.edubourse.com/finance/actualites.php?actu=34133</p> <p>https://www.fondation-jeanluclagardere.com/actions/2018/sciences_po_une_formation_pour_les_sportifs_de_hau</p> <p>http://bnpparibas.be/fr/2007/12/04/bnp-paribas-partenaire-du-programme-sciences-po-fondation-jean-luc-lagardere-executive-education/</p> | | |

| COUNTRY | FRANCE | BEST PRACTICE N° | 10 |
|---------------------------------|--|------------------|----|
| Organisation | Institut national du sport, de l'expertise et de la performance (INSEP), grand établissement (French public institution) | | |
| Name of the initiative | Start'Up Ta Reconversion | | |
| Visualisation |  | | |
| Introduction | <p>INSEP is the French national institute for sport and performance expertise. It values the concept of “double project” a lot. It is important to combine sporting excellence with educational and professional success. In this respect, INSEP has launched “Start’Up Reconversion” in 2011, a programme that aims at informing, advising and accompanying athletes in their entrepreneurial projects.</p> <p>Since the launching in 2011, a series of events have taken place. The last edition has been organised on 11 October 2017, it was composed of workshops, exchanges, tools to support the starting of a business as well as round-tables animated by experts, active and retired athletes as well as former athletes who created their own start-ups. The theme of the 2017 edition was “How to launch your business?”. It gathered business professionals and high-level athletes in an entertaining way.</p> | | |
| Graphs | - | | |
| The targeted group | High-level and professional active or retired athletes | | |
| Innovation and Success Factors | - | | |
| Constraints | - | | |
| Lessons learned | - | | |
| Replicability and/or up-scaling | - | | |
| Conclusion | - | | |
| References | http://www.insep.fr/pt-pt/node/981776 | | |

4.3. PORTUGAL

| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|------------------|-------------|-------------|------------|-------------|----------------------|-------------|----|----|-----|-------------|----|----|-----|-------------|----|----|------|-------------|----|----|------|-------------|----|----|------|--|--|--|--|
| Organisation | VIANA DO CASTELO MUNICIPALITY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name of the initiative | ATHLETICS IN SCHOOLS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Visualisation | <p>With this project of Athletics initiation intends to use games and recreational games that help in the development of physical and motor skills.</p> <p>The goal is to value the learning of Athletics as a pedagogical and formative content, with the intention of provide the students the knowledge of the basic modalities, encouraging the practice of healthy habits such like practice motora, observation of the rules, the search of the spaces and equipment for your execution, living in common interest groups, integrate , the observation of rules, the search of spaces and equipment for execution, living common interest groups, one integration with form harmonious and the perception of its benefits to physical, mental and social health.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction | <p>The project of the mode of Athletics at school must be submitted to directions of groups and coordinators of the teachers of the 1st CEB. After the internal process of demonstration of interest of teachers of each class on participation in the project, will be established a schedule for the completion of the class, focusing on the moves basic of Athletics: run, jump, throw and fling.</p> <p>The period for the practical part at school will have 2 moments:</p> <ol style="list-style-type: none"> 1. Between the months of October to April- lessons 45' for each class, 2 times a month in school, being the lessons, divided into two areas, races and another to jumps and releases. 2. In the month of May, the lesson will be 60 ' and will be held in the athletics track Manuela Machado. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graphs | <table border="1"> <thead> <tr> <th>Project</th> <th>School Year</th> <th>Nº Schools</th> <th>Nº Classes</th> <th>Nº Students</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Athletics in Schools</td> <td>2013 / 2014</td> <td>15</td> <td>36</td> <td>690</td> </tr> <tr> <td>2014 / 2015</td> <td>14</td> <td>35</td> <td>691</td> </tr> <tr> <td>2015 / 2016</td> <td>34</td> <td>68</td> <td>1312</td> </tr> <tr> <td>2016 / 2017</td> <td>37</td> <td>66</td> <td>1161</td> </tr> <tr> <td>2017 / 2018</td> <td>36</td> <td>60</td> <td>1084</td> </tr> </tbody> </table> | Project | School Year | Nº Schools | Nº Classes | Nº Students | Athletics in Schools | 2013 / 2014 | 15 | 36 | 690 | 2014 / 2015 | 14 | 35 | 691 | 2015 / 2016 | 34 | 68 | 1312 | 2016 / 2017 | 37 | 66 | 1161 | 2017 / 2018 | 36 | 60 | 1084 | | | | |
| Project | School Year | Nº Schools | Nº Classes | Nº Students | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Athletics in Schools | 2013 / 2014 | 15 | 36 | 690 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2014 / 2015 | 14 | 35 | 691 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2015 / 2016 | 34 | 68 | 1312 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 / 2017 | 37 | 66 | 1161 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2017 / 2018 | 36 | 60 | 1084 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The targeted group | The development of the practical part of teaching-learning to perform in basic schools shall be for the students of the first and second year of the first cycle of basic education. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Innovation and Success Factors | It is necessary that the teachers cause an interest of the pupil with a creative teaching and fun so that the student has pleasure in participating lessons and your learning occurs spontaneously and correct. The possibility of promoting the practice of | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 11 |
|--|--|------------------|----|
| | athletics in official track, motivates the students and their teachers, who may, in conjunction with the local authority and the Association of athletics, develop appropriate physical space activity and motivator. The municipality offers 2 technical support for lessons. | | |
| Constraints | <p>It is understood that such activities should be the firsts to be developed in the classes of motor physical expression, because they constitute the basis of other more complex content.</p> <p>It is in here, the education of our students, to forming habits and values for life, as it includes a set of historical, physiological, political and anthropological knowledge. But for this to happen, it is vitally important that its practice be democratic and inclusive, and should be stimulated from childhood and, observing the Portuguese reality, the most suitable place for its initiation and practice is the school.</p> | | |
| Lessons learned | As a context of school, it must be worked on in its potential and its adaptability to the recreational and playful interpretation, so or even broader than the traditional one. Running, jumping, launching and fling are the basic physical skills, are present in almost all sports modalities. As natural motor actions, they mean a function of human nature. So, because of that, athletic movements are not uninteresting. What can make them so is their didactic interpretation and systematization linked only to institutionalized athletics on the part of the students. | | |
| Replicability and/or up-scaling | <p>Be presented to the directions of the groupings and to the coordinators of the teachers ' councils, to demonstrate interest in the participation in the project.</p> <p>The local autarchy provides a specialized technical body and logistical support in the evolution of a project.</p> <p>The goal of forming young people with discipline habits and values acquired with sports practice for life is an added value for their professional future, taking as an example the experience of a high-performance athlete who accompanies them during the project.</p> | | |
| Conclusion | <p>The teaching of athletics as well as necessary for the enrichment of physical education classes must be taught in theoretical and practical form because one completes other. The lack of adequate materials and the little physical space existing in schools are the main factors that prevent the teaching of this modality, and that contributes to the lack of motivation of the teachers.</p> <p>In this sense was promoted by the municipality this project to remedy this failure and through, of qualified technicians and a high-performance athlete, to share the experience with the school community.</p> | | |
| References | Manuela Machado | | |

| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 12 | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|------------------|--------------|--|--|--------------|--------------|-------|------------------------------|-----|-----|-------|----------------------|---|---|-------|---------------------------------|----|----|--|-------|------------|------------|
| Organisation | IEFP - Institute of Employment and Vocational Training, I. P | | | | | | | | | | | | | | | | | | | | | | |
| Name of the initiative | The Contract-Employment | | | | | | | | | | | | | | | | | | | | | | |
| Visualisation | - | | | | | | | | | | | | | | | | | | | | | | |
| Introduction | The measure Employment contract is a new program of public support for hiring. | | | | | | | | | | | | | | | | | | | | | | |
| Graphs | <p>The employer in conducting contract work, pursuant to the extent you have the right to financial support corresponding to type of contract:</p> <p>a) in the case of contract without term, 9 times the amount of the Social support Index (IAS) $9 \times \text{€}421.32 = \text{€}3,791.88$</p> <p>b) in the case of fixed-term contract, 3 times the value of the IAS. $3 \times \text{€}421.32 = \text{€}1,263.96$</p> <p>Registered unemployment for high-performance athletes:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>January 2017</th> <th>January 2018</th> </tr> </thead> <tbody> <tr> <td>34211</td> <td>Professional Football Player</td> <td>166</td> <td>157</td> </tr> <tr> <td>34212</td> <td>Professional Cyclist</td> <td>2</td> <td>2</td> </tr> <tr> <td>34213</td> <td>Other High-Performance Athletes</td> <td>25</td> <td>17</td> </tr> <tr> <td></td> <td>Total</td> <td>193</td> <td>176</td> </tr> </tbody> </table> | | | | | January 2017 | January 2018 | 34211 | Professional Football Player | 166 | 157 | 34212 | Professional Cyclist | 2 | 2 | 34213 | Other High-Performance Athletes | 25 | 17 | | Total | 193 | 176 |
| | | January 2017 | January 2018 | | | | | | | | | | | | | | | | | | | | |
| 34211 | Professional Football Player | 166 | 157 | | | | | | | | | | | | | | | | | | | | |
| 34212 | Professional Cyclist | 2 | 2 | | | | | | | | | | | | | | | | | | | | |
| 34213 | Other High-Performance Athletes | 25 | 17 | | | | | | | | | | | | | | | | | | | | |
| | Total | 193 | 176 | | | | | | | | | | | | | | | | | | | | |
| The targeted group | <p>In addition to being required to hire an unemployed person registered on the IEFP, there are other factors to consider:</p> <p>a) in the case of a contract term, it is necessary that the unemployed person is registered on the IEFP for at least six consecutive months. If you have until 29 years or more than 45 years, this low period for at least two consecutive months. Finally, if the unemployed person is integrated in special circumstances (beneficiary of the unemployment benefit, social insertion income, people with disabilities, including single, married or in a de facto union with other unemployed registered with the IEFP, victim of domestic violence, refugees, ex-con or a drug addict in recovery), there is no minimum period of subscription.</p> <p>b) In the case of a term contract (minimum of 12 months), it is necessary that the unemployed person is more than 45 years old or was been registered in the IEFP for at least 25 months. It may also conclude a contract with a certain term with an unemployed person in special circumstances (beneficiary of the minimum income of insertion, persons with disabilities, refugee, con or drug addicts in recovery), there is no minimum deadline.</p> | | | | | | | | | | | | | | | | | | | | | | |
| Innovation and Success Factors | <p>The whole process is done through the network Portal. To receive this support, you will always have to publish the job offer on this site, even if you have already chosen the employee to hire. You can then submit the 'online' application to support through your company's personal area on the network platform.</p> <p>It is up to IEFP to evaluate each request for support for hiring. In practice, even if your hiring complies with all the criteria, you may be without financial support (depending on the final classification attributed by IEFP and the public funds still available). The</p> | | | | | | | | | | | | | | | | | | | | | | |

| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 12 |
|--|---|------------------|----|
| | results are reported by IEFP within 30 working days after the end of each application period. | | |
| Constraints | <p>The measure employment contract has a closed application scheme. The application periods approved by deliberation of the Board of Directors of the IEFP, IP for the year 2018 are:</p> <p>-1st Period-March 1 to March 31, 2018-2. º Period-1 June to 30 June 2018-3rd period – 1 September to 30 September 2018 we inform you that you are only eligible for the measure, contracts carried out following a job offer available at the portal Netemprego.gov.pt According to the legislation in force for the measure.</p> | | |
| Lessons learned | Any company, entrepreneur in individual name or non-profit organization, provided that it has the tax and contributory situation regularized (including companies on a special process of revitalization). Companies with overdue wages are excluded, with a history of condemnation in the field of labour law or in a situation of non-compliance with the IEFP with regard to financial support. | | |
| Replicability and/or up-scaling | In addition to refugees, drug addicts, etc. There was could be a positive discrimination for elite athletes. That way it could be a good practice. | | |
| Conclusion | The creation of benefits when hiring a high-competition athlete would be a greatest value. | | |
| References | - | | |

| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 13 |
|--------------------------------|---|------------------|----|
| Organisation | Universidade do Minho – TecMinho interface | | |
| Name of the initiative | DISC | | |
| Visualisation | - | | |
| Introduction | <p>DISC is a behavioral evaluation tool that allows you to analyze a person's behavior from 4 factors:</p> <ul style="list-style-type: none"> • Decision (the way we react to problems and challenges); • Interaction (how we relate and influence others); • Serenity (as we face changes and rhythms); • Compliance (how we act and react to rules and procedures). <p>The result of the DISC evaluation indicates the orientation of each of these factors in our behavior. This means that there are no better or less good profiles, but, yes, profiles that fit better or less well to certain type of activities and context.</p> | | |
| Graphs | - | | |
| The targeted group | <p>DISC is a useful tool for people in various types of roles, of which they stand out:</p> <ul style="list-style-type: none"> • Secondary school students; • Higher education students, in the context of their transition process to the labour market; • Career Transition Professionals (unemployed looking for new jobs); • Professionals in active, who wish to better understand their level of adjustment to professional activity and to initiate a professional development plan; • Entrepreneurs, so that they know their profile better and define the structure of their team; • Responsible for recruitment and selection processes; • Responsible for human resource development processes and talent management in organizations; • Recruitment and selection companies; • Coaches, to use in the coaching processes; • Consultants in the area of organizational development; • Career Guidance Advisors. | | |
| Innovation and Success Factors | <p>DISC is, in the first place, a tool of self-knowledge, allowing the person to become aware of his profile of natural behaviour (which constitutes as our innate way of acting, or the way we feel more comfortable) and his profile adapted (the way we think we should act before a situation or circumstance).</p> <p>Thus, for a person who is individually considered, the DISC may serve as:</p> <ul style="list-style-type: none"> • Identify professional intervention areas more suited to the behavioral profile (particularly useful for those who are moving to the job market or in the process of changing jobs/careers); • Define a personal development plan, so as to adjust more easily to the requirements of professional activity and the context where it is professionally inserted | | |

| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 13 |
|--|---|------------------|----|
| | <ul style="list-style-type: none"> • To make decisions regarding the choices related to the continuation of studies (particularly for students of the secondary level). <p>The DISC is also a useful tool for attraction processes and talent management as well as in people development processes. Here are some examples of using DISC in these contexts:</p> <ul style="list-style-type: none"> • Know the profile adjustment of a candidate for a particular professional activity, in the context of a recruitment and selection process (responsible for HR and recruitment and selection companies). DISC allows you to define an optimal function profile; • Identify employee development needs; • Make decisions related to the management of talent in the Organization (identify people more appropriate for a particular function, define a development program for these people); • Improve communication and teamwork processes; <p>Supporting development processes through coaching (DISC can be an excellent tool to enhance the reflection and action of the coach).</p> | | |
| Constraints | - | | |
| Lessons learned | <p>The normal evaluation process for a person goes through the following phases:</p> <ol style="list-style-type: none"> 1. Realization of the assessment, which translates to a questionnaire response, on an online platform of People Performance; 2. Generation of a detailed report, with various graphics and detailed profile information; 3. Individual session with a behavioral profile analyst DISC to exploit the results of the evaluation. <p>The disc can also be used by professionals working in the area of human development (consultants, coaches), and should therefore attend a training of behavioral analyst DISC.</p> <p>In organizations, the application of the disc can be carried out by someone with certification in behavioral analyst disc or by a behavioral disc analyst from TecMinho. TecMinho has established a partnership with People Performance Portugal for the performance of the DISC evaluations for the Minho region.</p> | | |
| Replicability and/or up-scaling | Possible mechanism to support the hiring of high-performance athletes. | | |
| Conclusion | Defining the individual profile of each elite athlete, would create a facility in adjusting each individual to the best possible professional reality. | | |
| References | Paulo Silva - psilva@tecminho.uminho.pt; Manuela Neves - mneves@tecminho.uminho.pt | | |

| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 14 |
|--|--|------------------|----|
| Organisation | IEFP – Institute of Employment and Vocational Training, I. P | | |
| Name of the initiative | Sector Agreement | | |
| Visualisation | - | | |
| Introduction | Sector Agreement is the agreement established between the Institute of Employment and Vocational Training, I. P (IEFP) and the business associations representing the sectors of activity considered to be priority and with greater capacity to create Employment, for the recruitment and selection of workers, qualified and adjusted to the jobs to be occupied, with the aim of establishing a better correspondence between supply and job demand, facilitating the approximation between the public service Employment and the entrepreneurial fabric and, at the same time, the integration into the labour market of unemployed persons registered in the employment centres. | | |
| Graphs (if applicable) | - | | |
| The targeted group | The APICCAPS-Portuguese Association of Footwear, components, skin articles and their substitutes, a representative of companies in the footwear sector. and the FITVEP-Federation of the textile and clothing industry of Portugal, representative of the textile and clothing industry. | | |
| Innovation and Success Factors | It has as an object to establish the generic principles of the involvement and mutual cooperation of the IEFP and of business associations, in the prospecting of the human resources needs of the companies of each activity sector, as well as in the recruitment processes and Selection of unemployed persons, registered in the employment centres to be carried out for the satisfaction of the job offers submitted by the said entities to the IEFP. | | |
| Constraints | The business associations duly registered in the portal www.netemprego.gov.pt , have a unique entry, designated "refer to the offers of the associated entities". The consultation has as the search criteria the date of registration of the offers and the tax identification number of the associated entities, or can be executed without any criterion, presenting information on all the offers, through the registration number of the Offer, tax identification number of the associated entity, name of the entity, County of location of the workstation, date of registration of the offer, salary, number of posts communicated and number of jobs still vacant. | | |
| Lessons learned | - | | |
| Replicability and/or up-scaling | Possibility of creating an identical support mechanism for the sport sector. | | |

| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 14 |
|-------------------|--|------------------|----|
| Conclusion | A partnership between the IEFP and an entity responsible for sport, allowed to establish a better correspondence between supply and job demand, facilitating the approximation between public service employment and elite athletes facilitating the integration on labour market. | | |
| References | Legal framework RCM N.º 101-B/2010, of 27 December, approving the initiative for competitiveness and employment. Technical framework Deliberation of the Board of Directors of IEFP, I. P, of 14 March 2011. | | |


| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 15 |
|--|---|------------------|----|
| Organisation | Faculty of Sport Sciences and Physical Education of the University of Coimbra (FCDEF-UC) | | |
| Name of the initiative | Creation of tutor for High-performance Athletes | | |
| Visualisation | The Director of the FCDEF, within his job assignment for different goals / tasks, understood how to create the role of the tutor teacher for high performance athletes in order to better solve all that involves the compatibility of the sports career with the academic. | | |
| Introduction | To know the population involved (High-performance Athletes of different modalities). Know and encourage compliance with legal devices associated with dual careers. Intervene with the faculty directly involved with these athletes to solve any difficulty encountered, relieving the athlete from the wear and tear associated with non-compliance with the rights that they attend. | | |
| Graphs | - | | |
| The targeted group | High-performance athletes attending FCDEF (CAR de Montemor-o-Velho, canoeing and rowing, CAR Sangalhos, cycling and gymnastics). Athletes attending other UC faculties who are provided support in the control and evaluation of training whenever required. | | |
| Innovation and Success Factors | Direction and organs of the faculty zealous in enforcing the applicable legislation. Exalting the merit of performance to the highest level of sport (Institution of merit award). Associate the example of the high-performance athlete with social promotion initiatives and the future after the end of the career. | | |
| Constraints | Legal framework still insufficient. Misunderstanding on the part of some teachers and responsible in the requirement associated to the high income | | |
| Lessons learned | The results have shown that in a balanced way it has been possible in the FCDEF promote dual carers | | |
| Replicability and/or up-scaling | - | | |
| Conclusion | We consider that this practice is indispensable for the academic success of the students which are also high-performance athletes | | |
| References | - | | |

| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 16 |
|--|--|------------------|----|
| Organisation | Paralympic Committee of Portugal in cooperation with the Principal Sponsor – “Jogos Santa Casa” | | |
| Name of the initiative | “Jogos Santa Casa” Training Fellowships | | |
| Visualisation | The grants can have a maximum value of three thousand euros each, and are intended for athletes who are resuming or start their Paralympic course through the program of preparation for the upcoming Paralympic Games. | | |
| Introduction | <p>A) The objective of this initiative is to stimulate and enable Paralympic athletes to promote a competitive career alongside a parallel accompaniment of studies of a professional or higher nature;</p> <p>B) Grants are awarded annually from 2016;</p> <p>C) Support in the payment of the costs of the training programs that each athlete proposes to develop up to a maximum of 3,000 € per year;</p> <p>D) All the athletes included in the Paralympic Preparation Project are considered eligible for these scholarships.</p> | | |
| Graphs | - | | |
| The targeted group | Paralympic athletes | | |
| Innovation and Success Factors | <p>Some renewal of the athletes is necessary so that it is possible to continue to stimulate young people for the continuity of the studies along with the sport career of high income.</p> <p>As an additional element it should be noted that this project is accompanied by the Olympic Committee of Portugal and presents exactly the same conditions for the two Committees promoting a true sense of equality and inclusion under the conditions made available.</p> | | |
| Constraints | The Paralympic universe has low levels of schooling. | | |
| Lessons learned | The project has only 3 years, so the results of the initiative are still not very significant. Many of the candidates have not yet completed their training process. In any case it is always positive to be able to contribute to the adaptation to a labor market, whether it is in the sports field or otherwise. High-performance athlete careers are usually shorter and sooner or later, there is always a confrontation with the type of activity that is proposed to develop after the end of the career. | | |
| Replicability and/or up-scaling | In its genesis the initiative only, contemplated training in higher education. For the above reasons the project was being channelled to a very small percentage of athletes, so the Paralympic Committee of Portugal and the "Jogos Santa Casa" felt the need to open the training options for vocational training so as to integrate and support more athletes, giving a new expression to the project. | | |
| Conclusion | The initiative has a very positive impact. It presents a formative and encouraging aspect to the academic formation that we believe could have an important impact | | |

| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 16 |
|------------|---|------------------|----|
| | <p>on the sustainability of the Paralympic project, functioning as a complementary additive to the practice of high-performance sport. The fact that we can provide conditions to support high-performance sports alongside a training offer are two social pillars that we consider to be of great importance in the framework of the mission of the Paralympic Committee of Portugal.</p> | | |
| References | - | | |

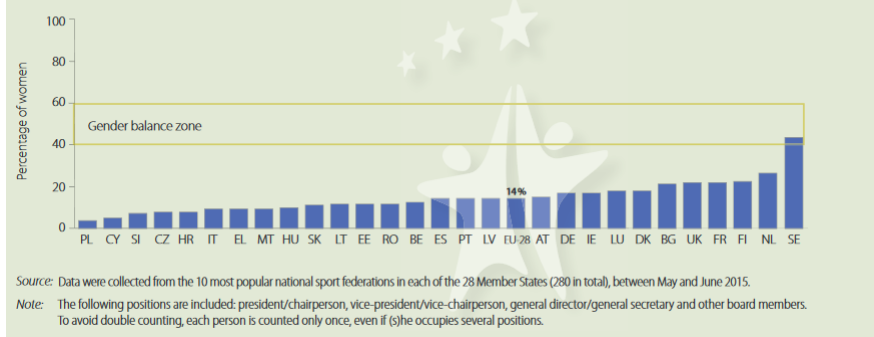
| COUNTRY | PORTUGAL | BEST PRACTICE Nº | 17 |
|---------------------------------|--|------------------|----|
| Organisation | Portuguese Swimming Federation | | |
| Name of the initiative | Cooperation with educational institutions for the integration of high-performance athletes | | |
| Visualisation | With this project we intend to create academic success conditions for high-performance athletes, both at the level of higher education and secondary education | | |
| Introduction | Reconciling a high-performance career with an academic career is a necessity, but it does lead to a great sacrifice on the part of athletes to achieve success in both areas. With this objective, FPN has developed partnership protocols with higher and secondary education institutions, which allows flexible hours between training and classes. | | |
| Graphs | - | | |
| The targeted group | High-performance athletes who are involved in FPN High-performance program | | |
| Innovation and Success Factors | Protocols with high schools and universities near the High-Performance Centres | | |
| Constraints | Legal framework is insufficient | | |
| Lessons learned | The results have shown that it's very important the dual careers promotion and the articulated conciliation of high-performance activity and academic activity allows good improvements in both activities. | | |
| Replicability and/or up-scaling | - | | |
| Conclusion | These practices are indispensable for the future success of the high-performance athletes when they leave the sports career. In the future we will try to sign some protocols with enterprises to enable better professional integration. | | |
| References | - | | |


4.4. LITHUANIA

| COUNTRY | LITHUANIA | BEST PRACTICE Nº | 18 |
|---------------------------------------|---|------------------|----|
| Organisation | FH JOANNEUM Gesellschaft mbH with partner organisations | | |
| Name of the initiative | Athletes Learning Entrepreneurship – a new type of Dual Career Approach / AtLETyC | | |
| Visualisation |  <p>The graphic shows the AtLETyC logo (a stylized 'æ') and the text 'Athletes Learning Entrepreneurship' in green. Below it, it says 'A Unique Training Program for Unique Talents'. The background features a person's legs in athletic gear on a track.</p> | | |
| Introduction | <p>The aim of AtLETyC project (AtLETyC – Athletes Learning Entrepreneurship – a new Type of Dual Career Approach) is to develop Training on Entrepreneurship in particular for elite Athletes to facilitate and enlarge their educational opportunities and to enhance and stimulate Dual Career approaches of sportspeople. The training will be composed of web-based modules and face-to-face modules according the “Blended Learning”-Concept.</p> | | |
| Graphs | - | | |
| The targeted group | Elite Athletes, with skills required to be successful in the labour market and in the economy | | |
| Innovation and Success Factors | <p>The main result is innovative:</p> <ul style="list-style-type: none"> Blended Learning Concept training programme on Entrepreneurship for elite Athletes Tailor-made flexible and open access training to the specific target group developed for their specific needs The programme will be adaptable to different interests of athletes and trainers as well to different languages The modular composition allows flexibility in the choice of required modules | | |
| Constraints | Sometimes it is challenging to keep elite athletes during the blended learning training period. | | |
| Lessons learned | AtLETyC is well organized pioneering European entrepreneurship training course at postsecondary level. The highly flexible training programme was commonly designed by elite athletes, dual career experts and academics. The program has the potential for the expansion. | | |

| COUNTRY | LITHUANIA | BEST PRACTICE N° | 18 |
|--|---|------------------|----|
| Replicability and/or up-scaling | It is possible for other interested stakeholder to contact the project consortium and discuss the possibility regarding the scaling of the program. | | |
| Conclusion | AtLETyC is a pioneering European entrepreneurship training course at postsecondary level. The highly flexible curriculum was commonly designed by elite athletes, dual career experts and academics. A blended learning concept combines custom-tailored online modules with concise on-site workshops. | | |
| References | http://atletyc.eu/ | | |

| COUNTRY | LITHUANIA | BEST PRACTICE Nº | 19 |
|------------------------|---|------------------|----|
| Organisation | Lithuanian union of sport federations with partner organisations | | |
| Name of the initiative | Women's empowerment in sport and physical education industry – MIRACLE | | |
| Visualisation |  | | |
| Introduction | <p>EU proposal for strategic action for 2014-2020 for Gender Equality in Sport illustrates, that out of 52 European sports federations 20 (38%) do not have a woman on their boards, 46 (88%) have less than 25% women on their boards, and only two have a female president. There are only three female presidents among European National Olympic Committees (NOCs), whereas the percentage of women on NOC Executive Committees had only seven female secretary generals.</p> <p>Participants of the IOC World Conference on Women and Sport highlighted that the number of women participants in sport has grown exponentially and that programs have been put in place and resources committed to ensuring that women are trained and educated for leadership positions. However, they regretted that the number of women being elected in decision-making positions has not increased at the same pace as in the participation in the field of play.</p> <p>These barriers women face in taking on decision making and management positions can partly be explained by the different values, attitudes and behaviors of women and men. Such factors however are also related to equal rights, gender roles, gender regimes and the gender order in society.</p> <p>To support women in strongly man dominated sport industry there a lot of programs and courses created, still according the statistics it hasn't hit the target yet. Sports management curricula that assure women and girls active board membership in leading positions, equity, financial means, participation in decision-making and strategic planning are likely to be more successful in producing lasting change in the self-perception and self-confidence of female participants new perception is needed, which would from early career days would develop and build confidence involving women and girls in sport management activities alongside man, which could help overcome prejudice that often contributes to social vulnerability and promote stronger social integration for women and girls.</p> | | |

| COUNTRY | LITHUANIA | BEST PRACTICE Nº | 19 |
|--|---|------------------|----|
| Graphs | <p>Proportion of women among all decision-making positions in national sport federations in the EU-28, 2015</p>  <p>Source: Data were collected from the 10 most popular national sport federations in each of the 28 Member States (280 in total), between May and June 2015. Note: The following positions are included: president/chairperson, vice-president/vice-chairperson, general director/general secretary and other board members. To avoid double counting, each person is counted only once, even if (s)he occupies several positions.</p> | | |
| The targeted group | Women in management positions in sport organisations | | |
| Innovation and Success Factors | The aim is: to empower women in management positions in sport organisations by adopting already existing sport administration program for the sport managers and shift it for women hands-on sport management course to shows women how strategically use their strengths and abilities while mastering their competitive mindset, as well as become more confident in a competitive, male-dominated industry. | | |
| Constraints | - | | |
| Lessons learned | - | | |
| Replicability and/or up-scaling | The developed program will be freely available to interested stakeholders. | | |
| Conclusion | <p>The Specific objectives of MIRACLE project are:</p> <ul style="list-style-type: none"> ✓ to train and enhance the competences of women and girls in the areas of leadership and middle-management within the sport industry; ✓ to provide insight and intelligence from women in top leadership position to younger women peers; ✓ to offer free training course for empowerment women middle-manager's in sport and physical education industry; ✓ to set a network platform of women leaders in sport which would work on voluntary basis to support and counsel young their peers - sport managers in sport industry. | | |
| References | - | | |

| COUNTRY | LITHUANIA | BEST PRACTICE Nº | 20 |
|---------------------------------|---|------------------|----|
| Organisation | FH JOANNEUM Gesellschaft mbH with partner organisations | | |
| Name of the initiative | How to lead a club to a successful future / sportGO | | |
| Visualisation |  | | |
| Introduction | <p>SportGO promotes and supports good governance in sport and dual careers of athletes. The project focuses on the priority of supporting the implementation of EU policy documents in the field of sport and other relevant policy areas such as recommendations, guidelines, policy strategies, etc. (The EU Physical Activity Guidelines, EU Guidelines on Dual Careers of Athletes, Principles on good governance in sport, etc.).</p> | | |
| Graphs | - | | |
| The targeted group | <p>sportGO aims to reach three different target groups:</p> <ul style="list-style-type: none"> • Managers and officials of semi-professional sport clubs • Regional and national sport governing bodies • Training providers | | |
| Innovation and Success Factors | <p>SportGO aims to support sport clubs by developing a practical training program to enhance the governance skills of semi-professional and amateur sport club officials.</p> | | |
| Constraints | - | | |
| Lessons learned | - | | |
| Replicability and/or up-scaling | <p>It is possible for other interested stakeholder to contact the project consortium and discuss the possibility regarding the scaling of the program.</p> | | |
| Conclusion | <p>The training curriculum is the base of the whole sport management course for semi-professional and amateur sport club managers. The training curriculum provides a detailed overview over each of the modules offered during the course. For each of the modules a description of the content, objectives and the number of lessons will be defined which enables the target group to decide on whether to take a specific course module or not. After the compilation the training curriculum will be translated into the national languages of all participating countries. Following sub activities will be conducted to achieve the goals of the activity “development of the training curriculum”</p> | | |
| References | http://www.sportgo-eu.com | | |

4.5. BOSNIA AND HERZEGOVINA

| COUNTRY | BOSNIA AND HERZEGOVINA | BEST PRACTICE Nº | 21 |
|--------------------------------|---|------------------|----|
| Organisation | Olympic Committee of Bosnia and Herzegovina | | |
| Name of the initiative | Women in Sport – Empowerment Seminar | | |
| Visualisation | - | | |
| Description | <p>The situation in Bosnia and Herzegovina demonstrated that there is a basic need to increase the number of women in the sport industry. Therefore, the NOC of Bosnia and Herzegovina with the help from the Olympic Solidarity organized Women in Sport Empowerment Seminar in order to strengthen the participants' knowledge and competences in leadership, but also to raise the awareness about the importance among the National Federations male senior management who have been invited to the seminar.</p> <p>The main objective was to increase and empower women in leadership positions throughout the sport movement. It served also to create a network between the different branches where women are located in sport and to increase awareness about the importance of their equal participation in governing and all other positions.</p> <p>The seminar covered the following topics:</p> <ul style="list-style-type: none"> - communication and networking - the importance and the stiles of women leadership - leadership practice - the role of mentors in leadership - leadership culture - leadership matrix - fundraising | | |
| Target Group | Active and former female athletes | | |
| Innovation and success factors | <p>The NOC of Bosnia and Herzegovina has not so far organized this kind of seminar although it is a basic need and a prerequisite. We do not have any policy but we refer back to the Olympic Charter in regards to the women participation in governing bodies. We believe that the initiative significantly helped to improve the ratio of women as well as to induce the appropriate environment in which women will be encouraged to take up positions usually held by men.</p> <p>One of the main success factors is introducing the following initiative specifically addressing the female population in sport:</p> <ol style="list-style-type: none"> 1. Create a community among women in sport in the country 2. Improve the following skills which are relevant to the key objectives: <ul style="list-style-type: none"> ✓ communication skills ✓ influencing and lobbying skills ✓ presentation style ✓ media skills | | |

| COUNTRY | BOSNIA AND HERZEGOVINA | BEST PRACTICE Nº | 21 |
|--|--|------------------|----|
| | <ul style="list-style-type: none"> ✓ sponsorship and marketing ✓ chairing meetings ✓ staff and volunteer management | | |
| Constraints | This initiative is a basic need for the sport system in our country which unfortunately (despite the fact that many women work in the administration) has a lack of women leadership and the ones existing are not connected and empowered. | | |
| Lessons learned | The initiative has been successful and the feedback of the participants clearly showed that this has been a basic need for the female representatives of our federations. This initiative might not “change the male world we live in”, but it served to raise the awareness and the leadership skills among the female representatives and empowered them to take a more proactive role in their federations and the organisations they work for. | | |
| Restrictions and barriers | <ul style="list-style-type: none"> • Small number of female athletes in decision-making positions • Lack of understanding for the importance of having female athletes in decision-making positions • Lack of knowledge as to what skills female athletes possess in regards to male athletes when it comes to decision-making positions | | |
| Replicability and/or up-scaling | <p>In order to successfully use the achieved outcomes, more seminars addressing this specific issue should be organised along with continues efforts to raise the awareness of the importance of women athletes in decision-making positions. Therefore, the following points should be addressed in the future:</p> <ul style="list-style-type: none"> • empowering women in leadership positions • to increase representation by women in leadership positions in sport • to build the competence and confidence of women in decision-making positions • to increase support among organisations for the contribution women can make to sports leadership • to strengthen networking between women leaders • to provide a platform for future national and international projects • to disseminate best practice via website, publications, sharing seminars and international networks | | |
| Conclusions | <p>The overall conclusion is that women in sport, as women in general lack the understanding as to what makes them good entrepreneurs and leaders in their respective fields. When you add the element of athletes, along with their issues of dual career, it is safe to say that female athletes in Bosnia and Herzegovina have very little chance, if any, to be successful in entrepreneurship and to set themselves in the positions of decision-makers.</p> <p>Greater efforts must be put forth in raising the awareness of women athletes as entrepreneurs and as leaders in their field of work. There should be a continuous education, training sessions and seminars organised for this specific group in order to raise their spirits, to empower women and finally to allow them a safe</p> | | |


| COUNTRY | BOSNIA AND HERZEGOVINA | BEST PRACTICE Nº | 21 |
|------------|---|------------------|----|
| | environment within which they would be able to freely express themselves and learn the skills necessary to guide them in their future activities. | | |
| References | http://www.okbih.ba/new/vijest.php?id=880 | | |

| COUNTRY | BOSNIA AND HERZEGOVINA | BEST PRACTICE Nº | 22 |
|-------------------------------|---|------------------|----|
| Organisation | Olympic Committee of Bosnia and Herzegovina | | |
| Name of the initiative | Advanced Sport Management Courses | | |
| Visualisation | - | | |
| Description | <p>Advanced Sport Management Courses allowed volunteers and paid staff at Olympic Sport Organisations to expand their managerial skills while actively contributing to a unique learning community. By developing and presenting case studies, sharing experiences, and studying the material presented in the text, course participants learnt how to implement change and ultimately manage their organisations more effectively.</p> <p>Advanced Sport Management Courses consisted of six modules covering the following topics:</p> <ul style="list-style-type: none"> • Organising an Olympic Sport Organisation • Managing strategically • Managing human resources • Managing finance • Managing marketing • Organising a major sporting event <p>For each module, participants developed a small case study on their organisations. After completing the six-chapter modules, participants evaluated the impact of the course on their organisation and themselves through the development of a report on the learning process, which was presented and discussed in small groups.</p> <p>In addition, participants completed an anonymous final internal evaluation questionnaire related to the content, teaching methods and material of the Advanced Sport Management Courses.</p> | | |
| Target Group | <p>Participants in the Advanced Sport Management Courses corresponded to one of the following descriptions:</p> <ul style="list-style-type: none"> • Individuals at the senior/executive level of the National Olympic Committee, National Federations and other bodies responsible for the development of Olympic sport. Participants at this level will be able to use their expertise and experiences to contribute to the overall learning environment, while also being able to complete the presentations and case study work involved in the course. • Paid or volunteer managers at the OSO. These participants must have full support by senior/executive staff to ensure that they are able to meet the objectives and requirements of the course. | | |
| Innovation and successfactors | <p>Successful intervention – Media attention – during the realisation of the courses we have had a lots of media attention and we have tried to do as much as possible in order to enhance the communication of our Federations with the media. Almost all the participants expressed gratitude for this fact and it helped</p> | | |

| COUNTRY | BOSNIA AND HERZEGOVINA | BEST PRACTICE Nº | 22 |
|----------------------------------|--|------------------|----|
| | our NOC to strengthen our role in the sport system of our country. The attention also resulted with a significant number of people interested in taking part at the next ASMC (we received more than 20 e-mails and phone calls of people asking how to enrol). | | |
| Constraints | Main challenge – Confidentiality – given the fact that we have had a participant from the Ministry of Sport (Ministry of Civil Affairs of Bosnia and Herzegovina) we had a severe confidentiality issue because the participant shared some confidential information, which ended up in the media. The participant had a severe situation at work for sharing information (some almost were fired). Fortunately, we managed to clear the situation up and the fact that this information has been visible to the public actually helped us to insist more on introducing the changes in the criteria for the public budget distribution to sport organisations in Bosnia and Herzegovina. This has been a challenge for the group because it seriously influenced the further confidence. We had an important discussion about the confidentiality during the modules. | | |
| Lessons learned | <p>Although all the participants occupy senior executive positions within their organisations (Secretary General, Senior managers, Director of national team etc) they would seem to have little or none experience in presentation skills. The evolution of their presenting skills has been visible from the second presentation, where they all improved their presentations (PPT design) and the presenting skills also. Some of the participants found themselves working in Power Point for the first time in their life and their progress has been the most visible from the presentation num. 1 to the final presentation.</p> <p>Here are some main findings</p> <ol style="list-style-type: none"> 1. Communication and networking – although they all do the same or quite similar jobs, this has been the first time ever that all the “actors” of the sport system found themselves doing something together, getting to know about each other, sharing ideas and exchanging opinions. This has been certainly one of the most important effects of the courses. 2. The ability to do actual changes or to influence them to start thinking positive and to focus on an area or simply doing the changes in their “microcosms”. Bosnian Sport is in a very specific position and not many things can be changed without the political will to change the system of financing the sport organisations. However, there were some fields where the participants did actual changes because of the ASMC (introduction of the proper financial planning and reporting, marketing, PR) and it motivated them to continue working for the benefit of their organisations. 3. Strengthening the position of our NOC because it helped to raise the awareness about our NOC and its duties within the Olympic Movement towards the public and towards our association members. | | |
| Restrictions and barriers | <ul style="list-style-type: none"> • The major issue was the confidentiality, and for certain something to build on in the future. • From the beginning of the courses the challenge has been – time management, instead of the planned 8 hours per day, we usually spent 10 | | |



| COUNTRY | BOSNIA AND HERZEGOVINA | BEST PRACTICE Nº | 22 |
|--|--|------------------|----|
| | <p>hours (especially on participant's presentations that always lasted more than planned). This is something we will work on correcting for the next ASMC.</p> <ul style="list-style-type: none"> • Lack of motivation due to the inexperience of the participants • Lack of general skills such as team-work | | |
| Replicability and/or up-scaling | <ul style="list-style-type: none"> • To try to insist on introducing the courses in all the NOC because they are a basic need and a powerful tool for creating a solid HR base and a positive environment. • Insisting on letting the NOC's know how much actual time the organisation, logistics and everyday communication requires. We are positive that the actual success of the courses has been directly proportional to the number of hours invested in communicating with the participants, helping them to deliver their tasks in time and working on the motivation. | | |
| Conclusions | <p>The basic need for the contents such as the ASMC in our sport organisation is evident and according to these "First ASM Graduates" feedbacks we have been receiving and the interest other organisations have expressed the future of the Courses is guaranteed.</p> <p>It is evident that our country has been in a difficult political and financial situation for years and this has reflected all the segments of people's life because they are often unmotivated and think that investing the effort makes no difference, which puts us in a very difficult situation with the ASMC participants. We insisted on the significant word "CHANGES" at the beginning at all the Sessions, and we have tried to raise the level of positive energy in the group. This is why we started all the sessions with the basic question – What did you do within your organisation from the last module to now? We received all kinds of answers from basic reorganisation of the office, to the beginning of the strategic planning. However, the most important thing is that they all have been keen to implement the changes in the amount that was possible especially in the fields, which we focused and insisted on during the courses – the introduction of a proper financial planning and marketing.</p> | | |
| References | <p>http://www.okbih.ba/new/vijest.php?id=589</p> | | |

4.6. SLOVENIA

| COUNTRY | SLOVENIA | BEST PRACTICE Nº | 23 |
|---------------------------------------|--|------------------|----|
| Organisation | Olympic Committee of Slovenia - Association of Sports Federations and partners | | |
| Name of the initiative | Personnel development in sport 2016-2022 | | |
| Visualisation |  | | |
| Introduction | <p>The project Personnel Development in Sport 2016-2022 was established by the Olympic Committee of Slovenia - Association of Sports Federations, together with partners - National Sports Federations, scientific research institutes and public health stakeholders. The consortium consists of 39 partners.</p> <p>The project activities allow for the development and consolidation of coaching structures; integration of scientific and research work in the field of sport with professional work in practice; promotion of the development of a dual career of top athletes and more focused and "soft" transition from their competitive career into sports expert career. Over the entire period of the project, at least 25 top athletes and 70 top coaches will be co-financed.</p> | | |
| Graphs | - | | |
| The targeted group | <p>The athlete had a "world-class athlete" status or "international class athlete" status in the course of his career in accordance with the criteria of the OCS-ASF.</p> <p>The athlete has achieved a medal at the World Cup or the Olympic Games or the European Championship in his career; the athlete has performed in the finals at the OG, WC or EC in the individual Olympic discipline or at least in the eighth-finals at the OG, WC or EC in the collective Olympic discipline. The athlete has formally completed an active competition career. The individual is involved in the 1st, 2nd or 3rd Bologna level of higher education (or relevant levels according to the old higher education programs).</p> | | |
| Innovation and Success Factors | <p>Upon completion of formal education or training, equipped with new skills and knowledge, the athletes will have to work in practice for a while and gain certain experience to become top experts in the desired field. The included athletes are enabled to acquire professional practice through the concrete tasks in the frame of the national sports federations that supported their inclusion in the project.</p> | | |
| Constraints | <p>It is important that the athletes, in addition to gaining new knowledge at faculties or through professional training programs, also resort to their own specialization in sport with their own strategy. In order to achieve the desired goal, career must be planned.</p> | | |


| COUNTRY | SLOVENIA | BEST PRACTICE Nº | 23 |
|--|--|------------------|----|
| Lessons learned | The project is of paramount importance for the sustainable development of human resources in sport, the effects of the project will be visible after the completion of the project. | | |
| Replicability and/or up-scaling | - | | |
| Conclusion | 74 individuals have been involved in the project to date, and new inclusions will take place until 2020. Responses to co-financing the development of human resources in sport are positive. The analysis of respondents' answers showed the need and desire for additional knowledge and training, and the necessity of networking of sports workers, as they are the only driving force in ensuring quality improvement in all areas of sport. | | |
| References | - | | |

4.7. UNITED KINGDOM

| COUNTRY | UNITED KINGDOM | BEST PRACTICE Nº | 24 |
|---------------------------|---|------------------|----|
| Visualisation |   | | |
| Introduction | <p>UK Sport is the United Kingdom's high-performance sports agency investing in Olympic and Paralympic sport. Its mission is to work in partnership to lead sport in the UK to world class success. Primarily this means working with its partner sporting organisations to deliver medals at the Olympic and Paralympic Games.</p> <p>Concerned about its duty of care to elite athletes facing retirement and with the increasing focus on transition from elite sport to the workplace, UK Sport joined forces with the English Institute of Sport, the British Olympic Association and the British Paralympic Association to launch Athlete Futures in October 2016.</p> <p>The aim of Athlete Futures is to connect elite athletes with businesses, potential employers and training providers to enable a more seamless transition once they retire from top level sport.</p> | | |
| Graphs | - | | |
| The targeted group | With a few exceptions, all athletes who are or were on UK Sport's World Class Programme (WCP). The WCP began in 1997 and primarily funds elite Olympic and Paralympic athletes. | | |


| COUNTRY | UNITED KINGDOM | BEST PRACTICE Nº | 24 |
|--|--|------------------|----|
| Innovation and Success Factors | <p>All current athletes on the WCP have access to Personal Lifestyle Advisors (PLA), who are managed by the English Institute of Sport. These offer personal help to WCP athletes and act like a parent figure.</p> <p>PLAs help athletes to plan for their futures, especially when an athlete's career is cut short by injury or de-selection. They also help athletes to understand their value in the workplace.</p> <p>Despite the work of the PLAs, UK Sport and its partners wanted to increase the help and advice available to athletes. Hence the creation of Athlete Futures (AF). UK Sport says around 550 past and present athletes have signed up to the programme.</p> <p>AF advises athletes via workshops, networking events, newsletters, social media and conferences. Potential employers attend the workshops and conferences to offer guidance – on CVs, interview techniques, presentation skills - and discuss opportunities, from work experience and training to full-time positions.</p> <p>AF wants its events to be informal and light touch. It also encourages athletes – those who are retired, facing retirement or who have not yet contemplated retirement – to share experiences and advice.</p> <p>Feedback to the first workshop held in October 2016 - from both athletes and employers - was “overwhelmingly positive”, according to a UK Sport spokesperson.</p> <p>The long-term goal of AF is to get older athletes mentoring the younger ones, but this is a long way off from being achievable.</p> | | |
| Constraints | <p>UK Sport says it can be difficult to reach and engage with WCP athletes, both past and present. During their sporting careers, they are often told what to do and what not to do, so are not always able to think for themselves. In the words of one UK Sport official, they “haven't grown up” and have been over-reliant on the support network around them. In addition, some performance directors and coaches want their athletes fully focused on their sporting careers and do not want them to be distracted. So, initiatives like Athlete Futures that may require an athlete's time and energy are frowned upon.</p> | | |
| Lessons learned | <p>UK Sport says it's important to engage with athletes as early as you can, ideally right at the start of the elite careers. Otherwise you are playing catch-up and facing barriers you could have avoided.</p> <p>UK Sport also advocates gathering feedback and says it is important to recognise that it is impossible to please everyone all of the time.</p> | | |
| Replicability and/or up-scaling | <p>All new additions to the WCP are now being signed up to Athlete Futures. It means UK Sport is engaging and advising athletes about their future options and careers straight away, thus making for a more robust and comprehensive programme.</p> <p>UK Sport says a number of sporting governing bodies are doing great work preparing athletes for life after sport. It tries to support national governing bodies where it can, but says it is accountable for the money it spends because it has come from public funds.</p> | | |
| Conclusion | <p>Willis Towers Watson, a global multinational risk management, insurance brokerage and advisory company, says it put its “misgivings aside” to hire a retired Olympic</p> | | |

| COUNTRY | UNITED KINGDOM | BEST PRACTICE Nº | 24 |
|-------------------|--|------------------|----|
| | <p>swimmer a decade ago. That swimmer has now built an “exceptionally successful and lucrative career as an insurance broker” and prompted WTW to bolster its workforce recently with two elite athletes coming to the end of their careers.</p> <p>WTW says elite athletes possess numerous characteristics to succeed, namely drive, determination, humility, not accepting second best, always looking to improve and to ‘win’, whatever winning means at that moment in time. Following an Athlete Futures event in September 2017, it decided to employ hockey players Iain Lewers and Holly Payne.</p> | | |
| References | <p>http://www.uk sport.gov.uk/afn http://www.uk sport.gov.uk/athletefutures http://www.uk sport.gov.uk/news/2016/11/01/top-10-crossover-skills</p> | | |

| COUNTRY | UNITED KINGDOM | BEST PRACTICES Nº | 25 |
|---------------------------------------|--|-------------------|----|
| Organisation | Life After Professional Sport (LAPS) | | |
| Name of the initiative | Not applicable | | |
| Visualisation |  | | |
| Introduction | <p>LAPS was set up by a recruitment consultant, Rob Steed, and a professional footballer, Robbie Simpson, in February 2017. Its goal is to offer advice, networking and job opportunities to current and former elite athletes. It was born out of a demand from companies that specifically want to recruit professional sportsmen and women because of the qualities they possess.</p> | | |
| Graphs | - | | |
| The targeted group | Elite athletes of all ages, current and retired. | | |
| Innovation and Success Factors | <p>LAPS is a careers resource platform helping elite athletes decide which career will suit them best after their playing careers are over. It currently has around 2,000 members.</p> <p>It has been able to place athletes with a number of high-profile companies, either in full-time employment, via training schemes, or through work experience opportunities.</p> <p>LAPS help athletes prepare CVs, hone interview techniques and puts them in direct contact with employers specifically looking to recruit former sports professionals. Companies LAPS works with include HSBC, Aldi, Ted Baker, Sky Bet and St James's Place Wealth Management.</p> <p>LAPS also run workshops and seminars on behalf of companies and professional sports clubs, including Liverpool Football Club.</p> | | |
| Constraints | <p>LAPS say one of the biggest challenges it faces is getting athletes to think earlier about life after retirement. LAPS say some elite athletes have an "I'll be OK" attitude or prefer to deal with the reality of retirement only after it has happened.</p> <p>LAPS say some athletes are suspicious of organisations or individuals looking to help them because they fear they these organisations or individuals are motivated by the opportunity to gain financially. LAPS offer a 100% free service to athletes. Its funding comes from the companies it helps to recruit professional sportsmen and women.</p> <p>LAPS work with a number of governing bodies and player unions but says not all are open to working with external organisations. Some governing bodies and player unions are fearful that these external organisations are trying to do their jobs and are therefore a threat.</p> | | |
| Lessons learned | <p>LAPS say companies deliberately target elite athletes because of their 'coachability'. Companies tell LAPS that elite athletes are used to receiving feedback – good and</p> | | |

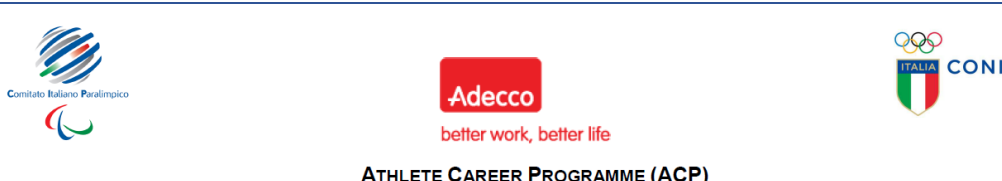
| COUNTRY | UNITED KINGDOM | BEST PRACTICES Nº | 25 |
|---|---|-------------------|----|
| | <p>bad – and then acting on it. Companies like this trait. They also believe elite athletes make good employees because they are driven, hard-working and goal-orientated.</p> <p>LAPS made the assumption, when it began, that most elite athletes would want to remain in their chosen sport once their playing careers were over. In reality, LAPS say this is not the case. It recently held a workshop for members of Liverpool FC's Under-23 squad. Of the 25-man squad, only three said they wanted to stay in football after their playing careers were over. One wanted to run a restaurant, another wanted to become an imam because religion was important to him.</p> <p>LAPS also say its early clients were either nearing retirement or already retired. That has changed now as more and more elite athletes start preparing for retirement long before they are forced into action.</p> <p>LAPS say it is never too early for athletes to start thinking about retirement. One of the ways it encourages this is by urging elite athletes to look at their social media profiles. Their biography needs to reflect their identity and not just be all about the sport they play.</p> | | |
| <p>Replicability and/or up-scaling</p> | <p>LAPS say one of the reasons it is successful is that its service is free. That means elite athletes who play a sport that does not reward them financially will always be able to access their resources.</p> <p>LAPS guide elite athletes but says it is important to let them do some of the work so they become more self-sufficient and accountable.</p> <p>LAPS wants companies to introduce more flexible work placements, so an elite athlete who has not yet retired can gain experience while still being committed to professional sport.</p> | | |
| <p>Conclusion</p> | <p>Stephen Rowbotham - Retired rower - Olympic 2008 bronze medallist He retired after 2012 Games in London and now works as a sales director for a travel media company called Ink.</p> <p>Says he uses the skills he acquired as a rower to drive his sales team to be the best they can be.</p> <p>Says elite sportsmen and women usually have a lot of drive, self-confidence and are willing to be held accountable.</p> <p>Says rowing is a selfish sport so he enjoys being able to motivate and inspire others now. He likes to be a decision-maker and to have a positive impact on people.</p> <p>Says he is not from a sales background and had no relevant training or qualifications but insists it did not matter.</p> <p>Says his company embraced his strengths and weaknesses, which echoed his approach to elite sport.</p> <p>Says he started planning for retirement while he was still rowing and looked at finance roles to begin with.</p> <p>Says he was asked to consider a sales role and liked the fact that he would be able to make use of the skills he had learned as a rower.</p> | | |

| COUNTRY | UNITED KINGDOM | BEST PRACTICES Nº | 25 |
|-------------------|--|-------------------|----|
| | <p>Says he is a very competitive person and likes the fact that his sale role allowed him to track his performance as well as the impact he has on the business. It also allows him to outperform others, again echoing the environment he was in and the buzz he got when he was an elite rower.</p> <p>Says his experiences as an elite rower allow him to deal with pressure and expectation, to cope with failure and rejection, to handle different personalities. He accepts failures and moves on.</p> <p>Says elite athletes need to accept that they may be starting from the bottom again when they retire. He urges them to allow themselves to be who they want to be and not be something they are not.</p> | | |
| References | <p>http://www.laps.careers/ https://www.youtube.com/watch?v=4PHt67j4-Ko https://www.thesun.co.uk/sport/football/5978725/robbie-simpson-life-after-professional-sport-job-search-website/</p> | | |

| COUNTRY | UNITED KINGDOM | BEST PRACTICE Nº | 26 |
|---------------------------------------|---|------------------|----|
| Organisation | The Grit | | |
| Name of the initiative | Not applicable | | |
| Visualisation |  | | |
| Introduction | <p>The Grit is a team of successful athletes and professionals from the sporting and corporate world supported by sports associations and sport clubs throughout the United Kingdom. It works to support aspiring, elite and transitioning athletes before and through their retirement phase to a life after sport.</p> | | |
| Graphs | - | | |
| The targeted group | <p>Elite athletes at all stages of their career, but primarily those facing retirement, usually between the ages of 28 and 35.</p> | | |
| Innovation and Success Factors | <p>The Grit offers advice about learning and development, including guidance about CVs, interview technique, through workshops, seminars and online modules, but its main focus is on creating long-lasting support groups for elite athletes. These groups, which meet monthly, are made up of fellow athletes, either retired or still competing. Members of each group share stories and experiences. They offer each other advice and hold each other to account. It also says these support groups encourage athletes to take responsibility for themselves.</p> | | |
| Constraints | <p>It can be hard to engage with athletes for several reasons. They quickly become isolated after retiring. They are not used to looking after themselves because of the comprehensive support network around them when competing. They can suffer from anxiety and depression.</p> <p>Some clubs and sporting governing bodies are unwilling to collaborate. They do not feel they need help because they believe the work they are doing is good enough. They can also view offers of help with suspicion because they feel that their own work is being challenged.</p> <p>Athletes who have lucrative careers often have agents. Sometimes these agents are a barrier because they are worried about their control of the athlete and the size of their 'cut'.</p> <p>Finance can be another constraint. The Grit is seeking sponsorship or grants to ensure its services are not cost prohibitive.</p> | | |
| Lessons learned | <p>The Grit says it is important to find out why employers are interested in recruiting elite athletes. Are they looking to make use of an athlete's celebrity status to attract investors or buyers? Or do they think athletes possess the skills to help the business succeed? It is important to know so that the athlete has clarity.</p> <p>The Grit says some clubs and sports are ill-equipped to support their athletes after retirement. It makes it hard to engage with them.</p> | | |

| COUNTRY | UNITED KINGDOM | BEST PRACTICE Nº | 26 |
|--|--|------------------|----|
| Replicability and/or up-scaling | <p>The Grit is constantly evaluating its work. It doesn't pretend to have created the perfect service and is always tweaking its offer to athletes.</p> <p>It believes its long-term support groups will be successful but is not in a position to make a judgement yet.</p> | | |
| Conclusion | <p>The Grit is not just worried about helping athletes find work after retiring from sport, it is also concerned about their mental state, which can be very fragile. That's why it believes its support groups are doubly valuable, encouraging each member to share their experiences so they do not become isolated or feel their problems are unique.</p> <p>Anurag Ragi Singh, ex-professional cricketer, who has been helped by The Grit: "I was very aware how quickly you become irrelevant after your career ends. Something I learnt early on in my transition is that the world doesn't owe you a living, you need to be prepared."</p> | | |
| References | <p>https://thegrit.co.uk/</p> | | |

4.8. ITALY

| COUNTRY | ITALY | BEST PRACTICE N° | 27 |
|-------------------------------|--|------------------|----|
| Organisation | CONI (ITALIAN OLYMPIC COMMITTEE) and ADECCO | | |
| Name of the initiative | ATHLETE CAREER PROGRAMME (ACP) | | |
| Visualisation |  <p style="text-align: center;">ATHLETE CAREER PROGRAMME (ACP)</p> | | |
| Introduction | <p>The Career Program for Athletes was designed to support the entry of athletes into the world of work during the sports career that at the end of the career.</p> <p>In Italy the Career Program for Athletes has been active since 2001 in response to an exclusive agreement between CONI and Adecco Italy, and aims to provide a career orientation path for athletes.</p> <p>The main challenge for many athletes is to manage the transition of their personal characteristics and their skills from the sports world to a successful professional career. The main elements of the Athletes Career Program are structured to facilitate athletes to perform this transition, enhancing their strengths, pouring them on career opportunities. This program was born both from the awareness that the commitment required by the highly competitive sports activity level often takes away precious time from the scholastic and professional training that the evidence that many athletes end sporting activity at an age that does not allow them to immediately enter the world of work.</p> <p>However, it must be considered that sportsmen develop, during their activity, particular attitudes such as willpower, ability to work in a team, ease of response in the face of stressful situations, working methods for objectives, ability to create a positive atmosphere, respect for the rules, then discipline; all characteristics valid as much as the experience and the training.</p> | | |
| Graphs | - | | |
| The targeted group | <ul style="list-style-type: none"> - athletes / former athletes participating in Olympic and Paralympic Games, - athletes / former athletes participating in World Championships, - athletes / former athletes participating in European Championships, - athletes / former athletes participating in Mediterranean Games, | | |

| COUNTRY | ITALY | BEST PRACTICE N° | 27 |
|---------------------------------------|--|------------------|----|
| | <p>- athletes / former athletes absolute and category national champions, - athletes / former athletes who participated in international competitions not mentioned above - athletes / former athletes participating in national Serie A and B tournaments.</p> | | |
| Innovation and Success Factors | <p>In these years, we have enhanced the path to the athletes' work placement through three main ways training followed by the phase of accompaniment to work:</p> <p>Phase1: Orienteering Allows to identify a professional direction, from one hand to have information about oneself, about one's own characteristics, attitudes, interests and on the other hand the information about the world of work and professions.</p> <p>Phase2: Seminar career transaction A day of team working between high level athletes from different disciplines who clash on their own experiences, on their own path of insertion or reintegration into the labor market.</p> <p>Phase3: Professional training The professional training courses are organized by accredited training institutions and aim to acquire one</p> <p>Phase4: Insertion in work takes place through different types of contracts in relation to the individual situations and to the needs of the parties (workers and companies)</p> | | |
| Constraints | | | |
| Lessons learned | <p>Our experience has allowed us to collect the most frequently asked questions formulated by the athletes regarding their future.</p> <p>These questions reflect the desire of athletes to get ready as soon as possible.</p> <ul style="list-style-type: none"> • Can I develop a career while I am still training and competing? • Will I be really ready to enter the world of work at the end of my career? • What can I do today that will make the transaction to the world of work easier at the end of mine career? • What career are I brought to? • How can I use my athlete characteristics to get a job built on my skills? • Is there any kind of work I can do while I train? • What do I put in my CV? • Is the labor market interested in my expertise and skills? <p>The key to this program allows the athlete, once established the expectations and parameters within which to collaborate, of address the world of work with more serenity and more effective tools.</p> <p>The Career program for Athletes is completely free and totally financed by Adecco S.p.A.</p> | | |

| COUNTRY | ITALY | BEST PRACTICE Nº | 27 |
|--|---|------------------|----|
| Replicability and/or up-scaling | <p>The Career Program for Athletes was developed by Adecco in collaboration with the IOC in other countries of the world, such as:</p> <ol style="list-style-type: none"> 1. Australia 9. Japan 17. South Africa 2. Canada 10. Mexico 18. South Korea 3. Denmark 11. The Netherlands 19. Spain 4. Finland 12. New Zealand 20. Sweden 5. France 13. Norway 21. Switzerland 6. Germany 14. Poland 22. Great Britain 7. Hungary 15. Romania 23. United States of America 8. Italy 16. Slovenia | | |
| Conclusion | <p>In Italy, over 1,200 athletes have participated in the Athlete Career Program since 2001, with over 60% of them who have embarked on a path of growth in the world of work. In addition, 739 athletes participated in the training courses organized by Adecco.</p> | | |
| References | <p>http://www.coni.it/images/documenti/Programma_di_Carriera_per_Atleti_pdf.pdf</p> | | |

| COUNTRY | ITALY | BEST PRACTICE N° | 28 |
|---------------------------------|---|------------------|----|
| Organisation | CONI | | |
| Name of the initiative | LA NUOVA STAGIONE | | |
| Visualisation |  | | |
| Introduction | <p>“LA NUOVA STAGIONE” is a Project promoted by CONI and the Ministry of Labor and Social Policies, to guide and support athletes in their professional choice at the end of their competitive career. An important and innovative project, lasting three years, which aims to enhance the skills acquired by athletes in the course of their experience in sports, combining them with the new demands and opportunities offered by the world of work.</p> | | |
| Graphs | - | | |
| The targeted group | Athletes or ex athletes at the end of their sport career | | |
| Innovation and Success Factors | <p>Reception and definition of orientation paths</p> <p>The activity foresees the development of orientation paths useful to identify the competences and the motivational guidelines for athletes. Furthermore, an analysis of the skills of the athletes in order to identify training and work paths consistent with the candidates' expectations and the evidence emerged during the orientation phase.</p> <p>Definition of training paths addressed to athletes at the end of their career</p> <p>The activity is aimed at providing the knowledge and skills necessary to facilitate the insertion working on the basis of the analysis of the objectives of professional growth and potential of the athlete, detected in the context of the orientation paths.</p> <p>Definition of insertion paths</p> <p>The activity is aimed at designing and activating work placement measures, supporting the athlete in the phases of entering the world of work through:</p> <ul style="list-style-type: none"> • Internship measures at companies • Self-employment measures and self-entrepreneurship, to be carried out following the path training for a maximum duration of 6 months. | | |
| Constraints | - | | |
| Lessons learned | - | | |
| Replicability and/or up-scaling | - | | |
| Conclusion | - | | |
| References | http://www.lanuovastagione.coni.it/ | | |

| COUNTRY | ITALY | BEST PRACTICE N° | 29 |
|--|---|------------------|----|
| Organisation | BNL-gruppo BNP Paribas and CONI | | |
| Name of the initiative | EduCare | | |
| Visualisation | - | | |
| Introduction | <p>The EduCare Sport initiative originates from the partnership of CONI and BNL and sets itself as a general objective that to transmit economic and financial notions to sportsmen (athletes, former professional athletes but also sports entrepreneurs) to face the challenges of the world of work, once they have reached the end of their own sports career, and entrepreneurship.</p> | | |
| Graphs | - | | |
| The targeted group | Athletes, ex athletes and sports entrepreneur | | |
| Innovation and Success Factors | <p>The EduCare Sport training includes three modules:</p> <ul style="list-style-type: none"> - a psycho-attitudinal module - an economic-financial module - a module dedicated to micro credit | | |
| Constraints | | | |
| Lessons learned | <p>The program includes a series of free meetings on topics related to "post-career", to train participants on economic-financial and motivational topics: it will talk about the sustainability of a business project as possible credit formulas and tools to support entrepreneurship. In this context, the potential of microcredit will be further explored thanks to the experience of "PerMicro", a leading company in the sector, of which BNL is a shareholder and industrial partner. Furthermore, thanks to a specific module managed by CONI, the focus will be on the sense of challenge and on the consistency of commitment, typical of sportsmen, as characteristics necessary to achieve new professional goals.</p> | | |
| Replicability and/or up-scaling | - | | |
| Conclusion | - | | |
| References | <p>http://www.bnpparibas.it/it/2016/05/13/educare-sport-i-campioni-guardano-al-futuro/</p> <p>http://asag.unicatt.it/asag-Handbook_italiano_Marzo17.pdf</p> | | |

5. Summary of the best practices by country

| COUNTRY_BP Nº | INITIATIVE | ENTITY | TARGET GROUP | DESCRIPTION |
|---------------|---|--|---|--|
| SPAIN_BP1 | ADOP EMPLEO | ONCE FOUNDATION | Athletes with disabilities included in the scope of action of the Athlete Assistance Program of the Sports Council (PROAD). | To Favour the labour inclusion of people with disabilities because it is a matter not only of social justice but also brings benefits in the internal and external fields for those organizations. |
| SPAIN_BP2 | PROAD | HIGH SPORT COUNCIL OF SPAIN | High Level Athletes (DAN) | To establish an individualized attention and telematic structure that integrates and offers information, advice, guidance, intermediation and management of all those resources that High-Level Athletes may need to facilitate their professional transition process at the end of their sporting activity. |
| SPAIN_BP3 | ATTA (Association of Aquatic Activities Technicians of Aljarafe) | SWIMMING "MAIRENA DEL ALJARAFE" CLUB | Athletes, ex-athletes and trainers from swimming and aquatic activities. | To create an Employment Programme in order to satisfy the needs to carry out the Aquatic Centres Integral Management, from an administrative, economic, sport activities and training point of view. |
| SPAIN_BP4 | ELITE ATHLETE INSERTION | MAIRENA DEL ALJARAFE COUNCIL | Elite Athletes | To insert elite athletes from Mairena del Aljarafe in a public entity as international sport references in order to take advantage of their knowledge and skills acquired during their sport career. |

| COUNTRY_BP Nº | INITIATIVE | ENTITY | TARGET GROUP | DESCRIPTION |
|---------------|---|---|---|---|
| SPAIN_BP5 | PROFESSIONAL TRANSITION PROGRAM | SPANISH FOOTBALLER ASSOCIATION (AFE) | Professional Footballers | To look for a solution in order to help footballers in their insertion into the labour market once they retire. |
| SPAIN_BP6 | BUSSINESS CLUB | SEVILLE FOOTBAL CLUB FOUNDATION | Sevilla FC Footballers | To encourage athletes in Dual Career Programs, through Coaching promoted by ex-professional footballers. |
| SPAIN_BP7 | ESTPORT PROJECT | UNIVERSITY OF MURCIA | Students, Athletes and University | To stablish synergies and network in the field of sport among students, elite athletes and the University. |
| BELGIUM_BP8 | ATHLETE CAREER PROGRAMME | BELGIAN OLYMPIC AND INTERFEDERAL COMMITTEE & BELGIAN PARALYMPIC COMMITTEE | Olympic and Paralympic athletes | Custom-made solutions to develop the talents and competences of athletes |
| FRANCE_BP9 | FONDATION JEAN-LUC LAGARDÈRE & SCIENCES PO | SCIENCES PO - FONDATION JEAN-LUC LAGARDÈRE EXECUTIVE EDUCATION | High-level athletes, at different stages in their careers | Mentoring program to be involved in the guidance of professional athletes |
| FRANCE_BP10 | START'UP TA RECONVERSION | INSTITUT NATIONAL DU SPORT, DE L'EXPERTISE ET DE LA PERFORMANCE | High-level and professional active or retired athletes | Combine program for sporting excellence with educational and professional success |
| PORTUGAL_BP11 | ATHLETICS IN SCHOOLS | VIANA DO CASTELO MUNICIPALITY | The students of the first and second year of the first cycle of basic education | Project intends to use games and recreational games that help in the development of physical and motor skills |

| COUNTRY_BP Nº | INITIATIVE | ENTITY | TARGET GROUP | DESCRIPTION |
|---------------|---|---|---|---|
| PORTUGAL_BP12 | THE CONTRACT-EMPLOYMENT | IEFP - INSTITUTE OF EMPLOYMENT AND VOCATIONAL TRAINING | High-performance athletes | Hire an unemployed athlete registered on the IEPF |
| PORTUGAL_BP13 | DISC | UNIVERSIDADE DO MINHO – TECMINHO INTERFACE | Secondary school students; Higher education students; Career Transition Professionals | A tool of self-knowledge, allowing the person to become aware of his profile of natural behaviour |
| PORTUGAL_BP14 | SECTOR AGREEMENT | IEFP - INSTITUTE OF EMPLOYMENT AND VOCATIONAL TRAINING | Unemployed athlete registered on the IEPF | Hire an unemployed athlete registered on the IEPF to different business sectors |
| PORTUGAL_BP15 | CREATION OF TUTOR FOR HIGH-PERFORMANCE ATHLETES | FACULTY OF SPORT SCIENCES AND PHYSICAL EDUCATION OF THE UNIVERSITY OF COIMBRA | High-performance athletes attending FCDEF | Promotion of dual carers for the professional athletes |
| PORTUGAL_BP16 | “JOGOS SANTA CASA” TRAINING FELLOWSHIPS | PARALYMPIC COMMITTEE OF PORTUGAL IN COOPERATION WITH THE PRINCIPAL SPONSOR – “JOGOS SANTA CASA” | Paralympic athletes | The grants program for the athletes who are resuming or start their Paralympic course |
| PORTUGAL_BP17 | COOPERATION WITH EDUCATIONAL INSTITUTIONS FOR THE INTEGRATION OF HIGH-PERFORMANCE ATHLETES | PORTUGUESE SWIMMING FEDERATION | High-performance athletes | Education model for the athletes in secondary and higher education systems |

| COUNTRY_BP Nº | INITIATIVE | ENTITY | TARGET GROUP | DESCRIPTION |
|--------------------------------|--|---|---|--|
| LITHUANIA_BP18 | ATHLETES LEARNING ENTREPRENEURSHIP – A NEW TYPE OF DUAL CAREER APPROACH / ATLETYC | FH JOANNEUM GESELLSCHAFT MBH WITH PARTNER ORGANISATIONS | Elite Athletes | Blended Learning Concept training programme on Entrepreneurship for elite Athletes |
| LITHUANIA_BP19 | WOMEN'S EMPOWERMENT IN SPORT AND PHYSICAL EDUCATION INDUSTRY – MIRACLE | LITHUANIAN UNION OF SPORT FEDERATIONS WITH PARTNER ORGANISATIONS | Women in management positions in sport organisations | Women hands-on sport management course to shows how strategically use their strengths and abilities in a competitive, male-dominated industry. |
| LITHUANIA_BP20 | HOW TO LEAD A CLUB TO A SUCCESSFUL FUTURE / SPORTGO | FH JOANNEUM GESELLSCHAFT MBH WITH PARTNER ORGANISATIONS | Managers and officials of semi- professional sport clubs; Regional and national sport governing bodies | A practical training program to enhance the governance skills of semi- professional and amateur sport club officials. |
| BOSNIA AND HERZEGOVINA_BP21 | WOMEN IN SPORT – EMPOWERMENT SEMINAR | OLYMPIC COMMITTEE OF BOSNIA AND HERZEGOVINA | Active and former female athletes | Creation of a community among women in sport in the country |
| BOSNIA AND HERZEGOVINA_BP22 | ADVANCED SPORT MANAGEMENT COURSES | OLYMPIC COMMITTEE OF BOSNIA AND HERZEGOVINA | Individuals at the senior/executive level of the National Olympic Committee, National Federations and other bodies responsible for the development of Olympic sport. | Course allow to expand attendee's managerial skills while actively contributing to a unique learning community. |

| COUNTRY_BP Nº | INITIATIVE | ENTITY | TARGET GROUP | DESCRIPTION |
|---------------------|---|--|--|--|
| SLOVENIA_BP23 | PERSONNEL DEVELOPMENT IN SPORT 2016-2022 | OLYMPIC COMMITTEE OF SLOVENIA - ASSOCIATION OF SPORTS FEDERATIONS AND PARTNERS | The athlete had a "world-class athlete" status or "international class athlete" status in the course of his career in accordance with the criteria of the OCS-ASF. | The development and consolidation of coaching structures; integration of scientific and research work in the field of sport with professional work in practice; promotion of the development of a dual career of top athletes |
| UNITED KINGDOM_BP24 | ATHLETE FUTURES | UK SPORT | All athletes who are or were on UK Sport's World Class Programme (WCP) | The aim is to connect elite athletes with businesses, potential employers and training providers to enable a more seamless transition once they retire from top level sport. |
| UNITED KINGDOM_BP25 | LIFE AFTER PROFESSIONAL SPORT (LAPS) | LIFE AFTER PROFESSIONAL SPORT (LAPS) | Elite athletes of all ages, current and retired. | The goal is to offer advice, networking and job opportunities to current and former elite athletes. It was born out of a demand from companies that specifically want to recruit professional sportsmen and women because of the qualities they possess. |
| UNITED KINGDOM_BP26 | THE GRIT | - | Elite athletes at all stages of their career, but primarily those facing retirement, usually between the ages of 28 and 35. | The Grit offers advice about learning and development, including guidance about CVs, interview technique, through workshops, seminars and online modules, but its main focus is on creating long-lasting support groups for elite athletes. |

| COUNTRY_BP Nº | INITIATIVE | ENTITY | TARGET GROUP | DESCRIPTION |
|---------------|---------------------------------------|---|--|---|
| ITALY_BP27 | ATHLETE CAREER PROGRAMME (ACP) | CONI (ITALIAN OLYMPIC COMMITTEE) AND ADECCO | Current and former athletes participating in different in Olympic and Paralympic Games and other championships | Program is design to facilitate athletes to perform this transition, enhancing their strengths, pouring them on career opportunities. |
| ITALY_BP28 | LA NUOVA STAGIONE | CONI (ITALIAN OLYMPIC COMMITTEE) | Athletes or ex athletes at the end of their sport career | The purpose is to guide and support athletes in their professional choice at the end of their competitive career, it aims to enhance the skills acquired by athletes in the course of their experience in sports, combining them with the new demands and opportunities offered by the world of work. |
| ITALY_BP29 | EDUCARE | BNL-GRUPPO BNP PARIBAS AND CONI | Athletes, ex athletes and sports entrepreneur | It is sport training which includes three modules: <ul style="list-style-type: none"> - a psycho-attitudinal module - an economic-financial module - a module dedicated to micro credit |

6. Conclusions

Governments, public institution and organizations over the years have, committed themselves to policies and programs to advance double career opportunities for the professional athletes. Different stakeholder see potential in hiring high level sport people because, these athletes have acquired, trained and improved throughout their careers a series of personal skills and abilities that, undoubtedly, are essential for reaching optimal professional performance and which are highly valued by the labour market.ⁱ

These personal skills and abilities are known as "transversal competences", "soft skills" or even "life skills", acquired through an informal learning process. The Guide provides detailed information about the 29 best practices (success cases) which can be transferred to other countries. The overview showed that both sport or non-sport organisations, with special attention on institutions that have incorporated high performance athletes into their work teams once they have retired, allowing to glimpse the potentialities of this model and including the identification of possible reasons or variables this trigger their successes.

Nevertheless, couple recommendations could be done regarding the improvement of the double career opportunities for the professional athletes.ⁱⁱ

First of all, the outline of the cases presents that not only the formal learning plays important role in double career opportunities for the professional athletes. A lot of, initiatives described in the document consists from variable stakeholders and represents non-formal learning approach. Nevertheless, it is important to mention that non-formal learning practice can play a significant part in sport-based progressive curriculum, there is incomplete information as to how these methods really take place and might lead to the acquisition of new skills that are transferable to increased employability. Therefore, it is advisable to look for best practices in sport and other social organisations and to share this knowledge with other interested associates, as well as to better understand what type of expertise is needed for coaches and mentors in sport-based developmental programmes.ⁱⁱⁱ

Also, there should be cross-sectoral approach which involves engagement in the sports area and the fields of work. This approach should be developed and recognized through cooperation between stakeholders in elite sport including the athletes' representing organizations, education, employers and business, as well

as governmental agencies. Hence, there is a need to raise the awareness among the sport sector, local, national authorities and academia regarding sport's employability potential.

Finally, there are a vast number of the actions and initiatives with different stakeholders with diver target groups and geographical settings developed. These are good indicators that this topic is "hot", thus it is important to remember that there are no united monitoring and evaluation agenda concerning the efficiency and usefulness of sport-based programs for the dual career topic for the employability. In current rapidly changing life labor mobility is very important especially in the EU, consequently it is difficult to assure that the skills and competences trained in one place will be suitable in other and will give employability opportunities. Therefore, specific, united tools to measure influences and effects could be introduced.

ⁱ "EU Guidelines on Dual Careers of Athletes", Brussels, 16 November 2012

ⁱⁱ "Proposal for a COUNCIL RECOMMENDATION on Key Competences for LifeLong Learning", Brussels, 17.1.2018

ⁱⁱⁱ "Recommendations on the contribution of sport to the employability of young people, including young professional sportsmen and women, and the creation of jobs in the sport and sport-related labour market", Expert Group on Human Resources Development in Sport, December 2016