

GUIDELINES FOR CAREER COUNSELLING AND ADVISORY SYSTEM IN LITHUANIA AND ESTONIA

Second turn – employability after the sport (SUPPORT)

Project No. 613196-EPP-1-2019-1-LT-SPO-SSCP

2020

TABLE OF CONTENT

Table of Contents

Introduction.....	3
Dual career policy – Germany case	5
Overview	5
Legislation and policy measures in place.....	6
Educational system.....	6
Dual Career systems GUDLENES proposition for Lithuania and Estonia	7
1) The athlete.....	7
2) Cooperation and coordination.....	8
3) Stakeholders.....	9
4) National government.....	10
5) European Union (EU)	11
Minimum requirements for guidance implementation.....	11
Accommodation	12
Educational facilities	12
Staff	12
Services	12
Conclusion	13
References.....	15

Disclaimer:

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

INTRODUCTION

In the recent years, the concept of dual career (DC) has received considerable attention from all stakeholders of sport in Europe. This was as a result of growing concern that young elite sports persons were finding it increasingly challenging to combine their sport and education while actively competing, often compromising to a large extent their lifestyles and post-athletic career planning. The findings from one of the earlier pan-European research studies (Education of young sportspersons, Final Report, PMP in partnership with the Institute of Sport and Leisure Policy, Loughborough University) indicated strongly that elite athletes often struggle to achieve a balance between sporting, academic and personal life due to the intensive training and competition requirements placed upon them.

Currently, it is still challenging because dual career arrangements are relatively recent in the majority of Member States and sports. In Member States where these arrangements have been developed for some time, they sometimes lack solid agreements between the sport system and either the educational sector or the labour market. They may also lack a legal framework or a sustainable governmental policy.

In terms of dual career, Lithuanian and Estonian athletes face a lacking awareness, information and education. More than this, coaches, sport clubs and even the parents are putting a lot of pressure on young athletes for top results, but nobody thinks what those athletes will do at the end of their career or in case of injury which prevents them to continue a sport career.

Dual career initiatives should at their core be about personal development of the athlete off the field of play. At its best, dual career work will explore an athlete's identity outside the game and their emotional wellbeing. Players have to have better self-awareness and motivation to get back into the mind-set of learning new skills and thinking about how they can become a better person and have an impact off the field of play during and after their career as an elite athlete.

The framework supervising SUPPORT project should overlook sport governing bodies, educational institutes, employers and other interested stakeholders to create the right environment for dual careers of athletes. This proposed guideline is the outline for dual career for career counselling and advisory system, which will give the possibility for talented, elite athletes to build an educational or job path simultaneously with a sport career. The guidelines

foresee not only the educational part development, but similarly, the personal support for athletes in the form of mentors, tutors and personal learning support systems will be identified.

DUAL CAREER POLICY – GERMANY CASE

Overview

In Germany, there is a comprehensive (national, sports specific, education specific) Dual Career policy, involving Government departments (i.e., Ministry of Interior Affairs), the world of sports, universities/schools, and private companies. This approach is characterized as follows:

- At educational level, the Elite Schulendes Sports represent a form of cooperation between schools and organised sports (clubs and associations) designed to provide the best possible athletic and academic support to young athletes along with social support, usually offered at part- or full-time boarding schools. Similarly, also the ‘top level sport partner schools’ (Partnerhochschulen des Leistungssports) allow athletes to train, attend competitions and fulfil school requirements. The so-called top-level sport partner universities pursue a very similar approach, providing adapted schedule and rules for studying and individual counselling to elite athletes;

- The world of sports provides career management services at the Olympic training centres. Furthermore, athletes can use sport facilities for free;

- The German Sport Aid (Sporthilfe) ensures financial support and individual counselling for elite athletes, whereas the Laufbahnberatung der Olympiastützpunkt and the Chamber of commerce facilitate the transition into the labour market.

COMMON PRACTICES:

Career management at the Olympic training centres for individual support and counselling of athletes. Adapted schedule and rules for studying and individual counselling at partner universities of Elite Sports Financial support and individual counselling (German Sport Aid (Sporthilfe)) Support to find scholarships, job, and sponsors (Chamber of commerce on local, regional and national level)

BARRIERS:

Prevent dropout by supporting the Dual Career on different stages of education.

Legislation and policy measures in place

In Germany, sports federations have teamed up with schools to create the elite schulen des sports, which aims to provide both athletic and academic development together with social support. These schools are discussed in more detail later, under “education”.

Educational system

The scope of policy for Dual Career is education-specific. Many educational institutions in Germany are at least partially responsible for regulating Dual Career, often in collaboration with government.

Germany has specialized schools for elite athletes.

Also, Germany has different programmes for each phase. There, different educational support services apply to secondary schools and universities, as well as to career coaching for post-elite athletes.

Germany’s elite schools of sport (ESS) offer little apparent advantage over the regular education system. The 37 ESS have about 10,000 pupils across the country. They provide flexibility by delivering education around training schedules, and sometimes extensions for talented athletes.

Educational institutions provide athletes with some kind of personal tutoring.

DUAL CAREER SYSTEMS GUIDELINES PROPOSITION FOR LITHUANIA AND ESTONIA

The main objective is to improve Dual Career systems in Lithuania and Estonia taking into account the different roles and responsibilities of each player in this system, according the previously done content analyses (Lithuanian, Estonian and German) and prepared frameworks. Consequently, the guidelines should correspond to the suggested five parts where the athlete at the centre, with four principal “dimensions” in their orbit: the Cooperation and coordination (coaches, tutors, parents, etc.); stakeholders in sport, education and the labour market; national governments; and the EU (see Figure 1).

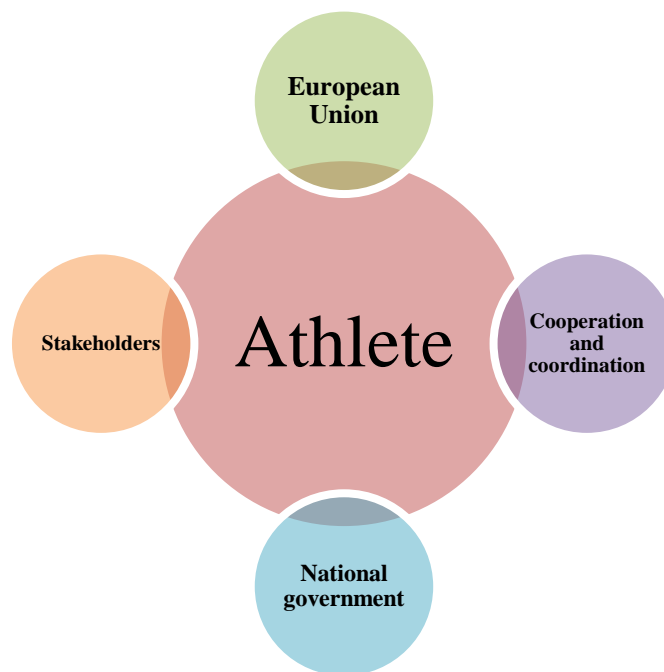


Figure 1: Suggested DC framework for the Lithuania and Estonia

1) The athlete

- 1.The individual athlete is informed and educated about his/her (DC) situation from early age.
- 2.The athlete is aware of and responsible for his/her own career development.
- 3.The athlete is empowered to speak up about his/her situation.

4. The athlete is able to act as role model for his/her peers and successors.
5. The athlete is committed to the DC arrangements he/she is provided with.

2) Cooperation and coordination

2.1. Parents, relatives and friends

1. Parents, and relatives and friends, if applicable, are educated about the goals, benefits, impact, and requirements of Dual Careers.
2. Information on arrangements for Dual Careers is available to parents, relatives, and friends.
3. Parents are involved in important decision-making by coaches and teachers (and employers) concerning the athlete's Dual Careers.

2.2. Coach, trainer and sport manager

1. Coaches, trainers and sport managers are educated about the (DC) situation of the individual athlete.
2. A teaching module on the goal, benefits, impact, and requirements of Dual Careers is available for coaches, trainers and sport managers, preferably online.
3. Coaches, trainers and sport managers take responsibility for the athlete's educational development, not just their sporting development.
4. Coaches, trainers and sport managers involve parents and teachers (and employers) in important decision-making concerning the athlete's Dual Careers.

2.3. Teacher and employer

1. The teacher, manager or employer is educated about the goals, benefits, impact and requirements of the athlete's Dual Careers.
2. A teaching module on the goals, benefits, impact and requirements of Dual Career is available for teachers, managers and employers, preferably online.
3. Teachers and employers involve coaches, and parents if applicable, in important decision-making concerning the athlete's Dual Careers

3) Stakeholders

3.1. Sport

1. Through outreach and awareness programmes, coaches and trainers are informed and educated about the goals, benefits, impact and requirements of Dual Careers.

2. The club has a multimedia strategy (online, offline and social media) to reach, inform and educate athletes and their entourages.

3. The club establishes a management committee for Dual Careers or appoints someone with responsibility for organising services for athletes, together with teachers and employers (and parents, if applicable).

4. Coaches are made aware of their responsibility in the development of the individual for life.

5. Athletic staff hold the highest appropriate certification.

6. A multimedia strategy is in place to reach, inform and educate athletes and their entourages.

3.2. Education

1. The subject of Dual Careers is included in the institution's vision, strategy and policy.

2. Athletes in Dual Careers have access to all available educational programmes.

3. The institution has a point of contact and/or counselling for student athletes.

4. An educational tool is available to enhance tutors' awareness and understanding of Dual Careers, preferably online.

5. Flexibility is provided with regard to deadlines, examination dates, and attendance.

6. A system is in place to validate informal learning through sports.

7. Talented, elite and post-elite statuses are understood and recognized, preferably internationally.

8. Sports and training facilities are within reasonable distance of the educational facilities.

9. Accommodation can be provided on campus for qualifying student athlete groups.

10. Post-educational lifelong learning programmes are provided to keep knowledge and skills up to date.

11. The institution encourages and supports blended learning using new technologies, social media, etc.

3.3. Labour market

1. Part-time working will be facilitated and is encouraged as a way of combining work with elite sport.

2. Employers offer flexible traineeship opportunities to bridge skills and knowledge gaps.

3. Recognition of competencies acquired by informal learning through sports is part of recruitment and transition strategies.

4. Human resource professionals are equipped for offering support to individuals in Dual Careers.

5. A transition fund (i.e. savings scheme) is available to cover the gap between education and entry into the labour market.

4) National government

1. Responsibility for policies or programmes for Dual Careers policy is part of a national or regional sports strategy.

2. A full policy cycle is in place, covering responsibilities, implementation, monitoring and evaluation of its programmes.

3. The Subject of Dual Careers is sufficiently embedded in national legislation and policy making, especially for the protection of minors.

4. The policies for Dual Careers are comprehensive (all-inclusive) and makes no distinction based on gender, social, ethnic background or religious beliefs.

5. The implementation structures of Programmes for Dual Careers have sufficient autonomy to act upon this strategy.

6. Funding is available to support athletes in maintaining Dual Careers.

7. Funding and resources are available to develop and maintain an adequate infrastructure and governance arrangements for implementation of the support framework for Dual Careers.

8. Quality indicators for success are in place, based on academic and/or sporting performance.

9. A monitoring and evaluation cycle for initiatives to facilitate Dual Careers is in place and is implemented.

10. Legislation and policy are formulated for employers to offer temporary, part-time or flexible work, or shadowing or traineeship opportunities for non-students.

11.The government actively engages all relevant stakeholders (sectors) in a continuous dialogue.

5) European Union (EU)

- 1.Efforts are made at EU level to recognize the athletes' social status in the labour market.
- 2.The International Olympic Committee promotes blended learning (e.g., distance learning, e-learning, etc.).
- 3.International associations raise awareness for the subject of Dual Careers among their members through information, education and outreach programmes.

MINIMUM REQUIREMENTS FOR GUEDELANCE IMPLEMENTATION

The presented framework as described in previous part intends to function as a comprehensive tool for all relevant stakeholders in the domain of Dual Career. It addresses individuals, stakeholder organizations and (national/international) governments. Below is presented a minimal need in the establishment and creation the foundation of the career counselling and advisory system (CCAS) in Lithuania and Estonia, with the aim to build the dual career support structure which would be based on the acknowledged an enhanced level of academic flexibility and understanding, allowing talented athletes to balance their studies with a hectic sporting schedule.

The success of this CCAS depend on the awareness at the level of the athlete and all four dimensions described above. The minimum requirements of the CCAS should consist of at least the following four components: accommodations, education, staff and services, which are suggested in Lithuanian and Estonian case. Should be noted that some of these components already existing in both countries, nevertheless there no dedicated collaboration in terms of DC or every group working towards their own interest. These guidelines are prepared on the basis of the EU prepared (2016) document: Study on the minimum quality requirements for dual career services. This document was used as a good practice in adaptation and creation the frame of the career counselling and advisory system for Lithuanian and Estonia.

Accommodation

- Sleeping facilities, suitable for athletes' dimensions and size
- Restaurant, serving healthy, fresh and well-prepared food
- Sport facilities of the highest international training level
- Rooms to study -ICT and Internet equipped-and to relax
- All facilities mentioned at should be located close to each other to improve the athlete's mobility.

Educational facilities

- Progressive (for the individual), courses can be linked and combined
- Relevant (for the individual), concerning the desired learning career
- Encourage employability (of the individual), are linked to industry-recognized providers
- Encourage commitment (of the individual), minimum amount of learning hours
- Accredited, by national education standards and ministry

Staff

All specialists are nationally accredited, committed to the Dual Career of the individual athlete and fulltime available:

- Physiotherapy
- Coach (Strength, Conditioning, Recovery)
- Nutritionist
- Sport Psychologist
- Medical support

Services

All services should be centred around the individual athlete and delivered by nationally certified experts.

- Lifestyle support
- Career support

- Nutrition support
- Medical support
- Psychological support

CONCLUSION

There is a growing interest in the topic of dual career. The importance of helping professional athletes during and after finishing their professional career has been highlighted by the European Union (EU) through specific initiatives and political strategies supported by its funds. The EU has taken aware of the importance of enhancing athletes learning and education giving them the opportunity to attend academic environment. Conversely, a successful combination of education, training or work with sport can enable an individual to reach his or her full potential in life. This is known as a “Dual Career” (DC). Dual Career is a complicated policy domain, which links multi stakeholder policy domains such as education, youth, health and labour market and has to connect these towards adequate career development of talents. The athlete has to be helped to develop as a professional and human being and to join the life-long learning system which society provides for its members.

This SUPPORT project focus on the priority of supporting the implementation of EU policy documents in the field of sport and other relevant policy areas such as Council resolutions and conclusions, guidelines, action and work plans, strategies, etc. (e.g. EU Guidelines on Dual Careers of Athletes, European Union Work Plan for Sport, European Commission’s Study on the training of young sportsmen and sportswomen in Europe, Council conclusions on entrepreneurship in education and training, etc.). With the aim to disclose a theoretical framework of dual career policies, which will provide a sound theoretical basis for dual career practical actions and program for career counselling and advisory system.

To make career counselling and advisory system effective in Lithuanian and Estonia, it has to be view as part of a complex stakeholder setting. Athletes need different services at different career stages at both system and personal levels. The direct influencers in this respect are the coach and sport club manager, together with the teacher or employer, and the social network of parents and friends. This cooperation is crucial in providing the support and flexibility needed to

successfully develop as an athlete and a professional. Also, it requires communication between stakeholders and between different organizational levels (from policy to practice).

REFERENCES

- 1) An innovative European sports tutorship model of the dual career of student-athletes:
http://www.dualcareer.eu/wp-content/uploads/2017/06/Handbook_Tutorship_Modell.pdf
- 2) EU Guidelines on Dual Careers of Athletes:
https://ec.europa.eu/assets/eac/sport/library/documents/dual-career-guidelines-final_en.pdf
- 3) Study on the minimum quality requirements for dual career services:
<https://www.sportknowhowxl.nl/files/2016/DualCareer.pdf>
- 4) Dual-Career quality framework research report summary:
https://kics.sport.vlaanderen/topsport/Documents/151214_Dual_Careers_Research_Report_Summary.pdf