



Gold in Education and Elite Sport

Ingrid van Gelder

Programme manager NOC*NSF

Elite Sports Infrastructure & Dual Career

October 5th 2016

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



EU Project organization

Coordination – Full & associated partners



Administrative and financial coordination



Scientific coordination

9 Full Partners

INSEP, VUB, CONI, NOC*NSF, Gdansk University of Physical Education and Sport, University of Ljubljana, UAB, Swedish Sports Confederation, and University of Stirling.



Vrije
Universiteit
Brussel



UAB
Universitat Autònoma de Barcelona



8 associated partners

Bloso, Polish National Centre of Sports Medicine, Olympic Committee of Slovenia, CAR, Halmstad University, SIS, TASS and Loughborough University.



Gold in Education and Elite Sport

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



Daily practice in The Netherlands

Reason NOC*NSF to join EU GEES project

Goal:

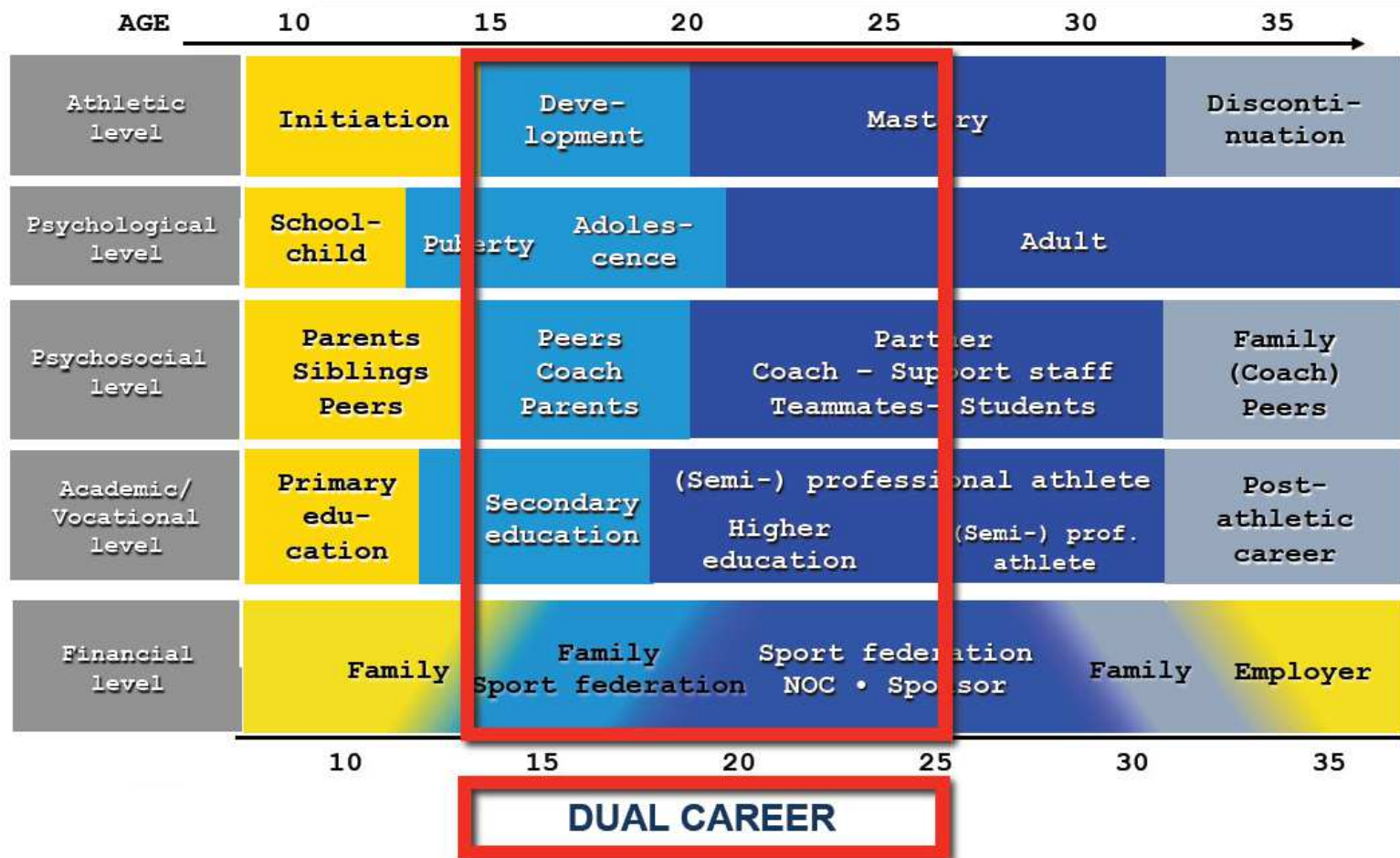
Develop independent Athletes who know what an effective Topsport Lifestyle means and can put this into practice

-> Guidelines, uniformity, profiles. Education, evidence based needed



Holistic athletic model

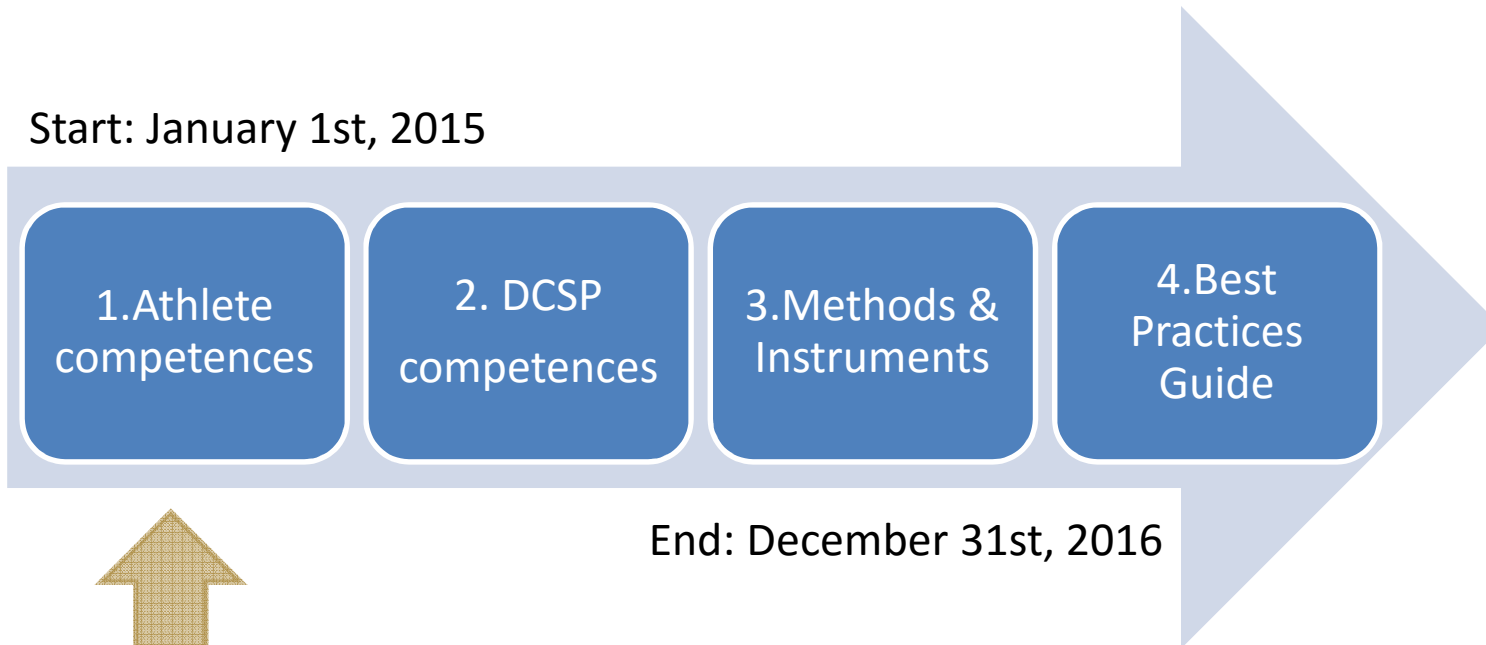
Wylleman, Reints, & De Knop, 2013



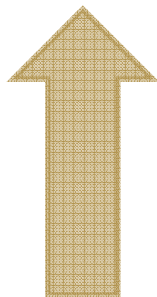
Project design

4 work packages

Start: January 1st, 2015



End: December 31st, 2016



GEES First phase

Athletes Competences

GEES investigated and identified competences (i.e. knowledge, skills, experience and attitude) required by athletes to complete their dual career successfully.

Participants

3.252 Athletes → 12-to-26 year old athletes in secondary and higher education completed the survey

Online questionnaire

- 7 Critical DC situations (Scenarios)
- 38 competences (knowledge, skills, attitudes)
 - How important?
 - How much do you possess/master this competence?



GEES First phase

Results Athletes Competences

Scenario #1: You are about to start a challenging study year with **exams** that conflict with a **crucial competitive phase**. You want to successfully do both.

Scenario #2: In view of your (future) professional career you want to select the best study plan and **make the best study choices** to manage the integration of both sport and study in the future."

➔ **Scenario #3:** Your competition and training schedule means that you will **miss significant days of study** and (group) assignments. You need to catch up during and/or after competition/training camp."

Scenario #4: You (have to) make a decision to leave home and your family to **relocate** for your sport and/or studies (e.g. boarding school, student accommodation etc.). You have to adapt to a new social environment and manage this with less family support.

Scenario #5: You are studying and competing, but you are suffering from an **injury**. You want to continue to study, compete and recover from injury.

➔ **Scenario #6:** The combination of sport and study makes it challenging to have a rich **social life** outside of sport (e.g. time with friends, going out...). You need to find a balance between your dual career and social activities outside of sport.

Scenario #7: You don't have enough **money** to balance study and sport, and you need to find a way to generate an income.*

**this scenario was only shown to higher education athletes*

“Scenarios 3 and 6 are the most challenging.”



GEES First phase

Results Athletes Competences

Importance of DC competences

1	perseverance during challenging times and in the face of setbacks	4.65
2	understanding the importance of rest and recuperation	4.64
3	ability to cope with stress in sport and study	4.62

Possession of DC competences

1	ability to make social contacts with peers in study and sport	4.00
2	willingness to make sacrifices and choices to succeed in sport and study	3.99
3	ability to live independently with competent life skills (e.g. cooking)	3.95



Factors: Importance vs. Possession

	1	2	3	4	5
IMPORTANCE	unimportant	of little importance	moderately important	important	very important
POSSESSION	very poor possession	poor possession	average possession	good possession	very good possession

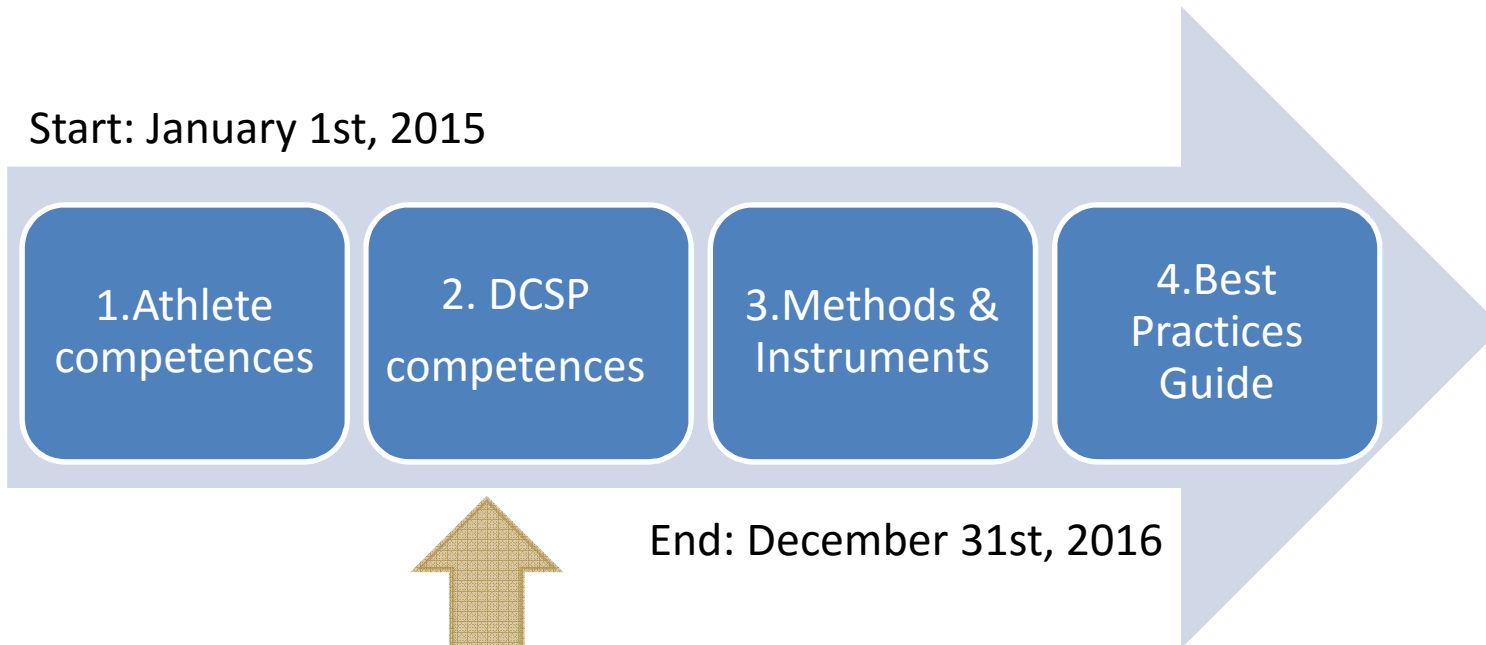
	<i>Importance</i>	<i>Possession</i>	<i>Difference</i>
MIND & EMOTION MANAGEMENT	4,41	3,53	0,88
LIFE MANAGEMENT	4,42	3,77	0,65
SELF-AWARENESS & GOAL SETTING	4,40	3,77	0,63
CAREER PLANNING	4,16	3,54	0,62
NETWORKING	4,27	3,81	0,46



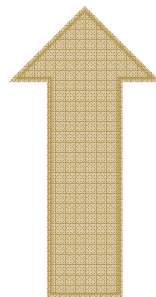
Project design

4 work packages

Start: January 1st, 2015



End: December 31st, 2016



GEES Second phase

Work package 2 DCSP Competences

GEES investigated and identified competences (i.e. knowledge, skills, experience and attitude) required by **Dual Career Support Providers** (DCSP).

Online questionnaire

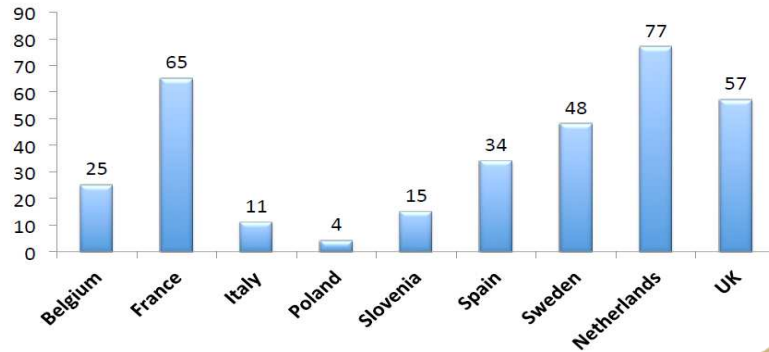
- -6 critical DC situations (Scenarios)
 - 38 DCSP competences
 - How important?
 - How much do you possess/master this competence?



Results Phase 2 GEES

Dual Career Service Providers Competences

Responses

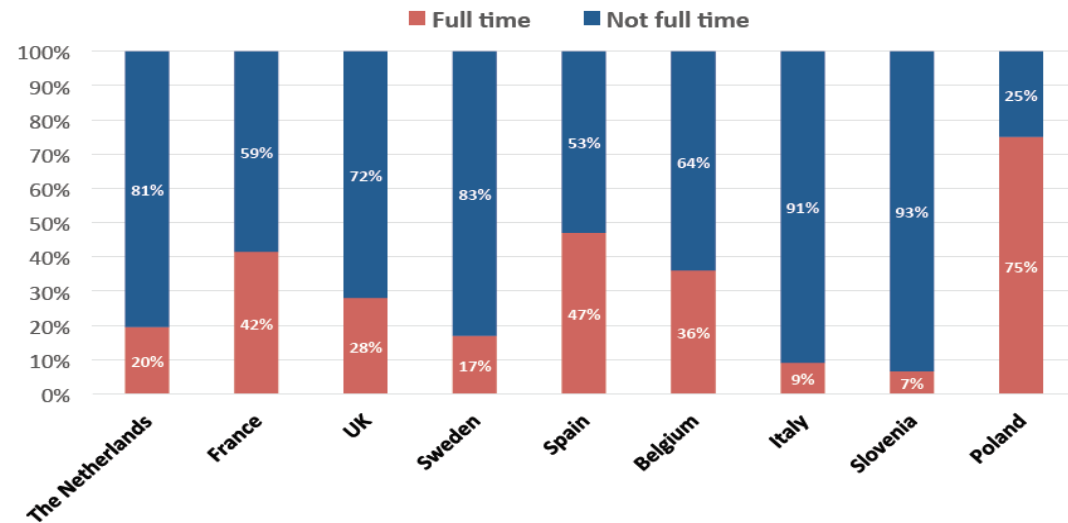


336 DCSP's completed the survey

The EU sample: employment as DCSP

Mean age
44,1

Only 29 %
fulltime
DCSP



GEES Second phase

Results Dual Careers Service Providers Competences

Scenario #1: A member of the dual career athletes' support environment (e.g. coach, parent, teacher, manager) doesn't support the athlete to engage in a dual career. You want to make sure that the athlete can make his/her own responsible choices.

Scenario #2: A dual career athlete leaves home and family to relocate for sport and/or studies (e.g. boarding school, student accommodation etc.). You want to help the athlete to adapt to a new social environment and manage this with less family support.

Scenario #3: In view of his/her (future) professional career a dual career athlete wants to select the best study plan. You want to help the athlete make the best study choices to manage the integration of both sport and study in the future.

Scenario #4: A dual career athlete is about to start a challenging study year that conflicts with his/her (more demanding) competition and training schedule (e.g. missing significant days of study, (group) assignments, exams, an internship...). You want to help the athlete to successfully do both.

Scenario #5: You identify a need to refer a dual career athlete for additional professional help (e.g. to a psychologist, financial advisor...). You want to help the athlete by referring on the right manner to the right person.

Scenario #6: A dual career athlete has wrong expectations regarding your work as a DC support provider, expecting that you will do the work in his/her place. You want the athlete to take (more) responsibility for his/her own tasks.

“Scenarios 3 and 4 are most frequently experienced.”

“Scenarios 3 and 5 are managed best.”



GEES Results Second Phase

Results Dual Career Service Providers

- Transferable competences DSCP (most important competences across all the scenarios) have been identified, the three first ones being as follows:
 1. Ability to stimulate autonomy in dual career athletes
 2. Ability to treat each dual career athlete in an individualized manner
 3. Ability to take a holistic view of the dual career athlete's life



Items: Importance vs. Possession

Biggest differences

	1	2	3	4	5
IMPORTANCE	unimportant	of little importance	moderately important	important	very important
POSSESSION	very poor possession	poor possession	average possession	good possession	very good possession

		<i>Possession</i>	<i>Importance</i>	<i>Difference</i>
1	Ability to prepare dual career athletes for the challenges of specific transitions	3.51	4.18	0,67
2	Ability to stimulate autonomy in dual career athletes	3.84	4.47	0,63
3	Understanding the key transition phases of dual career athletes linked to the Long Term Athlete Development pathway	3.65	4.25	0,60
4	Being observant of a dual career athlete's mental health status	3.82	4.41	0,59
5	Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life	3.76	4.35	0,59

Factors: Importance vs. Possession

	1	2	3	4	5
IMPORTANCE	unimportant	of little importance	moderately important	important	very important
POSSESSION	very poor possession	poor possession	average possession	good possession	very good possession

	<i>Possession</i>	<i>Importance</i>	<i>Difference</i>
Empowerment competences	3.70	4.27	0,57
Supporting Athletes well-being competences	3.94	4.35	0,41
Advocacy and dissemination competences	3.79	4.16	0,37
Reflection and self-management competences	3.94	4.28	0,34
DC theory and environmental knowledge competences	3.78	4.10	0,32
Communication/ relationship competences	4.13	4.41	0,28
Organizational competences	4.15	4.25	0,10

Phase 2 GEES Research

Dual Career Service Providers

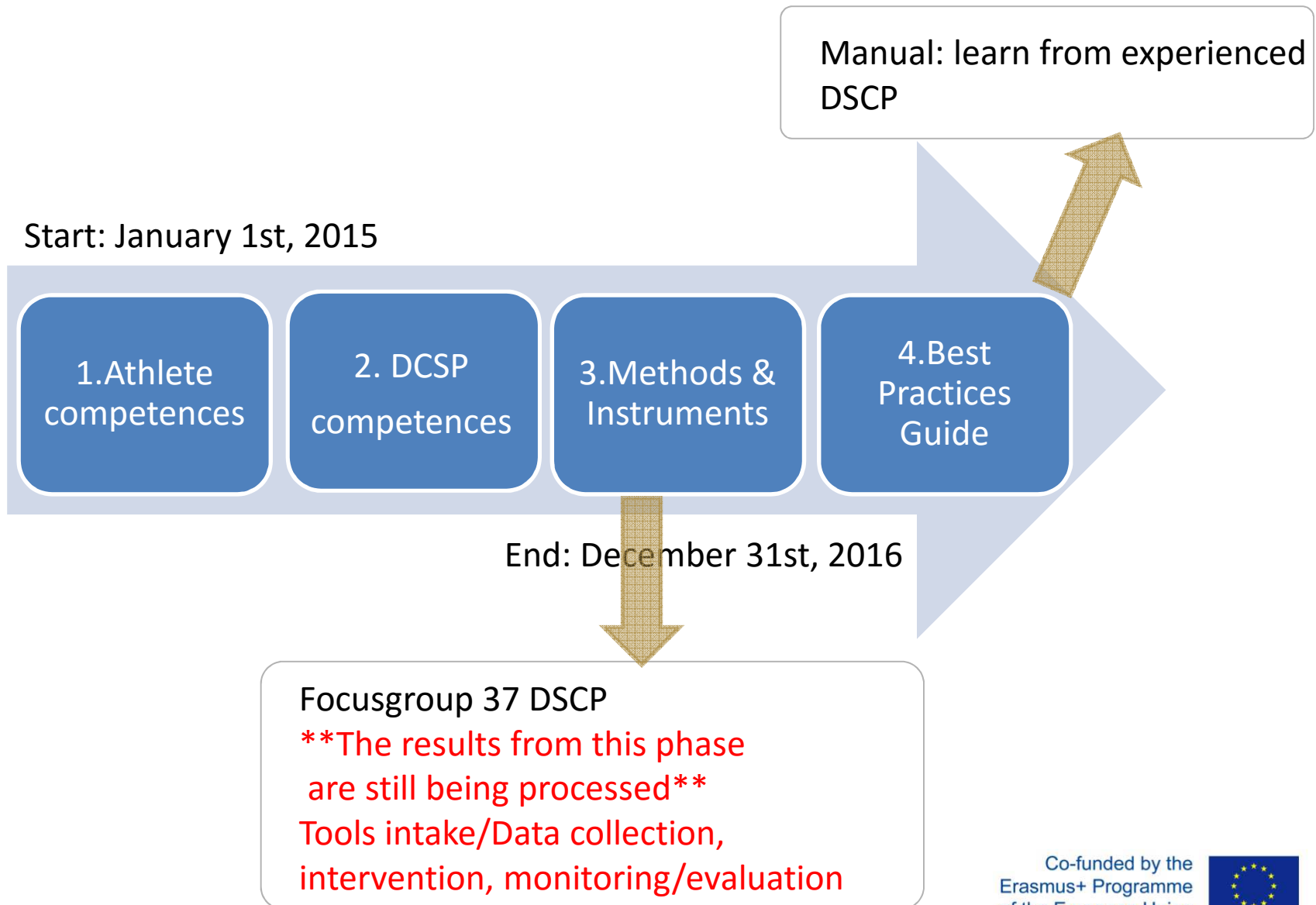
Some other results:

- Sample very diverse
- Training programmes rare (only 15% followed training)
- Communication skills most important according to DCSP
- Competences to empower athletes needed
- Full time DCSP feel more competent than parttime



EU Project design

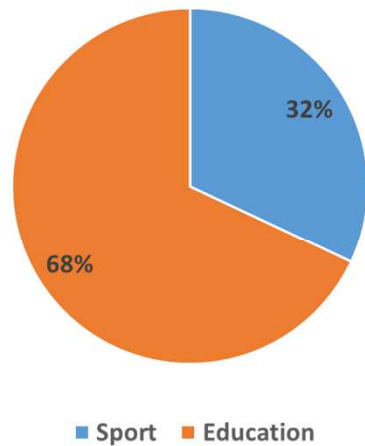
4 work packages



Research Results Sports vs Education

DSCP In The Netherlands

Participants DSCP
Sport and education
N = 73

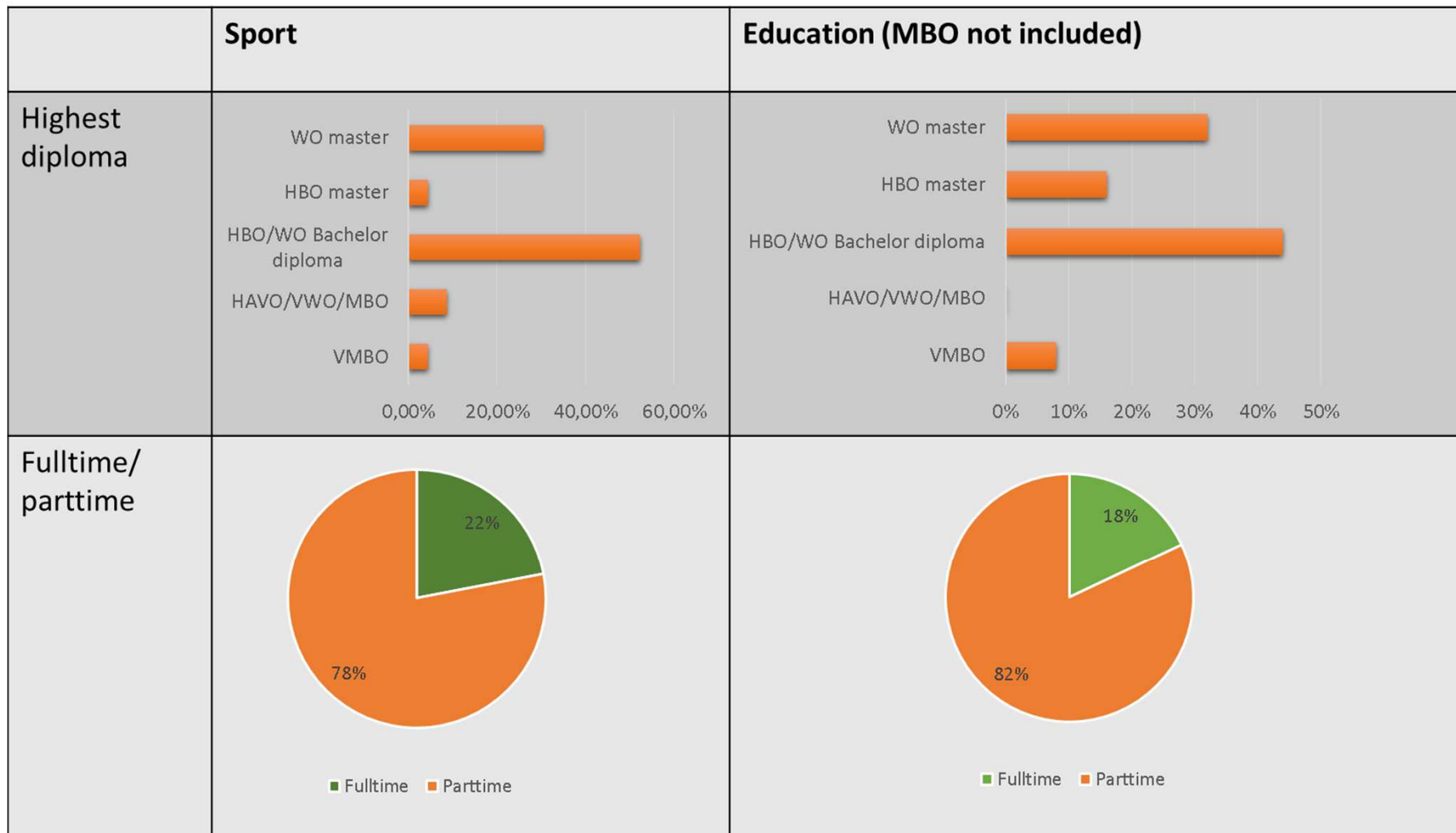


	Sport	Education
Gender	<p>■ Male ■ Female</p>	<p>■ Male ■ Female</p>
Employer	<p>■ Regional committee/regional organisation ■ Sports Federation</p>	<p>■ Performance centre/ Elite sport school ■ Secondary education school ■ Graduate school/university college ■ University</p>



Sport vs Education in The Netherlands

Highest Diploma and Fulltime vs Parttime



Sport vs Education

GEES Results DSCP The Netherlands

	IMPORTANCE, POSSESSION AND DIFFERENCE							
	Sport				Education (MBO not included)			
3 biggest differences		IMP	POSS	DIFF		IMP	POSS	DIFF
	Ability to make dual career athletes self-aware of their dual career competences	4,4545	3,7273	0,7273	Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life	4,4348	3,8298	0,6050
	Knowledge of the educational system(s)	4,4545	3,8182	0,6364	Ability to make dual career athletes self-aware of their dual career competences	4,2766	3,6809	0,5957
	Ability to prepare dual career athletes for the challenges of specific transitions	4,2727	3,6364	0,6364	Ability to stimulate autonomy in dual career athletes	4,3191	3,7234	0,5957
3 smallest differences	Ability to coordinate different events in an effective manner	4,0455	4,0909	-0,0455	Ability to complete administrative tasks (e.g. mails, data processing, file maintenance...	4,0833	4,0208	0,0625
	Ability to act in congruence with the mission of the organization	3,7727	3,9545	-0,1818	Ability to support dual career athletes emotionally in the face of setbacks	3,9130	3,8913	0,0217
	Ability to complete administrative tasks (e.g. mails, data processing, file maintenance...	3,7273	4,2727	-0,5455	Ability to conduct in-depth interviews for analyzing the different steps of his/her life path	3,7609	3,8043	0,0435



Dual Career Symposium

INVITATION!

Symposium
Gold in Education and Elite Sport

December 8th 2016

Brussel (Belgium)

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



Other EU Research

Amsterdam University of Applied Sciences



The main objective was to develop a set of Minimum Quality Requirements for Dual Career Services to function as a reference point for national DC services and facilities across the EU.

Method: survey, in-depth interviews and focus-group discussions.

- 28 EU Member states

Recommendation: Europe-wide frame work on support systems and facilities for DC.



Contactinformation

Ingrid van Gelder NOC*NSF
Programma Manager Elite Sports Infrastructure & Dual
Career
ingrid.vangelder@nocnsf.nl

Official GEES website
www.gees.eu

Official EU dissemination platform:
<http://ec.europa.eu/programmes/erasmus-plus/projects/>

