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The term **Dual Career** describes the effort of an athlete to get an education or learn a skill **during** his career in sport in order to be able to find a job after he concludes competing.



The coach, the club, the Federation, the National Olympic Committee and the state are almost exclusively interested in the performance of the athletes in contests / games.

What are the athletes going to do after they conclude their sporting career is not important.

Not surprisingly, most of the times the athletes are not interested themselves in their future !!!

The issue of the athletes' dual career
is not new...

In Roman times:

Gaius Appuleius Diocles, a Spanish-born charioteer who drove at the Circus Maximus, may have been the highest paid athlete in history ... his gross earnings over the course of his career totaled a staggering 35 million sesterces ...

Diocles and his successful gladiatorial colleagues may not have enjoyed the fruits of their labor for very long ... all of them were in debt, not only during that period when they were competing, but also when they had quit training ... you could never find a single athlete wealthier than a rich man's steward picked at random."

In modern times ...


78% of the National Football League (NFL) athletes go bankrupt, or have serious financial problems, and/or get divorced within 2 years from the time they stop competing (Torres, 2009).

60% of the National Basketball Association (NBA) players have the same fate within 5 years from the time they stop competing (Torres, 2009).

German football players:

- 25% of the present players has more debts than assets (DieWelt, 2011).
- 91% of the past players must work in order to survive.

Phases in the sporting career

1. Play
 2. Introduction
 3. Beginning of the sporting career
 4. Development
 5. Establishment
-
6. Decline  End of the sporting career
 7. Adaptation in a new life

The athletes usually say:

- I am an athlete, not student
- I do not need it
- I want immediate results
- Who else in the team does it?
- Who encourages me?
- I will win a medal in the Olympic Games and the state will take care of me

The athletes end their career because:

1) The circumstances oblige them:

- Injury
- Punishment
- Not selection by the coach
- Age

2) The choose to do so

What happens to athletes when they stop training?

- They can not manage adrenalin
- They find it very difficult to transcend in a new “environment” (Brewer, 1993)
- They go through an identity crisis
- If they have not prepared themselves properly they adopt deviant behaviors (i.e., gambling, addiction to alcohol, drugs, etc.) (Baillie & Danish, 1992)

Ryan Lochte to get 'professional assistance' for 'alcohol addiction,' his lawyer says

| USA TODAY Sports

Published 2:16 PM EDT Oct 6, 2018



TOP STORIES

Andre Drummond ruled out after posting about mental health

The veteran center was ruled out because of personal reasons.

Jay Cohen | The Associated Press



Stereotype 1: Their career is long

The truth

NFL → 3,5 years

NBA → 5

NLB → 6

European basketball players → 8,5

Stereotype 2: They have high income

The truth

European basketball players

47% < 30.000 € per year

40% < 60.000 €

13% > 150.000 €



Louis Saha
lost half his fortune to his
wife after divorce





**Ryan Giggs
paid £40 million to his
wife after divorce**





2. Thierry Henry
paid €10 million to his wife
after divorce and
admitted he had mental
struggles in his first year at
Barcelona



Χρεοκοπημένοι σταρ του ποδοσφαίρου (ΦΩΤΟ)

Παρασκευή, 6/3/2020 - 19:53

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Boris Becker made it to the front page of Munich's Sueddeutsche Zeitung

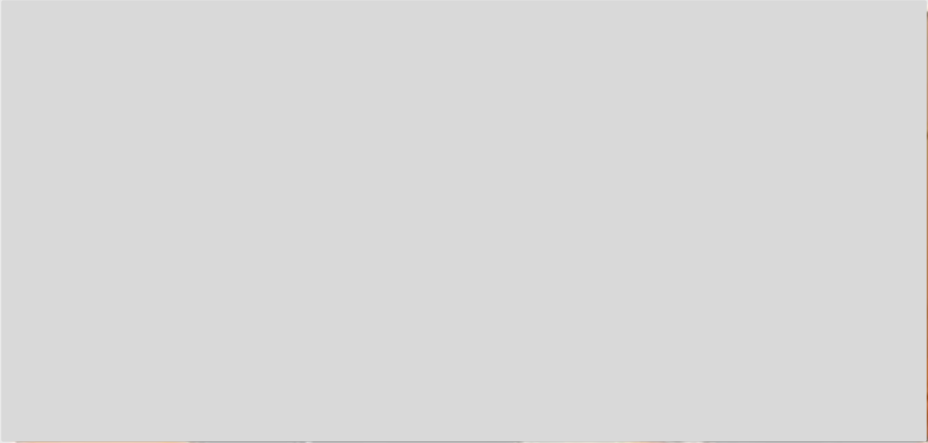
as the newspaper offered the 3-time Wimbledon Champion (1985, 1986 and 1989) a full page interview to describe his situation after he was reported bankrupt in connection with non-repayment of debts with a London private bank. In fact, earlier this month a London court had confirmed Becker's insolvency. His lawyer immediately denied that Becker was insolvent.

"I am not insolvent" the *Sueddeutsche Zeitung* quoted the soon to be 50-year-old in the caption with Becker's image on the cover page, who claimed that he "fulfilled all his obligations". Becker, who for many years now has been getting himself talked about, complains that he is often misunderstood in Germany, and stresses "what freedom his life in Wimbledon gives him". Finally he says defiantly: "I will play the final ball". ◀◀◀

What stops athletes from studying?

- Lack of:
 - Distance learning
 - Flexible programs (summer classes, open end)
 - Field experience
- Pressure from coaches (and parents) to excel in sport

FIFPRO CONDEMNS MAGATH'S ADVICE TO QUIT SCHOOL



FIFPro is astonished that Schalke 04 coach Felix Magath has successfully urged young Julian Draxler to drop out of highschool in order to focus solely on his career as a professional footballer.

Draxler is one of Schalke's brightest talents. The 17-year old midfielder recently helped his club progress to the semi finals of the German Cup (DFB Pokal) by scoring a winner in extra time against 1. FC

Nürnberg. His coach, Felix Magath praised him. 'I'm convinced he will have a great career.'

Magath also advised Draxler to quit highschool. The youngster has not returned to his school since the recent Christmas holidays and is not planning to return. Magath approves: 'Julian was a great student and surely would have graduated. But in 15 or 20 years, when his career is over, he will not need a highschool diploma anymore.'

'I am astonished at the remarks of Magath', reacts Tony Higgins, FIFPro's Education Officer. 'All progressive thinking in modern football is about encouraging players - and particularly young players - to continue in education. Not only does it prepare footballers for their next career after football, but it gives them the skills and confidence to deal with life as a professional footballer.'



International
Olympic
Committee

In force as from
23 July 2024

OLYMPIC CHARTER



2 Mission and role of the IOC*

The mission of the IOC is to promote Olympism throughout the world and to lead the Olympic Movement. The IOC's role is:

- 12 to encourage and support the efforts of sports organisations and public authorities to provide for the social and professional future of athletes;



World Players Association
#WorldPlayersUnited

Version: One
Thursday 7 September 2017

THE WORLD PLAYER DEVELOPMENT, WELLBEING, TRANSITION AND RETIREMENT STANDARD, PARIS 2017

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THE WORLD PLAYER DEVELOPMENT, WELLBEING, TRANSITION AND RETIREMENT STANDARD



PARIS 2017

THE PURPOSE OF THE STANDARD

- 1 Serve as a tool for player associations.
- 2 Function as a benchmark for world sport.
- 3 Elevate the professional status of player development managers ('PDM') who serve to promote the personal development and wellbeing of players on and off the field.

GUIDING PRINCIPLES

#Peoplefirst - "Professional players are people first, and players second" – This requires a 'whole of person' approach acknowledging the intrinsic value of the person behind the player.

The right to a safe workplace – Players are owed a duty of care in the provision of a workplace as free as possible from adverse risks to health and social wellbeing.

Partnership with players and their associations – Effective delivery of the Standard requires sport's stakeholders to collaborate in partnership with players and their associations.

GOALS ↔ REQUIRED ACTIONS

1 EDUCATION

Delivering education in areas such as transitioning into and out of sport, promoting dual careers, encouraging 'life skills', and ensuring player understanding of their sport's regulatory environment.

2 INCLUSION

Promoting inclusion as fundamental aspect of sport, including promoting an understanding of diversity issues regarding sexuality, race, culture, religion, age and gender. This includes establishing environments free from any form of discrimination and harassment.

3 HEALTH AND WELLBEING

The provision of an acceptable level of medical treatment, extending to player mental health services. This includes proactive risk assessment of any factors potentially adverse to player health and wellbeing.

4 PLAYER DEVELOPMENT AGREEMENTS

Dedicated Player Development Agreements should be developed and adopted, and where appropriate through collective bargaining.

5 PLAYER RIGHTS

Player development and wellbeing must be regarded as fundamental matters of player rights.

6 RESEARCH

Ensuring that evidence based research underpins all implemented player development programs and policies.

7 TRANSITION

Acknowledging that transitioning to life after sport is relevant for the entirety of a player's athletic career with programs in place throughout.

8 WORKING ENVIRONMENT

Ensuring that players access a safe work environment on and off the field of play, and promoting PDMs as critical actors in this environment.

MONITORING & OUTCOMES

A number of targets have been outlined to monitor the outcomes of the Standard across the world of sport. In order to ensure the Standard is of ongoing relevance it will be constantly reviewed by the World Players Association and its affiliates.



ILO Contribution to the IOC 2009 Conference Copenhagen

(Giovanni di Cola¹)

Title:

Developing skills and competences for professional athletes:

Theme 1: The Athletes;

Sub-theme 3: The social and professional life of athletes during and after elite competition.

Dual Career Literature

-  2004 - Career transition services
-  2004 - Reactions to termination of sports career
-  2007 - Athletic retirement
-  2007 - Transition from a sporting career to a new life
-  2008 - Kreb - Dissertation
-  2009 - Dual Career - Doctoral Dissertation - Aquilina
-  2009 - Life after sport
-  2009 - Retirement from athletics - Dissertation
-  2010 - Elite athletes and university education in Europe - Ian Henry
-  2011 - IOC - Preparing athletes for life after sport
-  2012 - Entourage - Doll Tepper
-  2013 - Relationship Between Elite Athletes Educational Development and Sporti...
-  2014 - IOC - Entourage - Post Sport Career Preparation
-  2014 - Lifespan perspective
-  2014 - Motivation towards dual career
-  2014 - Olympic Post Games transition program
-  2015 - Australians swimmers transition from sport to retirement
-  2015 - Dual career pathways
-  2015 - The role of entourage in athletes' dual career
-  2017 - Kuttel - Dissertation
-  2019 - Career identity construction
-  2019 - FISU - Dual career
-  2019 - Psychological aspects
-  2020 - Coronavirus on dual career
-  2021 - Empatia Framework
-  2021 - PhD Thesis - Transition out of elite sports
-  2021 - Vocational career of retired Olympic athletes
-  2023 - FEPSAC on Dual Career
-  2023 - Finnish dual career context
-  2024 - Dual Career of Athletes in South Africa
-  2024 - Elite athletes and worker status
-  2024 - FEPSAC - Position Statement - Athletes' dual careers in the European cont...



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journal homepage: www.elsevier.com/locate/psychsport

Review

FEPSAC Position Statement: Athletes' dual careers in the European context

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Dual career excellence

Dual career development environments

European dual career culture

European dual career discourse

Holistic perspective on athletes' development

ABSTRACT

The aim of this FEPSAC Position Statement is to summarize current knowledge about athletes' dual careers (DCs) in the European context and propose recommendations for future DC research, practice, and policy. Inspired by the European Union's Guidelines on Dual Careers of Athletes (European Commission, 2012), researchers, practitioners, and policy makers collaborated over the last decade to create the European DC discourse as a context-informed and negotiated body of DC knowledge. In this paper, we proceed from analyzing this body of knowledge using recent review papers and European DC psychological research projects to formulating seven postulates summarizing DC research findings on factors influencing athletes in their striving for DC excellence. These factors include (1) context, (2) pathways and transitions, (3) challenges, (4) resources and coping, (5) support and empowerment, (6) student-athletes' mental health, and (7) DC development environments. In the final section, we acknowledge the contributions of European DC discourse in serving athletes in their pursuit of DC excellence and European DC culture. We also provide a critical discussion on DC knowledge gaps and, on behalf of FEPSAC, offer recommendations for DC research, practice, and policy in Europe.

Dual career videos



Other Erasmus+ programs on Dual Career

STARTING 11

THE EUROPEAN DUAL CAREER TOOLKIT





Talented Athlete Scholarship Scheme

Dual Career Accreditation

For schools, colleges &
universities

FIND OUT MORE



Revised European Sports Charter



Enlarged Partial Agreement on Sport,
Council of Europe

Enlarged Partial Agreement on Sport

Accord partiel élargi sur le sport



Article 14 – Supporting top-level and professional sport

1. Methods of providing appropriate direct or indirect support for athletes who demonstrate exceptional sporting qualities shall be devised in order to give them opportunities to fully develop their sporting and human abilities, while ensuring full respect for their individual personality and physical and moral integrity. Such support should include aspects relating to the identification of talent, to the dual careers of athletes, to balanced education while in training institutes, and to a smooth integration into society through the development of career prospects during and after involvement in high-level sport.

EU Guidelines on Dual Careers of Athletes



Regarding the young talented athletes the EU is mainly interested in:

- Their proper development.
- The balance between training and education.
- Their smooth integration to life after they end their sporting career.

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REGULATIONS

on the Status and Transfer of Players

5

Initiation of proceedings, submission of documents

- Proof of identity and nationality – player
- Proof of identity and nationality – player's parents
- Proof of birth date (birth certificate) – player
- Employment contract – player
- Employment contract – player's parents/other documents corroborating the reason invoked
- Work permit – player
- Work permit – player's parents
- Proof of residence – player
- Proof of residence of player's parents
- Documentation of academic education 
- Documentation of football education
- Documentation of accommodation/care
- Parental authorisation
- Proof of distance: 50km rule
- Proof of consent of counterpart association
- Request for approval of first registration/international transfer

Chronological Age	Age 0-6, Copper	Age 7-9, Copper	Age 10-12, Copper	Age 13-14, Bronze	Age 15-19, Bronze
Developmental Stage	Early Childhood		Late Childhood		Young
Coaches Corner	Introduce Kids & Parents to Wrestling to Increase Participation. Goal: Get Kids to the Next Lvl	Instill a Passion & Love for Wrestling. Goal: Get Kids to the Next Lvl	Start the Real Process of Learning Through Routine & Reps Goal: Get Kids to the Next Lvl	Promote & Apply Competitiveness, Sportsmanship & Mastery of Wrestling	
Support Staff	Parents, Family, Child Care Providers & Community	Parents, Teachers, Coach & Community		Parents, Teachers, Local Coach & Regional/National Coach & Staff	
Knowledge of the Game	N/A	Introduction to Wrestling; Basic Knowledge of Rules, Tactics & Elite Athletes		Possess and Demonstrate Knowledge of Rules, Tactics & Elite Athletes	
Lifestyle & Life Skills	Athletes Cooperate with Others and Show Respect to All Weight Loss for Health Only	Participants Posses Healthy Daily Routines & Nutrition Skills Weight Loss for Health Concerns Only		Athletes Understand Ethical & Moral Values & Appreciation for Wrestling Some Weight Management Guidelines Introduced	
Elite Performance Support	N/A Matches/Yr = 0-12	Introduction to Basic Performance Support Staff & Philosophies Matches/Yr = 0-20 Matches/Yr = 12-36 Matches/Yr = 24-48			
Tactical	Expect Little to No Tactical Development at This Age	Introduction to Structured Practices	Introduction to Basic Sport Offensive & Defensive Strategies	Understanding Strategy of Mat Technique (Action/Reaction)	
Technical	Expect Little to No Technical Development at This Age	Basic Athletic Movements Are Learned	Basic Skills in Wrestling Are Learned	Exposing Athlete to the Core Skills of Wrestling	Exposing Athlete to Core Techniques of Wrestling
Psychological	Social Interaction with Peers & Maintaining Fun or Activity	Positive Outlook, Cooperation with Others, Social Interaction & Fun	Passion for Wrestling, High Self-Esteem Perceived by Self & Mastery Climate	Ability to Focus Throughout Practice & Openness to Learn New Techniques	Take Criticism as Critical Feedback & Understand Causes of Winning/Losing
Physical	Explore Basic Body Skills, Coordination & Gross Motor Movements When Should We Start Lifting?	Developing Awareness, Coordination & Body Skills Through Games & Activity		Advancing Basic Movements & Combinations of Movements Through Repetition	

SNB TRANSITION

French Basketball Players Union

THE LIFE AFTER PROFESSIONNAL BASKETBALL



June 2014



In general, **players feel incompetent** during their retirement from professional sport.



1/3 of players surveyed, did not choose their professional situation.

1/3 of players did not voluntarily end their career.



1/3 of players did not plan their transition

When it happens, it generally begins upon their arrival in the non professional Championships (FFBB)

42% of players suffer from ongoing physical after-effects (chronic pathologies, permanent invalidity, etc.).



Career change = Addiction

Many of them claim to be suffering from substance dependencies (drugs, alcohol) during this period.

50% of players were not able to obtain help during their transition from professional basketball.



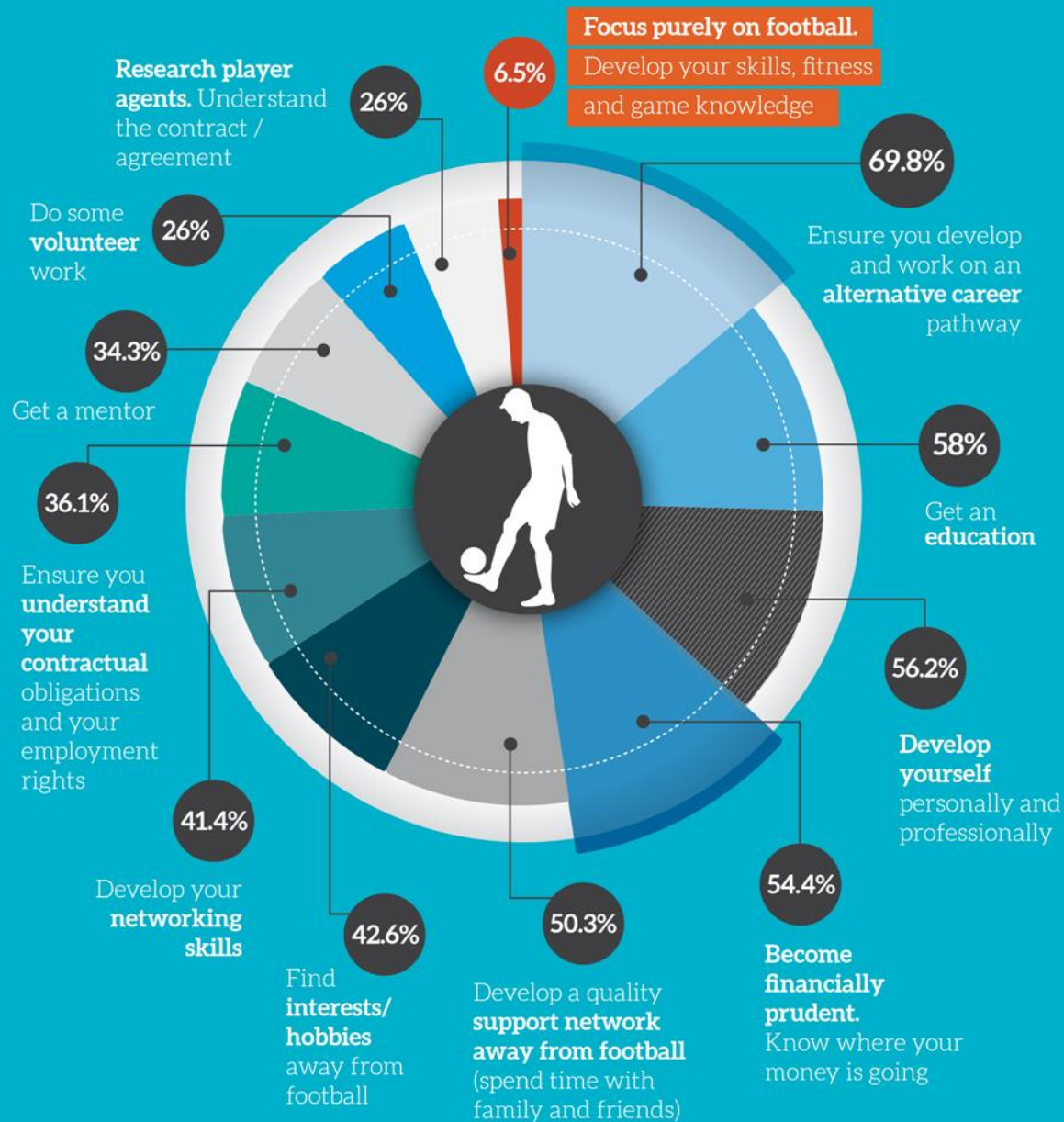
Those who received help were, for the most-part, more satisfied with the help of their close friends and relatives than that of clubs or Employment Agencies.

Only **a minority of players** (less than 25%) exercised their rights to use in career professional training Rights to finance their retirement from sport.



9

PAST PLAYERS' ADVICE FOR THE CURRENT GENERATION OF PLAYERS



PLAN B: HOW TO SIMPLIFY THE TRANSITION FROM A SPORTING CAREER TO A NEW LIFE?

**PABLO JOSÉ ACOSTA
LORENZA GUERRA SERAGNOLI
POOJA PARIKH
NICOLE RESCH**

SUPERVISED BY GIANFRANCO PIANTONI

19 1

JULY 4TH. 2007



The FIFA Master





Written by Emma Vickers

PhD Sport Psychology student (Athlete Career Transitions). England table tennis player.

// Mental Health · Well Being

Life after sport: Depression in the retired athlete

International educational initiatives

- IOC + Adecco - Athlete's Career Program
- IOC Athlete MOOC (Massive Open Online Course)
- FIFPro Online Academy
- Athlete's World Foundation
- Talented Athlete Scholarship Scheme (U.K)
- Convention d'Insertion Professionnelle (France)
- Deutsche Sporthilfe: Auf dem Weg nach Olympia (Germany)

In Greece

<http://www.pasap.eu/dual-career.html>

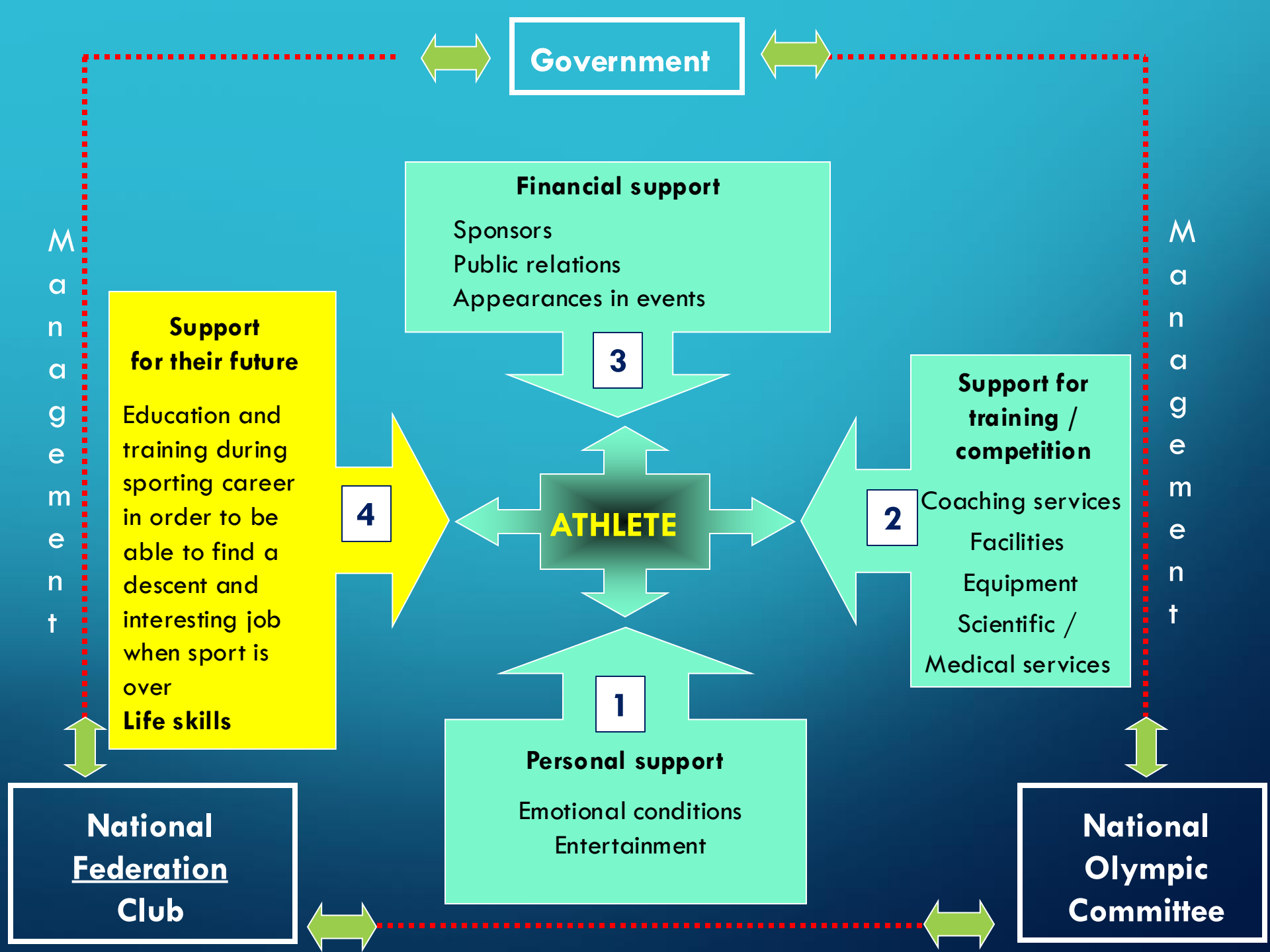
<http://www.olympic.org/elite-athletes>

Athletes who follow dual career:

- Live a better life (because they have less stress, they feel safer for their life after sport, etc.).
- Develop better their sporting potential.
- Are more sociable.
- Are less inclined to do drugs.
- Find descent and interesting jobs when they finish their sporting career.

Stakeholders in the dual career

- **The athletes**
- **Parents**
- **Coaches**
- Clubs
- Federation
- NOC
- Government
- Training Centers
- Educational Institutions
- Public / Private Sector





Joining forces to

**LEAVE
NO ONE
BEHIND**

Thank you for your attention

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