



UNIDADES DE APOIO AO  
**ALTO RENDIMENTO  
NA ESCOLA**

*CONCILIAR SUCESSO ESCOLAR E DESPORTIVO*

## UAARE - Units of Support of High Performance in Schools

Reconciling school and sports success in Portugal

**VICTOR PARDAL**

**National Coordinator**

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<https://www.youtube.com/watch?v=qL2MEGICXXU>



**REPÚBLICA  
PORTUGUESA**

EDUCAÇÃO



Dual Career for Junior Athletes

DECEMBER 1, 2022 - POLAND

Formal and structural support in the Dual Career of year 5 to 12 student-athletes in a national network of 23 schools

# National network of schools (2022-2023)



**23 Schools**



**920 Student-athletes**

70 from pilot projects in 3 Schools

42 %  
Female

58 %  
Male



**49 Sports modalities**

34 sports federations



**UAARE Level**

48 % **Elite athletes** (high performance, national teams, internacional level)

52 % **Talented athletes**

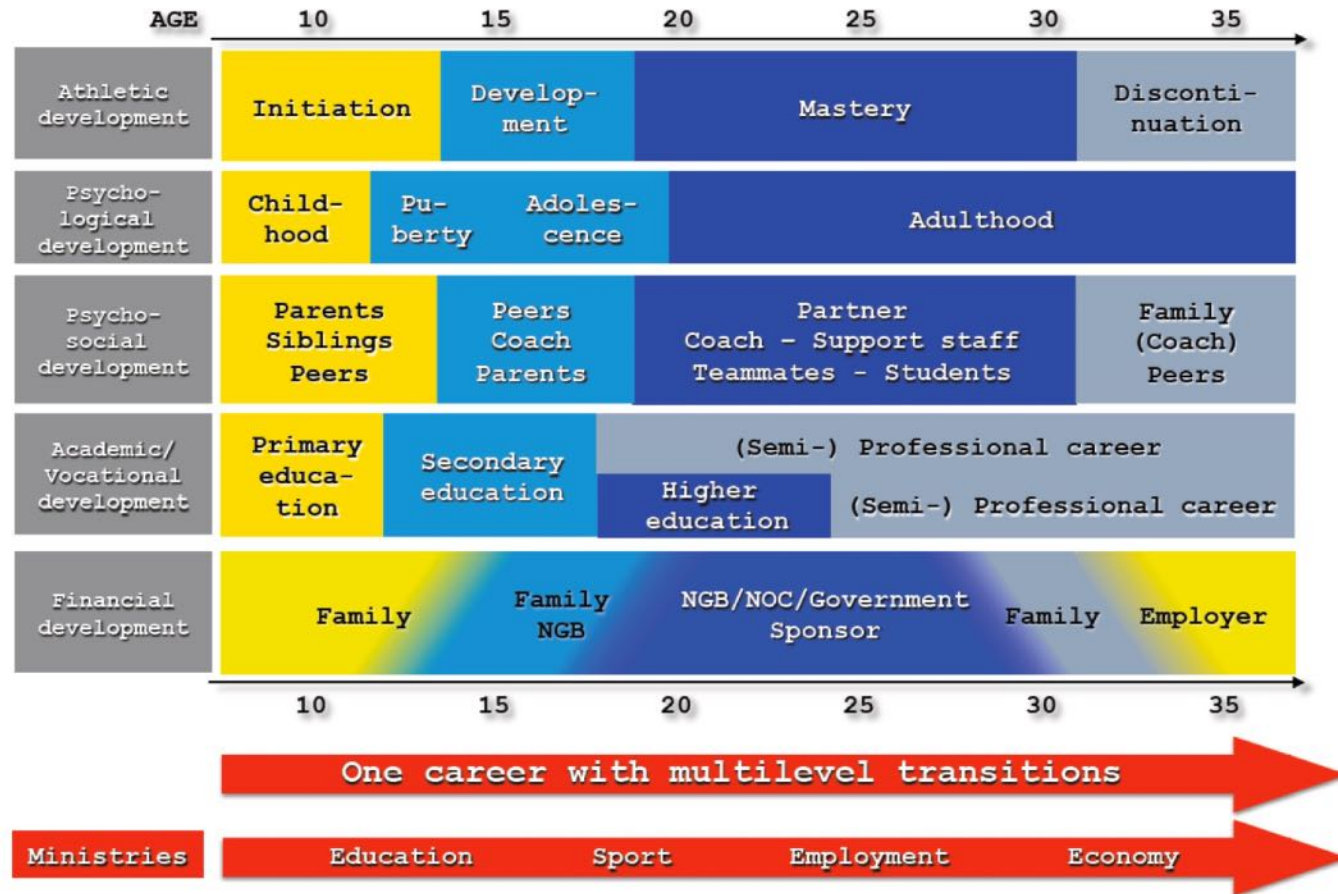


# The double life of UAARE students means:

## **LACK OF TIME + HIGH PRESSURE TO PERFORM**

- 10 hours working days (School and Sports)
- Intensive training (twice/three times a day)
- Transitions (in the timeline of an athlete's careers)
- Competitions and Internships: National and International
- School absence (with increased frequency and duration)
- Demands on family and social life (related for example to relocation and lack of time)

# What is like being a student-athlete?



## TRANSITIONS IMPLY:

1. More stress on student-athletes and families...
2. Dropout situations (School or Sports)

What happens in the transition periods?

1. Changes in education levels;
2. Career stages;
3. Relocations;
4. Change of coach;
5. Injuries;
6. Psychological maturity;
7. (...)

Wylleman, P., De Knop, & Reints (2011). Career transitions in sport: European perspectives, *Psychology of Sport and Exercise*, 5 (1), pp. 7-20.

# The consequences of a lack of dual career arrangements

- **30 % dropout in sports**
- Loss of the benefits of a dual career
- Mental health issues
- Delays in school life / post-career difficulties

**“According to international research, one-third of all participants between the ages of 10 and 17 withdraw from sports each year as they consider that sport takes up too much of their time and prevents them from pursuing other things in life (e.g. to study)” (p. 7 of the EU Guidelines on Dual Career Athletes).**

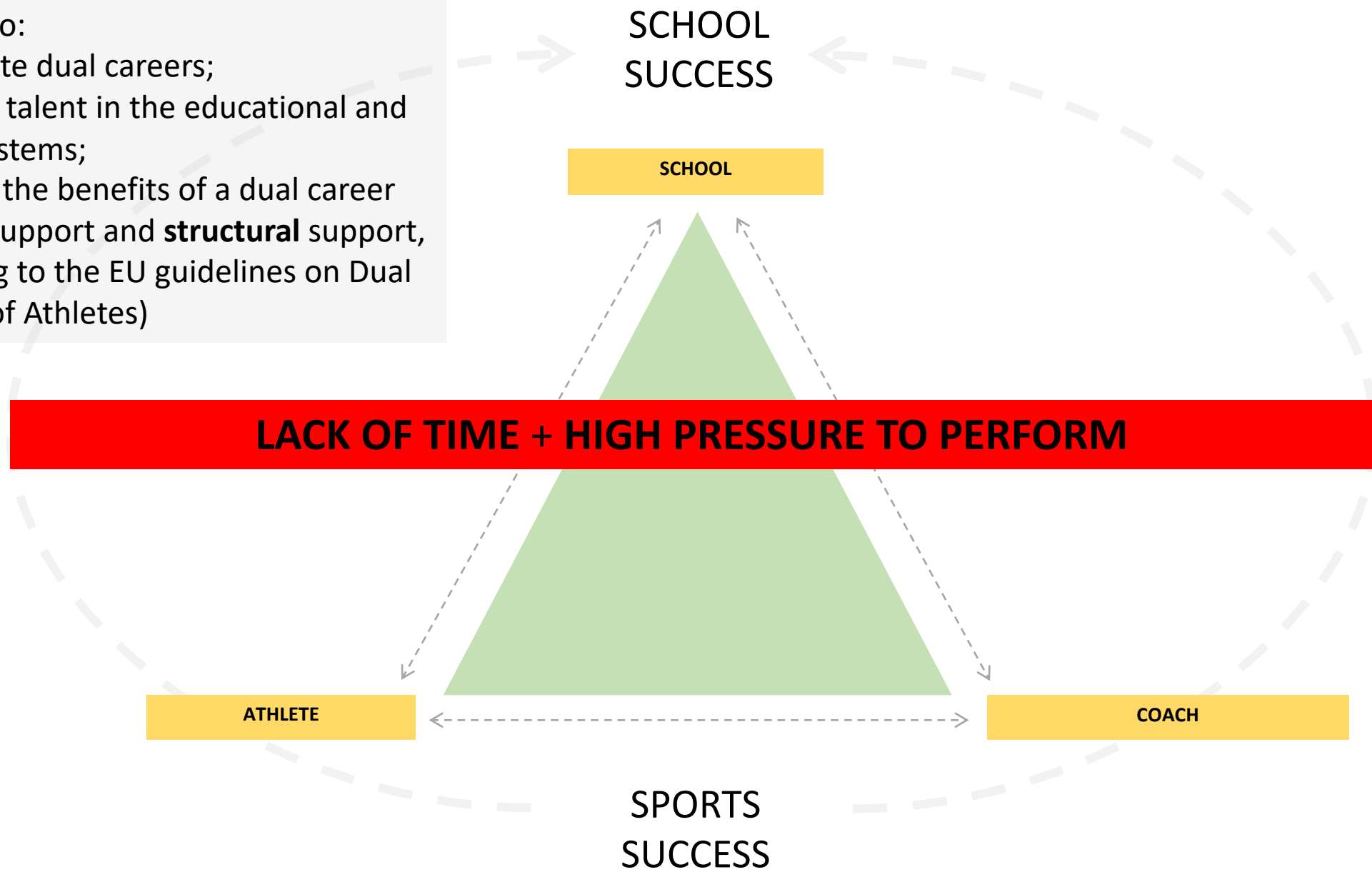
**I consider it appropriate to ask:**

- 1. Can European States afford these dropout rates?**
- 2. How many of these dropouts could be Olympic medalists?**



It's **urgent** to:

1. Coordinate dual careers;
2. Keep the talent in the educational and sports systems;
3. Promote the benefits of a dual career (**formal** support and **structural** support, according to the EU guidelines on Dual Careers of Athletes)

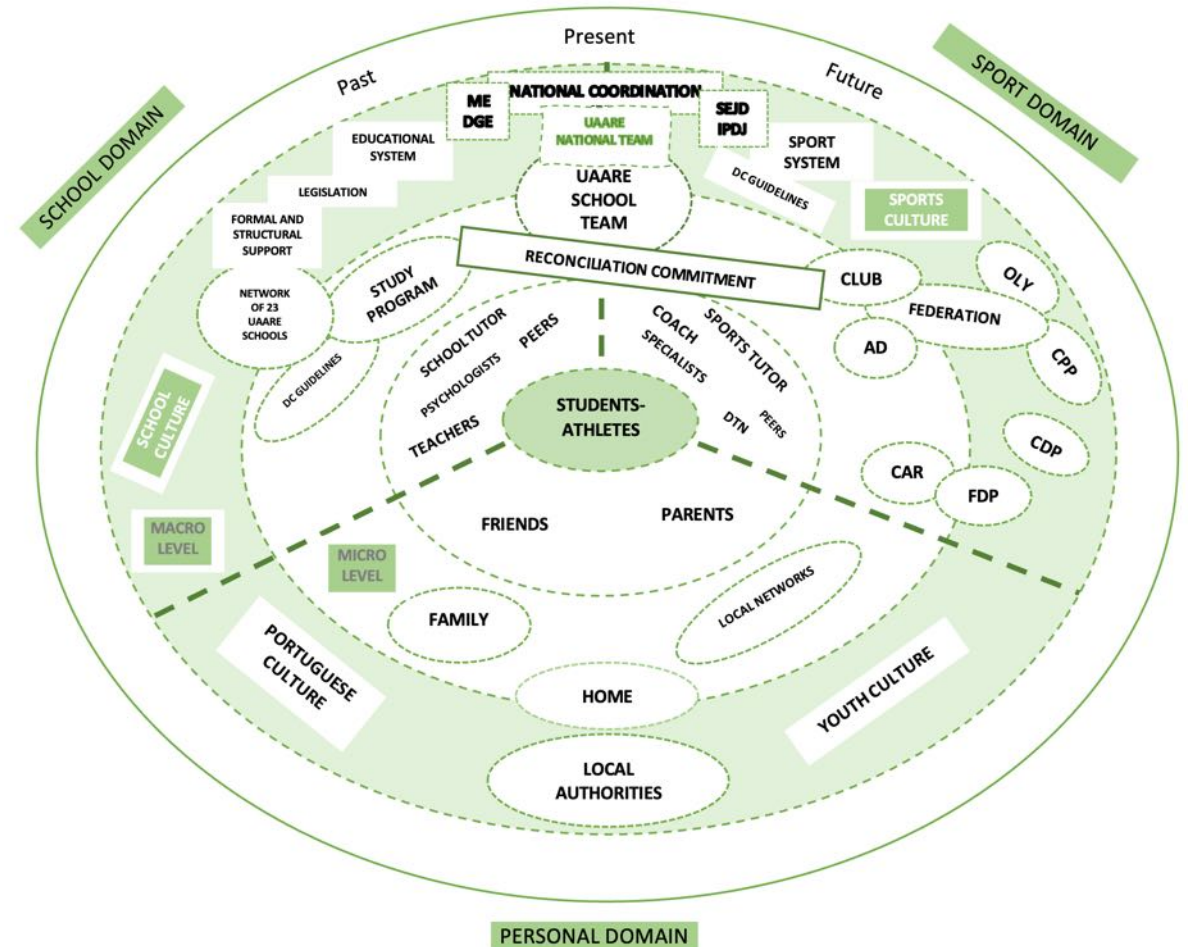


# The UAARE Model

## Formal and structural support to the dual career - the UAARE Holistic Ecological Approach

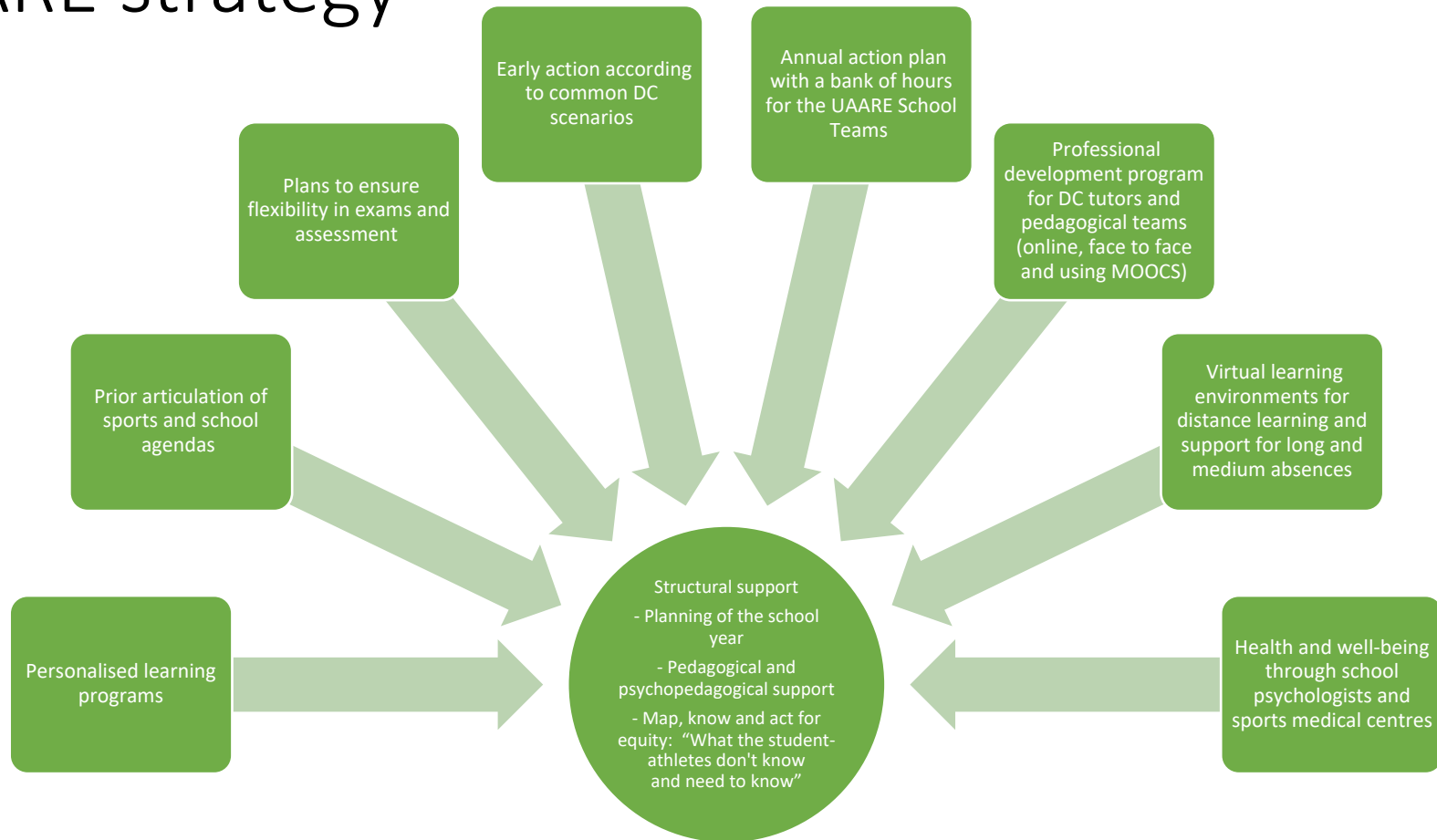
- **Formal support**, through differentiated conditions of access and attendance, such as scholarships and legal rights, already in force in many European countries, which, although important, are insufficient;
- **Structural support**, through personalized educational programs and approaches, using differentiated teams, mentors and hybrid learning environments.

## Dual Career Development Environments (DCDE)



(Adapted from K. Henriksen, et al. , Psychology of Sport & Exercise 47 (2020))

# The UAARE strategy



## The provision of support has recently taken on some development in the EU and stems from the EU 2012 Guidelines

(EU Guidelines on Dual Careers of Athletes, Recommended Policy Actions in Support of Dual Careers in High-Performance Sport - Brussels, 16 november 2012; Brown et al., 2015; De Brandt, Wylleman, Torregrossa, Defruyt and Van Rossem, 2017; Debois, Ledon e Wylleman, 2015).



# The UAARE reconciliation commitment



EDUCAÇÃO

Portaria n.º 275/2019

de 27 de agosto

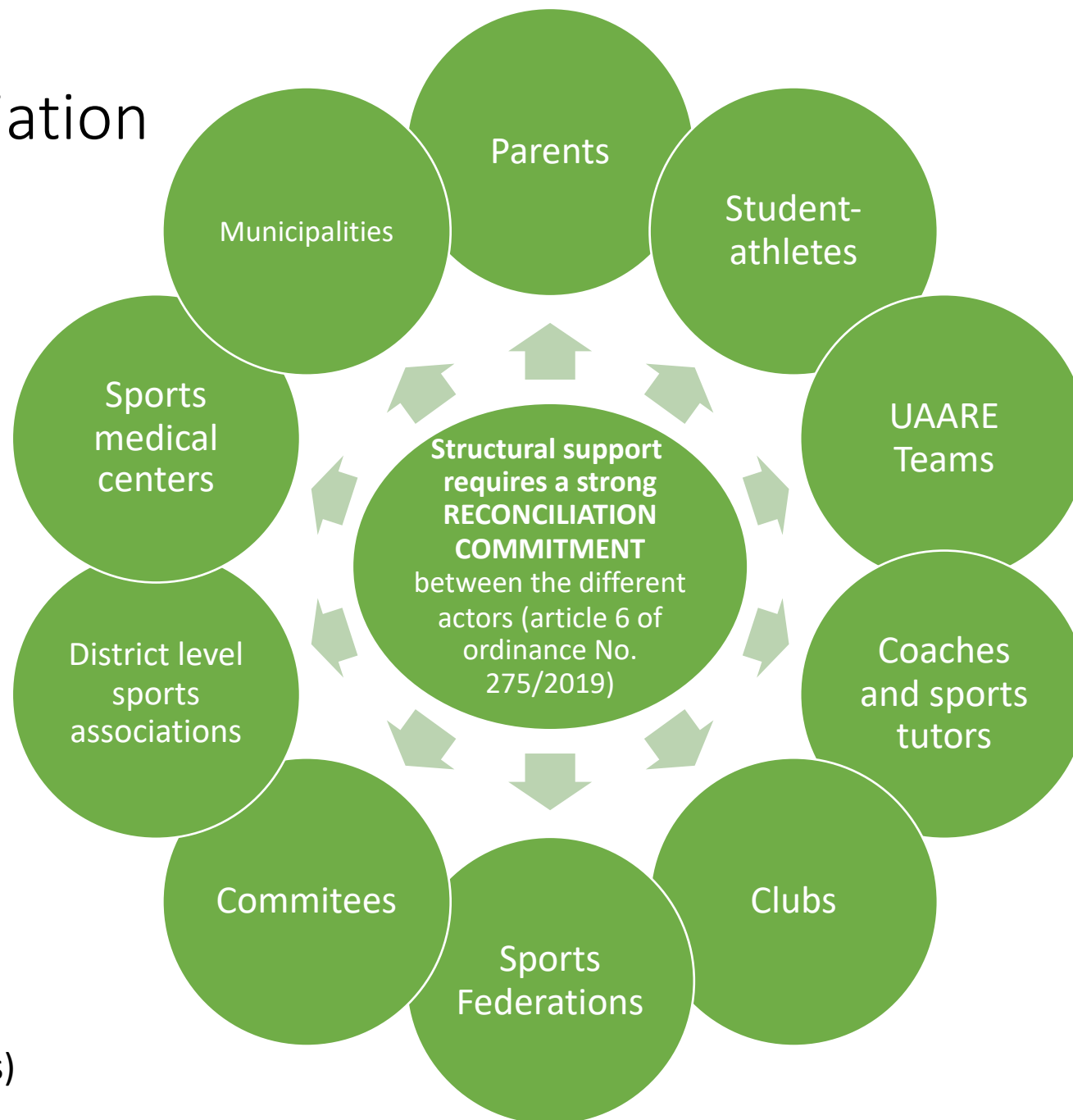
Sumário: Cria e regulamenta as condições de funcionamento das Unidades de Apoio ao Alto Rendimento na Escola (UAARE).

A Lei n.º 5/2007, de 16 de janeiro — Lei de Bases da Atividade Física e do Desporto — na sua redação atual, determina a adoção de medidas de apoio específicas ao desporto de alto rendimento, a estabelecer de forma diferenciada, abrangendo, designadamente, os praticantes desportivos integrados nos mais altos escalões competitivos, nos planos nacional e internacional. No desenvolvimento do regime jurídico aí estabelecido, o Decreto-Lei n.º 272/2009, de 1 de outubro, estabelece um sistema integrado de apoios para o desenvolvimento do desporto de alto rendimento, enquanto no Decreto-Lei n.º 45/2013, de 5 de abril, se definem medidas específicas de apoio à preparação e à participação internacional das seleções ou outras representações desportivas nacionais. E neste contexto que surgem em Portugal as UAARE — Unidades de Apoio ao Alto Rendimento na Escola, projeto-piloto do Ministério da Educação, criado pelo Despacho n.º 9386-A/2016, publicado no *Diário da República*, 2.ª série, n.º 139, de 21 de julho, que tem por objetivo conciliar, com sucesso, a atividade escolar com a prática desportiva de alunos-atletas do ensino básico e secundário enquadrados no regime de alto rendimento, integrados em seleções nacionais e alunos-atletas com potencial talento desportivo, através da articulação eficaz entre agrupamentos de escolas e escolas não agrupadas, encarregados de educação, federações desportivas e seus agentes, municípios e outros interessados.

Com efeito, existem claros benefícios da carreira dupla para os alunos-atletas, designadamente nos planos da saúde, do desenvolvimento de competências de vida aplicáveis no desporto, social, da preparação do pós-carreira e das perspetivas de acesso a um futuro profissional.

Por outro lado, os sucessos escolar e desportivo destes alunos são potenciados com a diversificação, a flexibilidade e a inovação pedagógica na gestão dos respetivos currículos, em linha com os princípios orientadores definidos no Decreto-Lei n.º 55/2018, de 6 de julho. Para tal, torna-se necessário possibilitar a adoção de métodos e percursos individuais de aprendizagem, em cooperação e articulação com clubes e federações desportivas, e com recurso à monitorização entre pares, garantindo-se, igualmente, a gestão dos períodos de ausência e o ajustamento dos ritmos e processos de aprendizagem. Nesse sentido, pretende-se a valorização das competências pessoais e sociais adquiridas no processo de conciliação escolar e desportiva no âmbito das áreas de competências previstas no Perfil dos Alunos à Saída da Escolaridade Obrigatória, potenciando a formação integral dos alunos-atletas, através da adoção de referenciais que privilegiem a responsabilidade, o trabalho e a consciência de si próprio.

Neste contexto, considera-se imprescindível a conciliação da carreira dupla dos alunos-atletas, de modo a garantir a equidade, a personalização e a flexibilidade no acesso aos processos de aprendizagem, de acordo com os princípios vertidos no Decreto-Lei n.º 54/2019, de 6 de julho, de modo a fazer face à diversidade das necessidades destes alunos. As medidas a adotar a este propósito exigem, igualmente, a articulação entre os diferentes intervenientes nos sistemas des-



(Ordinance n. 275/2019, 30 articles)

# A team across the country

## 1. National coordination

- a. Representation of two ministries (sports and education) - Director general of education, Portuguese Institute of Sports and Youth, Representative of the ministries
- b. National coordinator

## 2. National team

1. Regional Coordinators (5)
2. Psychopedagogical support national team (3)
3. Pedagogical support national team (5)
4. Pedagogical team for the development of learning environments (2)

## 3. School teams (23)

1. School tutor (26)
2. Psychologist (30)
3. Support teachers (200)



Inauguration of a new UAARE school (Portela e Moscavide's School Cluster) by the Ministry of Education, the Secretary of State for Sports and the Vice-mayor of the Loures Municipality, among others



CONCILIAR SUCESSO ESCOLAR E DESPORTIVO



Program label in every UAARE school

# Actors



UAARE national team, Famalicão school's tutor and headteacher, representatives of the municipality

## UAARE PEDAGOGICAL TEAMS

Headteacher; **School tutor**; **Support teachers / Study Room Learn More**; Form tutor; Parents; Subject-specific teachers; **School psychologist, UAARE Ambassadors**



## STAKEHOLDERS

Sports Federations/Associations/Clubs (director, coach, tutor); Health support team (medical and psychological); Local authorities; High performance/Training Centres

# School tutor (“Professor Acompanhante”)

1. Designs students’ personalised learning paths, with the feedback of other teachers and taking into account their continuing assessment;
2. Articulates with all stakeholders (parents, coaches, federations, subject-specific teachers and UAARE support teachers) and the national and regional coordinators;
3. Arranges support lessons to compensate students’ absences or study needs;



Fontes Pereira de Melo’s UAARE School tutors and Form tutor in the IV<sup>th</sup> UAARE National meeting

The school tutor manages the arrangements between the school and sports agendas: both **Green** and **Red** agendas



# School Team (“Sala de Estudio Aprender +”)

1. Personalises learning for student athletes, in a collaborative and reflexive way;
2. Helps student-athletes through face-to-face and distance learning, designing educational plans, producing innovative digital educational resources, and working collaboratively with subject-specific teachers.



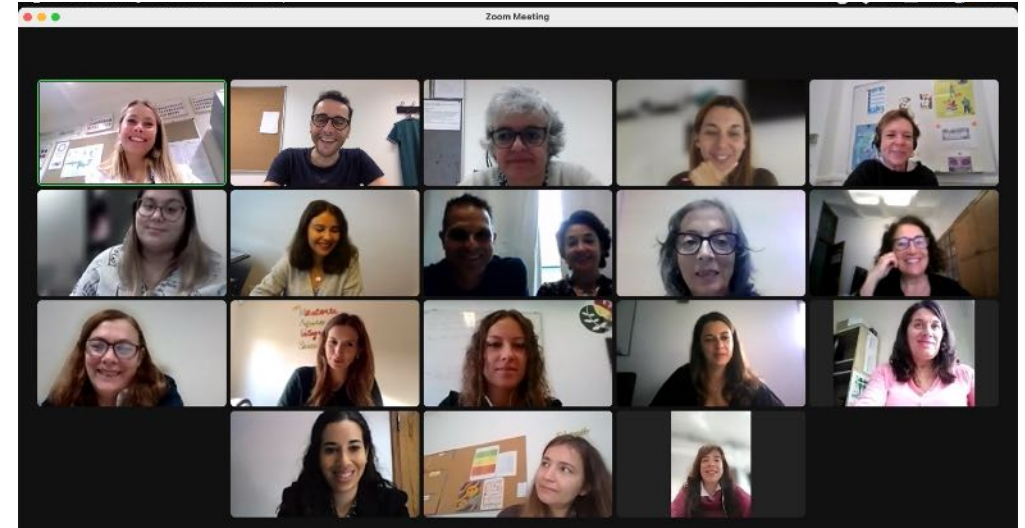
World champion of acrobatic gymnastics in the study room working with a UAARE’s support teacher after winning the prize



# School psychologist

1. Develop emotional management, coping strategies, motivation, self-knowledge, self-confidence, self-efficacy, and time management;
2. Support career and vocational development, future-oriented, supporting information management, decision-making and change management;
3. Develop a positive learning environment, personal wellbeing and teacher, family and coach relationships.

They provide psychopedagogical support, working by **anticipation**, reinforcing **social and emotional skills**.



UAARE school psychologists online meeting

# Sports tutor (“Interlocutor desportivo”)

1. Promote the articulation with the school tutor, through an open communication channel that:
  - a. compatibilises the school and sports calendar;
  - b. informs of school absences due to sports events, planning when necessary face to face or distance support by the school pedagogical team;
  - c. informs about the sports and school performance and achievements.



Portela and Moscavide’s UAARE School team visiting the Sporting Gymnastics Academy in the beginning of the school year, in articulation with the sports tutor

The **training and professional recognition of sports tutors** is urgent for the success of DC

# National Guidelines for elite athletes' dual careers

**The UAARE Recommendations(\*) frame the structural support measures and the respective guides (guidelines for student-athletes, parents, UAARE Teams and sports tutors), signaling the respective constraints (adaptation of the “Scenarios by De Brandt et al., 2016b – GEES, p. 45”) that exist in the process of reconciling sport and academic life.**

**UAARE School Teams, Student-Athletes and Sports Tutors are also provided with action tools based on the best practices of the entire UAARE network.**

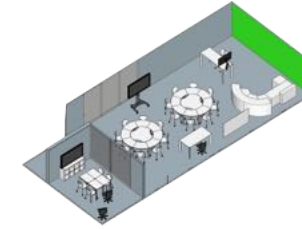
(\*) Portuguese National Guidelines for elite athletes' dual careers

# SEAM

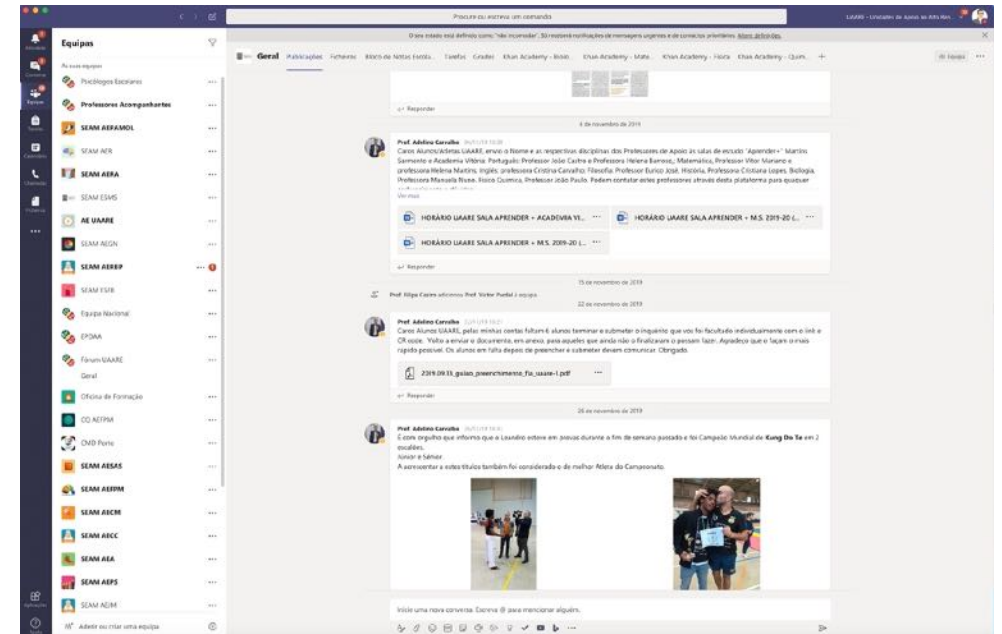
Sala de Estudo Aprender +  
Inclusion, Autonomy, Flexibility

The Study Room Learn +

# The Study Room Learn + SEAM

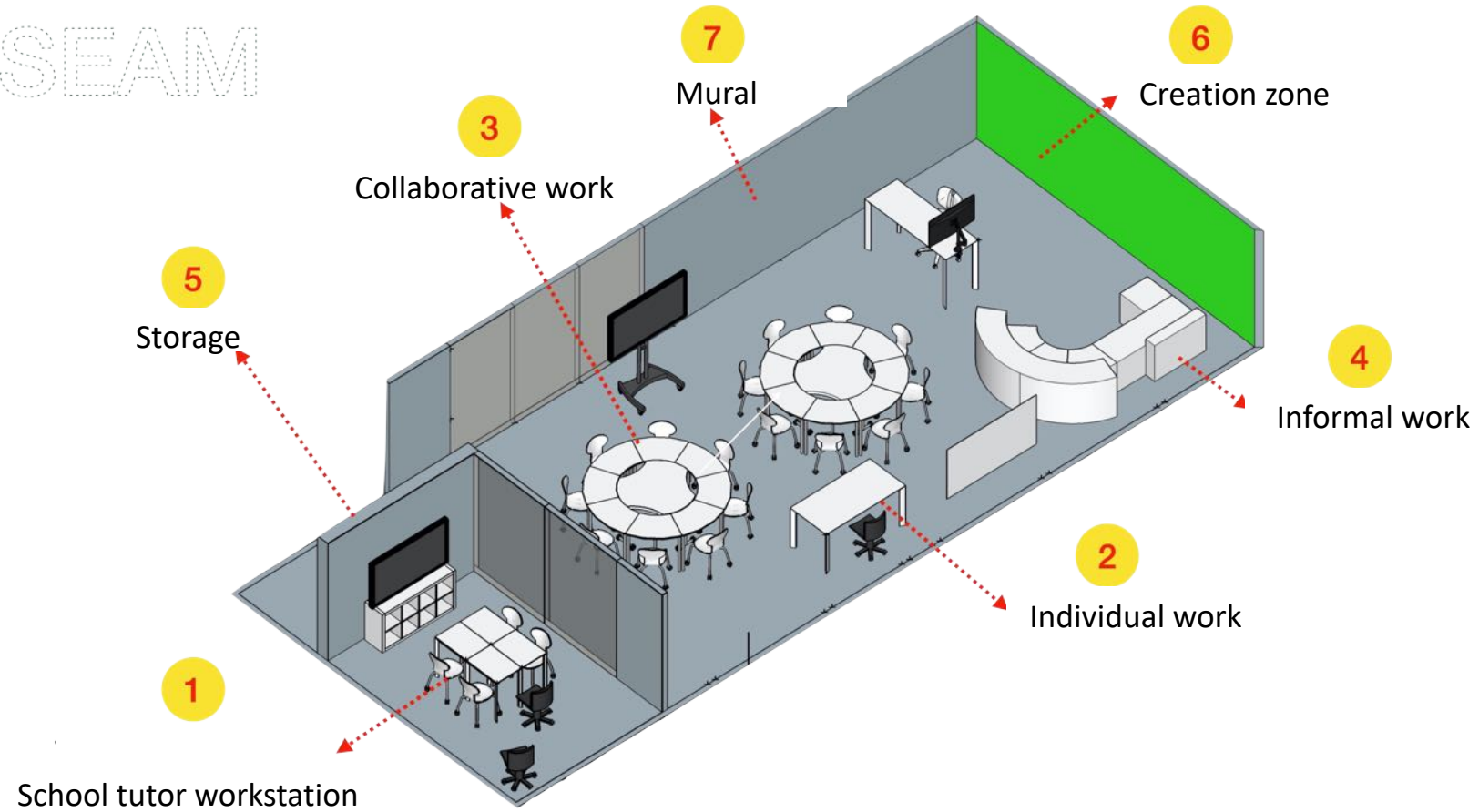


- A student-athlete centred learning environment, with a digital environment integrated with a physical environment;
- Focus on the development of 21<sup>st</sup> century skills for students-athletes;
- Promotes peer learning and tutoring, communication and self-regulated learning, based on evidence-based teaching and learning strategies.





# SEAM



# Digital learning environment

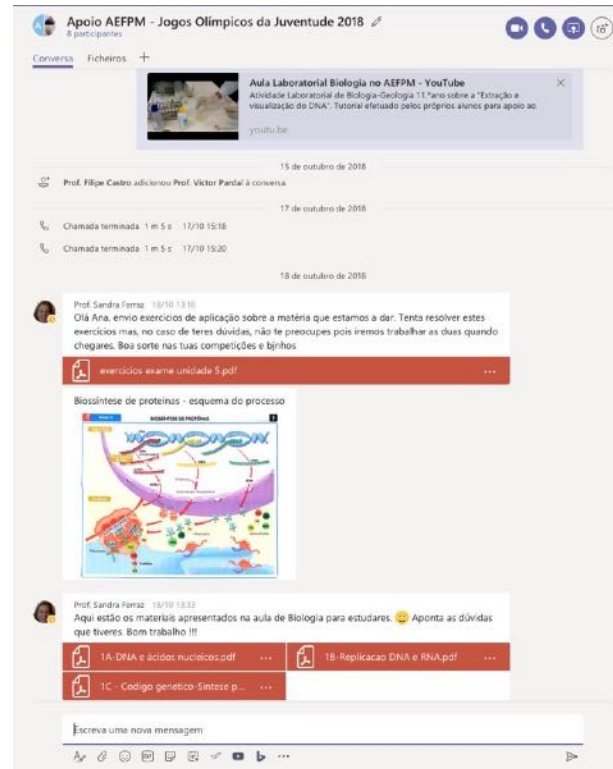
Digital learning guides are developed by the school teams to support student-athletes school absences, with an interdisciplinary approach and exploring the relation to sports, supported by teachers remotely (synchronously or asynchronously) in an online platform, exploring digital ink, photos of handwritten work, video tutorials and audio and video answers by student-athletes. Digital textbooks are also available for elite athletes.



**GUIÃO DE APRENDIZAGEM**  
BIOLOGIA E GEOLOGIA, MATEMÁTICA A, FÍSICA E QUÍMICA A - 10.º ANO  
**VO<sub>2</sub>MAX E A CONDIÇÃO FÍSICA DE UM ATLETA**

The Alchemist's Studio, after 1600 - before 1800, by Thomas Gérard. Domínio Público

**Professores**  
José Mesquita, Agrupamento de Escolas de Ponte de Sor  
Miguel Pimenta, Agrupamento de Escolas Rafael Bordalo Pinheiro  
Carla Gonçalves, escola Secundária Fco de Avevedes



**Apoyo AEFPM - Jogos Olímpicos da Juventude 2018**  
8 participantes

Conversa Ficheros +

Aula Laboratorial Biologia no AEFPM - YouTube  
Atividade Laboratorial de Biologia-Geologia 11ºano sobre a "Estimação e validação da DNA", Tutorial elaborado pelos próprios alunos para apoio ao youtube

15 de outubro de 2018  
Prof. Filipa Castro adicionou Prof. Viktor Pardaň à conversa.

17 de outubro de 2018  
Chamada terminada 1 m 5 s 17/10 15:16  
Chamada terminada 1 m 5 s 17/10 15:20

18 de outubro de 2018

Prof. Sandra Ferra: 18/10 13:16  
Olá Ana, envio exercícios de aplicação sobre a matéria que estamos a dar. Tenta resolver estes exercícios mas, no caso de teres dúvidas, não te preocupes pois iremos trabalhar as aulas quando chegares. Boa sorte nas tuas competições e bñinhos

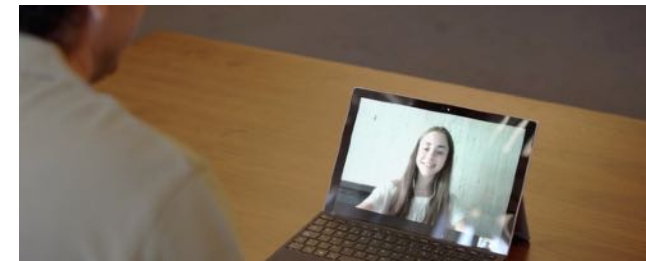
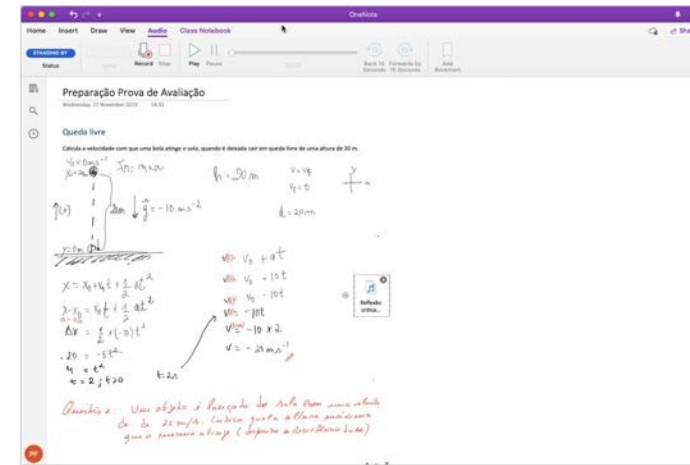
exercicios exame unidade 5.pdf

Biossíntese de proteínas - esquema do processo

Prof. Sandra Ferra: 18/10 13:32  
Aqui estão os materiais apresentados na aula de Biologia para estudantes. 😊 Aponta as dúvidas que tiveres. Bom trabalho!!!

1A- DNA e ácidos nucleicos.pdf 1B- Replicação DNA e RNA.pdf 1C- Código genético- Síntese p...

Escreva uma nova mensagem

Preparação Prova de Avaliação

Queda livre

Calcula a velocidade com que uma bola atinge o solo, quando é deixada com uma altura de 20 m.

$$x = x_0 + v_0t + \frac{1}{2}at^2$$

$$y = y_0 + v_0t + \frac{1}{2}at^2$$

$$\Delta x = \frac{1}{2} \times (-10) \times t^2$$

$$-20 = -5t^2$$

$$t = 2; t > 0$$

$$v = v_0 + at$$

$$v = 0 + (-10) \times 2$$

$$v = -20 \text{ m/s}^2$$

Quanto a: Uma objeto é lançado do solo com uma velocidade de 20 m/s. Calcula qual a altura máxima que o mesmo atinge (despreza a resistência do ar)



# Professional development program

## Teaching for the 21<sup>st</sup> century

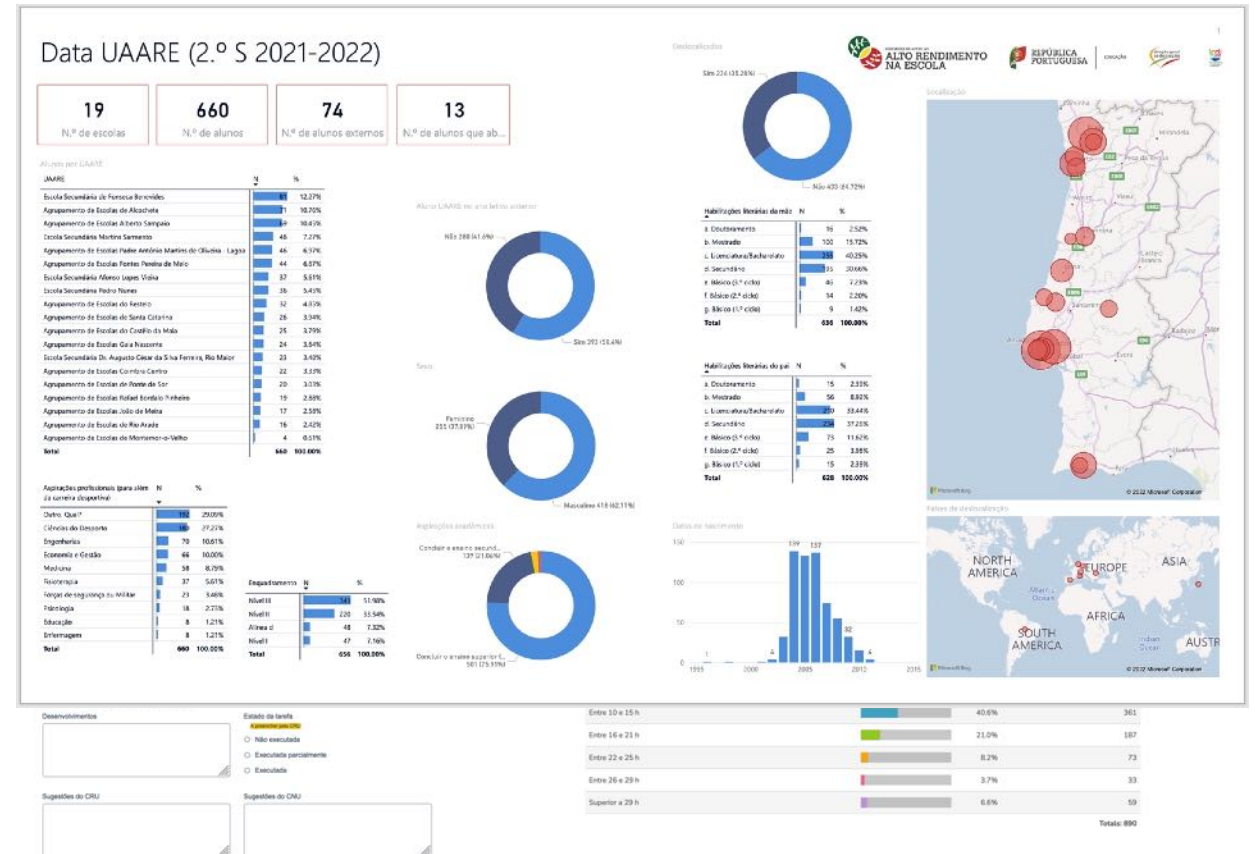
1. Short teacher training courses in every school
  - a. Synchronous, asynchronous and hybrid models
  - b. Digital notebooks for teacher-student interaction, instruction, assessment and feedback
  - c. Collaboration across UAARE schools
2. 50-hour workshop for all the pedagogical teams in the school year 2019-2020
3. National meetings every year to improve the program with all the actors





# Supervision and monitoring

- Data analytics to inform practice
  - RIAA (Student-athlete individual record)
  - DATA UAARE (PowerBI)
- Online documentation
- 4 monitoring moments in each school per year, with the national coordinators and regional coordinators (online records, face to face and online meetings) providing feedback and sharing good practice in the school network



# International recognition

## Thematic case study – UNESCO best practice in mobile learning 2018

“Dear Mr. Pardal,

Congratulations! UNESCO is pleased to inform you that your school’s case submitted to our Call for proposals on Best practices in mobile learning has been accepted as a thematic case for our publication.

[Of the over 100 proposals UNESCO evaluated, yours is one of 6 thematic cases to be selected for inclusion in our upcoming publication.](#) Thematic cases will be featured as one-pagers to highlight the features of your school’s practice in line with SDG4’s goals in the 2030 Development Agenda, just as gender equality, literacy, teacher training, etc.

At this point there is no action needed from your side, as the drafting of the one-page thematic cases will take place in August/September 2018. We will get in touch with you, once we identify what kind of information we need from your school.”



United Nations  
Educational, Scientific and  
Cultural Organization





# European Public Sector Award 2019

Dear Applicant / Dear EPSA Friend,

(...)

In this respect, I am particularly glad to inform you that your application is among the 40 short-listed projects that will receive a **Best Practice Certificate** (BPC) from among all eligible applications submitted to EPSA 2019.

(...)

We would like to thank you once again for having submitted an impressive application and to congratulate you for this outstanding achievement!

Kind regards,

On behalf of the EPSA 2019 Team,









# Gold medal Microsoft Case Study 2020



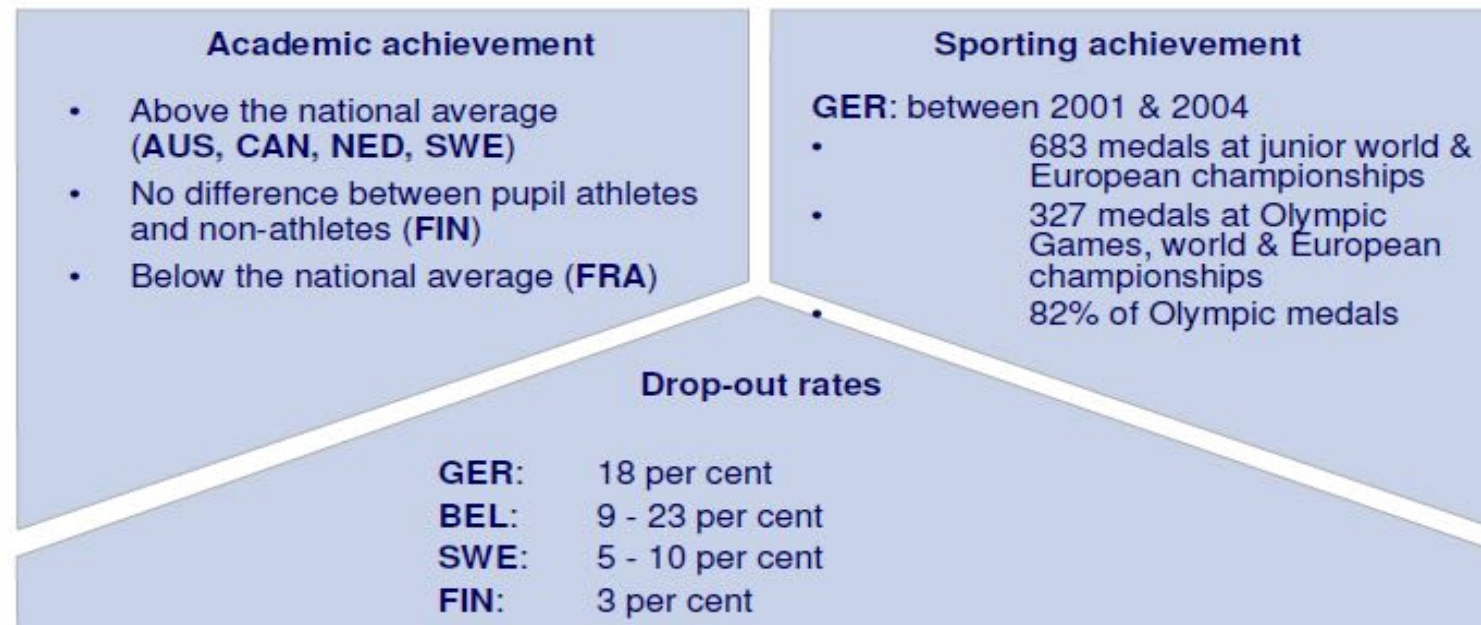
# International indicators of success

## Indicators of success



Dr Sabine Radtke, Freie Universität Berlin (Germany)  
 Prof Fred Coalter, University of Stirling (Scotland/UK)

6th EAS Conference  
 "Breaking down the barriers between high performance sport and education"  
 Aarhus, 11/09/09



**Swedish approach:**  
 Attending a sports school in order to learn to set goals and to develop achievement orientation (regardless of the pupil athletes' sporting achievement)



# Results for the school year 2021-2022

<p><b>Student-Athetes</b></p> <p>660 (network) 74 (external)</p> <p><b>Total 734</b></p>	<p><b>Clubs</b></p> <p>193</p>	<p><b>Sports federations</b></p> <p>36</p>	<p><b>Sports</b></p> <p>41</p>	<p><b>Sports tutors</b></p> <p>198</p>
<p><b>World podiums</b></p> <p>23 (1st semester) 66 (2nd semester)</p> <p><b>Total 89</b></p>	<p><b>European podiums</b></p> <p>23 (1st semester) 54 (2nd semester)</p> <p><b>Total 77</b></p>	<p><b>Participations in international competitions</b></p> <p>343 (1st semester) 621 (2nd semester)</p> <p><b>Total 964</b></p>	<p><b>National podiums</b></p> <p>384 (1st semester) 664 (2nd semester)</p> <p><b>Total 1048</b></p>	<p><b>Calls to national teams</b></p> <p>375 (1st semester) 600 (2nd semester)</p> <p><b>Total 975</b></p>
<p><b>School absences</b></p> <p>18 171 (1st semester) 45 158 (2nd semester)</p> <p><b>Total 63 329</b></p>	<p><b>Pedagogical support</b></p> <p>3001 (1st semester) 5708 (2nd semester)</p> <p><b>Total 8 709</b></p>	<p><b>Psychopedagogical support</b></p> <p>1393 (1st semester) 2976 (2nd semester)</p> <p><b>Total 4 369</b></p>	<p><b>Academic achievement rate</b></p> <p>89.97 % (1st semester)</p> <p><b>95.60 %</b> (end of school year)</p>	<p><b>Rate of students with positive classifications in all subjects</b></p> <p>62.68 % (1st semester)</p> <p><b>79.02 %</b> (end of school year)</p>







<https://uaare.dge.min-educ.pt/>

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<https://twitter.com/uaare1>

<https://www.instagram.com/uaarenacional/>

<https://www.facebook.com/somostodosuaare/>

*"Amor à camisola – C11-FPP"*



## UNIDADES DE APOIO AO ALTO RENDIMENTO NA ESCOLA

*CONCILIAR SUCESSO ESCOLAR E DESPORTIVO*

D.C. Portuguese National Model – UAARE (Pardal, V., 2016-2022)

**ESTÃO TODOS CONVOCADOS**  
**Grato pela vossa atenção!**



REPÚBLICA  
PORTUGUESA

EDUCAÇÃO



58

