



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

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May 25, 2023 – Secondary School Fonseca
Benevides, Lisbon

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



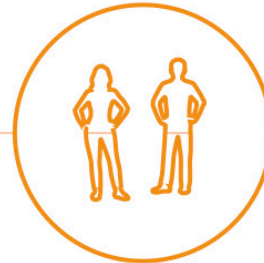
National network of schools (2022-2023)



23
schools
UAARE



1002
student-
athletes



57 %
Male
43 %
Female

55
sports
modalities



50
sports
federations

48 %
elite athletes
(high performance,
national teams, international
level)



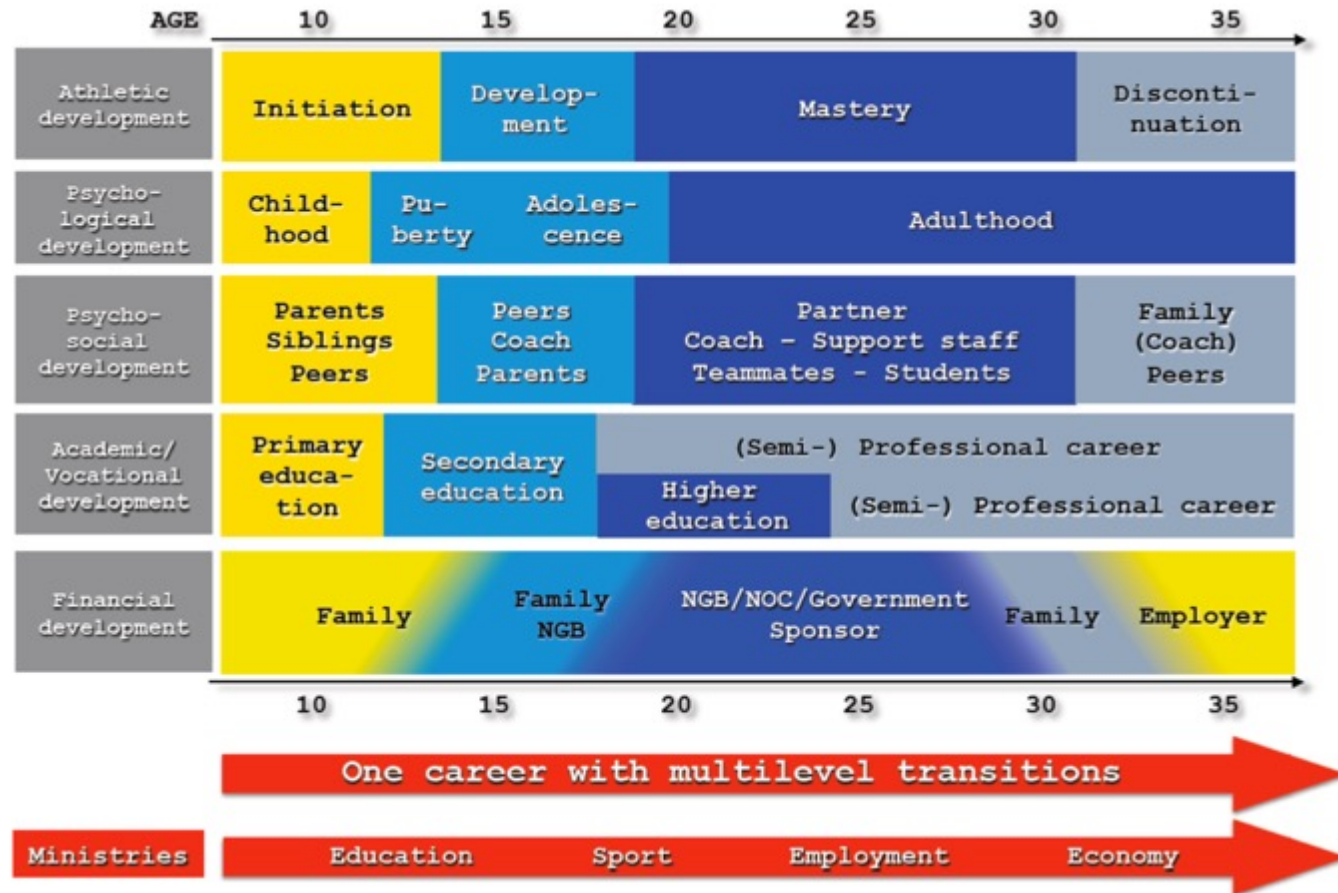
52 %
talented
athletes

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

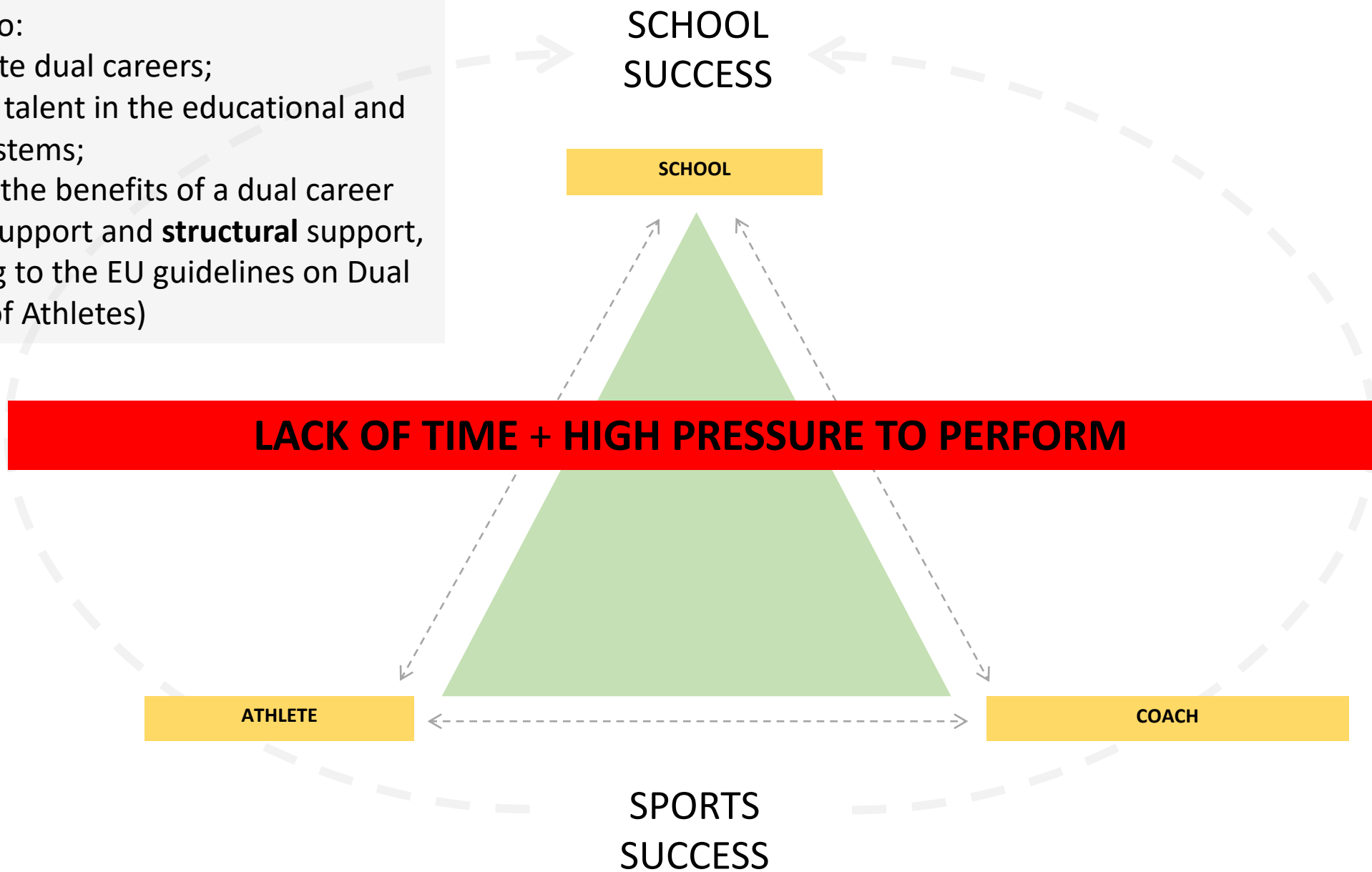
“According to international research, one-third of all participants between the ages of 10 and 17 withdraw from sports each year as they consider that sport takes up too much of their time and prevents them from pursuing other things in life (e.g. to study)” (p. 7 of the EU Guidelines on Dual Career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

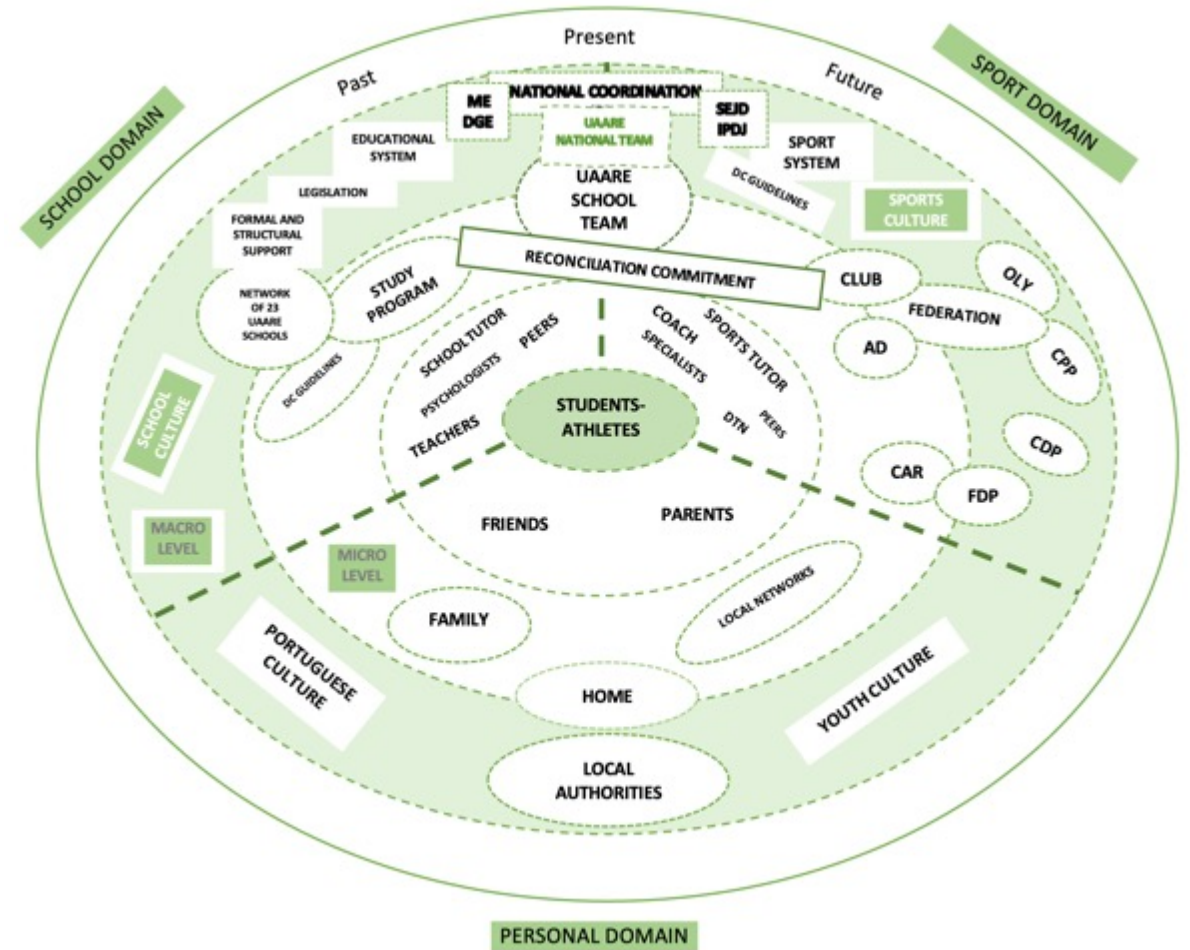


The UAARE Model

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

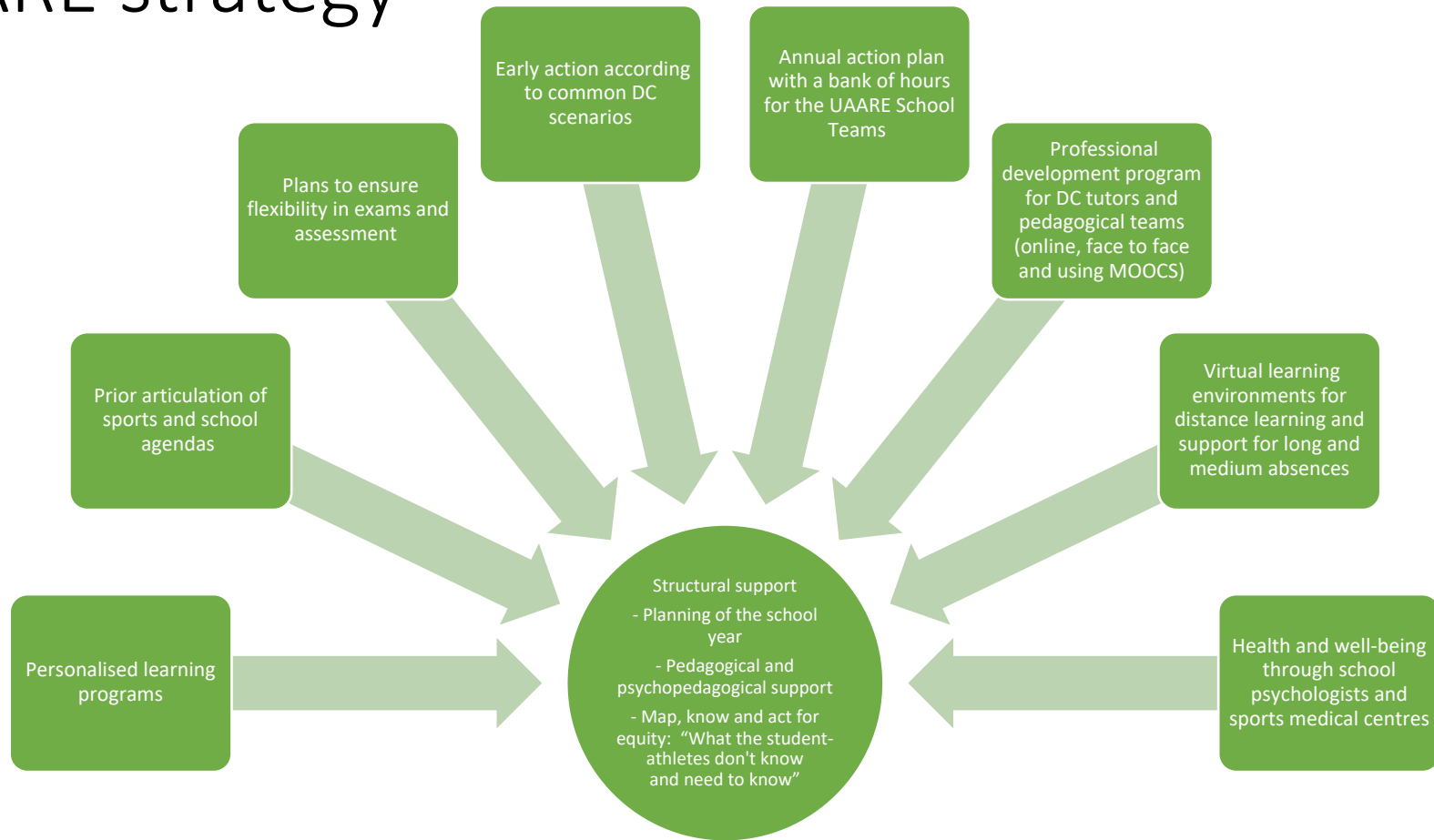
- **Formal support**, through differentiated conditions of access and attendance, such as scholarships and legal rights, already in force in many European countries, which, although important, are insufficient;
- **Structural support**, through personalized educational programs and approaches, using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

UAARE's Conciliation Commitment



Diário da República, 1.ª série
N.º 163 27 de agosto de 2019 Pág. 508

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-

(It consists of 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)



Program Identification - present in the 23 Schools-UAARE

Actors



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;

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.

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 competences**.

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.

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.

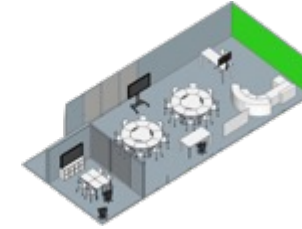
(*) Portuguese National Guidelines for elite athletes' dual careers

SEAM

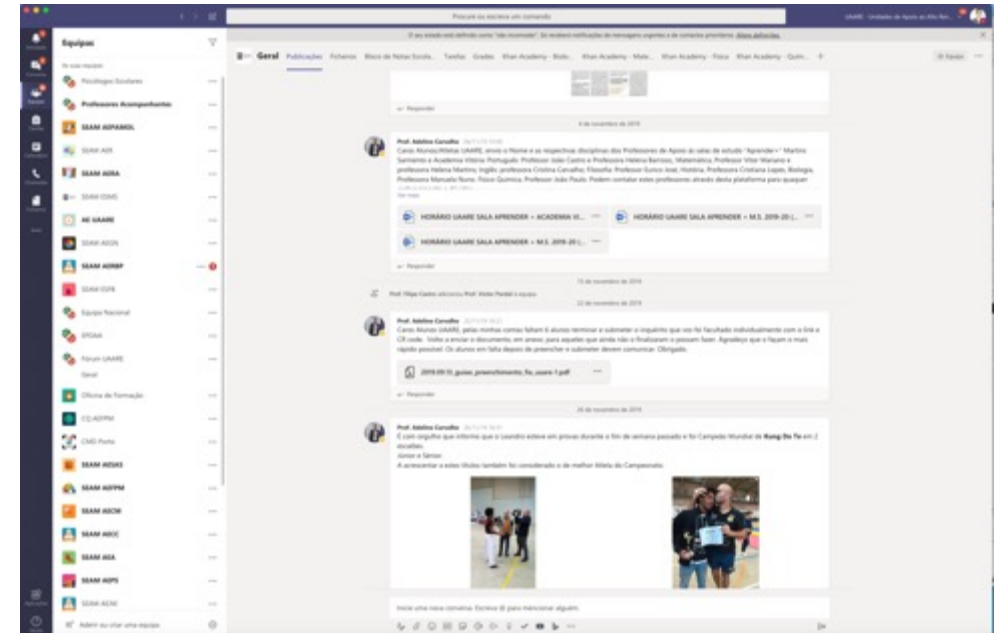
Sala de Estudo Aprender +
Inclusion, Autonomy, Flexibility

The Study Room Learn +

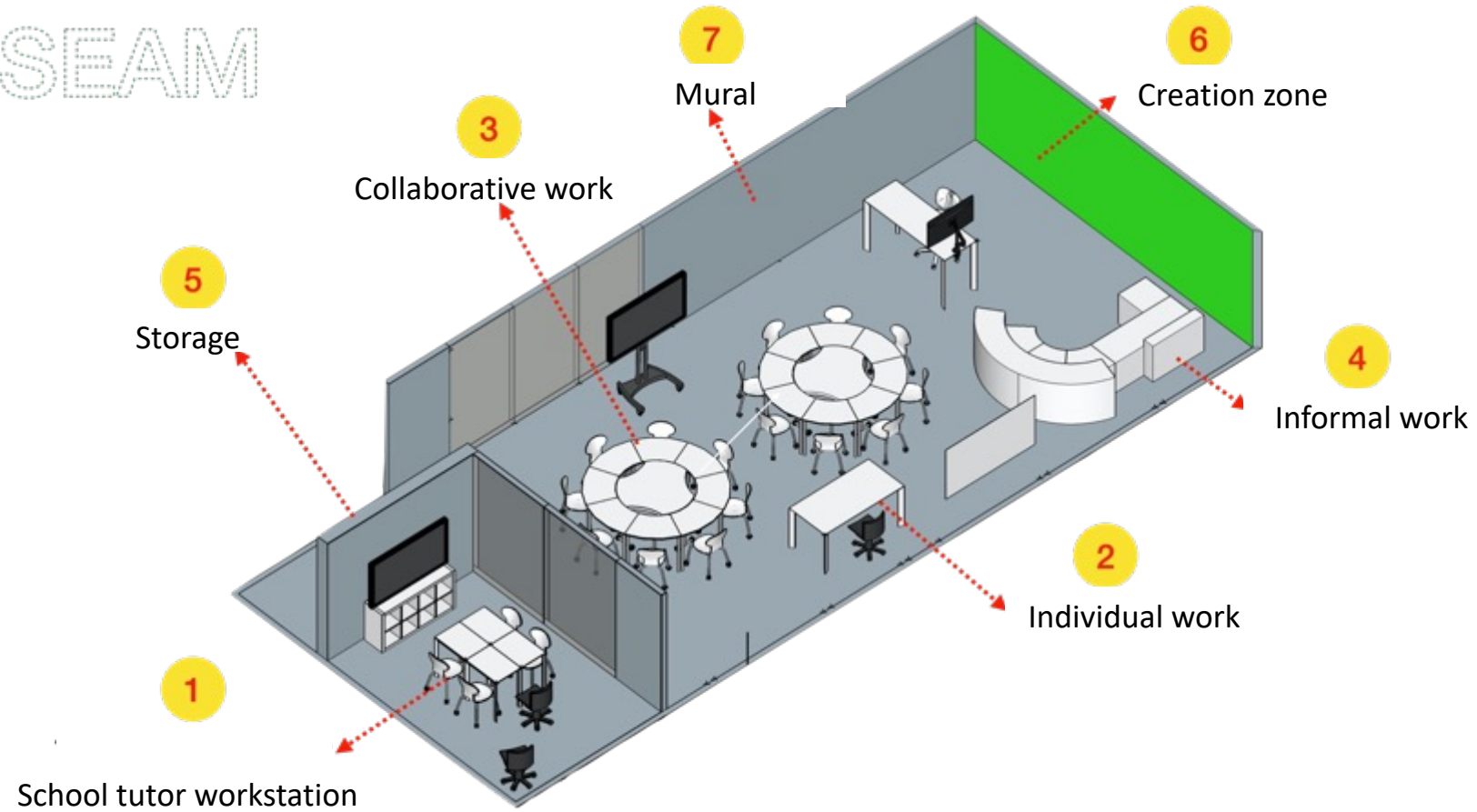
The Study Room Learn + SEAM



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

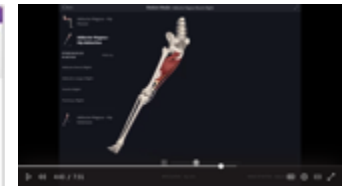
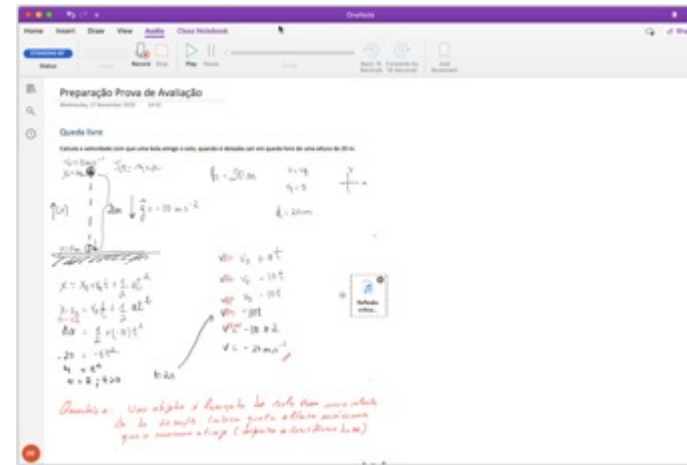
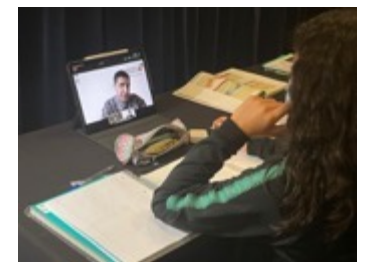
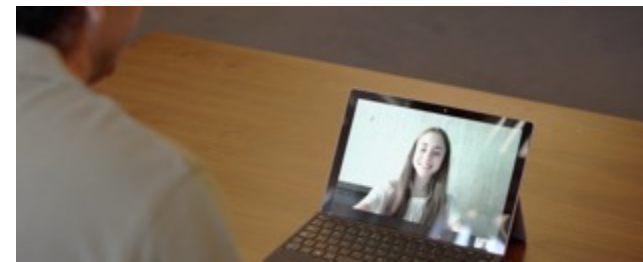
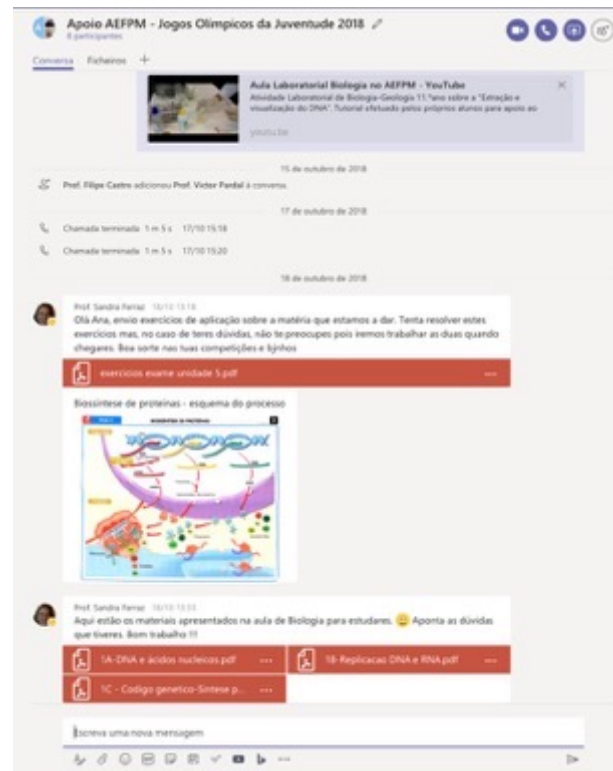


SEAM



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.



Professional development program

Teaching for the 21st 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 coordinator and regional coordinators (online records, face to face and online meetings) providing feedback and sharing good practice in the school network



The image shows a screenshot of the UAARE FRM n.º 2 2022-2023 form. The header is blue with the text "UAARE FRM n.º 2 2022-2023". Below it, the title is "Ficha de Registo e Monitorização n.º 2". The form contains several sections: "Dados Prof. Acompanhante", "Dados do Registo e Monitorização", "Dados do Aluno", "Dados da Escola", and "Dados do Coordenador Regional". There are checkboxes for "Não executado", "Executado parcialmente", and "Executado".



The image shows a screenshot of the "Relatório individual de aluno-atleta" (Individual Student-Athlete Report). The title is "Relatório individual de aluno-atleta" and the subtitle is "Introdução". The report contains several sections: "Dados Pessoais", "Dados de Registo e Monitorização", "Dados de Caracterização do Aluno-Athleta", and "Dados de Caracterização da Escola". The report is written in Portuguese and provides a detailed overview of the student-athlete's performance and characteristics.



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



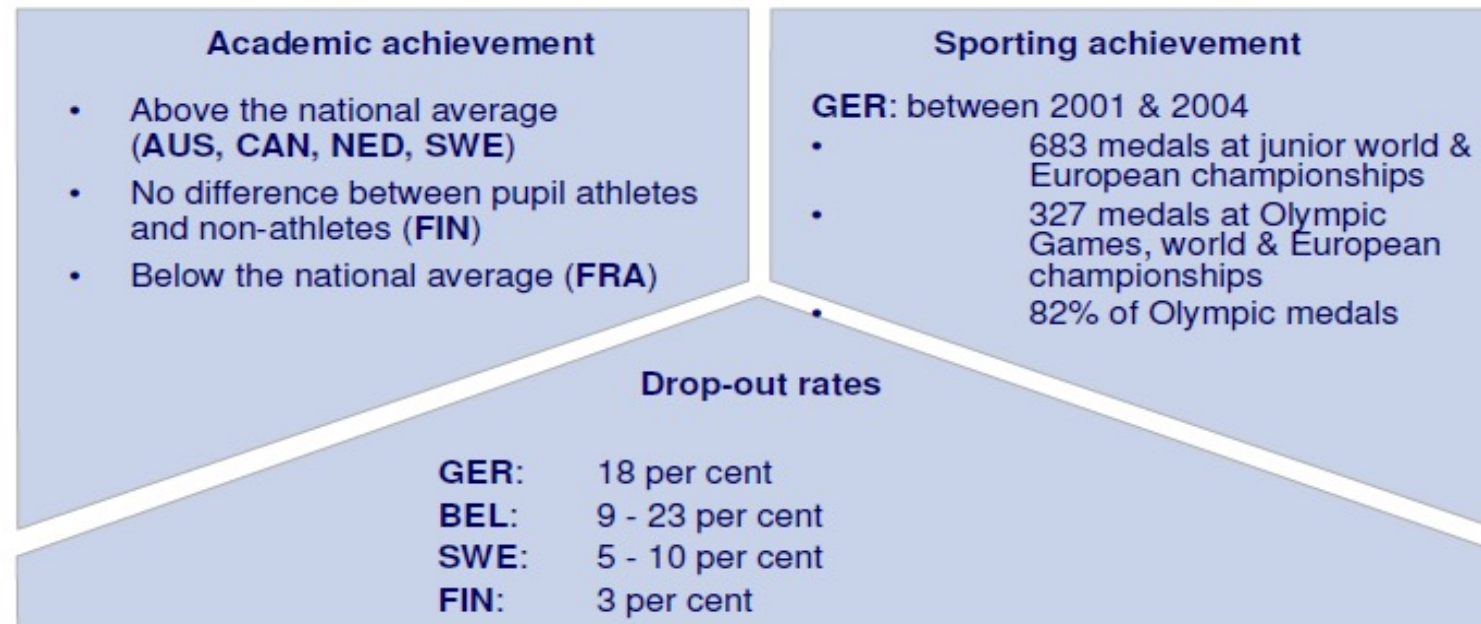
International indicators of success

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)

DATA RELATED TO THE 1ST HALF OF 2022-2023







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

<https://www.linkedin.com/in/victor-pardal-300426194>

<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



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