

# Combining education and sports

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# General background

- Adapt schools to special talents
  - Recognition of special talents in general
  - Less uniformity, more individuality
  - From supply to demand driven education
- Stimulate high potentials in sports
  - Improving quality
  - Improving individual sports careers
  - Athletes as role models (popularity of – specific – sports)
- Prevent drop-out
  - Individual gains/losses
  - Social gains/losses

# Target group

- Age group: 16 plus
- Senior secondary vocational education
  - Mass education (about 60% of age group)
  - Large institutions (on average 20.000 students)
  - Four levels and four sectors of vocational education
  - Labor market oriented/highest level gives access to higher education
  - High drop-out rates
- Important transition period
  - to adulthood
  - to careers in regular employment
  - To careers in sports

# Study into the opportunities and barriers

- Survey under 230 high potentials
- Interviews with experts and coordinators at schools
- Panel discussion with experts and policy makers

# Conditions

- Need of tailor made programs (time for training hours, planning of exams, adaption of work based learning);
- Individual counseling (psychological, careers, planning);
- Priority to the training and tournament/competition calendar;
- Professional coaches in schools;
- Recognition of sports competences

# Regulating

- Problems of definition. Who is a high potential? What kind of sports?
- Facilitating only those with Olympic status or more potentials? What is talent development?
- Contracts between schools and students
- School policy

# Position of schools

- Specialization/clustering
- Coaching (there is a life alongside/next)
- Develop educational programs (e.g. E-learning) for during training

# Position students

- Living facilities
- Scholarships



# Commitment

- Optimal communication between schools, students/parents and clubs
- Participation of all teachers