

Challenges and Opportunities for Implementing and Developing a Student-Athlete Support Program in the Federal District (Brazil)

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Dual Career of Elite Athletes:
Integrating Sport and Education
for Future Success



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Context

- a) Brasília is the federal capital of Brazil, planned and founded in 1960.
- b) Today, it is home to 3 million inhabitants across 35 administrative regions.
- c) The public school system serves approximately 465,000 students in 825 schools.
- d) The Government of the Federal District is responsible for **early childhood, elementary, and secondary education**, and has recently established a **university**.

The tension between the demands of the educational and sports fields (Ryba et al., 2015).



Objective

Analyze the legal and political context surrounding sports training and the athlete's career in the Federal District and propose a monitoring program based on scientific evidence and best practices.



Methodology

- Review of legislative processes related to student-athlete support
 - Organic Law of the Federal District (1993).
 - Secretariat of Education of the Federal District Regulations (2017).
 - Student-Athlete Safeguarding Act (2021) and decree 43142/2022.
- Technical visit to the 'Unidades de Apoio ao Alto Rendimento nas Escolas' Program (UAARE).
 - A Portuguese initiative to provide support for athletes in elementary and secondary.



Results – local legislation

In “accordance” with national legislation

- **Review of legislative processes related to student-athlete support**
 - Organic Law of the Federal District (1993).
 - Art. 257 – guarantees the educational rights of the athlete when called up to represent the Federal District or the country in official competitions.
 - Secretariat of Education of the Federal District Regulations (2017).
 - Art. 288 - recognizes and defines who qualifies as a student-athlete.
 - Art. 289 - guaranteed rights: exemption from classes, rescheduling of coursework and assessments.
 - Student-Athlete Safeguarding Act (2021) and decree 43.142/2022.
 - Confirms and strengthens the measures established by law.



Result – UAARE Technical Visit

1. The importance of clear legislation on the topic.
 - a) The role of the State in ensuring recognition of the student-athlete status.
 - b) Standardization of procedures for requesting guarantees.
 - c) Individualized pedagogical planning.
2. Facilities for athlete services:
 - a) Classroom; library; Sala Aprender+.
 - b) Partnership with Microsoft.
3. Understanding the importance and impact of the implemented public policy and the involvement of the school staff.
 - a) Teachers, psychologists, and the fulfillment of their roles.



Utilização do caderno digital no apoio assíncrono ao aluno-atleta

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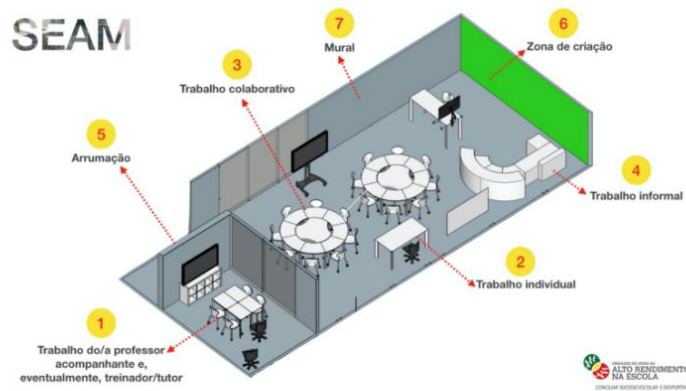
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Organização do espaço



A organização do espaço da SEAM é informada pela literatura e projetos sobre ambientes de aprendizagem inovadores, adaptada ao modelo pedagógico do programa UAARE.

Technological support

Ensino híbrido



Aprender+ Study Room / Classroom

Apoio em contexto de aula curricular



Results

1. Lack of public hearings, technical reports, and references to best practices.
 - a. Legal framework lacks clear and objective provisions.
2. No data on the size and profile of the student-athlete population
 - a. Procedural imprecision by the Department of Education.
 - Legal inconsistency regarding how the athlete confirms their official condition as athlete.
 - Which should have been resolved by the Decree.



Discussion

- Developing a student-athlete support program in the Federal District requires structured legislation, reliable data, and stakeholder participation, aligned with global dual career practices.
- **Propose a procedure for assisting student-athletes** at school: a) submission of documentation, b) referral of the request, c) processing within the Department of Education, and d) organization of a database that enables evaluation of the services provided.



Conclusion – challenges

- Recognition of student-athletes requires review and updating of legislation.
- Importance of aligning local laws with (international) best practices.
- Need for qualified dialogue among stakeholders (athletes, families, education and sports institutions).
- Necessity of producing quantitative and qualitative data, in addition to the ongoing evaluation of the public policy



Conclusion - opportunities

Preliminary remarks

Integra

Student-Athlete Support Program of the Federal District

Programa de Apoio ao Estudante Atleta do Distrito Federal



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Attendance data – potential support

1. Competitions – U14/U17.

- a) National Scholar Games (CBDE), Brazilian School Paralympic Games, (CPB), Youth Games (COB) – 2024.
- b) 523 athletes.

a) 259 (49%) – SEEDF – Public Schools.

- b) 224 (43%) – Private schools.
- c) 40 (8%) – Without SEEDF administrative affiliation



Propose - monitoring program

- **Production of data.**
 - Data on the scope of support.
 - Number of athletes, their schools, regions, and level of sports performance.
 - Information about their academic performance.
- **Awareness of the school community regarding athlete support.**
 - Provision of human resources for individualized assistance.
 - Analysis of school team organization based on the understanding of the scope of support.
 - Teacher; coordinator.
- **Implement an appropriate evaluation process.**



Recognition

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Developed by the Research Group on Sport Education and Athlete Career

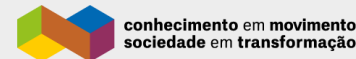


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