

Sport and education: how to develop a proper dual career

Deporte y educación: cómo desarrollar una carrera dual adecuada

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Abstract

This study aimed at analyzing the legislation on High-Performance Sports (HPS) and educational training in Brazil under the concept of Dual Career (DC). Through a documentary analysis, reflection questions about a national sports project capable of supporting the successful conciliation between sports and school/academic training in dual career dynamics were raised. Since the Constitution ensures equal conditions for access and continuation of education, clarity and understanding about the HPS development process and its demands regarding the conciliation with school/academic training is necessary. The analysis of the legislation in force in Brazil shows that student-athletes are not supported and that although some proposals in progress are advancing, they do not fully address the needs of DC. Therefore, alignment among the State, sports institutions, and school institutions is essential for developing specific rules so that athletes make the most of their sporting condition without losing sight of school/academic opportunities.

Key words: brazilian legislation, education, high-performance sport, sports training.

Resumen

El objetivo del estudio fue analizar la legislación sobre el deporte de alto rendimiento (DAR) y la formación educacional en Brasil bajo el concepto de carrera dual (CD). A través del análisis documental, se plantearon preguntas para reflexionar sobre un proyecto deportivo nacional capaz de sostener la construcción exitosa de la conciliación entre el deporte y las formaciones escolares/académicas en la dinámica de la CD. Para garantizar la igualdad de condiciones de acceso y permanencia a los estudios presentes en la Constitución Federal es necesaria la claridad y la comprensión sobre el proceso de formación y desarrollo del DAR y sus demandas en relación con la conciliación con los estudios. El análisis de la legislación vigente en Brasil ilustra la falta de apoyo para el estudiante atleta y demuestra la existencia de propuestas que significan un avance, pero que no abordan completamente las necesidades de la CD. La alineación entre el Estado, las instituciones deportivas y las instituciones escolares es esencial para el desarrollo de normas específicas para que el atleta aproveche al máximo su condición deportiva sin perder las oportunidades escolares-académicas.

Palabras clave: legislación brasileña, educación, deporte de alto rendimiento, entrenamiento deportivo.

Introduction

Sports training aimed at high performance requires daily routines of exhaustive training, physical recovery sessions, respect for rest times and abdication of social and family commitments from its candidates (Soares et al., 2016). Achieving success in elite sports, meaning achievements at an international level, requires developing systematic training in conjunction with school obligations for children and adolescents (Álvarez Pérez et al., 2015; van Rens et al., 2015). The challenges faced by young people who decide on high-performance sports training in combination with studies and/or work are called dual career (Stambulova & Wylleman, 2015).

Providing a balanced routine between studies and sports training is essential for young people in high performance athletic training to develop their physical and academic skills without losing sight of their diverse social roles - athlete, student, son/daughter, father/mother (Alfermann & Stambulova, 2012; Christensen & Sørensen, 2009; Stambulova et al., 2015). In a holistic perspective (Wylleman et al., 2004), this process calls for a more balanced routine between the time dedicated to studies and sport, culminating in what is understood as convergent (sport is a priority but happens simultaneously with an alternative activity) or parallel (sport and higher education receive the same prioritization) dedication; it enables a stress-reducing lifestyle; and encourages participation in social spheres beyond sports, in addition to improving the ability to adapt to the withdrawal process from sport (European Commission, 2012; Kuettel et al., 2017; Moreno et al., 2017; Oros & Hanțiu, 2016; Pallarés et al., 2011). The sports training process in Brazil takes place concurrently with school training, which requires approximately 9600 hours, spread over 12 years, a period of compulsory enrollment in the formal education system (*Lei Nº 9.394 de 20 de Dezembro de 1996, 1996*). As in Europe, the Brazilian sports training system is dissociated from school/university training, creating, on many occasions, barriers for this young man to fully develop his athletic and student condition (Damo, 2007; Lupo et al., 2015).

Therefore, the question we ask is: how is the sports and educational legislation in Brazil organized and what are the difficulties in promoting a dual career? There are several studies in international literature which have analyzed and evaluated the experiences promoted either by the State, the initiative of private entities or by sports confederations and allied to the educational system in different countries (Lupo et al., 2015; Morris et al., 2020; Pato et al., 2017; Radtke & Coalter, 2007).

Discussing the legislative organization both with regard to the provision of education and sport is fundamental to lead this debate in seeking a suggestion of solid and feasible guidelines aiming at the full use of academic and athletic opportunities (Capranica & Guidotti, 2016). In international terms, the theme has been discussed and analyzed based on different socio-cultural aspects and sports modalities (Corrado et al., 2012; Guidotti et al., 2014; Kuettel et al., 2017; Pink et al., 2018; Tekavc et al., 2015; Tshube & Feltz, 2015), revealing important characteristics which indicate different strategies and plans, and which may vary according to sport, gender, family expectations about schooling, sports training, among other factors.

The dual career theme is still an object of growing research in the Brazilian academic environment, and Brazil is an emerging country in this discussion (Brandão & Vieira, 2013), especially about football (Miranda et al., 2020b). The main barriers encountered by young people in dual careers are time management, and in some cases the lack of understanding of the academic institution given the demands of its sports routine. As important as characterizing the main barriers encountered by these student athletes (Azevedo et al., 2017; Costa et al., 2018; Melo et al., 2016; Miranda et al., 2020b; Soares et al., 2016) is to understand what existing legal devices contribute to constructing balanced daily routines.

According to Haas and Carvalho (2018), there is an important legal conflict when it comes to the conditions offered to athletes to develop their educational activities, especially related to their justification for being absent from school to participate in sports competitions. More than this, we believe that in addition to the sociocultural factor in qualifying the athlete in training as a subject exposed to an arduous routine of physical, psychological and social demands, there is also a great gap in Brazilian legislation which hinders the harmonization recommended in the Law no. 9,615 (*Lei 9.615, de 24 de Março de 1998, 1998*). We emphasize that the Law of Guidelines and Bases of National Education (*Lei Nº 9.394 de 20 de Dezembro de 1996, 1996*) - which “[...] disciplines school education, which is predominantly developed through teaching in cultural institutions” - also does not reach the student athletes in a dual career condition. In any case, it is essential to realize that in Brazil, as in several peripheral realities in the world, acquired rights are not effectively guaranteed by the institutions that should defend the legislation (Lopes & Berclaz, 2019). In the specific case we are dealing with sports and education relationship.

Therefore, the objective of this work is to analyze the legal frameworks referring to high performance sport

(HPS), which aims to obtain national and international results (*Lei 9.615, de 24 de Março de 1998*, 1998) and educational training in Brazil from the perspective of the dual sports career, with a view to proposing solid devices for the balanced development of school training/academic routines and sports performance.

Methods

This study follows the methodological procedure of an analysis of documents referring to Brazilian legislation dedicated to sport and education, bringing a brief historical review of the devices developed at the federal level which can contribute to a reflection on a national sports project capable of sustaining the training process of athletes in a balanced and comprehensive way, and enabling the construction of a dual career. In this sense, we opted for documentary analysis because we understand that this approach “[...] favors observing the maturation or evolution process of individuals, groups, concepts, knowledge, behaviors, mentalities, etc., as well as that of its genesis up to the current times” (Cellard, 2008).

Were analyzed, under the concept of dual career, the Federal Constitution of the Federative Republic of Brazil (*Constituição Federal Da República Federativa Do Brasil*, 1988), the Law of Guidelines and Bases for National Education (*Lei Nº 9.394 de 20 de Dezembro de 1996*, 1996), the Statute of Children and Adolescents (*Estatuto Da Criança e Do Adolescente*, 2008), the pertinent sports legislation and the proposals of the Federal Senate, still in progress in the National Congress: the Bills no. 5,082 (*Projeto de Lei 5.082-A de 2016*, 2016), no. 68 (*Projeto de Lei 68*, 2017) no. 2,493 (*Projeto de Lei 2493*, 2019) and no. 4,393 (*Projeto de Lei 4393*, 2019). The analysis process followed the perspective of Content Analysis: a) pre-analysis; b) exploration of the material; c) treatment of results, inference and interpretation. At first, we organized the documents, demarcating what would be analyzed from the research proposal. Thus, we move towards the exploration of material and definition of categories (sports and education) guided by the theoretical framework related to dual career (Guidotti & Cortis, 2015; Morris et al., 2020; Stambulova & Wylleman, 2019). We finally reached the third phase, highlighting and analyzing the results (Bardin, 1979; Mozzato & Grzybovski, 2011).

The documents in question are all available electronically on official websites of the Brazilian government, and their amended versions offer links to access the original texts.

Thus, we move forward with a presentation and discussion of the provisions of Brazilian legislation which point to the possibility of creating statutes and legal devices which are capable of enabling a more balanced development of the student-athlete routine in a dual career.

Results

Educational legislation and guarantees to children and adolescents

The organization of an athlete's routine fundamentally depends on the possibilities of temporal arrangements so that they can meet the demands of training and studies or work. From an educational point of view, it is required that a regular Brazilian student fulfills “[...] the minimum frequency of 75% of the total teaching hours for approval” (Brasil, 1996, 9). This means attending 800 classroom hours per year from elementary to high school, totaling 9,600 hours spread over 12 years. In view of the mandatory enrollment in this institutionalized educational process, from a legal point of view education in Brazil is treated as a “[...] right of all and duty of the State and the family [...] promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work” (Brasil, 1988, p. 71). At the same time, the Greater Law in its article 206 item I determines the “equal conditions for access and permanence in school” (Brasil, 1988, p. 72). In this sense, since education has been mandatory since the Constitution of the Republic of the United States of Brazil in 1934 (Poletti, 2012), devices were created to ensure the permanence of pregnant women (*Lei n.º 6.202, de 17 de Abril de 1975*, 1975; *Projeto de Lei 2350 de 2015*, 2015), students with specific diseases (*Decreto-Lei Nº 1.044, de 21 de Outubro de 1969*, 1969) and working students (*Lei Nº 9.394 de 20 de Dezembro de 1996*, 1996).

Another device which reinforces the merit and the importance of organizing educational issues in the case of young people in specific conditions for access and development of studies is Law no. 6,533 (*Lei Nº 6.533, de 24 de Maio de 1978. Diário Oficial Da União - Seção 1 - 16/4/1941*, 1978), which “provides for the regulation of the professions of Artists and technicians in Entertainment Shows, and of other providences”, offering school assistance to children in situations of roaming. When the topic was discussed in 2011 so that the access of children in this condition

(especially circus artists) was qualified and guidelines were formulated to reinforce the already established right, since they were often “[...] at the mercy of the relationship established between school and family in specific contexts”, the report prepared by the National Education Council pointed out that historically, the

[...] the itinerant artist/performer condition has greatly affected enrollment and courses in the Basic Education of children, adolescents and young people belonging to the social groups mentioned above [indigenous, gypsies, nomadic peoples, campers, etc.]. This leads us to reflect on the conditions which prevent them from regularly attending a school, taking the circus students as an example. The consequence of this condition has been the subjection to discontinuity in learning, leading to school failure and drop-out, preventing them from guaranteeing the right to education.¹

Sports training in Brazil generally does not imply a similar roaming situation to that of the aforementioned groups; however, it can generate long periods of absence from school (Costa, 2012; Soares et al., 2016) or even dropping out of school (Rocha & Soares, 2016). Having recognized the value and importance of institutionalized education, for example related to the perceived salary and the quality of employment, it is essential not to lose sight of the relationship between academic training and the labor market and to also offer access and permanence conditions for young people in sports training for high performance.

Understanding about the importance of guaranteeing full sporting (artistic) and educational development is provided for in the Statute of Children and Adolescents (*Estatuto Da Criança e Do Adolescente*, 2008), which for children and adolescents determines that “[all] the opportunities and facilities, in order to provide them with physical, mental, moral, spiritual and social development under conditions of freedom and dignity” (p. 9), also considering “[...] the individual and collective rights and duties, and the peculiar condition of children and adolescents as people in development” (p. 10).

Sports legislation

Brazilian sport was historically conducted in a centralized manner by the State (*Projeto de Lei 68*, 2017). The first sports law dates from 1941 with Decree-Law

no. 3,199, which “[...] prohibited the economic exploitation of sport and restricted sports practice by women” (*Decreto-Lei Nº 3.199, de 14 de Abril de 1941*, 1941), in addition to creating the National Sports Council responsible for sports administration in the country (*Decreto-Lei Nº 3.199, de 14 de Abril de 1941*, 1941). The replacement of this decree would only come in 1975 with Law no. 6,251, still centralized and focused on controlling the statutes of sports entities and international competitions in which clubs could participate and for recognizing the following forms of sports organization: community, student, military and labour sports (*Lei Nº 6.251, de 8 de Outubro de 1975*, 1975).

Sports legislation advanced with the Federal Constitution of 1988 through the principle of sports autonomy, and with Law 8,672 (*Lei Nº 8.672, de 6 de Julho de 1993. Institui Normas Gerais Para o Desporto e Dá Outras Providências*, 1993), further reducing state interference, “[...] strengthening private initiative, expanding sport concept to include school sports, participation and leisure sports, and giving density and consistency to Sports Justice” (Guimarães, 2009). In this sense, sport in Brazil is understood under four manifestations: a) educational; b) participation; c) high performance; and d) training (*Lei 9.615, de 24 de Março de 1998*, 1998). It can be organized and practiced in a professional and non-professional manner, with (specific) funding from the State, respecting “[...] the allocation of public resources for the priority promotion of educational sport and, in specific cases, for high performance sport” [emphasis added] (*Constituição Federal Da República Federativa Do Brasil*, 1988). However, a more adequate assessment of this sports policy is necessary, which, in being developed for years by the Brazilian State, presents inconsistent results despite the high investment made, in order to improve and qualify the reach of available resources (Almeida & Marchi Junior, 2011; Carneiro et al., 2018; Guimarães, 2009; Teixeira et al., 2017).

It is essential to emphasize that Brazil offers athletes a broad financing program which directly involves public revenues. However, we cannot consider programs like *Bolsa Atleta Federal* (*Lei Nº 10.891, de 9 de Julho de 2004.*, 2004) or *Bolsa Pódio* (*Lei Nº 12.395, de 16 de Março de 2011*, 2011) as consistent sports policies which will allow young athletes to benefit by combining sports education and training considering that nothing is offered to the athletes than financial support. In the same way, we cannot believe that the School Games in themselves are considered “the greatest source of revelation for great athletes”, a discourse which is recurrently assumed by both society and the

¹ Available at: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=9609-pceb014-11&Itemid=30192>.

media², and by the National Congress (*Projeto de Lei 68*, 2017) and by the Special Sport Secretariat³. It is necessary to pay attention to the Brazilian context of training athletes in clubs, organizing effective measures and legal provisions in line with this model, bringing together entities which meet the requirements so that it is possible to grant certification as a trainer athlete (for example) in partnership with the school, affirming both its relevance and its mandatory nature, as well as the importance of the desired higher education (Costa, 2012; Costa et al., 2018; Romão et al., 2016).

Discussed since 2016, Bill 5,082 provides (among other matters) regarding the company club, and beckons for “[...] the development of education through sport, and sport through education”, particularly given to the following objectives (BRASIL, 2016, p. 8):

- a) encouraging the attendance of children and young people enrolled in public schools;
- b) encouraging the involvement and interest of students in the educational activities promoted by the school; and
- c) training of young soccer athletes.

The new General Sports Law (*Projeto de Lei 68*, 2017) proposes the construction of a 10-year National Sports Plan (*PLANDESP*) with the objective of articulating the national sports system in a collaborative way, and developing it at its various levels. School sport is understood as a priority, with “special attention” to sports training. Furthermore, it is expected that *PLANDESP* will take the country to the status of world sports power.

The young person, as an athlete, will remain in the sport if they find minimum conditions for that, and one of the determinants will be the possibility of continuing their studies (Soares et al., 2016). This continuity provided by law for more than 20 years (Brasil, 1998b, article 85) was maintained by the new General Sports Law (*Projeto de Lei 68*, 2017):

Art. 257 - The education systems of the Union, the States, the Federal District and the Municipalities, as well as the institutions of higher education, will define specific norms for verifying the performance and the frequency control of students who integrate national sports representation in order to harmonize sports activity with interests related to school performance and promotion.

2 Available at: <<http://www.usp.br/aun/antigo/exibir?id=6798>>.

3 Available at: <<http://www.esporte.gov.br/index.php/ultimas-noticias/209-ultimas-noticias/49291-maior-celeiro-de-talentos-para-o-esporte-do-pais-jogos-escolares-da-juventude-joao-pessoa-2014-chegam-ao-fim>>.

In the wake of recent discussions, Bill no. 4,393 (*Projeto de Lei 4393*, 2019), which “provides assistance, in a home or distance exercise regime, for Basic Education (elementary and high school) students who regularly participate in sports competitions and artistic activities”. Another intention regarding the organization of a dual career in Brazil refers to Bill no. 2,493, 2019. The document aims to “[...] define mechanisms which enable the continuity of studies and academic training of high-performance athletes”. To this end, it proposes changes to the National Education Guidelines and Bases Law (*Lei Nº 9.394 de 20 de Dezembro de 1996*, 1996), and to Law no. 12,711 (*Lei 12.711 Dispõe Sobre o Ingresso Nas Universidades Federais e Nas Instituições Federais de Ensino Técnico de Nível Médio e Das Outras Providências*, 2012) which “provides for admission to federal universities and federal institutions of secondary technical education and provides other measures”.

Discussion

The possibility of developing sports and student condition is essential for young people to go through this process with expectations to take advantage of the opportunities that the dual career can offer (De Brandt et al., 2017; De Subijana et al., 2014; Hakkers, 2019).

In Brazil football draws attention for its economic organization, giving it very specific legal issues: compatibility between sports and school; ensure enrollment and educational assistance, requiring attendance and good academic performance; not exceed four hours of training (*Lei 9.615, de 24 de Março de 1998*, 1998). The new General Sports Law qualifies the legal situation of the Brazilian athlete because it offers guarantees to all modalities, which today, are only offered to football.

However, observing the dual career as a successful reconciliation between sport and education, the Brazilian high-performance athlete still depends on the goodwill of the educational institution, especially the teachers, so that they can continue in the sport (Miranda et al., 2020a; Rocha et al., 2020). Mendes & Codato (2015) also point to other problems to be overcome, such as: the disarticulation between public institutions, damaging the division of responsibilities and creating conflicts of competences; inadequate planning, either due to the lack of organization or the lack of evaluation and continuity of public policies. Carneiro et al. (2018) report, for example, the high investment in major events and infrastructure, to the detriment of direct spending on sports, training of human resources or even the encouragement of scientific research.

In this sense, given the limitations of the Brazilian sports system and the absence of legislation on the possibility of developing a dual career, athletes negotiate directly with teachers the need to be absent for trips, the possibility of carrying out evaluations on different dates, etc. To try to solve this problem the *Projeto de Lei 4393* (2019) mentions the procedures adopted in other cases, mentions the Federal Constitution regarding equal conditions for access and permanence at school (situation reinforced by the Statute of the Child and Adolescent) and assumes the absence of specific legislation on the student-athlete case. However, the following article practically provides a *regime of substituting absence*, which will be offered “[...] when compatible with the educational institution’s possibilities and strictly coincide with periods of absence” [emphasis added] (*Projeto de Lei 4393*, 2019). Such flexibility demonstrates a clear distance between the educational system and the sports system, and the approximation between the sports and school agents must be promoted and stimulated so that the dual career can be realized: exchanging information on the scholastic/academic performance of the student-athlete, build a joint calendar of activities that makes it possible to reconcile the competition calendar (and preparatory periods) with the evaluation calendar (Melo et al., 2020; Rocha et al., 2020).

The text makes little progress in meeting the needs of young people who seek to reconcile sports training with school/academic demands. The positive point of the *Projeto de Lei 4393* (2019) was removal of the requirement to be this representation via the national team, so that club representation includes the majority of Brazilian athletes, thus favoring the sports base in training. It is imperative to indicate that the abandonment of sports competition is the main reason for prioritizing studies (Bara Filho & Guillén García, 2008), therefore contemplating the entire process of sports training is essential to guarantee the athletic condition of young people. It basically deals with an allowance for absences for athletes in competition and guarantees the replacement of lost assessments. This compatibility (Hakkers, 2019) implies systematic participation of schools and clubs (meso level), as well as government agencies (Ministry of Education, Sports Secretariat) and other agents such as the Brazilian Olympic and Paralympic Committees, the Brazilian Club Committee, the Brazilian Confederation of School Sports and the Brazilian Confederation of University Sports (macro level).

The second bill under analysis defends the continuity of studies for high-performance athletes (*Projeto de Lei 2493*, 2019). We understand that this discussion

has its merit, but the project lacks a deep discussion. The first reservation concerns its link to a quota policy established in Brazil (*Lei 12.711 Dispõe Sobre o Ingresso Nas Universidades Federais e Nas Instituições Federais de Ensino Técnico de Nível Médio e Dá Outras Providências*, 2012), that has advanced years of discussion of social and racial issue, and try to established a disconnected discuss from the sporting claim (Rocha et al., 2020). In addition, the project only addresses entry to public higher education in distance courses, limiting the number of academic careers to be chosen by young people who meet the requirements. At this point, the solution supports the “[...] athlete selected for the national and state teams of Olympic and Paralympic sports”, excluding athletes from non-Olympic sports, and on the other hand, including athletes who do not necessarily characterize high performance, like athletes from state teams level.

Understanding the two Senate initiatives as important elements for the discussion about the dual career to gain political ground in the country, it is clear that the step taken points to basic aspects in order to guarantee the primary sporting condition of the student-athlete: participation in sports competitions without prejudice to their student status. In turn, it is essential to analyze the dual career as a necessary policy which involves specific issues of gender, modalities, practiced sporting level, elaboration of useful and applicable statutes and devices, without forgetting the participation of both society through its representative bodies and the academic community, which has been presenting important results on the subject in Brazil in recent years (Azevedo et al., 2017; Haas & Carvalho, 2018; Miranda et al., 2018; Rocha & Soares, 2016).

Another fundamental point under discussion is the “establishment of a only a sporting bond between the under-14s and the sports organization” (*Projeto de Lei 68*, 2017). In this case, the transition from the training level to Sports Excellence seems to be ensured, especially for aspirants of high performance in sports of early specialization as in the case of artistic and rhythmic gymnastics (Gould, 2010; Nunomura et al., 2010). Therefore, while the athlete in training progresses in the sports development processes and at an early level fits in at the level of excellence, they have the possibility of configuring a link, even if only in a sporting way with the sports organization.

At this point, there is the first tension regarding Brazilian sports development with regard to training athletes. Given the demands of a dual career, at some point in their adolescence young people will decide whether or not to maintain the option for elite sport - considering the mandatory school education. It is

noticed that this decision will occur in the transition from elementary to high school (Bara Filho & Guillén Garcia, 2008), varying according to the training type and model and specialization (early or late). This topic addresses the real challenge of building a dual career and deserves debate on how to promote a “harmonization” of activities, as well as defining both the meaning of school achievement and promotion, as well as the agents involved with the objective of guaranteeing both sports and academic opportunities to young people in athletic training. On the other hand, there is no questioning the process of sports training promoted in Brazil, which sometimes makes school training secondary (Bartholo et al., 2011; Soares et al., 2011), either by enrolling the young athlete in evening lessons or in distance education (Barreto, 2012; Soares et al., 2016).

These points essentially deal with maintaining the athlete as a student, encouraging the creation of “symbiotic” strategies for their sports training. It is pertinent to point out that soccer is a highly organized market sport which enables the requirement of a dedicated routine for its athletes, differently from what happens in sports with a less privileged economic market”. (Melo et al., 2014; Soares et al., 2011, 2016).

Thus, it is noted that the proposition deserves to improve the criteria to indicate who are the Brazilian student-athletes who really need special statutes (Quinaud et al., 2019). In addition, Brazil needs to move forward with fairer and more adjusted sports policies, establishing its investment focus and procedures so that young talents are treated to high-performance sports opportunities and special educational conditions.

Conclusions

In view of the conducted analysis, devices were found which contribute to students having access to compulsory basic education in Brazil considering four specific groups: working students, pregnant women, people with specific diseases and itinerant students. All the arguments which support the need for these possibilities existing are related to the issue of access to study in an equal way, with due regard for their differences, in addition to the indisputable importance that access to education has for modern society.

However, the daily condition of the student-athlete or the condition of any preparatory training schemes for competition are not met by this legislation, nor will they be fully met by the bills under discussion, especially in the case of university athletes. This absence of reconciliation policies between educational training and

the current understanding of high-performance sports training⁴ puts Brazil in a “laissez faire” type situation - meaning without formal structures - leaving the negotiation of different daily needs to the athletes to reconcile their routines so that they can take advantage of school and sports opportunities (Aquilina & Henry, 2010; Henry, 2013).

Since adolescence is a period of identity construction and professional choices (Ferreira & Nelas, 2006), offering young people the opportunity to develop sports and academic training in a balanced way is a challenge which deserves attention from the State and the respective sports entities involved, including the Brazilian Olympic and Paralympic Committees, the Brazilian Club Confederation, the Brazilian School Sports Confederation, the Brazilian University Sports Confederation and other government agencies and private entities involved, in addition to educational entities at the different federal, district, state and municipal levels. Brazil still has a lot to face in terms of building efficient public policies in the sports and educational fields (Guimarães, 2009; Peres & Lovisollo, 2006; Sposito, 2003), and the athlete’s dual career in training for high performance is another important situation to be analyzed (Miranda et al., 2020a; Soares et al., 2016).

Brazilian legislation needs to be clearer about its understanding of performance sports, as participation in international competitions can happen in different ways, especially with the creation of school and university events which cover this context, in addition to different organizations, as what occurs in combat sports. Countries which offer places in higher education have more explicit sport organization and hierarchy, also enabling the offer of scholarships to develop athletes (whether high-income, elite) or student-athletes, considering their dedication to sport and studies.

Study limitations

The objective of this investigation was not to analyze issues related to the Labor Consolidation Laws and Athlete Scholarships. However, we understand that it is essential to look at the dual career in its legal and financial aspects, constituting a basis and argument to solidify dedication of those who propose to develop

4 “III - income sport, practiced according to general rules of this Law and national and international sports practice rules, with the purpose of obtaining results and integrating people and communities of the Country and these with those of other nations” (Projeto de Lei 68, 2017).

their work in an amateur and semi-professional sports environment, as it is a short career which has a subsequent need to seek employment in the job market when the end of the athletic journey is reached, whether voluntarily or involuntarily determined.

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