

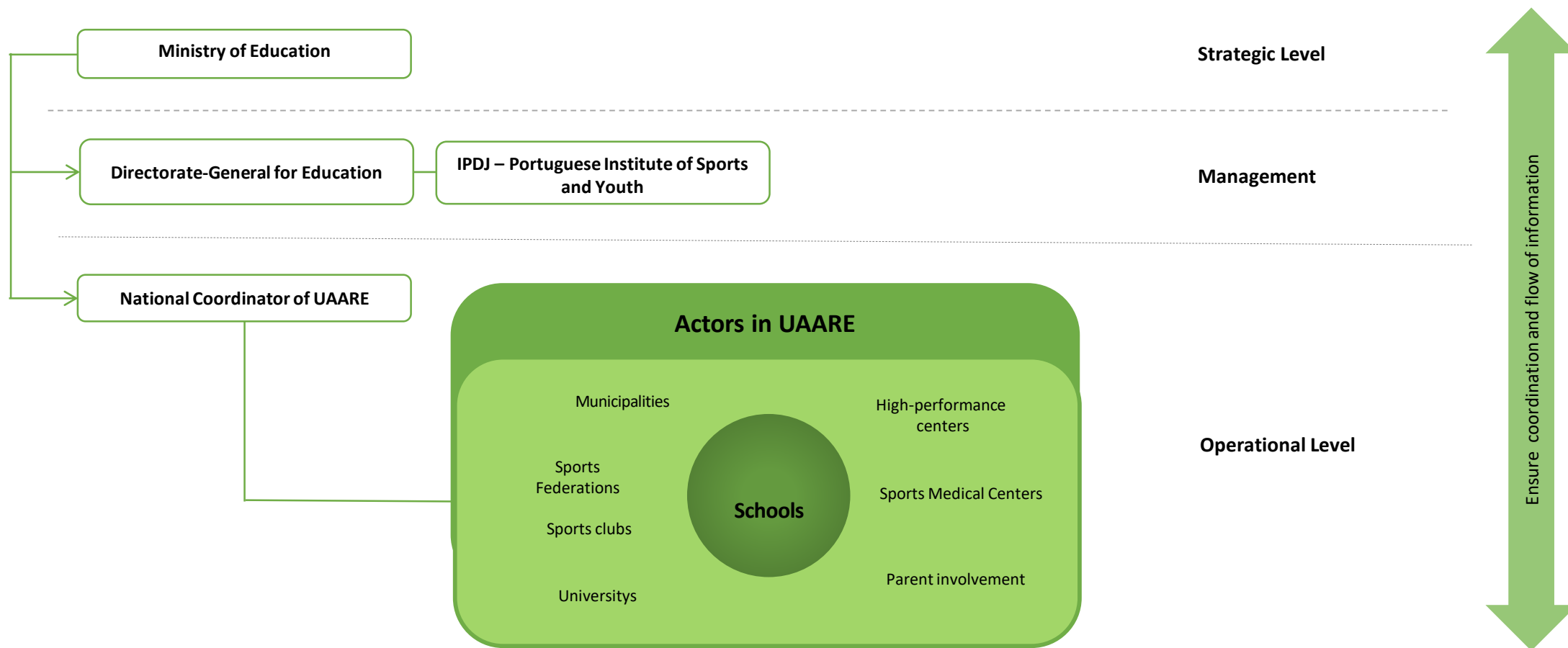
## Units of Support to High Performance in Schools Good practice from Portugal - UAARE

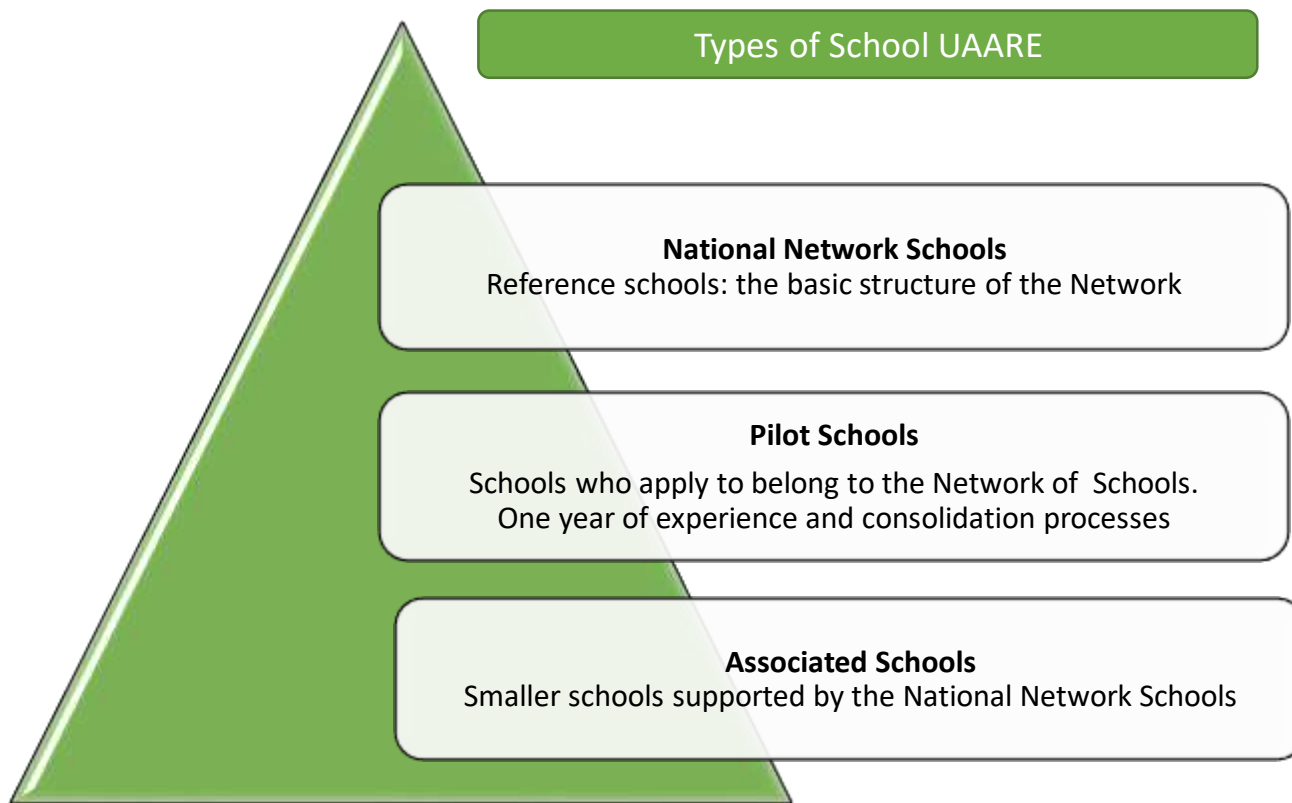
### Objetive of UAARE Network:

- **Reconcile the school and sports success of young people** (12-18 years old) who are in high-performance regimes, belong to national teams or with potential sports talent.
- Through an effective articulation between schools, parents, sports federations, municipalities, and other stakeholder's.

**Next step:** Extend the project to Higher Education.

**Organizational model:**





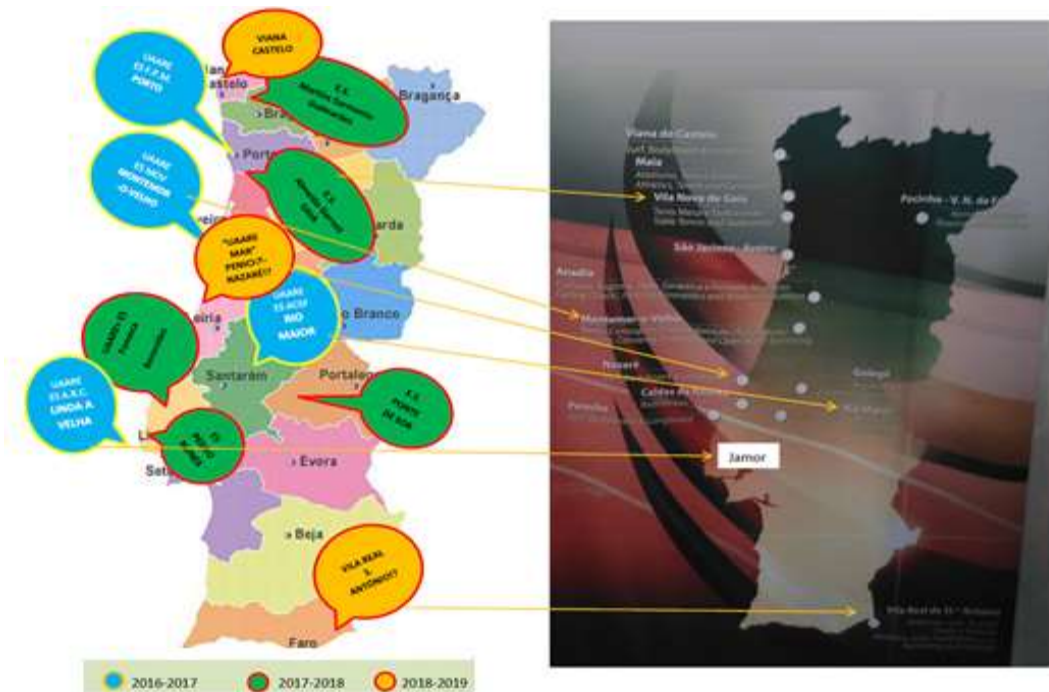
**Evolution of UAARE Network**

2016	2017	2018	2019
	4	9	12/13
4	5	3/4	-
	1	4	ND
	Pilot experience in universities	ND	ND

Global perspective: The UAARE National School Network in 2018/19

UAARE Schools


High Performance Sports Centers



Criteria to join the UAARE Network

- a) Number of High-Income Students, qualified in national teams or with potential sports talent.
- a) Number of students with potential sports talent - according to EU/2013 recommendation on dual careers;
- b) Diversity of Modality in the UAARE Network, with priority to the Olympic Modalities;
- c) Geographical proximity to the Sports Centers;
- d) Commitment of School with the Project - 4 years.

### UAARE Teams Schools:

- **School Director**  
Ensures pedagogical commitment in the school
- **Class Teacher**  
Stimulates collaborative and networked work
- **Tutor Teacher**  
Defines and elaborates, with other teachers, individualized Study Plan for each student according to the initial assessment made with all *Stakeholders*  involved in the process, including the UAARE National Coordinator.
- **Special Study Room Learn<sup>+</sup>**  
Ensure the pedagogical aspects, using collaborative and reflective work with teachers and the class council. It mobilizes individual pedagogical paths, using distance learning /Virtual Learning Environments- VLEs, specific health units and special measures to support students when they are far away from school, such as postponing school tests, justifying absences, reinforcement and consolidation of school material, among others.
- **Psychological and Pedagogical Support**
  - Emotional management: motivation; Coping strategies; self knowledge; self-confidence, self-efficacy and time management.
  - Career orientation: temporal perspective of the future; information management; decision making; change management.

**Federations / Clubs / Coaches**  
Articulate plans of competitions and internships with Study Plan, Psychological and Psychopedagogical support

**High-performance centers**  
Provide technical and human resources to the implementation of the Study Plan

**Sports Medical Centers**  
Regular follow-up of students / athletes (medical, nutritional, injury prevention...)

**Families**  
Support and counseling to the student /athlete family

**Municipalities**  
Logistical and financial support

**Higher education**  
Study and Global Assessment of the process

**UAARE Ambassadors**  
World / European Top Portuguese Athletes  
Motivational lecture cycle for UAARE students

## Planning and Schedule:

<b>July / August</b>	<ul style="list-style-type: none"> <li>• General Meeting with all Stakeholders - Overall context assessment</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• Joint meetings with the Pedagogical teams UAAREs.</li> <li>• Set levels of coordination of the tutor and the team.</li> <li>• Student/athlete diagnostic, with definition of pedagogical plans.</li> <li>• Training of teachers of the national network UAARE.</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Organization, planning and supervision:               <ul style="list-style-type: none"> <li>• Diagnosis of the students/athletes (registration in the student/athletes profile UAARE).</li> <li>• Set pedagogical approaches in teams from each school (coordinating by the tutor teacher) - sending the national coordination.</li> </ul> </li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Suggestions of strategies/procedures (pedagogical reinforcement/articulation with coaches/federations):               <ul style="list-style-type: none"> <li>• Short term;</li> <li>• Mid-term;</li> <li>• Identification of "red spots" - stages/absences/overloads - recovery by anticipation.</li> </ul> </li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Monitoring and evaluation of the learning process:               <ul style="list-style-type: none"> <li>• Organization of the final evaluation (individual report, pedagogical plans, monthly monitoring, teacher's suggestions).</li> <li>• Elaboration and proposal of improvement plan.</li> </ul> </li> </ul>





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

**January**

- Reflection and analysis of the first period report.
- Set interventions (teaching plans, ad hoc support sessions and online).
- Assess progression and learning pace.
- Motivational lecture cycles - Ambassadors UAARE.

**February**

- Monitoring and self-assessment of existing tutorials:
  - Readjust content;
  - Diversify supply;
  - Encourage/motivate the participation of students, teachers and federations.

**March**

- Support to distance learning:
  - Training of teachers of UAAREs teams;
  - Organization of the Special Study Rooms Learn\*.

**April**

- Sports performance (internships, competitions and results - streamline channel information with federations)..
- Analyses to platform results - "Virtual Learning Environments - VLEs".
- Identify exam dates and articulated with sporting calendar, providing time for preparation (online and presence support).

**May/June**

- Selection of Schools to join the National Network UAARE



## Success Indicators:

School performance

Success rates school:  
94,7 %  
Higher than the Portuguese  
national average

Sports Performance

Increase in the number of  
World and European Titles and  
integration of Potential Talents  
in the national selections

School dropout

School dropout rates:  
0,2 %

In 2016/17 (Pilot Project - 4 Schools): 57 students from 10 modalities

## Opinions:

*“I noticed a big difference. In my previous school, teachers did not understand my situation. I was one more student equal to so many others and this was very complicated. I had to do everything like the other classmates ... there was no understanding. It was very difficult to reconcile my studies and my activity as a high-performance athlete.”*

Joana Vasconcelos – Canoeing  
Upper secondary education and Professional Certificate in Physical Education

*“I once asked the tutor to go home, because I really missed my family. I was away from school for a week. When I returned, I had everything at my disposal to recover this week. It was fantastic.”*

Maria Cabrita – Canoeing  
Degree in Sports and Physical Education - FCDEF/UC

*“Everything is easier here. Everything improved here, even the notes. Here the school schedule is more flexible and it is possible to better reconcile the school with the training. For us athletes, this is fundamental.”*

Bruno Cruz – Canoeing  
Student of the Degree in Sports and Physical Education - FCDEF / UC

## Contacts and Additional Information:

### Supervision

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