



# Conference Book

**20th Annual Conference European Athlete Student**

*Dual career in school and University – innovative bridges  
between sport and education*

**1st to 3rd October 2024**

**organized by:**

**European Athlete Student. The Dual Career Network**

**Academy of Physical Education in Katowice, POLAND**

Editor: Rajmund Tomik

**Katowice 2024**



**20th Annual Conference European Athlete Student**  
*Dual career in school and University – innovative bridges between sport and education*  
Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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The conference is co-financed from the budget of the [Silesian Voivodeship](#) under contract no. 0249/ES/24.

**Patronage and partners**



Honorary Patronage  
of the Mayor of Katowice

**Katowice, 7 October 2024**

**20th Annual Conference European Athlete Student**  
*Dual career in school and University – innovative bridges between sport and education*  
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**Table of Contents**

1. Conference Committees .....	3
2. EAS Annual Conference 2024, AWF Katowice, Poland. Conference Director's Introduction. Prof. Rajmund Tomik .....	4
3. EAS President Introduction. Prof. Laura Capranica – President of the European Athlete as Student Network.....	5
4. Invite speech. Jagna Marczułajtis-Walczak (MEP, participant in three Olympic Games)...	6
5. The time has come for life to change science so that it works not just for the benefit of one species, but for the benefit of all living beings on Earth. Prof. Ryszard Koziółek Rector of the University of Silesia, leader of the Academic Consortium Katowice City of Science 2024, ESOF 2024 Champion, and Chair of the Committee.....	7
6. Conference Programme .....	8
7. Plenary Presentation.....	14
Academy of Physical Education. School of Champions – prof. Adam Zając (V-ce Rector of Sport AWF Katowice) .....	15
International University Sports Federation (FISU) and Dual Career – a global approach for stakeholders. Bill Thompson (FISU Education Member) .....	19
Erasmus+ for Dual Careers – International cooperation and funding opportunities. Izabela Pelczyńska (European Education and Culture Executive Agency) .....	29
8. Conference Abstracts.....	40
9. Appendix. Ewa Sowa's Conference Graphics .....	65

## ***1. Conference Committees***

### **Local Organizing Committee**

Conference Director: Rajmund Tomik PhD DSc, Associate Professor.

Committee president: Piotr Rodak, MBA

Committee member: Angelika Nużyńska, MSc

Committee member: Karol Bar, MSc

Committee member: Magdalena Janecka, MSc

Committee member: Marcin Warczyk, Eng.

Committee member: Michał Skóra, PhD

Committee member: Ramona Jachym, MSc

### **Scientific Committee**

Professor Laura Capranica, University of Rome Foro Italico (Italy)

Professor Mojca Doupona, University of Ljubljana (Slovenia)

Professor Ilvis Abelkalns, University of Latvia (Latvia)

Professor António Figueiredo, University of Coimbra (Portugal)

Professor Antonio Sánchez Pato, International University of La Rioja (Spain)

Professor Rajmund Tomik, Academy of Physical Education in Katowice (Poland)

**2. EAS Annual Conference 2024, AWF Katowice, Poland.**  
**Conference Director's Introduction. Prof. Rajmund Tomik**

Academy of Physical Education in Katowice is a university that puts emphasis on enabling student-athletes to combine professional sports with studying as part of what is known in Europe as dual career.

In 2018, our University became the only Polish member of "The European Athlete as Student. The Dual Career Network (EAS)", since then AWF Katowice has been actively participating in all annual international conferences of this organization. The main goal of EAS is to exchange experiences in supporting active athletes in combining competitive sports with education, work and family life.

EAS organizes annual conferences for association members and interested people from all over Europe, which discusses the issue of promoting innovative solutions in the field of dual careers and creating international partnerships applying for funds from European programs - mainly Erasmus+ Sport. This conference also enables the promotion of scientific research results from various centers and innovative teaching solutions related to the issue of combining a sports career with education at various levels or professional work. Previous editions were held in various European countries, including: in 2022 in Cartagena (organized by: Catholic University of Murcia, Spain), and in 2023 in Gaeta (University of Cassino and Lazio Meridionale, Italy).

In 2024, the 20th annual EAS conference was held in Katowice, for the first time in Poland, organized by AWF Katowice. The application to organize the conference is directly related to awarding Katowice the title of European City of Science 2024. The meeting took place on 1-3 October 2024, the program includes plenary sessions with speeches by representatives of the EAS Management Board and invited guests representing European Union institutions and specialists from Poland who presented their native experiences related to a dual career in sports. The conference was attended by almost seventy people from many European countries. The participants presented almost 30 presentations on various aspects of a dual career in sports. During this meeting, we presented the rich cultural heritage of Silesia; the conference took place not only at the AWF facilities, but also at the Silesian Stadium in Chorzów and the Guido Mine in Zabrze.

On behalf of the organizers

*Prof. Rajmund Tomik*  
*Conference Director*

Official website: <https://eas24.awf.katowice.pl/>

### **3. *EAS President Introduction.* Prof. Laura Capranica – President of the European Athlete as Student Network**

I am pleased to present the Conference Book of the EAS 2024 Annual Conference “Dual Career at High School and University: Innovative Bridges between Sport and Education” organized by the Academy of Physical Education in Katowice, Poland on October 1-3, 2024.

The establishment of the European Athlete as Student network during the 2004 European Year of Education in and through sports (EYES) started a new European era in the field of sports by addressing the sportspersons’ right to combine their sports and education/work careers. The publication of the EU Guidelines on Dual Career of Athletes in 2012, and the inclusion of dual career among priorities of the ERASMUS+ programme for Collaborative Partnerships in 2014 paved the way for a European dual career discourse. In this framework, EAS contributed to establish a fruitful dialogue between researchers, practitioners, and policy makers within and beyond Europe, helping to overcome the multiplicity of national approaches to dual career.

During the past 20 years, EAS has established a structured dialogue ensuring an information flow on the development of dual career policies and provisions available in different European regions at educational institution and sports body levels, giving visibility to the progression and outcomes of collaborative partnerships and research contributions, and fostering future ones for making a difference to the sportspersons’ life.

This annual Congress represents a central event for the life of the European dual career community engaged in sharing experiences and best practices, disseminating new finding,

interchanging ideas for new projects and actions, and in envisioning new approaches to the holistic development of youth athletes through strengthening the links between high school and university.

Special thanks go to the Organizing Committee for inviting renowned speakers from different countries and for the time spent in a careful review of the abstracts collected in this book, and to the authors and participants for their commitment in the progress of the European dual career.

**4. Invite speech. Jagna Marczulajtis-Walczak (MEP,  
participant in three Olympic Games)**

Ladies and Gentlemen, I would like to start by thanking you very much for the invitation to attend the conference and at the same time to apologise for not being able to meet you in person today due to my duties in Brussels. I am delighted that the European Athlete as Student network has chosen Katowice as the venue for its annual conference. Even though my Alma Mater is the university in Krakow, I know how many excellent athletes have been brought up by the Academy of Physical Education in Katowice. It's a perfect place to talk about the dual-sport careers of athletes. When I was training for snowboarding, nothing else mattered to me but the board. Despite this, I was always aware that in a few years my sporting career would be over, that I wouldn't be able to train forever and that education is an important thing that shouldn't be forgotten even when you're at your most successful, or maybe especially then. I didn't end up with words or plans, I devoted every free moment of my time abroad to studying, while I spent my stay in Poland at the university.

Academy of Physical Education allows studying and practicing at the highest level. However, the desire to combine these two very important and often difficult to combine worlds must come from the player himself no amount of coercion will work here. Schools and universities must support their pupils and students in training and competing by giving them the possibility of at least an individual course of study. It should be a standard and not a luxury for a selected group. That is why I am so pleased that you are discussing this very subject today. You are helping young people to understand that sport is important, but at the same time you are making them aware that sport and education do not mean everything. Sport and education require a different kind of commitment and sacrifice, and together they require us to work harder and sacrifice even more. However, it is a cost which is certainly worth bearing if only so that, when our sporting careers are over, we do not regret the missed opportunities for a good life and take pleasure in a new and different stage in our lives. Thank you for your attention. I would also like to thank my university for supporting me in my sporting career. My sincere regards come to you wishing you fruitful discussions.

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### ***5. The time has come for life to change science so that it works not just for the benefit of one species, but for the benefit of all living beings on Earth. Prof. Ryszard Koziol Rector of the University of Silesia, leader of the Academic Consortium Katowice City of Science 2024, ESOF 2024 Champion, and Chair of the Committee***

Life on Earth has been around for some 3 billion 700 million years. Sapient human beings appeared on our planet 300,000 years ago. Most of what we call science began to be developed by humans only 500 years ago. Owing to science, we have learned to understand and control life on Earth, which has evolved for millions of years without the presence of humans, or, when they appeared, without their conscious participation. Science has changed, and is changing life on Earth irreversibly. Its discoveries have come to be a part in everyone's lives when we learned to create technologies that apply the discovered phenomena and laws of science. From the Industrial Revolution to today's work on artificial intelligence, there has been a continuous process of changing our lives through science.

Here, in Silesia, whose economic success and modernisation of life grew directly out of the Industrial Revolution, we are the beneficiaries but also the victims of the uncontrolled development of applied sciences. Success has come to us at the cost of environmental degradation, depopulation, depletion of fossil fuels, and industrial diseases. Today, the region must carry out its own energy, environmental, economic and social transformation. It can only achieve this with the help of science. This time more conscious of its far-reaching consequences and, above all, more attentive and humble before the laws of life that science has discovered and allowed humankind to use to exploit nature. The time has come for life to change science so that it works not just for the benefit of one species, but for the benefit of all living beings on Earth.



## **6. Conference Programme**

### **September 30, 2024**

**16.00-18.00** – Registration of participants, *Qubus Hotel Katowice*, Stanisław Moniuszko street 9

**October 1, 2024 (ACADEMY OF PHYSICAL EDUCATION in Katowice – AWF**,  
Mikołowska street 72A, Assembly hall 'A', Main Building)

**8.30** – **Walking to the Conference Venue** (departure from *Qubus Hotel Katowice*, Stanisław Moniuszko street 9)

**9.00-9.45** – **Registration of participants / Welcome coffee**

**9.45-10.15** – **Official opening** (Chair: Piotr Rodak, President of the Organizing Committee)

- Laura Capranica (President, European Athlete as Student network)
- Adam Zajęc (Vice Rector of Sport AWF Katowice, Academy of Physical Education).
- Jagna Marczułajtis-Walczak (MEP, Olympic Athlete in three Games)
- Rajmund Tomik (Conference Director)

**10.15-11.00** – **Key Lectures** (Chair: Mojca Doupona, Laura Capranica)

- Academy of Physical Education. School of Champions.  
**Adam Zajęc** (Academy of Physical Education in Katowice)
- *Erasmus+ for Dual Careers – International cooperation and funding opportunities.*  
**Izabela Pelczyńska** (European Education and Culture Executive Agency).
- *International University Sports Federation (FISU) and Dual Career – a global approach for stakeholders.*  
**Bill Thompson** (FISU Education Member)
- *Collaboration between EAS and European Network of Sport Education*  
**Antonio Tessitore** (ENSE President)

**11.00-11.30** – **Coffee break**

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**11.30-12.30 – Oral Presentations. *Dual Career at University Level*** (Chair: Mojca Doupona, Antonio Sanchez-Pato)

### 11.30-12.40

- *Challenges, Opportunities and Good Practices in Dual Career: Insights from experts and student-athletes.*

**María José Maciá-Andreu**, B. Garrido-López, A. Mateo-Orcajada, A. Leiva-Arcas,  
Faculty of Sport. Catholic University of Murcia UCAM (Spain)

### 11.40-11.50

- *Preliminary Results of a Survey on the Dual Career Regulation at the University of Rome “Tor Vergata”*

**Ida Cariati**, R. Bonanni, M. Onorati, V. Tancredi  
Department of Systems Medicine, “Tor Vergata” University of Rome; CUS, “Tor Vergata” University of Rome (Italy)

### 11.50-12.00

- *The Erasmus+ Academic Mobility of Student-Athletes.*

**Dorothee Brac de la Perrière**  
INSA Lyon (France)

### 12.10-12.20

- *4 Years of the Polish Program Supporting Student-Athletes Dual-Career – National Academic Team*

**Rajmund Tomik**, M. Janecka, P. Rodak.  
AWF Katowice (Poland)

### 12.20-12:30 General Discussion

**12.30-13.00 – 2024 Bengt Nybelius Scholarship Award Ceremony** (Chair: Risto Keskitalo, Laura Capranica)

**13.00-13.30 – EAS 20<sup>th</sup> Anniversary Celebration, Family Photo** (Chair: Risto Keskitalo)

**13.45-14.45 – Lunch**

**15.00-16.30 – Oral Presentations. *European Dual Career Projects*** (Chair: Mojca Doupona, Ilvis Abelkalns)

### 15.20-15.30

- *FIND ME: University Dual Career Opportunities*

**Nenad Stojiljkovic**, N. Stankovic, Z. Milanovic, L. Capranica, A. Figueiredo, I. Ābeļkalns,  
B.A. Abalasei, R. Hodorca, I. Onose, F.L. Ghiga, P. Izzicupo, S. Serafini, A. Fusco, A. Di  
Baldassarre, B. Ghinassi, I. Prestanti, H. Ege, B. Çalıřkan, P. Bouquet, M. Perissinotto, A.

## 20th Annual Conference European Athlete Student

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Molinari, L. Porcelli, A. Sanchez Pato, A. Ramírez Muñoz, H. González García, T. Alonso Hierro, D. Lozano Osa, M. Doupona, K. Poteko.  
University of Nis (Serbia)

- *FIND ME: Implementation of Dual Career at European Higher Education Institutions: The Student-Athletes' and Experts' Views*

**Pascal Izzicupo**, S. Serafini, I. Prestanti, B.A. Abalasei, B. Çalışkan, T.M. Alonso Del Hierro, A. Di Baldassarre, M. Doupona, A. Figueiredo, A. Fusco, B. Ghinassi, H. Ege, R.M. Onose, A. Sánchez Pato, M. Perissinotto, N. Stankovic, N. Stojiljkovic, L. Capranica.  
University of Chieti-Pescara (Italy)

### 15.30-15.40

- *HEPALIS, An Online Educational Chance*

**Juan Alfonso Garcia-Roca**, B. Garrido-Lopez, P. Sanchez-Gonzalez, C. Hernandez-Guardiola, A. Lopez-Martinez  
Universidad Católica San Antonio de Murcia (Spain)

### 15.40-15.50

- *DiscoverU - Discovering University Sport and Supporting Dual Career*

**Andrej Pisl**  
EUSA Institute (Slovenia)

### 15.50-16.00

- *Promoting Dual Careers at Higher Education Institutions: 31 Benefits Ranked by the SAMEurope Project*

C.H. Domingo, M. Renau Michavila, M.P. Marín Gil, **Dorothee Brac de la Perrière**  
Universitat Jaume I and Institut national des sciences appliquées de Lyon (France)

### 16.00-16.10

- *Smart Start for DC - Encouraging the Dual Career of Young High School Athletes*

**Renato Vuk**, bacc. oec.  
Sports School PESG (Croatia)

### 16.10-16.20

- *Societal Impact and Development of Grassroots Sports in the Western Balkans: Insights from the 'Sports as Value' Project*

**Faton Tishukaj**, F. Miftari, L. Capranica  
Faculty of Physical Education and Sports, University of Pristina (Kosovo)

### 16.20-16.30

- *The Identification of Standards by Teachers and Coaches for Talent Recognition and Promote Dual Careers. Results from Talent Project*

**Antonino Scardina**, M. Bellafiore, D.S.S. Vicari, M. Albanese, L. Capranica, D. Mujkic, A. Palma, A. Kesick, A. Bianco

**20th Annual Conference European Athlete Student**  
*Dual career in school and University – innovative bridges between sport and education*  
Academy of Physical Education, Katowice (Poland) 1-3 October 2024

Sport and Exercise Sciences Research Unit, Department Psychology,  
Educational Science and Human Movement, University of Palermo (Italy)

**16.30-16.40**

- *An Innovative Dual-Career University Model. Lessons After a Decade.*  
**Leiva-Arcas, Alejandro**, A. Mateo-Orcajada, M.J. Maciá-Andreu, F.J. Cánovas-Álvarez, J. Francisco  
Universidad Católica de Murcia (Spain)

**16.40 – General Discussion**

**October 2, 2024 (SILESIA STADIUM IN CHORZÓW, Katowicka street 10, Chorzów)**

**9.00** – Bus trip to the Conference Venue, departure from *Qubus Hotel Katowice*, Stanisław Moniuszko street 9

**9.30-10.45 – Panel Discussion Sport in School and University** (Chair: Piotr Rodak)

Weronika Nowakowska – former Olympian;  
Marianna Pikul – Academic Sports Association;  
Krzysztof Wilusz – vice dean of AWF Katowice,  
Maciej Wyderka – student AWF, Olympian.

**10.45-11.30 – Coffee break**

**11.30-12.45 – Oral Presentations. Dual Career – National Solutions** (Chair: Ole Keldorf, Laurence Blondel)

**11.30-11.40**

- *An Approach To Determine The Current State Of Mentorship In Spanish Dual Career Athletes*  
**Amaia Ramírez-Muñoz**, T. Alonso, H. González-García, A. Sánchez-Pato  
Universidad Internacional de La Rioja – UNIR (Spain)

**11.40-11.50**

- *Exploring Dual Career Experiences of Student-Athletes Through The Employability Capital Perspective: A Pilot Study*  
**Alessia Ferraboli**, C. D'Angelo  
Catholic University of the Sacred Heart (Italy)

**11.50-12.00**

- *The Spanish University Dual Mentoring Network for Student-Athletes*  
**Antonio Sánchez-Pato**, A. Ramírez-Muñoz, C.A. Muniesa, H. González-García, J. Gallardo-Pérez, M.L. Rodicio, M.P. Ríos, L. Rego, I. Clavel, M. Bobo, M. Borrucco, J.M. Aguilar, R. Trigueros, A. Núñez, F.J. Leguizamo, A. Niño, A. Capdevila, E. Isidori, A. Fazio, A. Magnanini-

**20th Annual Conference European Athlete Student**  
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Academy of Physical Education, Katowice (Poland) 1-3 october 2024

Universidad Internacional de la Rioja (Spain)

**12.00-12.10**

- *A Developmental Evaluation Model for Evaluating Dual-Career Development Environments in Higher Education in Finland*  
J.A.O. Nikander, A. Kirjavainen, **Jukka Tirri**, L. Tast, J. Parikka  
University of Jyväskylä; Finnish Olympic Committee (Finland)

**12.20 – General Discussion**

**12.40-13.40 – EAS General Assembly** (Chair: Ole Keldorf)

**13:40-13:45 – Presentation of the 2025 EAS Conference** (Romana Caput-Jogunica)

**13.45-14.30 – Lunch**

**14.30-15.45 – Oral Presentations. *Dual Career at School and University*** (Chair: Antonio Figueiredo, Risto Keskitalo)

**14.30-14.40**

- *AFTERMATCH 2.0: A Challenge for Athletes after Finishing Their Sports Career, State of the Art.* **Juan Alfonso Garcia-Roca**, L. Meroño-Garcia, M.T. Morales-Belando, D. Cherubini, A. Lopez-Vivancos  
Universidad Católica San Antonio de Murcia - Olympics Studies Center (Spain)

**14.40-14.50**

- *Dual Career Support Opportunities in the Conditions of Latvian Education Reform*  
A. Abele, **Anna Liduma**  
Latvian University Sport Federation (Latvia)

**14.50-15.00**

- *High School Student Athletes' Perceptions of Their Coach's Pedagogical Skills*  
**Pertti Huotari**  
University of Jyväskylä (Finland)

**15.00-15.10**

- *Perceived Problems of Dual Career in the Croatian High Schools*  
**Romana Caput-Jogunica**, Snježana Pejčić  
University of Zagreb/Croatian Olympic Committee (Croatia)

**15.10-15.20**

- *Student-Athletes' Sport and Academic Motivation from the Perspective of Self-Determination Theory*  
**Magdalena Ardeńska**, R. Tomik  
Akademia Wychowania Fizycznego w Katowicach (Poland)

**20th Annual Conference European Athlete Student**  
*Dual career in school and University – innovative bridges between sport and education*  
Academy of Physical Education, Katowice (Poland) 1-3 October 2024

**15.20-15.30**

– *The High Performance Sports Section of a French Engineering School*

**Hervé Bizzotto**, D. Brac de la Perrière  
INSA Lyon (France)

**15.30 – General Discussion**

**15.45-16.30 – Stadium Tour/Park Tour**

**16.30 – Bus trip to the *Qubus Hotel Katowice* from Silesian Stadium**

**19.00 – Official dinner**

**October 3, 2024 (*GUIDO MINE*, 3 Maja street 93, Zabrze)**

**9.00 – Bus trip to the Conference Venue**, departure from *Qubus Hotel Katowice*, Stanisław Moniuszko street 9

**10.00-11.30 – *Guido Mine* Tour**

**11.30-12.00 – Coffee break**

**12.00-13.00 – Closing Ceremony** (Chair: Laura Capranica, Risto Keskitalo, Ole Keldorf)

**13.00-13.30 – Lunch**

**14.00-15.00 – Bus trip to the *Qubus Hotel Katowice***, Stanisław Moniuszko street 9

**Departure**

**20th Annual Conference European Athlete Student**

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Academy of Physical Education, Katowice (Poland) 1-3 October 2024

***7. Plenary Presentation***

**20th Annual Conference European Athlete Student**  
*Dual career in school and University – innovative bridges between sport and education*  
Academy of Physical Education, Katowice (Poland) 1-3 october 2024

*Academy of Physical Education. School of Champions*  
*– prof. Adam Zajac (V-ce Rector of Sport AWF Katowice)*

Slajd 1



Slajd 2





Slajd 3



**AZS AWF  
KATOWICE**  
KLUB MISTRZÓW

**50**  
LAT 1974  
2024

**AZS AWF KATOWICE**  
20 SPORTS SECTIONS  
250 PROFESSIONAL ATHLETES

Slajd 4



**AZS AWF  
KATOWICE**  
KLUB MISTRZÓW

**The greatest  
successes at the  
Olympic Games**

During the last 15 years at the  
Olympic Games, AZS AWF Katowice  
athletes won 12 medals, including:

- 4 - gold
- 3 - silver
- 5 - bronze




Slajd 5



**AZS AWF  
KATOWICE**

KLUB MISTRZÓW

### The greatest successes at the Olympic Games

- Martyna Swatowska-Wengierczyk - Fencing 
- Karol Zalewski, Justyna Święty-Ersetic - Athletics 
- Anita Włodarczyk - Athletics 
- Justyna Święty-Ersetic - Athletics 
- Justyna Iskrzycka - Canoe 
- Paweł Fajdek - Athletics 
- Justyna Kowalczyk - Cross-country skiing 
- Tomasz Sikora - Biathlon 
- Justyna Kowalczyk - Cross-country skiing 
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- Justyna Kowalczyk - Cross-country skiing 



Slajd 6



**AZS AWF  
KATOWICE**

KLUB MISTRZÓW

### Coaches of National Teams

- Iwona Krupa
- Aleksander Matusiński
- Krzysztof Kotuła
- Jakub Karpiński
- Adam Kołodziejczyk



Slajd 7

**Dual career**  
**Perfect examples**

**AZS AWF KATOWICE**  
KLUB MISTRZÓW

**JUSTYNA ŚWIĘTY-ERSETIC**  
ATHLETICS

**MARTYNA SWATOWSKA-WENGLARCZYK**  
FENCING

Slajd 8

**AZS AWF KATOWICE**  
KLUB MISTRZÓW

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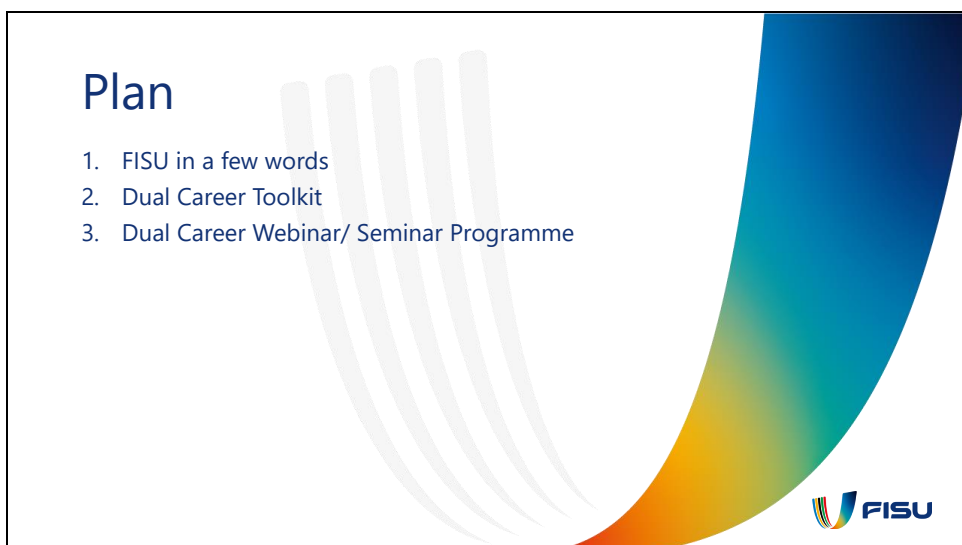
*International University Sports Federation (FISU) and Dual Career – a global approach for stakeholders.*

*Bill Thompson (FISU Education Member)*

Slajd 1



Slajd 2



Slajd 3



Slajd 4



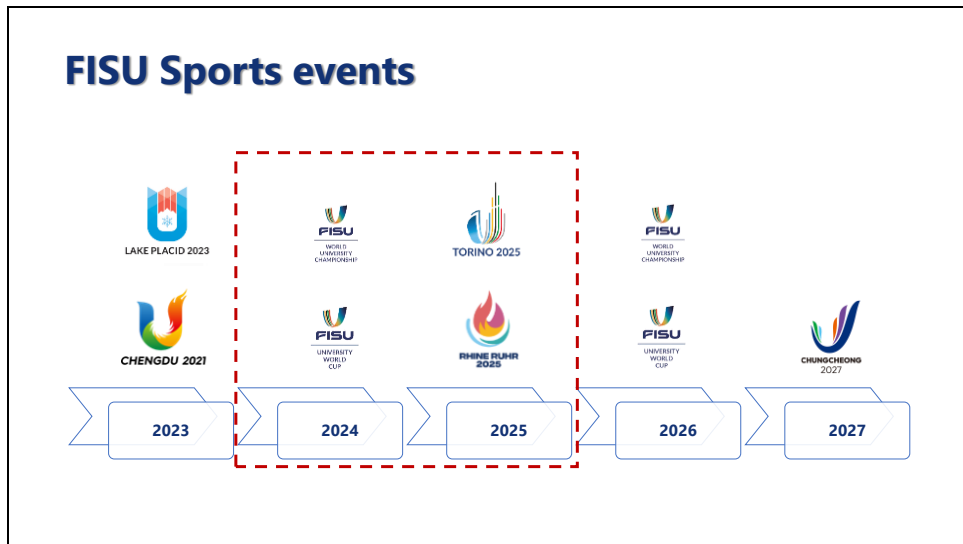
### About FISU

- An International Sport Federation, recognized by the IOC since 1961
- Umbrella organisation for international university and college sport
- Based in Lausanne, SUI, created in 1949
- Owner of various sport properties (WUG, WUC, UWC)
- Developed many activities related to sport and universities (educational activities, Healthy Campus)
- Activities for elite and other student athletes

A photograph of two people smiling. On the left is a woman with curly hair wearing a white and blue basketball jersey with the number 10 and a "USP" logo. On the right is a man wearing a light blue polo shirt with a "FISU" logo. The background is slightly blurred, showing a green and white banner with the word "FESTIVAL" and a logo.

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Academy of Physical Education, Katowice (Poland) 1-3 october 2024

Slajd 5



Slajd 6

### FISU Educational activities

The photograph shows a panel discussion on a stage. The background screen displays the title "Sports diplomacy and global relations leveraging university sports for international collaboration and cultural exchange" and lists the names of the panelists: NANCYLA BOURAZ, MARTIN SIMONIK, RESIM ALTI, DAMIAN BURZĄ, and MARIO ZWIK. The FISU logo is visible in the bottom right corner of the screen.

- FISU World Conference (Summer + Winter WUG)
- FISU World Forum
- FISU Volunteer Leaders Academy
- FISU Ambassadors Programme
- International Day of University Sport
- Transfer of Knowledge programmes
- Mentoring programme
- **Dual Career activities**

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Slajd 7

## FISU Global Strategy 2027

**04 FISU VALUES**

The values are a set of guiding principles that define the character and spirit of an organization. FISU values are the backbone of the organization, guiding the actions and decisions of all members. They are the foundation of the organization's identity and the source of its competitive advantage.

FISU sets the values that shape and underpin all the work of Federation and FISU members.

- EXCELLENCE —**  
In mind, body and character: a pursuit for excellence in sport and education.
- TEAMWORK —**  
Efficient individual capabilities in a coordinated effort to develop and promote the university sports movement.
- INNOVATION —**  
Embrace new ideas, research and cutting-edge technology to enhance entertainment value.
- JOY OF SPORT —**  
Create excitement across student-athlete sport events and a global fan base.
- INTEGRITY —**  
All that FISU does is honest, transparent, and promotes fair play. Always ensure the highest levels of integrity and ethics from those working in sport.

**08 DELIVERING THE MISSION: THE EIGHT STRATEGIC FOCUS AREAS**

FISU will deliver the appropriate major research, research and strategic goals for 2027 by developing and implementing activities and projects of the highest quality in each of the eight strategic focus areas. This will ensure FISU will have a competitive advantage in all aspects of the sports movement, while ensuring the highest levels of integrity and ethics.

- 01 SPORTS EVENTS**
  - Key event of FISU
  - Competitive and high level
  - Sustainable event
  - Increase of audience
- 02 CULTURE & EDUCATION THROUGH SPORT**
  - International dialogue through sport
  - International cooperation for education
  - FISU Centres
  - Existing and new international cooperation
  - Excellent brand and image reputation
  - Sustainable movement
  - University sport professionals networking
- 03 SPORTS & TECHNOLOGY**
  - Develop content that applies to both sport and the university
  - Existing technology and capabilities are at the forefront
- 04 SOCIAL COMMUNICATION**
  - Global sports communication & marketing
  - Digital content
  - Digital athletes on social media
  - Digital education
  - Sports culture
- 05 COOPERATION WITH INTERNATIONAL ORGANIZATION**
  - Collaboration with IOC
  - Strategic partnership with IAFU
  - Collaboration with UAFU (UAFU)
  - Collaboration with other international organizations and unions
- 06 DEVELOPMENT**
  - Health and development
  - Increase of knowledge base
  - Existing conditions for training
  - Excellent support
  - Strategic growth and development
  - Sustainability
- 07 FINANCING UNIVERSITY SPORT**
  - Proactive financial plan
  - Develop FISU brand awareness
  - New media platform
  - Develop FISU with 10 markets
  - Increase FISU events
  - Research capabilities
  - Digital and analytics
  - Collaboration partners
  - Existing partnerships
  - Existing partnerships
- 08 SUSTAINABILITY & RESPONSIBILITY**
  - FISU governance
  - Human resources
  - Environmental resources

Slajd 8

## FISU & EAS


- FISU & EAS have cooperated for a long time
- For more than 10 years FISU has taken part in the EAS annual conference
- FISU and EAS have worked on joint academic research including Dual-career through the elite university student-athletes' lenses
  - *The international FISU-EAS survey published in 2019 and based on a study conducted in 2017 during the Summer Universiade*

Slajd 9



Slajd 10

### What is *Dual Career Toolkit*?



The screenshot shows the FISU Dual Career Toolkit interface. At the top, there is a header with the FISU logo and the text "FISU Dual Career Toolkit". Below the header, there are several navigation buttons: "INTRODUCTION", "DEFINITIONS", and "HOW TO USE THIS TOOLKIT" in dark blue; "I AM A STUDENT", "I AM A COACH", and "I AM A SCHOOL/UNIVERSITY" in yellow; "BEST PRACTICE", "FACT SHEETS", and "RESEARCH" in green; "STATISTICS", "MORE INFORMATION", and "CONNECT" in green; and "FISU SUPPORT FOR DUAL CAREER ATHLETES" in green. The FISU logo is also present in the bottom right corner of the slide.


- Tool developed by FISU EduC
- Aims to provide a framework for implementing a Dual Career programme at all levels
  - DC = used to describe student athletes that are in the process of undertaking tertiary studies and training for elite sporting competition
- Targets student athletes, NUSFs and/or universities



Slajd 11

## Dual Career Toolkit for Students

- Where to find support on campus?
- How to know what to ask for?
- Financial VS non-financial support
- List of support that you can ask your university for
- Tips for Dual Career students




**Top three tips for dual career students**

**Manage your time**  
 As a student-athlete, you will have a number demands placed on you. Being efficient in time management is a life long asset to your personal development.

**1**


- Know and understand how you are spending your time. This will help you identify times that could be used more effectively (eg less time on social media, more time studying or training).
- Stick to a regular daily schedule.
- Learn to say no so you don't take on too many things that might impact your study and/or training.
- Prioritize the most important things first.

**Be a great communicator**  
 Communicating effectively will assist you during your studies and is a skill to continually develop throughout







Slajd 12


## Dual Career Toolkit for NUSFs



**Develop a Dual Career Program from the start for your universities**

-  Set up a meeting between the NUSF and the highest authority who is responsible for managing and delivering sport programmes on campus. Discuss the purpose for establishing a Dual Career Programme.
-  Set up a working group. This group can lead the process to determine the programme requirements.
-  Undertake an audit of the university to list all of the support and services that are provided to student-athletes. Be sure to check academic and non academic departments about what services they provide (if any).
-  Analyze each service and document who is the department and/or person responsible for making decisions about the service, who is responsible for delivering the service and who the student-athlete goes to for help in relation to the service.

- Educate your university members about Dual Career
- Why student athletes are unique
- How you can support your university members to deliver a Dual Career programme
- Develop a Dual Career programme from the start for your universities




Slajd 13

## Dual Career Toolkit for Universities

- List of services that can be offered as part of a Dual Career programme
- Minimum requirements for a Dual Career programme
- Create a network of people at your university to support your Dual Career programme
- Financial VS non-financial support
- Benefits of a Dual Career programme

If you do not have a Dual Career Programme in place, we suggest working towards offering the following services as a minimum. These services are a great way to start/develop a programme. You do not need to implement them all at once, you can start simply by selecting the one that is most achievable for you. Then once that service is in place, you can look at the next most achievable. Before long, your Dual Career programme will be established.

Support Item	Description
Academic adjustment	Flexibility for student-athletes to study related items.
Open membership	Opportunity for student-athletes to access university facilities free of charge or at a subsidised rate.
Branded merchandise	Provide the student-athlete with university branded clothing.
Use of sports facilities	Opportunity for student-athletes to access sporting facilities or campus for training, either free or at a subsidised rate.
Recognition	Provide recognition of their status as a student-athlete via reference letters or a certificate.



Slajd 14

## Online Toolkit

<https://www.fisu.net/programmes/dual-career/>





Slajd 15



Slajd 16

## 5 events – 2-year period

Title and scope	Objectives and target audience
What do we know about Dual Career?	The aim of this first webinar/seminar is to give an introductory overview of the 'state of the art' on Dual Career
Dual Career issues for student-athletes	This webinar/seminar will address major pragmatic issues faced by student-athletes during their dual career
Supporting student-athletes and Dual Career programmes	This webinar/seminar is intended to provide sports and educational organisations, and student-athletes' entourage with tools and reflections on how to best support student-athletes
Entrepreneurship and transition from sport to work	This webinar/seminar will focus on the acquisition and development of skills to successfully prepare the transition from an athletic career to a business occupation
Concluding workshop	This webinar/seminar will summarise and disseminate the results of the programme to a larger audience



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Slajd 17



Slajd 18

### Don't miss RR2025WUG

- Present your results on Dual Career in an international conference
- Call for papers & Abstract submission are open

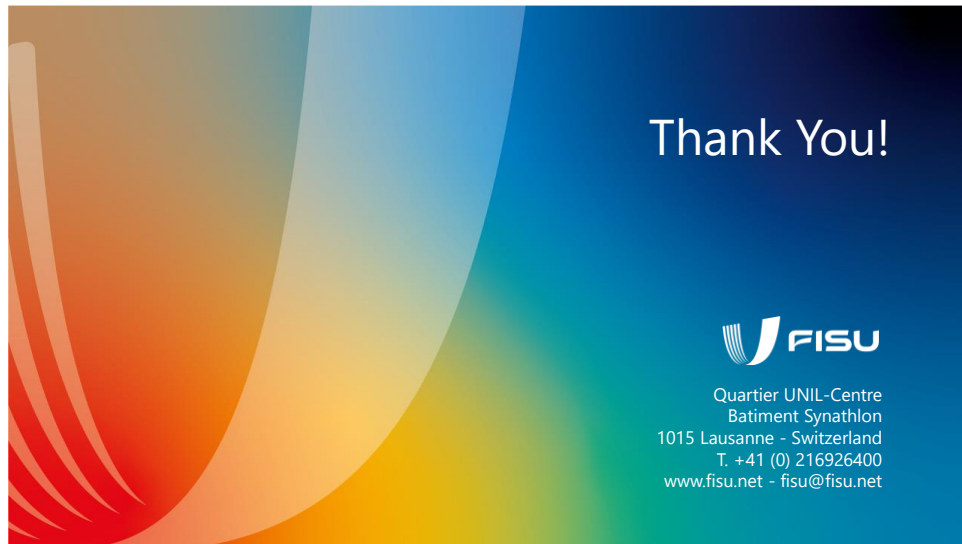
1 Oct – 21 Dec 2024  
<https://rhineruhr2025.com/en>

The poster for the FISU World Conference 2025 features a blue background with a water tower. The text on the poster includes: "FISU WORLD CONFERENCE 2025", "COMPETING FOR CHANGE: EXPLORING SUSTAINABILITY AND (MENTAL) HEALTH THROUGH SPORTS", "17-19 JULY 2025", "JAHRHUNTERHALLE BOCHUM", and the FISU logo.

FISU

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Slajd 19



*Erasmus+ for Dual Careers – International cooperation and funding opportunities.*  
*Izabela Pelczyńska (European Education and Culture Executive Agency)*

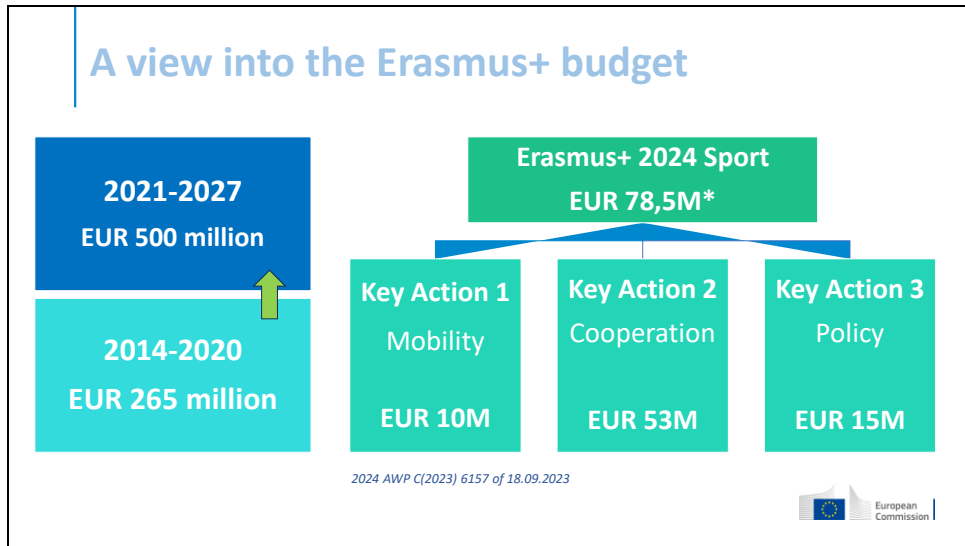
Slajd 1

The slide features a blue background with a white header area containing the European Commission logo. The main title is "EAS Annual Conference 2024" in white. Below it, the subtitle "Erasmus+ for Dual Careers – International cooperation and funding opportunities" is written in yellow. In the bottom right corner, the text "European Education and Culture Executive Agency (EACEA)" and the date "1 October 2024" are displayed in white.

Slajd 2

The slide is titled "Sport in the EU" and features a flowchart with three main stages: "New Competence" (Lisbon Treaty art.165), "Policy orientations" (EU Work Plan for Sport 2024-2027), and "Possibility of EU financial support" (Erasmus+ Sport). A callout box under "New Competence" states: "The Union shall contribute to the promotion of European sporting issues, while taking account of the specific nature of sport, its structures based on voluntary activity and its social and educational function." A callout box under "Policy orientations" lists "3 main Priorities": "integrity and values in sport" (with sub-points: key topic: sport and education, Theme: Athlete's dual careers), "socio-economic and sustainable dimensions of sport", and "participation in sport and health-enhancing physical activity". A callout box under "Possibility of EU financial support" lists "Erasmus+ Sport" with sub-points: "Calls for proposals" and "EACEA". The European Commission logo is in the bottom right corner.

Slajd 3



Slajd 4

### Key priorities of the Programme

- Inclusion and diversity in all fields of education, training, youth and sport
- Common values, civic engagement and participation
- Digital transformation
- Environment and fight against climate change

Slajd 5

### Cooperation Partnerships: Priorities in the field of Sport

- Encouraging healthy lifestyles for all
- Promoting integrity and values in sport
- Promoting education in and through sport
- Promoting equality and European values in and through sport



Slajd 6

### Cooperation Partnerships Priorities in the field of Sport

**Promoting education in and through sport:**

- a) supporting skills development in sport
- b) encouraging Dual Careers of Athletes
- c) promoting the quality of coaching and staff
- d) using mobility as a tool for improving qualifications
- e) promoting employability through sport





Slajd 7

### Key Action 2 - Actions in the field of Sport



- Cooperation partnerships in the field of Sport
- Small-scale partnerships
- Capacity building projects in the field of Sport
- Not-for-profit European sport events



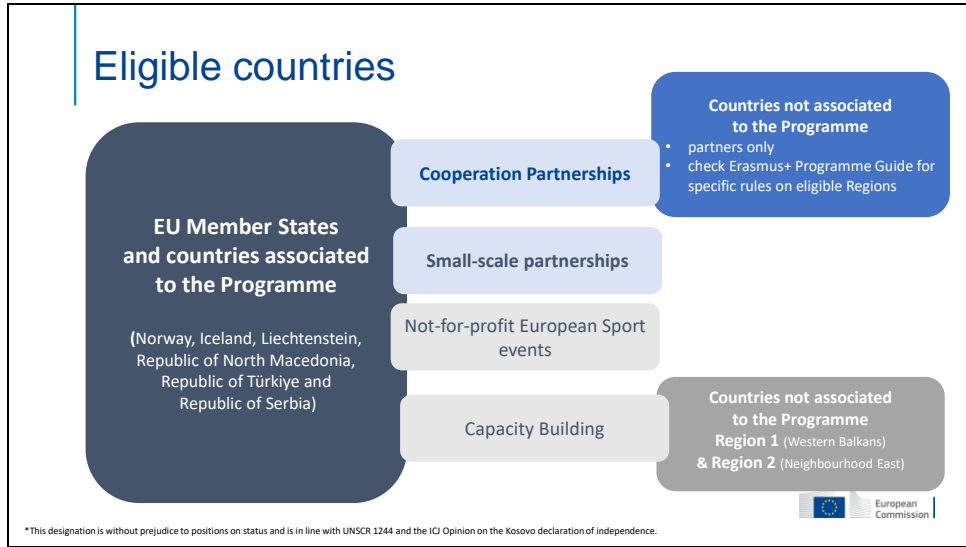
Slajd 8

### Erasmus+ Structure Projects and budgets 2024

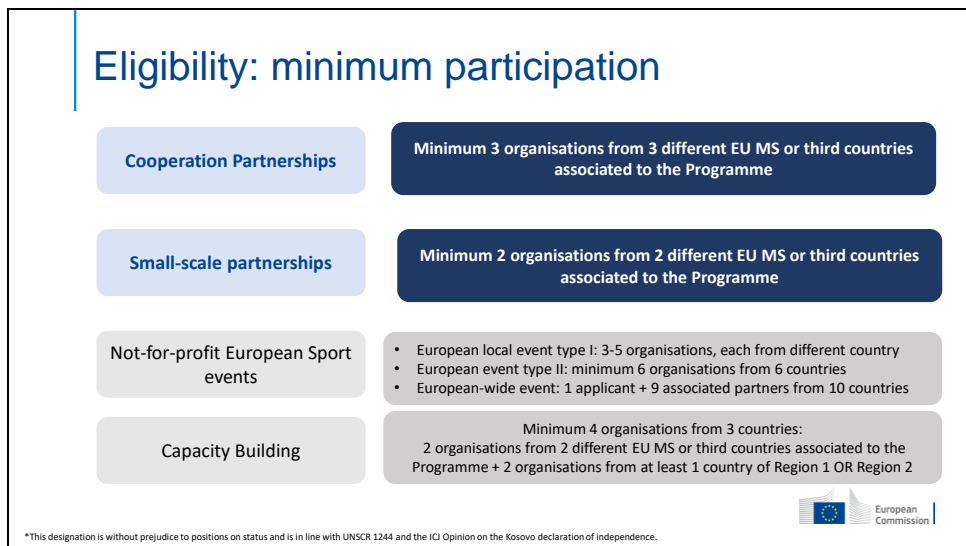
<p><b>Cooperation partnerships in the field of Sport</b></p> <p>Available budget EUR 35 M 100 selected projects EUR 120 000 – 250 000 - 400 000</p>			<p><b>Not-for profit European sport events</b></p> <p>Available budget EUR 7 M 22 selected projects EUR 200 000 – 300 000 – 450 000</p>
<p><b>Small-scale partnerships</b></p> <p>Available budget EUR 10 M 169 selected projects EUR 30 000 – 60 000</p>			<p><b>Capacity building projects in the field of Sport</b></p> <p>Available budget EUR 2 M 11 selected projects EUR 100 000 – 200 000</p>



Slajd 9



Slajd 10



Slajd 11

## Promoting education in and through sport

– Cooperation partnership projects

### Erasmus+ 2014-2020

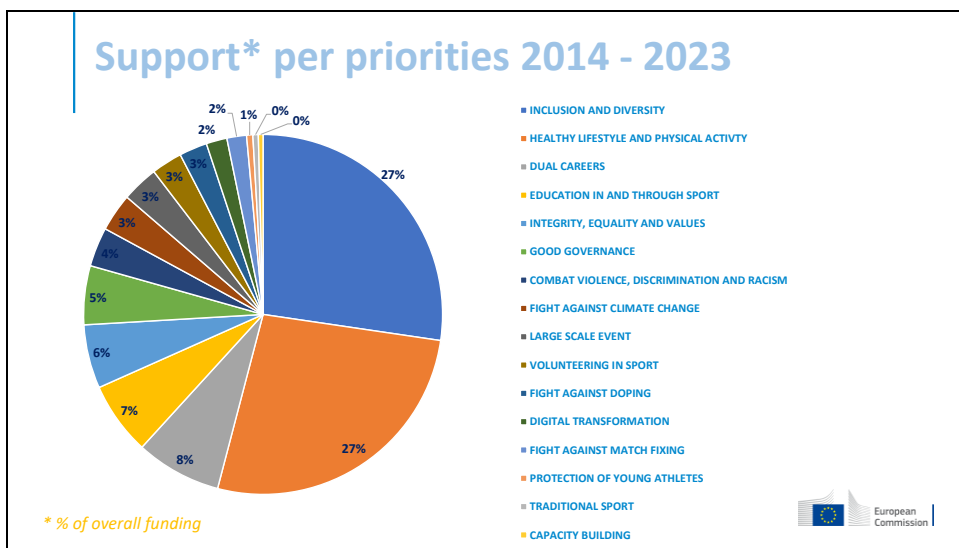
- 242 projects funded
- Total budget awarded:  
EUR < 38 M
- *Project examples might be found on [Projects | Erasmus+ \(europa.eu\)](#)*

### Erasmus+ 2021-2027

- ❖ 2021-2023: 112 projects funded
- Total budget awarded: EUR >18 M
- *Most of the projects currently ongoing*
- ❖ 2024: 47 projects selected (9 explicitly indicating “encouraging Dual careers of Athletes”)
- Total budget EUR 2,4 M
- *Contractualization ongoing*

European Commission

Slajd 12



Slajd 13

## Erasmus+ 2021-2027

**Major change in the 2<sup>nd</sup> generation E+ grants:**  
from budget-based projects (E+ 2014-2020) to **lump-sum grants**.

Advantage and simplification:

- emphasis on project results
- no limitation by budget categories of eligible costs
- no financial verification of incurred costs
- budget allocated per work package and per partner



Slajd 14

## Cooperation partnerships 2021-2027

 <p><b>Cooperation partnerships</b></p> <ul style="list-style-type: none"><li>✓ Menu of 3 lump sums: <b>120.000, 250.000 or 400.000 EUR</b></li><li>✓ Project budget divided per partner and in work packages</li></ul>	 <p><b>Small-scale partnerships</b></p> <ul style="list-style-type: none"><li>✓ Menu of 2 lump sums: <b>30.000 or 60.000 EUR</b></li><li>✓ Project budget divided per partner</li></ul>
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Slajd 15

Erasmus+ Education in and through sport – examples of selected projects on Dual Careers	
Call for proposals	ERASMUS-SPORT-2021-SCP
Project title	Olympic Committees for Dual Careers - OCDC <span style="float: right;">Budget: EUR 250.000</span>
Participants	<ol style="list-style-type: none"> <li>1. POLSKI KOMITET OLIMPIJSKI – PL (COO)</li> <li>2. ELLINIKI OLYMPIAKI EPITROPI – EL</li> <li>3. TURKIYE MILLI OLIMPIYAT KOMITESI DERNEGI – TR</li> <li>4. OLIMPIJSKI KOMITE SLOVENIJE ZDRUZENJE SPORTNIH ZVEZ – SI</li> <li>5. LIETUVOS TAUTINIS OLIMPINIS KOMITETAS</li> <li>6. EUROPEAN NETWORK FOR INNOVATION AND KNOWLEDGE – NL</li> </ol> <div style="text-align: right; margin-top: 10px;">             01/05/2022              –              30/04/2024         </div>
Objectives and Achievements	<p>OCDC aims to promote dual career knowledge and understanding among athletes competing in Olympic sports and among National Sport Federations.</p> <ul style="list-style-type: none"> <li>- Survey for athletes (+/- 800 participants)</li> <li>- Single Point of Contact in the field of dual careers in each National Olympic Committee and in National Federations of selected sports – Handbook with roadmap and good practices</li> <li>- Massive Open Online Course with 30 educational hours for both junior and senior athletes – in EN and national languages</li> <li>- Sport Conference in partner countries to present the project's results</li> </ul>



Slajd 16

## Erasmus+ Education in and through sport – examples of selected projects on Dual Careers

*OCDC – Olympic Committees for Dual careers*

The Massive Open Online Course (MOOC) for Athletes is available at <https://sportacademy.app/>

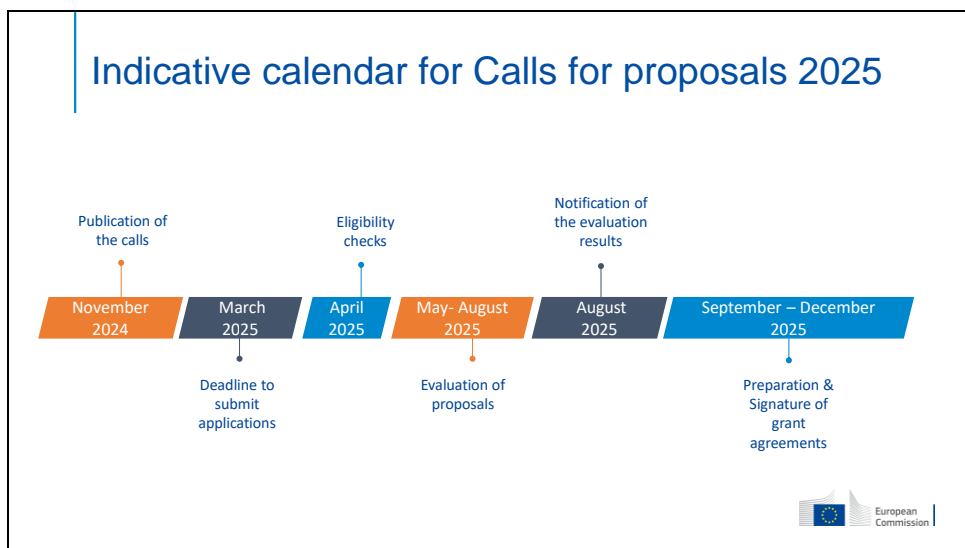
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Slajd 17

Erasmus+ Education in and through sport – examples of selected projects on Dual Careers		
Call for proposals	ERASMUS-SPORT-2023-SCP	
Project title	ACTIVUS - Activating the Dual Career and Holistic Development of Young, Talented Athletes across Europe	Budget: EUR 250.000
Participants	<ol style="list-style-type: none"> <li>1. SPORTIEF BESTEED PROJECTEN BV – NL (COO)</li> <li>2. LICEUL CU PROGRAM SPORTIV SUCEAVA – RO</li> <li>3. KARATE FEDERACIJA NA REPUBLIKA SEVERNA MAKEDONIJA - MK</li> <li>4. L ORMA SSD ARL - IT</li> <li>5. COFAC COOPERATIVA DE FORMACAO E ANIMACAO CULTURAL CRL – PT</li> <li>6. ASOCIACION CULTURAL Y DEPORTIVA LA HOYA – ES</li> </ol>	1/01/2024 – 31/12/2025
Objectives	Sustainable impact on three main target groups: <ul style="list-style-type: none"> <li>- Young, Talented Athletes</li> <li>- The coaches/trainers of these athletes</li> <li>- Sport clubs and National and Provincial Sport Organizations</li> </ul> Local involvement: Establishment of Local Focus Groups for trainers and athletes. Organisations of local dissemination events.	
	The project deliverables include: a trainer's toolbox, policy guidelines, a project video and a project website.	



Slajd 18



Slajd 19

## A piece of advice

- Read carefully all criteria before you start
- Choose the right action in F&TP
- Choose the right **fixed** lump sum
- Choose the right partners
- Start working on the application and consortium early/now
- Read all the guidance available
- Think about innovative deliverables



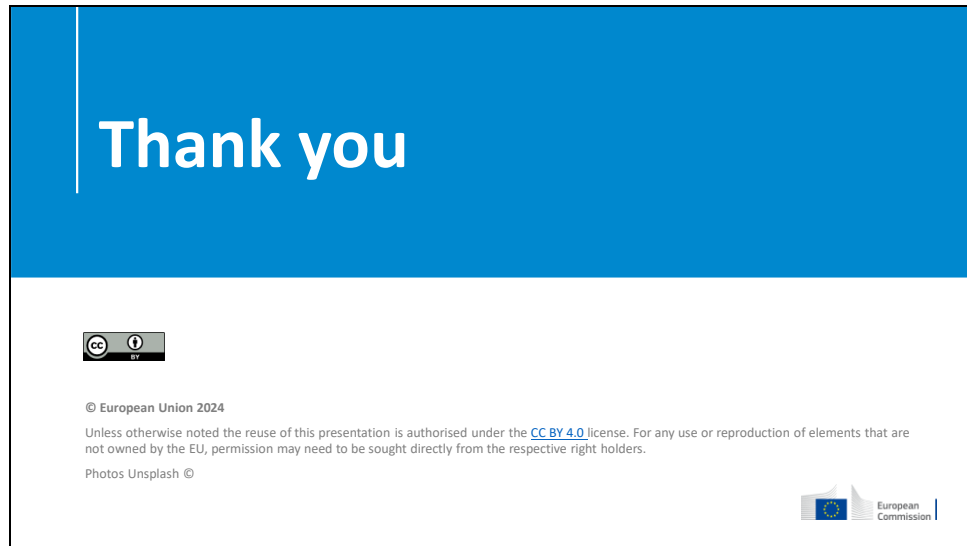
Slajd 20

## Contact


- The calls for proposals can be found on the Funding and Tender Opportunities Portal  
<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home>
- Functional mailbox of the Sport Sector at EACEA  
[eacea-sport@ec.europa.eu](mailto:eacea-sport@ec.europa.eu)



Slajd 21




**Thank you**



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## **20th Annual Conference European Athlete Student**

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Academy of Physical Education, Katowice (Poland) 1-3 October 2024

### ***8. Conference Abstracts<sup>1</sup>***

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<sup>1</sup> In the form sent by the authors

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

**Author(s):** Juan Alfonso Garcia-Roca, Beatriz Garrido-Lopez, Pedro Sanchez-Gonzalez, Caridad Hernandez-Guardiola, Ana Lopez-Martinez

**Affiliation:** Universidad Católica San Antonio de Murcia

**Keywords:** Online course, personal trainers, no formal education, athletes

**Title of the abstract:** Hepalis, an online educational chance

**Abstract:** Online learning platforms are a fundamental element for improving the learning and acquisition of skills of university students and sports experts who, for different reasons, cannot adjust their time and effort to a face-to-face form or manner, including athletes. Students, being an essential element in the development of Dual Career (DC) (Condello et al., 2019; Vaquero-Cristobal et al., 2023). Within fitness, there are learning and updating courses for personal trainers (PT) that use online modality (Reeder et al., 2015; Suzuki et al., 2019) but focus on technical and specific characteristics of the fitness area. The Erasmus + HEPALIS project (Increasing physical activity levels of low-income sedentary people under the guidance of personal trainers) focuses on the training of skills and transversal themes for PT through an online platform fully adapted to training needs. A group of five partners with three expert universities used, for the development of the free online platform, a methodology based on the review of scientific literature on online training for PT and a subsequent qualitative analysis through focus groups to prepare an online training curriculum for PT that includes 7 modules: Introduction to Physical Activity and Health, Client Assessment and Goal Setting, Exercise Programming and Instruction, Nutrition and Lifestyle Education, Injury Prevention, Business and Entrepreneurship Skills, use of technology and social support. 18 students specializing in fitness freely signed up for the course, 3 of them are student-athletes. The HEPALIS platform is presented as an opportunity to acquire knowledge and transversal skills to increase the levels of physical activity of low-income sedentary people through online training that allows groups of students to improve their knowledge in a virtualized way, which is a real possibility for student-athletes.

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**Author(s):** Juan Alfonso Garcia-Roca, Lourdes Meroño-Garcia, Maria Trinidad Morales-Belando, Domenico Cherubini, Abraham Lopez-Vivancos

**Affiliation:** Universidad Católica San Antonio de Murcia - Olympics Studies Center

**Keywords:** Bootcamp, Coaches, Dual Career, Employment

**Title of the abstract:** AFTERMATCH 2.0 A challenge for athletes after finishing their sports career, state of the art.

**Abstract:** High-level athletes have faced great challenges in recent years and at the end of their sporting career, from a recurring economic activity supported by sport, they move into the real world where they have to find a job. Not all athletes who finish their careers have high incomes and can live off income or investments, sometimes due to lack of sufficient finances, in others due to lack of knowledge in investments or entrepreneurship programs (Reifsteck et al., 2022, Martiniello et al., 2023). Aftermatch 2.0 reload aims to create a systemic solution for sports associations and clubs that support dual career athletes by developing a shared training model, this innovative approach aims to equip future dual career educators with the skills necessary to support professional athletes at every stage of their careers. This project applies an innovative training development methodology that is supported by the study of three areas: analysis of the organization's needs, analysis of athletes' needs and designing a dual career path in accordance with individual needs developed by three groups of experts to subsequently train two Dual-Career educators per country, creating specific training based on 8 educational programs, one for each partner country for the employment of athletes after their sports career and a series of publications will be made on good practices for the community European. The selection of practical and realistic content, together with a methodology based on the Bootcamp with quality control of the processes always in contact with Federations and sports clubs, will guarantee the approach and target audience of the project, athletes at the end of their sports career.

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**Author(s):** Amaia Ramírez-Muñoz, Tara Alonso, Higinio González-García, Antonio Sánchez-Pato

**Affiliation:** Universidad Internacional de La Rioja (UNIR)

**Keywords:** Spain, student-athletes, university

**Title of the abstract:** An Approach to determine the current state of mentorship in Spanish Dual Career Athletes

**Abstract:** Several European institutions have made efforts to define the importance of sports tutors in the compatibility of studies and sports, which is called dual career. However, despite the efforts of several institutions, the reality indicates that there is no homogeneous implementation of this figure in the different universities. Therefore, this work aims to analyze the existing and requested tutoring services for athletes from different Spanish universities depending on the type of university, gender and the participants' level of competition. A cross-sectional, descriptive and comparative design was used. The sample was made up of 60 Spanish student-athletes ( $M_{age} = 26.47$ ;  $SD = 9.24$ ) from different sports modalities, 30 were studying at a public university and 30 at a private university. The results indicate that 68.3% of universities have specific dual career programs, of which 91.66% have the figure of a sports tutor. Regarding the roles of this figure, student-athletes, regardless of their level of competition, consider the figure of the sports tutor to be a key component in their academic sports achievements. Finally, there are statistically significant differences in the relationship style of Sports tutors, offering a more personal style in private universities than in public universities, which was valued positively by student-athletes. No gender differences were found in any statistical analyzes. In conclusion, there are differences between the types of universities (public/private) in the implementation of dual career programs. Moreover, students agreed that tutors are a crucial piece in the facilitation of dual careers. This information maybe of interest for dual career authorities to examine their programs according to the perception of student-athletes.

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

**Author(s):** Agita Abele, Anna Liduma

**Affiliation:** Latvian University Sport Federation

**Keywords:** dual career, athletes, mentoring

**Title of the abstract:** Dual Career Support Opportunities in the Conditions of Latvian Education Reform

**Abstract:** Dual career is a process where an individual develops both professionally and socially, using his knowledge, skills and experience throughout his life. This is an especially heavy load for young athletes who want to reach the elite level. Formation of dual career support in Latvia takes place in difficult conditions. Since 2019, the reform of the Ministry of Education and Culture "School 2030" has been underway. It is a complicated process and 2023-2024. changes are taking place in the higher education system. Study programs are combined and edited. LSPA has been added to RSU (28.07.2024). All this happens within the framework of limited finances and with a negative impact after the Covid pandemic. Nevertheless, two Dual Career projects were implemented at LASS. Within the framework of both projects, regulations have been developed and the Dual Career Mentor Center has been established, the opening of which was held in December 2023 with an informative and educational booklet (Opening of the Dual Career Mentor Center: 12.12.2023, available [www.studentusports.lv](http://www.studentusports.lv)). "This informative and educational material on dual career opportunities has been created through a collaboration of the Latvian University Sports Federation (LUSF) and the International University Sports Federation (FISU) and can be used by anyone who is interested in the nature of dual career and the possibilities of implementing it in sports and educational careers" (Abele, Liduma, Abelkalns, Martinsone, 2023). The 5-chapter content of the booklet contains basic information about the Dual career (DC). The nature of DC; Stories of dual career experiences in Latvia; DC educational information; Mentoring in the DC, DC 2023 current affairs in Latvia. The future development of the dual career center is faced with great challenges, which are determined by the reform of higher education, the financial possibilities of the sports industry and the economic and political situation of Latvia as a whole.

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Academy of Physical Education, Katowice (Poland) 1-3 October 2024

**Author(s):** Andrej Pisl

**Affiliation:** European University Sports Association

**Keywords:** university sport, physical activity, dual career

**Title of the abstract:** DiscoverU – Discovering University Sport and Supporting Dual Career

**Abstract:** DiscoverU is a 36 months long project, co-funded by the European Union, with the main aim to improve sport and physical activity opportunities for students in higher education on one hand, addressing larger student population; and at the same time promote and support dual career in higher education in partnering countries. Main methodology tools behind the results of the project are blended learning, sharing experience, gaining information and skills. Main activities include gathering information, sharing good practice examples and implementation of sports and educational activities. Sport and physical activity in tertiary education are only partially developed and do not have a unified approach in Europe. The project engages entities from different countries and experiences, looking into existing good practices and exploring new ways of improvement. Students are often challenged with a sedentary lifestyle, and the project will try to activate them on a grassroots level. At the same time, we will also take a look at how to better support dual career student athletes. We believe that the direct result of the project will be threefold, contributing to the priorities of the Erasmus+ call: improved cooperation between organisations, strengthening their expertise and activities; improved participation in sports and physical activities in grassroots sport (recreation and non-professional competitions); and supporting student athletes in their dual career paths (ensuring study possibilities for elite and high-level athletes). Engagement of the partners in the consortium and sharing the project activities and results in an open way will enable wide dissemination, exploitation, and sustainability of the results. The partner consortium is composed of seven partners, bringing together two European NGO entities (EUSA Institute and EAS), national university sport bodies in four countries (Croatia, Hungary, Italy, Poland) and a university (Salerno, Italy).

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Keywords:** coaching, pedagogical skills, high school, dual career

**Title of the abstract:** High school student athletes' perceptions of their coach's pedagogical skills

**Abstract:** Pedagogical skills are at the core of a coach's competence. Through pedagogy, coaches influence the growth and development of their athletes and pass on the necessary knowledge, skills, values and attitudes to their athletes. The pedagogy of coaching consists of teaching and counseling skills in sport, interaction skills, resources and various self-development skills through which the coach aims to promote the physical, socio-emotional and psychological development of athletes. The aim of this study was to study students' perceptions of their coach's pedagogical skills in the sport high school phase of dual career. Students' perceptions of the coach's pedagogical skills were compared according to their gender and the sport. The data was collected from Finnish sport high school students in spring 2021. The final sample included 912 sports high school students from 13 sport high schools around Finland. High school student athletes' perceptions of their coach's pedagogical skills were measured with 13 items which has used previous in Finnish school-aged physical activity monitoring study questionnaire (LIITU-study). The results revealed that more than two-thirds of the students perceived that the pedagogical skills of the coach were good in all areas of the studied pedagogical skills. When examining gender differences, boys' perceptions of coaches' teaching, counseling and interaction skills were better compared to girls ( $p < 0.001$ ). Individual winter sports athletes' perceptions of the coaches' teaching /guidance and interaction skills were higher than in summer ( $p = 0.003$ ) and winter ( $p = 0.005$ ) team sports athletes. In addition, both individual winter and summer athletes' perceptions of their coaches' interaction skills were higher compared to team sport athletes ( $p < 0.001$ ). In modern sports coaching, pedagogical skills and coaches' ability to build psychologically safe training environment are important for the young student athletes.

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Keywords:** dual career, benefits, universities, elite sport, athletes

**Title of the abstract:** Promoting dual careers at higher education institutions: 31 benefits ranked by the SAMEurope project

**Abstract:** Introduction: The project Student Athletes Erasmus+ Mobility in Europe identified and defined a total of 31 benefits offered to dual-career student athletes who are combining their university studies with high-level training. The project was co-funded by the European Union and carried out by five European universities. Methods: The purpose of the study was to rank these benefits by combining the perspectives of the university staff (experts from sports services and the international relations office) and the student athletes from each university. A questionnaire was also sent to the dual career athletes enrolled at these universities. Of the 514 dual career athletes, 208 (116 women) completed the questionnaire. The university staff assessed the importance of each benefit, how easy it was to implement at the institution, and whether or not the university offered the benefit to its students. The dual-career students rated each of the 31 benefits and indicated whether or not they had used them. A specific methodology was designed to rank these benefits using the ratings of the university staff and the student athletes. Intra-group and inter-group Pearson correlations were performed. Results: The results show a strong and significant correlation between the benefits from the perspective of the university staff and from the perspective of the students. The correlation is moderate and significant when the benefits are correlated from the perspective of the two groups as a whole, with the two most important benefits being the free use of sports facilities, and justification for absences. Discussion: The study makes visible the commitment of higher education institutions to facilitating the dual career of student athletes and identifies those benefits that may be of greater interest to European universities as a whole. The European perspective has been considered, while respecting the specificities of each university and the country in which it is located.



## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Affiliation:** University of Zagreb/Croatian Olympic Committee

**Keywords:** awareness, student-athlete, mental health literacy

**Title of the abstract:** Perceived problems of dual career in the Croatian high schools

**Abstract:** The Athletes Career Centre of the Croatian Olympic Committee has launched a project aimed at young athletes in secondary schools that offer special conditions and support for athletes. In 11 Croatian secondary schools, we conducted a workshop in each school with invited lecturers, and top athletes, invited by the school as former student-athletes, to share personal experiences about dual career support and mental health issues. The aim of this study is to present an analysis of athletes' responses to anonymous questionnaires on dual career support in the athlete environment, mental health issues in competition and athletes' evaluation of the workshops. The anonymous questionnaires were completed by 266 students-athletes aged 14-18 years, 195 young athletes who were not and 71 categorized athletes, of whom 33 were male and 38 females. One third of the athletes (86, 32.33%) had a problem coordinating and successfully fulfilling their school and sports commitments despite attending a school with special regulations for athletes. The most common factors that influence stress during competitions are: expectations from family, friends and teammates (86, 32.33%), fear of defeat (56, 21.05%), fear of opponents (41, 15.41%) and pressure from the coach (27, 19.15%). We asked the athletes what motivates them in difficult times during competitions? - the majority of them answered (75, 28.2%): support from their environment, while for 73, 27.44% of athletes the motivation is to win and achieve their goals. We expected differences between categorised and non-categorised athletes due to higher commitment and expectations, but we found no significant differences in the observed variable. Highly ranked workshops and athletes' recommendation showed us that it is necessary to continue mental health education in schools and sports clubs.

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Keywords:** Dual Career, University, sport, student-athletes, education

**Title of the abstract:** Preliminary results of a survey on the Dual Career Regulation at the University of Rome “Tor Vergata”

**Abstract:** The importance of sports and the approval of the Dual Career regulation at the University of Rome “Tor Vergata” are highly significant topics for the well-being and personal development of students. In line with European and international policies, this initiative recognizes the specific needs of student-athletes by offering them tools and flexibility to excel in both sports and academics. However, monitoring student-athletes by Universities requires thorough investigations and the development of initiatives to promote students’ adherence to sports practice. Therefore, our study aims to analyze the results of a survey administered to students enrolled at the University of Rome “Tor Vergata” during the academic years 2020/2021, 2021/2022, 2022/2023, and 2023/2024, investigating the effects of the introduction of the Dual Career regulation on the student population. Our preliminary results show that the Dual Career regulation has been positively received, as the number of student-athletes enrolled in the University has increased in almost all macroareas since its introduction. Particularly, the marked increase in the number of student-athletes enrolled at the University of Rome “Tor Vergata” in the 2023/2024 academic year has shown that the facilities established by the regulations to protect athletes have promoted a greater enrolment in degree courses in the Medicine and Surgery, Economy and Engineering macroareas. In addition, a significant increase in the number of students engaged in both competitive and recreational sporting activities was observed, at the same time as a reduction in the number of students not practising sport. Overall, the Dual Career regulation offers the possibility to plan the study path in a personalized way, dedicated academic support, and flexibility in deadlines, making the University of Rome “Tor Vergata” a model of integration between education and sportiness.

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**Keywords:** motivation, student-athlete, academic, sport, motivate

**Title of the abstract:** Student-Athletes' Sport and Academic Motivation From the Perspective of Self-Determination Theory

**Abstract:** Motivation is a complex and varied psychological process that invigorates and guides human behaviour. This research is based in self-determination theory (Deci, Ryan, 1985) and the seven-factor model of motivation, which divides motivation into three categories: amotivation, intrinsic motivation (to know, to accomplish, and to experience stimulation), and extrinsic motivation (external, introjected and identified regulation). The primary purpose of this study was to analyse and identify the sport and academic motivation of student-athletes, as well as to examine differences across groups categorized by gender, academic major, and the type of sport. Additionally, the study aimed to examine the relationship between sport and academic motivation. **Methods.** The research was conducted both in-person at AWF Katowice and online among NRA student-athletes from 2018 to 2022. The study sample consisted of 595 student-athletes (293 women and 302 men), with an average age of 22 years. Two questionnaires were used: "Why do you play sports?" based on the Sport Motivation Scale (Pelletier et al., 1995) and "Why do you study?" based on the Academic Motivation Scale (Vallerand et al., 1992). **Conclusions.** The findings showed that student-athletes exhibit high levels in all subtypes of intrinsic sport motivation and in two types of intrinsic academic motivation. Female students, particularly those in sports-related majors, had significantly higher levels across all types of academic motivation, in intrinsic sport motivation to achieve and to experience, and in extrinsic identified regulation to participate in sport. They also reported lower levels of amotivation compared to male students, especially those in sports-related majors. Athletes involved in team sports demonstrated significantly higher levels of extrinsic introjected sport motivation than those in individual sports. The results showed positive relationship between sport and academic motivation.

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Keywords:** student, university, National Academic Team

**Title of the abstract:** “National Academic Team” – The Polish Program Supporting Student-Athletes’ Dual-Career

**Abstract:** The Ministry of Science and Higher Education in Poland started the program “National Academic Team”, directed towards universities in Poland, in the year 2020. The main objective of the program is to provide support for student-athletes, enabling them to pursue university education in addition to their sports career.

The program grants subsidies for the purpose of organizing additional classes for student athletes involved in their sport careers. The study program is implemented throughout the entire academic year in the form of an individual course of studies, in accordance with scheduled additional hours assigned per student-athlete.

In order to be included in the program, student athletes have to fulfil one of the following requirements:

- partaking in Olympic training;
- being a medallist of the Olympic Games, European Games, World Senior Championships or European Senior Championships;
- being a medallist of the Universiade or World University Championships;
- having a Sport Champion rank or International Champion title.

The funding amounts to PLN 20 000 (around EUR 4500) annually per student and is dedicated to the arrangement of 100 hours of individual course of studies conducted by the academic teachers. The individual lectures are a form of tutoring, which through an individual study plan enables the student-athletes to continue their sports career while achieving the required learning results determined by the chosen course of studies. Direct costs also include such forms of education as remote learning. In accordance with the admitted funding, it is possible to allocate 10 hours for meetings with the tutor.

In 2020, more than PLN 7.1 million (EUR 1.5 million) has been allocated to the program, which involved 414 student-athletes from 42 universities in Poland. After 4 years as of 2023/24, the funding rose to PLN 12.8 million (over EUR 2.8 million), and there are 641 student-athletes from 31 universities involved in the program.

Academy of Physical Education in Katowice (AWF Katowice) is an university which educates the highest number of student-athletes (one third of all the student-athletes in Poland). The number of student-athletes from AWF Katowice that were included in the program reached 140 in the year 2020, 179 in the year 2021, 161 in the year 2022 and 148 in the year 2023/24. This group also includes athletes from the Polish Olympic Team.

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

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**Affiliation:** Sports School PESG

**Keywords:** dual careers, student athletes, transversal skills

**Title of the abstract:** Smart Start for DC - encouraging the dual career of young high school athletes

**Abstract:** “Smart Start for DC” is a project co-funded by the European Union through the Erasmus+ programme in the field of Sports. As its name already suggests, the project focuses on supporting the development of dual careers of young student-athletes (14 – 19) through developing and/or strengthening different transversal/transferable skills. The project is composed of a strong partnership of experts in various fields of dual careers across Europe – MindSpin (Cyprus), Champions Factory (Bulgaria), MSV (Italy), EAS (Malta), Edirne Kirkpinar Sport Lisesi (Turkey), coordinated by Sports School PESG (Croatia). The project started on January 1st and will be ongoing for 24 months. Judging by the starting date, the project activities are already in progress and a lot of work has already been done up until this very moment. Talking about the outputs, throughout the project the consortium already produced or will work on and create the following:

- Comprehensive research that consists of interviews with dual career experts, questionnaires with young student-athletes, and desk research through which the existing educational programs focusing on transversal skills were analyzed – the results were national reports and a comprehensive consolidated needs report covering the data from 6 European countries
- Educational program covering 10 modules/topics, all from the field of transversal skills, with the learning outcomes based on the research and the needs of young student-athletes as well as suggestions from dual career experts
- Online course through MOOC (Massive Open Online Course) Education
- Digital platform that will include the online course, the psychological assessment for the assessment of young participants' aptitudes and skills, and various other opportunities such as knowledge assessment, etc.

The main results of the project will be a subject of pilot testing in the later stages where the target groups will have the opportunity

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Keywords:** Dual Career, Employability, Student-athletes

**Title of the abstract:** Exploring Dual Career experiences of student-athletes through the employability capital perspective: a pilot study

**Abstract:** Predominant studies on Dual Career (DC) have focused on sport and education (Stambulova et al., 2014; Miró et al., 2018; Moreno et al., 2018; Sánchez-Pato et al., 2018). DC has been confirmed as a protective factor for athletes, especially during retirement transitions (D'Angelo et al., 2017; Stambulova et al., 2021). However, athletes face various challenges at the end of their sports-career, such as employment uncertainties (Kohe & Purdy, 2020): employability construct appears to be strongly related to athletes. Despite extensive literature on DC in sport and education, no studies have investigated promoting student-athletes' employability within DC paths. Thus, the Employability Capital Growth Model (ECGM – Donald, Baruch, and Ashleigh (2024) could be decisive in investigating student-athletes' employability. The present study aims to explore how dual career experiences could enhance student-athletes' self-perceived employability. Fourteen former student-athletes from a Northern Italy University's DC Program participated. Individual in-depth semi-structured interviews were conducted, analyzed through Interpretative Phenomenological Analysis (IPA – Smith & Osborn, 2008) approach, and coded manually in NVivo. The results, based on both bottom-up and top-down analysis, suggest that distinctive sub-dimensions in each form of Capital of the ECGM exist for student-athletes. The findings underscore the significance of Social and Cultural Capitals suggesting mutual influence between sports and academic/work paths, while Psychological and Market-Value Capitals' codes highlight factors and practices, including those within DC program, that could enhance student-athletes' employability. In conclusion, results suggest that dual career in sport and education could be a valuable occasion in enhance student-athlete's employability, as a first step in adopting the ECGM for student-athletes' target group.

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Keywords:** Grassroots sports, Social inclusion, Development needs, Dual Career

**Title of the abstract:** Societal Impact and Development of Grassroots Sports in the Western Balkans: Insights from the ‘Sports as Value’ Project

**Abstract:** Background: Grassroots sports are defined as "organized physical and sport activities practiced by people of all ages at a non-professional level, regardless of skills or ambitions, with the aim of promoting health, education, social well-being, and the enjoyment of movement and a sense of belonging." However, in Western Balkan countries, it remains unclear how and by whom these activities are organized and structured and what are the development needs of sport organizing institutions. Aim: The aim of the “Sports as Value” project was to investigate the existence of strategic documents on grassroots sports and elucidate the development needs among governmental and non-governmental institutions in Albania, Bosnia and Herzegovina, Kosovo and Montenegro. Methods: Surveys were filled by government institutions (n = 4 respondents - mainly sport ministries), non-government institutions (n = 42 respondents - sport federations) and sport students (n = 231 respondents). Data collection occurred over a period of eight months, June 2023 to January 2024. Results: Overall, 74% of sports federations reported having strategic documents in place, while 26% did not. Although the various government institutions involved prioritized different factors, all, except for Albania (no response), recognized the importance of grassroots sports for promoting health, social inclusion, and talent identification. Students from all responding countries agreed with the definition of grassroots sports provided by ENGSO, indicating a clear understanding of what grassroots sports represents. Like other responding organizations, students from different countries prioritized the use and application of grassroots sports differently, but all recognized its crucial role in enhancing society. Conclusions: The project revealed that while most sports federations have strategic documents, disparities exist in their prioritization. Despite, there is a shared recognition of grassroots sports' social

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Keywords:** dual career, student-athletes, policies, programmes, sport and education

**Title of the abstract:** Implementation of dual career at European higher education institutions: the student-athletes' and experts' views

**Abstract:** Aim: The holistic development of elite athletes is a key focus of European sports policies, requiring a coordinated approach to dual career support. This study examined the views of both university experts and student-athletes (S-As) on various dual career aspects, with the goal of offering actionable insights to enhance policies within European higher education institutions (HEIs). Methods: Data were gathered via an online survey directed at HEI experts and S-As from several countries. A total of 46 HEI experts and 321 S-As participated. The influence of country of origin on each dual career aspect for S-As was analyzed using MANOVA, followed by ANOVA and post hoc Tukey's tests when significant effects were found. Due to violations of variance homogeneity and inadequate sample size, data from HEI experts and comparisons between S-As and HEI experts were analyzed descriptively. Results: The study highlighted notable trends and discrepancies in the availability and quality of support services. Logistic (Pillai's Trace = 0.24, Approx.  $F(20, 1260.00) = 4.11, p < .001$ ), social (Pillai's Trace = 0.26, Approx.  $F(30, 1570.00) = 2.93, p < 0.001$ ), financial (Pillai's Trace = 0.30, Approx.  $F(20, 1260.00) = 5.05, p < 0.001$ ), and other support/policies (Pillai's Trace = 0.16, Approx.  $F(15, 945.00) = 3.45, p < 0.001$ ) aspects were significantly influenced by the country of origin, with Romanian and Serbian S-As generally reporting higher scores, and Italian and Spanish S-As lower. Overall, HEI experts rated dual career provisions more positively than S-As. Conclusion: The findings stress the importance of integrating both HEI expert and S-As perspectives to inform the development of more effective dual career policies. Tailored interventions and better communication of available resources are essential for enhancing the dual career experiences of S-As across Europe.



## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Keywords:** sport, university, mentor, tutor

**Title of the abstract:** Challenges, opportunities and good practices in dual career: Insights from experts and student-athletes

**Abstract:** Dual career combines athletic development with academic or professional advancement, presenting significant challenges for athletes in terms of balancing responsibilities and personal well-being. Mentoring plays a crucial role in this process, providing a comprehensive approach that addresses both athletic and academic demands through structured support systems. This study focuses on analyzing the challenges and best practices in the dual career of university student-athletes from their perspective and that of experts. This qualitative and cross-sectional research was conducted through focus groups and personal interviews. Four student-athletes and five experts in university dual careers participated. The instrument used was a set of seven open-ended questions, developed based on scientific reviews and expert consensus from the Erasmus DC MENTOR project. Interviews were conducted first, followed by the focus group, with sessions recorded and transcribed for analysis. A qualitative content analysis was performed based on predefined categories. The main challenges for student-athletes include balancing sports and studies, with variations depending on the sport and level of competition. The rigidity of educational institutions and the lack of understanding exacerbate this situation, calling for a review of regulations. Time management is key, with students prioritizing sports and adapting their academic commitments based on the competitive calendar. Participants emphasize the importance of sports tutors and mentoring programs, as well as the need for resources such as recorded lectures and psychological support. Social relationships, although facilitated by technology, remain complicated due to physical distance and the sports environment. In conclusion, student-athletes face difficulties in balancing their responsibilities due to a lack of institutional support, making it essential to implement measures that improve academic flexibility and psychological support.

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Keywords:** Higher education, academic performance, Institutional experience.

**Title of the abstract:** An innovative dual-career university model. Lessons after a decade.

**Abstract:** Despite efforts by researchers and policymakers to develop universal and homogeneous dual career models applicable across the European common area, the reality is that each university currently applies this methodology according to its specific interests, available resources, and educational culture (Izzicupo et al., 2022; Sánchez-Pato et al., 2017). Consequently, the success or failure of a dual career model can only be assessed based on the individual experience of each higher education institution (Capranica et al., 2022). In 2015, UCAM - the Catholic University of Murcia, Spain, launched the Erasmus+ project 'ESTPORT' (557204-EPP-1-2014-1-ES-SPO-SCP), which enabled the design and implementation of an innovative methodology to support the dual careers of student-athletes. Nearly a decade later, the project's legacy remains active, having been enhanced through the experience gained from more than 20 additional European projects won by the institution, which have progressively incorporated new elements. The objective of this work is to present the findings obtained through the empirical experience of developing, year after year, a successful university dual career model. Starting with just one initial user, UCAM's dual career program now includes 158 student-athletes. In an Olympic year, students have participated in 132 tutorials (both online and in-person) and have taken 573 exams, amounting to over 1,100 hours of assessments. Academic results have aligned with athletic achievements: at Paris 2024, UCAM students won 15 medals and 33 Olympic diplomas, making it one of the highest-performing universities worldwide.

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

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**Keywords:** Erasmus+, student mobility, good practices, dual-career support, network

**Title of the abstract:** The Erasmus+ academic mobility of Student-Athletes

**Abstract:** Many studies and EU works highlight that DC students need multiple types of support in order to avoid dropping out of one of the two pursued careers. An Erasmus+ academic mobility abroad poses additional challenges for DC students, which is why they often withdraw from an exchange application. They face too many difficulties: finding the right sports contact at the host university, ensuring appropriate conditions for their sports practice abroad, obtaining useful arrangements for their academic studies from the host university. The SAMEurope project is committed to creating more equal opportunities and better inclusion of DC students in the Erasmus+ mobility programme. The project develops practical tools aimed at facilitating synergies of support for DC students between a wide range of European universities, in order to make their Erasmus+ mobility accessible. The SAMEurope platform for DC students showcases which universities are open to them for an Erasmus+ mobility, and the level of support they can count on. This IT tool collects and aggregates selected criteria on each participating university, taking into account the available DC support, sports facilities and academic programmes available to international students. This is made possible by a cross-departmental team within each DC-friendly university. University sports staff are more involved in local or national sports partnerships. The International Relations Office has the resources and skills to help them find counterparts in Erasmus+ partners. Together in an effective team, they can foster international cooperation in the field of the Erasmus+ mobility of DC students. This specific cooperation requires a reliable frame of reference between universities, which has been developed and published as an innovative set of common values: the SAMEurope Guide of Good Practices. A ranking of 31 possible benefits for DC students and 14 best practices proposes a sustainable support system for DC student mobili

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 october 2024

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**Keywords:** peers, mentoring, higher education, sports

**Title of the abstract:** The Spanish University dual mentoring network for student-athletes

**Abstract:** The Spanish legislation on sports and universities urges universities to promote and facilitate the development of the dual career of student-athletes during their university stage. It means to facilitate the combination of their sports career with their academic career. Although the legislation is clear and endorsed by the European Union policies on dual careers, the reality is that there is no reference model to develop dual careers in Spanish universities efficiently. There are honourable exceptions, ad hoc models, or more or less successful initiatives. However, there is no realistic reference model that fits into the European Higher Education Area (EHEA), to which the Spanish university system owes its support. As such, the goal of this presentation is to show “University Network for Dual Mentoring for Student-Athletes”, as the aggregation of several research groups that work on dual careers, connecting them with a consolidated research group that has developed and registered a “dual mentoring” model within the framework of the EHEA, which complements the classic tutorial action with dual mentoring. With the creation of the Network, we propose to design a mentoring protocol for universities that facilitates the dual career of student-athletes, adapting the “dual mentoring” model already existing to the population of high-level student-athletes. By combining the expertise of the FORVI group on “dual mentoring” with that of other groups on dual careers, we will propose an innovative model that provides support to high-level student-athletes who study at our universities while competing in representing their clubs, universities, and autonomous communities and the entire country.

## 20th Annual Conference European Athlete Student

*Dual career in school and University – innovative bridges between sport and education*

Academy of Physical Education, Katowice (Poland) 1-3 October 2024

**Author(s):** M. Bellafiore, A. Scardina, D.S.S. Vicari, M. Albanese, L. Capranica, D. Mujkic, A. Palma, A. Kesick, A. Bianco

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**Keywords:** Talent identification, dual career, coach, teacher, focus group

**Title of the abstract:** **Title of the abstract:** The identification of standards by teachers and coaches for talent recognition and promote dual careers. Results from Talent Project

**Abstract:** Background: In their developmental years, talented student-athletes encounter several difficulties in managing the simultaneous and mutual interaction between the demands of school and sport training commitments. This phenomenon increases the risk of dropping one of the two activities or not practicing them successfully. Therefore, the aim of this study was to engage European teachers and coaches to identify standards for talent recognition and promote dual career. Methods: This study was developed as part of the TALENT project, which is promoted by a European consortium of 7 partner institutions. Each partner conducted two focus groups: one with at least 12 coaches and one with at least 12 teachers. A fair number of team and individual sports coaches with at least 5 years of sports experience were recruited. On the other side, teachers with at least 5 years of school activity in different levels of education were engaged. A total of 12 focus groups were conducted with 77 teachers and 73 coaches for creating talent identification standards. The focus group interview consisted of 8 open-ended stimulus questions. Results: A list of statements was reported in which common themes, regarding communication and cooperation, structural challenges, parental involvement and standardisation and training, underscored the importance of a multidisciplinary approach to talent development. Coaches recognised the significance of character traits, early exposure to sports, and psychological readiness in identifying talent. Teachers highlighted the importance of advocating for professionalization in coaching, creating opportunities for extracurricular activities, involving parents constructively, and developing systematic approaches to talent identification and development. Conclusion: This list of statements could help establish formal guidelines that may be useful for coaches or teachers to identify talented student-athletes and cultivate their academic and athletic potential.

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**Keywords:** developmental evaluation, student-athletes, dual-career development environments, higher education

**Title of the abstract:** A developmental evaluation model for evaluating dual-career development environments in higher education in Finland

**Abstract:** The focus on supporting athletes' dual-careers has started to emphasize the function of the dual-career development environments (DCDEs) to efficiently guide student athletes toward their athletic endeavors, professional career goals, and development in a sustainable manner. To evaluate these functions and to develop DCDEs one promising method is developmental evaluation. The aim of the present study was to develop a model for evaluating higher education DCDEs in Finland by evaluating two DCDEs using a developmental evaluation approach. We obtained an in-depth description of the environment using the quality features, the self-assessment report, student-athletes survey, document analysis, focus group interviews, and observations. This study follows multiple method design. The results showed that DC support team personnel had close contacts and relationships among the staff members. A consent form provided advantages (e.g., flexible solutions) for student-athletes and flexible examination made it possible to accomplish courses abroad or during training camps. DCDE had developed designated DC courses, which included content addressing well-being and DC balance. Furthermore, DCDE provided quality services for daily training (e.g., gyms, indoor halls) and funding for the student-athletes competitions (e.g., university games). However, the results demonstrated some barriers for DC development. Recognizing student-athletes at the beginning of their studies was pointed out as a barrier to utilizing all the support services for student-athletes and need to specifically categorize under which level athletes would have more support. The strengths of the model that were recognized were participatory evaluation and continuous dialogue between actors (e.g., management) in the DCDE, which supported the idea that developmental processes were facilitated and DC guidelines were implemented to support student-athletes DCs.

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**Keywords:** online platform, students athletes, sport, education

**Title of the abstract:** Find Me: University Dual Career Opportunities

**Abstract:** In the last years, the interest in dual career topics increased enormously in the European Union (EU), leading to several initiatives in different countries aimed to develop dual career programs. According to European Union (EU)'s lexicon, the term dual career describes "an athlete that combine, without unreasonable personal effort, their sporting career with education and/or work in a flexible way through highquality training in order to protect their moral, health, educational and professional interests without compromising either objective, with a particular focus on the continued formal education of young athletes (European Commission, 2012)". Thus, dual career programs aim to allow studentathletes (SAs) to combine education and highperformance sport. A dual career program is needed since both activities are time and energy demanding and often require travelling or living abroad for long periods. Without support, athletes may find themselves in the situation of having to choose between study and sport, thus compromising his right to an education. To date, each country in the EU is addressing the issue with their own methods. The primary aim of the FIND ME project is to structure an evidencebased European platform specifically tailored for dual career at university level, in line with the recommendations of the EU Guidelines on Dual Careers of Athletes (European Commission, 2012). The partners of the FIND ME consortium will bring together a solid experience in dual career networks at national, European, and International networks, the involvement in the European Minimum Study on the minimum quality requirements for dual career services and in the Research for cult committee qualifications/dual careers in sports, the participation in the More Than Gold guidelines as well as in several European dual career projects, and the Italian dual career university platform.

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Academy of Physical Education, Katowice (Poland) 1-3 October 2024

**Author(s):** Hervé Bizzotto, Dorothée Brac de la Perrière

**Affiliation:** National Institute of Applied Sciences of Lyon

**Keywords:** student athletes, dual career program, support, higher education, highperformance sport

**Title of the abstract:** The high performance sports section of a French Engineering school

**Abstract:** INSA Lyon is a French engineering school founded by a philosopher who instilled sport as a core value in his model. Sport is compulsory and earns ECTS credits for all students, regardless of their sporting level. INSA Lyon's High Performance Sports Section (HPSS) was created in 1981 to support students who excel in sport, accompanying them to national, international and world championships while training them to become humanistic engineers. In total, this programme has contributed to the training of 32 world champions, including 2 in 2024. Seven students and alumni took part in the Paris 2024 Olympic and Paralympic Games as competitors or referees. The recruitment of student athletes is based on a crossreference selection: on the one hand, only applications with strong academic and scientific results are considered, as INSA Lyon is a highly selective engineering school. On the other hand, the recruitment is based on the official list of promising top athletes published yearly by the French Ministry of Sport. For the 2024/25 academic year, the HPSS welcomes 181 student athletes (126 men and 55 women). They are offered a strong and global support that includes a great number of both academic and sportive arrangements, such as:

- Extended study period: 7 to 10 years instead of 5;
- Postponement of courses and exams;
- Remote courses;
- Dedicated facilities;
- Sports and health monitoring;
- Financial support;
- Support for the internship in a company, etc.

More than 43 sports are represented and the HPSS works closely with both internal and external stakeholders to ensure the maximum support for the students. This means having special relationships with 41 clubs and several federations for the training of the students, with the private sector and corporate partners for the internship of the students, but also with the different educational departments of INSA Lyon to support them with a wide range of arrangements.



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**Author(s):** Youness KAROUACH (PhD student), Amina AZMI (Professor), Abderrahim RHARIB (Professor)

**Affiliation:** Hassan 2 University, ENCG Casablanca, Morocco

**Keywords:** Institutional Support, Dual Career, StudentAthletes, Morocco

**Title of the abstract:** The Role of Institutional Support in the Success of Dual Careers for StudentAthletes in Morocco

**Abstract:** The dual career pathway, where athletes pursue both academic and athletic success, presents unique challenges but is essential for many young individuals striving for excellence in both fields. This presentation investigates the critical role of institutional support in facilitating the success of studentathletes who balance the demands of competitive sports with academic achievement, in the evolving context of Morocco. Using a case study approach, this research explores the policies, programs, and resources developed by educational and governmental institutions to assist studentathletes. Specifically, it examines initiatives by the Moroccan Ministry of National Education, Preschool and Sports aimed at providing studentathletes in high school with the flexibility and resources needed to excel in both domains. The presentation will delve into key institutional support mechanisms, such as flexible academic programs, specialized sportseducation pathways, financial aid, and logistical support, that enable young athletes to manage their dual careers. It will also address the common challenges these athletes face, such as balancing time commitments and managing stress, and how institutional frameworks can alleviate these pressures.

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**9. Appendix.**

***Ewa Sowa's Conference Graphics***

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- innovative solutions
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#### **LOCATION/VENUE**

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