

Report WP1: Current situation of athlete migration in Europe

WP1.1: Current state of research and practices

The project "*Athletic migration: Dual Career and qualification in sports (AMiD)*" promotes and supports good governance in sports and higher education of student-athletes by building a network for exchange of best practices and developing skills and competences in Dual Career (DC), specifically addressing migrating student-athletes. AMiD builds on "the state of the art" of DC by assessing and considering the existing practices and research findings to define the basis for developing the current project.

Although education comprises crucial elements for both the holistic development of athletes and their future career opportunities (Stambulova and Alfermann, 2009), difficulties in combining athletic and educational pathways often exist, especially when intense training and competition commitments are necessary to achieve top-level athletic performances (Alfermann and Stambulova, 2007; Aquilina, 2013). Moreover, the lack of proximity between sports and educational facilities and specific agreements between sports organizations and academic institutions in offering DC support services often leads to dropouts in sports or academic aspirations (Wylleman and Reints, 2010; Donnelly and Petherick, 2004; Conzelmann and Nagel, 2003). However, findings from the European study on "Minimum Quality Requirements for Dual Career Services and Facilities" (Amsterdam University of Applied Science et al., 2016) confirmed that the majority of Member States still lack effective measures to support and monitor DC pathways of talented and elite athletes, particularly when they migrate across European Union (EU) countries. Thus, migrating athletes are a very suitable target group to focus on because they venture in multiple EU countries during their careers including sports training and formal education.

For international exchange students, Mazzarol and Soutar (2002) identified the so-called 'push-pull factors' as the decision to leave the country (push factors), the decision to look abroad (pull factors) and study in a specific country, and finally, the decision to select a specific academic institution. Conversely, the pull factors for migrating student-athletes involve the value of an

athletic scholarship, coach relationship, post-academic career opportunities, level of competition, and finally, the academic reputation of the school (Popp, Pierce, & Hums, 2011). Moreover, various types of migrating athletes, mainly based on their motivation, have been defined as (Magee and Sugden, 2002; Maguire 1999, 2004): "mercenary", "nomadic cosmopolitan", "settler", "returnee", "exile (and expelled)", "ambitionist", "pioneer". Based on these categories, migrating athletes can be driven (i.e., pushing factors) by the motivation to acquire new sports knowledge, to test themselves in a new culture, to achieve excellence or to increase monetary rewards.

In addition, student-athletes frequently travel abroad for sports training and sports stages, competitions (including long tournaments) and/or studies. They generally consider this mobility as temporary, having the intention to come back to their countries of origin. As a result, many aspects of DC have an EU dimension, involving several countries and institutions and a lack of cooperation among them contributes to the combination and the pursuit of dual pathways very challenging, especially when specific facilities and environments are crucial (i.e., winter sports, summer sports) and when other athletes are involved (team sports). Therefore, student-athletes often experience organizational barriers to continue their DC abroad. For example, when travelling for sport-related reasons, many student-athletes are absent from their education institution and attempt to study on their own since it is difficult to find educational support in the other country. When returning to their educational setting in the home country, student-athletes typically find that they are not able to keep up with other students and often experience a lack of understanding and support from their schools or universities. On the other hand, when student-athletes travel abroad for educational purposes they may experience a lack of opportunities to continue their trainings in the new country. When they return to their home countries, they find themselves behind their sport peers and often experience a lack of understanding and support from their coaches and sport organizations.

The obstacles of migration within the EU derive from the various policies in sports, education, and DC services across EU countries. The different legislative frameworks in sports and education sectors of each of the 28 Member States create a huge diversity (Aquilina and Henry, 2010; Henry, 2013; Capranica and Guidotti, 2016). The national arrangements range from 1) centric regulation by the state, 2) facilitation/sponsorship by the state, 3) national federations/institutes installed to facilitate DC, to 4) no formal structures (i.e. *laissez-faire*,

responsibility is on sports and education institutions) (Aquilina and Henry, 2010; Caput-Jogunica et al., 2012; Henry, 2013). These differences in organizational approaches result in country-specific eligibility criteria for student-athletes as well as institutions and services. Since the lack of common criteria is reported to hinder the generalization of practices in the EU (Guidotti, Cortis, and Capranica, 2015), the work package 1.2 addresses specifically this issue. The Study Guide delivered by the EU WINNER project also highlights this importance and stresses the consideration of environments across the EU.

To understand the possible commonalities and provide some insight into the facilitation of migration of student-athletes, all AMiD partners illustrated the current DC situation in their own country during the kick-off meeting in Salzburg (February 6-10, 2018). The summarized reflection of current situation is depicted in Table 1.

Notably, a survey carried out by the European Athlete as Student network (EAS) in collaboration with International University Sports Federation (FISU) at the 2017 Universiade Games in Taipei (Taiwan) highlighted that 60% of the athletes participating in the Games (417 participants, of which 258 Europeans) were not familiar with policies, programs or measures that facilitate the combination of elite sports and studies, even in countries where DC programs are in place.

In addition, independently from the existence of national or local DC programs, all AMiD project partners highlighted problems occurring in their own country as follows:

- lack of a comprehensive national policy for DC including common criteria to identify talented and elite athletes, including in countries (Austria, Finland and Germany) where national and/or regional agencies operate DC programs;
- lack of specific agreements between sport federations and academic institutions aimed at the common goal of developing a shared program for high achievement both in sports and academic studies. Interestingly, Germany laments a dropout of athletes while other countries highlight lack of recognition of sport career as a source of skills/informal education and poor performance in academic environment;
- lack of resources to support DC programs for both student-athletes and institutions (sports/academic);

- lack of differentiation of services, if present, to student-athletes based on their specific situations and needs (e.g., type of education/sports), especially when dealing with sports affected by seasonal changes, such as winter and outdoor/summer sports.

Table 1. The current national Dual Career situations in project partner countries.

COUNTRY	AUSTRIA	GERMANY	FINLAND	ITALY	SLOVENIA
Reference	KADA, Olympic Training Center Salzburg-Rif, SSM, literature research	adh, Olympic Training Centers (OTC), student service centers	NOC, Lapland UAS, Lapland Sports Academy experiences, literature research	Semi-structured interviews with coaches from Italian federations, literature research	Literature research
General overview	Several regional systems supporting DC at secondary education level (e.g. SSM). At tertiary level, a governmentally supported organization, KADA, operates across Austria (713 athletes in 2017). Services are also provided to Austrians abroad and foreigners competing for an Austrian club.	19 OTCs all over Germany provide general services to athletes. adh unites 197 universities all over Germany; 107 of them offer non-monetary support to student-athletes (academic flexibility, individual academic counseling, free access to university training facilities and housing). About 90 additional higher education institutes have bilateral contracts with OTCs.	DC is supported by sports academies that exist in all Finnish regions. Sports academies are linked with universities but there is no formal regulation. Services are provided for young student-athletes who need to apply for membership independently on study enrolment.	There is no central DC policy in place at national level. Various agreements and initiatives between and within single sport and educational institutions approach DC. Services and eligibility criteria differ and are limited in numbers. National Olympic Committees and NSF guarantee flexibility and a 45-day athletic leave to prepare and compete in sport events.	Adjustment in schools and organization of sports classes in primary and secondary schools is regulated by the Rules on Adjustment of School Obligations to Elite Athletes. No regulations exist in higher education. Universities autonomously establish their own programs and regulations.

Problems	<ul style="list-style-type: none"> - Awareness and full access to services in place - Acknowledgement of exams - Transition management - Missing networks and formal regulations 	<ul style="list-style-type: none"> - Cooperation between OTCs and local University Sport Services, which are often in charge of DC programs - Not well elaborated cooperation between adh and DOSB unit for DC - Services of OTCs not specified for the needs of DC and migration - Federalism of 16 counties 	<ul style="list-style-type: none"> - Lack in recognition of sports career - Lack in recognition of DC in the education system - Rigid education system hindering innovative solutions 	<ul style="list-style-type: none"> - No national policies or formal data - No common criteria to identify talented and elite athletes - Difficulties encountered by student-athletes depend on education level and sports. 	<ul style="list-style-type: none"> - No DC organizations in place - No support from the National Olympic Committee - No attempts of NOC and sports federations to cooperate with universities - Informal and individual DC steps required from each student-athlete
Good practices	<ul style="list-style-type: none"> - Individual and specific counseling (personal counselors) - Academic staff involved in DC as coordinators between KADA and universities - Supporting Austrian athletes abroad and integrating foreign athletes into the Austrian education system 	<ul style="list-style-type: none"> - Flexible presence and examination policies - Reduction of fees - Free access to facilities - Individual counseling - Providing housing 	<ul style="list-style-type: none"> - Including DC tutors in the education staff - Raising awareness on DC and its value in educational staff - European cooperation that facilitates mutual learning 	<ul style="list-style-type: none"> - Skiing colleges for athletes (14-19 years), sponsored by the Italian Winter Sport Federation, collaborating with high schools - Flexibility of academic staff, also in the absence of specific DC programs - University sport centers provides training facilities - Athlete Career Program of the employment agency supports former athletes to enter the labor market 	<ul style="list-style-type: none"> - Implementation of distance education for secondary school students by the NOC - e-learning bachelor program for athletes (since 2017) - scholarship and tuition fee for university, for talented and elite athletes

Needs	<ul style="list-style-type: none"> - Professional planning - Support structures on site - Full access to training facilities - Networks - Financial support 	<ul style="list-style-type: none"> - Improved communication between institutional stakeholders - Improved commitment of political institutions - state financed support of DC structures in education - Special transitioning support when a change of systems is required 	<ul style="list-style-type: none"> - Recognition of student-athletes as specific group - Distance learning - Resources - Pedagogical and intercultural skills 	<ul style="list-style-type: none"> - Formal recognition of student-athletes - Communication between sports and academic stakeholders - Flexibility in academics - Recognition of sport as a means of informal education - Financial support 	<ul style="list-style-type: none"> - Establishment of central/state regulated DC support - Accommodations for athletes in university programs
Possible solutions	<ul style="list-style-type: none"> - Systematic networks with clear regulations - Cooperation among and between universities and sport federations - Central European DC institution 	<ul style="list-style-type: none"> - legal regulations for the migration between educational institutions within Germany - International contracts for the mobility of athletes during education phases - Special financial support for DC programs that include migration strategies 	<ul style="list-style-type: none"> - Pilots that are implemented provide constantly relevant data - ICT best practices 	<ul style="list-style-type: none"> - Reserving parts of the ERASMUS+ mobility specifically for student-athletes - Sharing of education programs nationally and within EU - e-learning - Consideration of DC policies in the quality assurance indexes for educational institutions by the Ministry of education 	

WP1.2: Definitions and classifications of athletic migration

The present project builds on previous progresses in the field of DC such as outcomes from the EU project "WINNER". Therefore, the assessment and consideration of existing findings is essential to define the scope and the relevant target groups for investigations of this project. The report on this sub-WorkPackage (WP) 1.2 provides a definition of the term *athletic migration* and its classifications based on three approaches: 1) literature research, 2) assessment from scientific DC experts, and 3) experience from practical DC experts. Common criteria - applicable across EU countries - to classify target groups are important to provide coordinated support services that can be implemented across countries.

The whole project team gathered and reviewed literature of DC, especially regarding athletic migration that has been reported in WP1.1. Additionally, the consortium presented the current situations in their specific nations during the kick-off meeting held in Salzburg (February 6-10, 2018) and the findings were summarized by the University of Cassino and Southern Lazio, leader of WP1.

Findings agree that athletic migration refers to an athlete's change of residence (i.e., relocation), although further specifications do not emerge (e.g., How do you define "an athlete"? What do you mean by "change of residence", within the same country/between countries?). Possible specifications may depend on the framework and interests of specific investigations although the majority of the literature defines change of residence from one country to another and not within one country. Moreover, the literature classifies athletic migration into 6-7 different categories (well depicted by Love & Kim, 2011). The common classification system is based on the individual motivation for athletic migration that Mazzarol and Soutar (2002) summarize as decisions to: leave the country (push factors), look abroad and study in a specific country (pull factors), select a specific academic institution based on the pull factors. These factors introduced in WP1.1 are all based on motivation, not accounting for differences between nations and/or support measures.

Love and Kim (2011) limit the analysis to athlete's motivation to migrate without addressing the challenges and the needs encountered in pursuing careers as result of migration.

The classifications derived from motivational reasons for athletic migration are distinctively characterized, but in fact migrants of different classifications can share the same challenges, such as the "mercenary" and the "ambitionist". The underlying motivation of the mercenary is the economic benefit and the athlete may face everything but economic challenges (e.g. social integration). Conversely, the ambitionist is driven by idealism and potentially challenged by a variety of difficulties. This example demonstrates cases of different classifications can share the same challenges, despite different motivation for migration and different circumstances before migration. Support measures can help both cases to tackle shared challenges. Hence, support measures need to address the characteristics of migration that define challenges and needs rather than motivations and original circumstances.

Since the project aims at providing practical support measures in DC, the consortium decided to classify athletic migration not only based on the underlying motivational categories but also on the resulting factors that may severely affect the challenges and needs faced specifically by the student-athlete. These factors were found to be:

1. Location of migration (national vs. international):

It needs to be considered whether migration takes place within or across national borders since the challenges may vary (e.g. language, cooperation between federations, different support structures). Additional organizational challenges may occur for migrating student-athletes leaving or entering the EU.

2. Reasons for migration (academic vs. sport):

Migration may occur for academic, sport or both reasons. In this case the expected challenges may be limited to adjusting to a new environment and both academic and sport career are likely to benefit from migration. However, if migration is dictated by either sport or academic career, the challenges encountered may become relevant for one of the careers pursued and the need of support for student-athletes become relevant.

3. Level of careers:

The actual level of both careers influences the requirements to continue the career path successfully. The sports level defines e.g. required training time, fixed schedules, facilities, environments, coaching expertise, and specific staff. The academic level (Bachelor, Master,

Doctoral) often characterizes organizational structures and individual flexibility, but also requirements on attendance, laboratories, and specific expertise of tutoring staff.

Sub-WP1.2 delivers this 3-level classification system that characterizes determinant factors on challenges and needs. This will be considered and integrated in subsequent steps of the project (especially defining target groups, collecting data, selecting support measures). This represents the basis to classify the sample and assess the data of an empiric study in sub-WP1.3 and to define criteria of AMiD student-athletes in WP2.

WP1.3: Challenges and needs in athletic migration

Based on the overview of the current situation in nations and of literature review about DC and the poor data available on migration (WP1.1), partners decided (kick-off meeting in Salzburg February 6-10, 2018):

- to prepare a questionnaire to be submitted in each participating country to evaluate the perceived situation and services by student-athletes. We will refer to this questionnaire as the AMiD questionnaire;
- to prepare a questionnaire to be submitted to the European University Sports Association (EUSA) games 2018 (July 15-28) to evaluate the perceived situation and services by student-athletes from the entire EU (including countries that are not project partners). We will refer to this questionnaire as the EUSA questionnaire;
- to analyze the results of questionnaires to define the student-athletes' perceived situation, needs and suggestions for DC and migration in the EU.

The findings of WP1.2 served to collect the characteristics of the sample and to relate the observed challenges to specific characteristics of DC migration (e.g. criteria of the student-athlete). Based on this knowledge, support measures to confront specific challenges can be developed and applied according to the criteria of the targeted student-athlete.

A first draft of the questionnaire was prepared in English by University of Cassino and Southern Lazio, leader of WP1, with the collaboration of the University of Salzburg. A Skype meeting to discuss content with partners was held on February 16th, 2018.

The first draft of the questionnaire was then forwarded to partners for evaluation. After feedback, the final version in English was sent to all partners. Each partner university recruited two student-athletes (with mobility background and sufficient English skills) to complete the questionnaire and reported any concerns that the recruited student-athletes have raised (deadline: April 6th, 2018). After collection of feedback from recruited student-athletes and partners, the final version of the English AMiD questionnaire was prepared by University of Cassino and Southern Lazio and sent to all partners for translation in their native language and again into English language. The questionnaire was composed of 10-50 items (skipping some of the questions if not appropriate based on previous responses) with i) 5-point Likert scale, ii) dichotomous (Yes/No), iii) closed and open responses.

During a 3-month period each partner administered the questionnaire to student-athletes in the country. The collecting period was extended to September 30th 2018 until the desired number of filled questionnaires was reached in all countries.

The partners adopted different strategies to reach student-athletes, dependent on the existence of national DC agency:

- The University of Salzburg included KADA in distributing the online link of the AMiD-questionnaire via e-mail to all KADA athletes (713 in 2017). Given the limited number of responses after two months (despite two reminders to all KADA athletes), academic staff at other institutions, KADA athletes and student-athletes without KADA registration were contacted personally to fill the questionnaire. Total AMiD questionnaires collected: 45;
- Lapland University of Applied Sciences implemented the distribution of the questionnaire in cooperation with Finnish Olympic Committee and regional sport academies and, during the extended period, they also contacted teaching staff. Total AMiD questionnaires collected: 48;
- Hochschulsport Hamburg distributed the AMiD questionnaire link: i) directly to athletes who participated on behalf of the University Sport Service Hamburg in international events

in 2018 and to athletes enrolled in the program "Spitzensport Stipendium Metropolregion Rhein Neckar" (<http://www.spitzensport-stipendium.de>), ii) to the New German athletes union, "Athleten Deutschland", asking to promote the survey, iii) to the Olympic Training centers Hamburg/Berlin that refused to distribute the questionnaire. Total AMiD questionnaires collected: 46;

- University of Ljubljana distributed the online-link of the AMiD questionnaire via: i) the official list of student-athletes registered with SUSA (Slovenian University Sport Association) that includes students competing in University games, ii) the web page of University of Ljubljana (Faculty of Sport), iii) individual students-athletes attending academic lectures, asking to administer also to other student-athletes. Total AMiD questionnaires collected: 42;
- Lacking a national database of student-athletes, University of Cassino and Southern Lazio prepared an explanation letter (that included a brief description and aim of the project, reason of selection, benefits of participation, information on data usage and contact details) that was sent, asking to promote and distribute the questionnaire via e-mail along with the online link to: i) institutions that have established DC programs, ii) colleagues at other institutions known personally, iii) national sport federations, iv) coaches known personally, and v) student-athletes known personally. The questionnaire link was also shared via personal Instagram and Facebook. Total AMiD questionnaires collected: 64.

A shorted version of the questionnaire was implemented as hard-copy at the EUSA Games 2018. This survey was administered to participating student-athletes on arrival and in cafeterias. The aim was to also reach student-athletes from EU countries other than the AMiD partner countries to assess how well the responses in partner countries (from the AMiD questionnaire) reflect the perception in other EU countries. The EUSA questionnaire consisted of only 22 questions and is appended at the end of this document. A total of 55 filled questionnaires were collected.

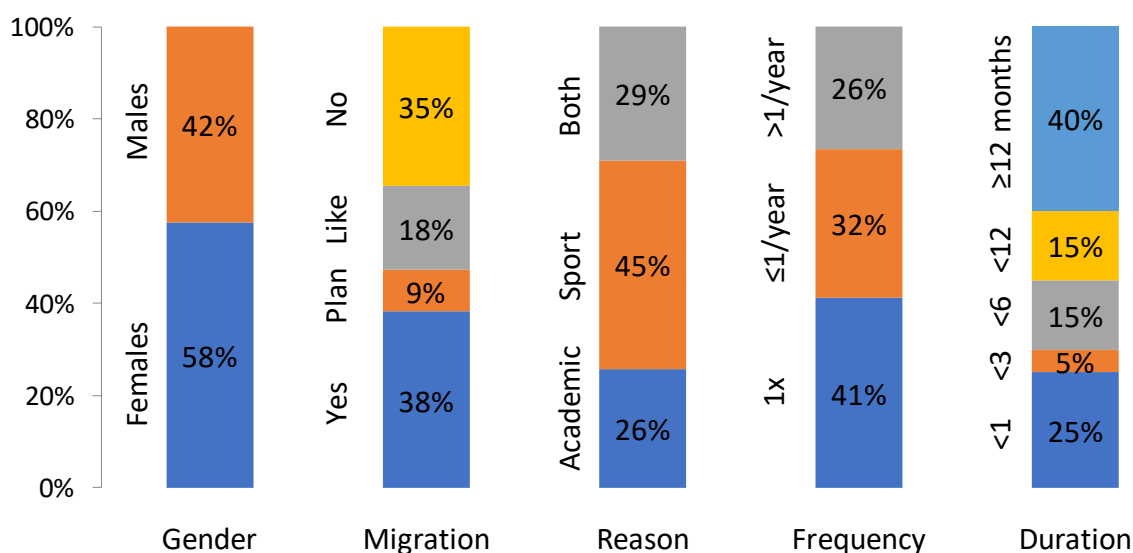
Data from completed AMiD questionnaires were merged on a single file and each partner was asked to translate the open responses into English language. The data set ready for analyses was completed on November 11th, 2018. Preliminary results of the AMiD questionnaire were

presented to the scientific community at the 15th annual conference of the EAS network (Coimbra, September 12th-14th, 2018).

Descriptive analyses of the AMiD questionnaire are reported in Table 2, 3 and 4. About 50% of the responders were migrant student-athletes, with a minimum of 42% in Italy and a maximum of 63% in Austria. It is noteworthy that gender distribution of the responders favored females, with a maximum of 83% in Germany.

EUSA questionnaire data was derived from student-athletes (23.2 ± 3.2 years) from Portugal ($n=11$), France ($n=10$), Switzerland ($n=9$), Germany ($n=4$), Spain ($n=4$), Austria ($n=2$), Italy ($n=2$), Montenegro ($n=2$), Poland ($n=2$), Albania ($n=1$), Croatia ($n=1$), Cyprus ($n=1$), Greek ($n=1$), Hungary ($n=1$), Kosovo ($n=1$), Russia ($n=1$), Serbia ($n=1$), Slovenia ($n=1$). The EUSA games mainly address non-environmental sports and all derived data is from participants who practiced non-environmental sports. Further characteristics of the sample are shown in Figure 1. On a 5-point-Likert scale from 1 (none) to 5 (a lot), the decrease in academic performance due to a relocation was rated 2.8 ± 1.4 and in sport performance 2.9 ± 1.5 .

Figure 1. Characteristics and migration experiences of the EUSA questionnaire sample.



Note: The reason for migration, frequency and duration were collected only from participants who already have migration experience or a concrete plan.

Based on the findings of both questionnaires, potential for improvement in practices (WP1.4) were derived and contents of WP2 and WP3 were specified.

Table 2. Characteristics of the sample.

	Italy (n=64)	Finland (n=48)	Austria (n=45)	German y (n=46)	Slovenia (n=42)	TOTAL (n=245)
Gender						
Female	52%	40%	60%	83%	57%	58%
Male	48%	60%	40%	17%	43%	42%
Age (years)	23.2±3.2	24.0±3.0	22.7±2.8	22.8±4.5	24.0±5.8	23.4±4.0
Studies						
Bachelor	75%	67%	64%	75%	64%	69%
Master	25%	25%	36%	15%	24%	25%
PhD	-	8%	-	10%	12%	6%
Sports						
Environmental	19%	28%	44%	31%	10%	26%
Non-environmental	81%	72%	56%	69%	90%	74%

Table 3. Characteristics of migration.

	Italy (n=64)	Finland (n=48)	Austria (n=45)	German y (n=46)	Sloveni a (n=42)	TOTAL (n=245)
Migration status						
Moved residence	42%	54%	63%	51%	57%	53%
Planned to ...	9%	4%	2%	7%	5%	6%
Would like to ...	38%	2%	9%	2%	9%	14%
No intention to ...	11%	40%	26%	40%	29%	27%
Frequency						
Only one time	42%	64%	82%	71%	60%	63%
Up to once per year	21%	36%	14%	24%	30%	23%
More than once per year	36%	-	4%	5%	10%	14%
Duration						
Less than a month	18%	-	-	13%	-	8%
Less than 3 months	9%	-	4%	-	-	4%
Less than 6 months	9%	18%	4%	6%	15%	9%
Less than 12 months	36%	9%	8%	13%	20%	20%
More than 12 months	27%	73%	85%	69%	65%	59%
Reasons						
Academics	24%	9%	14%	29%	47%	25%
Sports	61%	27%	28%	10%	16%	32%
Both	15%	64%	59%	62%	37%	43%

Table 4. Support measures and difficulties during migration, reported by student-athletes who migrated or had a concrete plan already.

	Italy (n=33)	Finland (n=28)	Austria (n=28)	German y (n=25)	Slovenia (n=26)	TOTAL (n=140)
Received money¹	48%	39%	57%	36%	85%	53%
From Academics	19%	17%	7%	30%	13%	16%
From Sports	44%	39%	34%	20%	45%	38%
From DC institutions	7%	13%	3%	15%	3%	8%
Others	30%	30%	55%	35%	39%	38%
Received tutoring/counseling²	7%	7%	19%	9%	1%	42%
From Academics	77%	45%	27%	41%	100%	41%
From Sports	-	23%	23%	32%	-	22%
From DC institutions	23%	14%	48%	14%	-	30%
Others	-	18%	2%	14%	-	8%
Difficulties due to migration³						
None	2	11	9	5	6	33
Exam schedule	11	6	9	4	6	36
Attendance	22	7	12	7	8	56
Language barriers	1	1	1	1	1	5
Training schedule	5	8	10	6	4	33
Teammates	3	5	3	2	2	15
Coaches	1	3	6	6	4	20
Training facilities	1	1	4	5	3	14
Social support	6	5	4	4	3	22
Others	1	0	1	0	0	2

Notes: DC=Dual Career

¹ Percentages of all student-athletes who received money to support the DC migration

² Percentages of all student-athletes who received tutoring/counseling to support the DC migration

³ Number of all student-athletes who experienced difficulties due to migration

WP1.4: Potentials for improvements in practices

The combined findings from the AMiD and EUSA questionnaires suggest the following practical actions to facilitate migration in DC:

- Specific agreements with professors about exams and classes that cannot be attended by student-athletes, especially in cases of long-distance travelling (international competitions); allowing more flexibility and online materials so that they can access materials when travelling for trainings or competitions;
- Increase in awareness and usage of DC organizations; and greater cooperation among different organizations that are involved in DC;
- Implementation of financial support;
- Installation of peer-support and mentoring to help not only with sport and academic issues but also with daily life problems and to facilitate the student-athletes' adjustment to the new environment and a smooth transition.

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Annex

(EUSA questionnaire)

1. **Citizenship:** _____
2. **Country of Higher Education Institution:** _____
3. **Gender:** Male ☐ Female ☐
4. **Age:** _____
5. **Practiced sport:** _____
6. **Training and competition (hours per week):** _____
7. **What is your usual competition level (not taking into consideration EUSA games)?**
 - ☐ Regional
 - ☐ National
 - ☐ International
8. **Which are the problems you are facing in the combination of elite sport and studies?**
(multiple answers are allowed)
 - ☐ Long absence from university classes
 - ☐ Missing single university classes due to training sessions
 - ☐ Missing university tests and exams
 - ☐ Extension of the study time
 - ☐ Reduced training sessions due to university education
 - ☐ Financial uncertainty
 - ☐ Overload to double burden
 - ☐ Little leisure time
 - ☐ Other: _____
9. **What type(s) of support is/are available to elite athletes who combine sport with study in your country?**
(multiple answers are allowed)
 - ☐ Financial
 - ☐ Sport facilities at/close to the university
 - ☐ Educational flexibility
 - ☐ Tutor at the university
 - ☐ Tutor at the sport organization
 - ☐ Other: _____
10. **In which field do you see possible improvement in the future?**
(multiple answers are allowed)
 - ☐ Financial
 - ☐ Sport facilities at/close to the university
 - ☐ Educational flexibility
 - ☐ Tutor at the university
 - ☐ Tutor at the sport organization
 - ☐ Legal/regulations aspects
- ☐ Communication on existing initiatives
- ☐ Other: _____
11. **As a student athlete, at sport level do you have support for**
(multiple answers are allowed)
 - ☐ Sleeping facilities
 - ☐ Restaurant, serving healthy, fresh and well-prepared food
 - ☐ Sport facilities of the highest international training level
 - ☐ Physiotherapy
 - ☐ Coach (Strength, Conditioning, Recovery)
 - ☐ Nutritionist
 - ☐ Sport Psychologist
 - ☐ Medical support
 - ☐ Tutor for Dual Career
 - ☐ Career counselling
 - ☐ Rooms to study - ICT and Internet equipped- and to relax
 - ☐ Other: _____
12. **As a student-athlete, at educational level do you have support for**
(multiple answers are allowed)
 - ☐ Sleeping facilities
 - ☐ Restaurant, serving healthy, fresh and well-prepared food
 - ☐ Sport facilities
 - ☐ Individualized study plan
 - ☐ Flexible class attendance
 - ☐ Flexible exam sessions
 - ☐ Tutor for Dual Career
 - ☐ Career counselling
 - ☐ Encouraged employability (of the individual) linked to industry-recognized providers
 - ☐ Rooms to study - ICT and Internet equipped- and to relax
 - ☐ Long-distance learning
 - ☐ Other: _____
13. **Are you a student-athlete having moved your residence for sport and/or academic reasons?**
 - ☐ Yes
 - ☐ Not yet but it is planned
 - ☐ No but I would like to
 - ☐ No and I do not intent to
14. **If YES, what was the main reason?**
 - ☐ Sport
 - ☐ Study
 - ☐ Both
15. **From:** _____ **To:** _____
(City and/or Country)
16. **For how long did/will you move your residence for sport and/or academic reasons?**
 - ☐ Less than a month
 - ☐ Between 1 month and 3 months
 - ☐ Between 3 months and 6 months
 - ☐ Between 6 months and 12 months
 - ☐ More than 12 months
17. **How often did/do/will you move your residence for sport and/or academic reasons?**
 - ☐ Only one time in my life
 - ☐ Once per year
 - ☐ More than once per year
18. **Why did/do/will you move your residence?**
 - ☐ Academic reasons
 - ☐ Sport reasons
 - ☐ Both academic and sport reasons
 - ☐ Other: _____
19. **Due to your change of residence, did/do you experience a decrease in performance?**
 - At academic level:
(None) 1 2 3 4 5 (A lot)
 - At sport level:
(None) 1 2 3 4 5 (A lot)
 - Other: _____
(None) 1 2 3 4 5 (A lot)
20. **Are you aware of good practices that you would like to benefit from when changing residence or sport and/or academic reasons?**
 - ☐ Yes ☐ No
21. **If YES, please specify:**
 - _____
 - _____
 - _____
 - _____
 - _____
22. **Do you have suggestions to facilitate the Dual Career when changing residence is required for the academic or sport path?**
 - _____
 - _____
 - _____
 - _____
 - _____