

Work Package 2.2.4

Effectiveness Evaluation of the implementation of the EU Guidelines on Dual Career at national (country) level

Working Document

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EFFECTIVENESS EVALUATION OF THE IMPLEMENTATION OF THE EU GUIDELINES ON DUAL CAREER AT NATIONAL (COUNTRY) LEVEL

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MANAGEMENT SUMMARY

Evaluating effectiveness in the context of dual career guidelines suggests assessing to what extent the *EU Guidelines on Dual Careers of Athletes* have been implemented on the national level. *Recommended Policy Actions in Support of Dual Careers in High-Performance Sport* ([GUIDELINES] European Commission, 2012) have been applied at the national level and which effect is observed on the elite sport system.

To evaluate programmes, various domains can be employed to assess effectiveness (Rossi, Lipsey, & Henry, 2019). These have been structured into three themes which guided the interviews with elite athletes in all countries. In total, 24 interviews with elite athletes from individual sports, team sports, Paralympic sports and 'modern' (i.e., relatively new additions to the Olympic Games) sports were conducted.

Theme 1 Programme Theory and Design

The interviews revealed that the awareness of the Dual Career concept at the national level is perceived as satisfactory among certain stakeholders. In total, only five out of 24 interviewees did not know about the concept/term 'Dual Career'. If athletes had the chance to become involved in creating Dual Career Guidelines, they would be first and foremost interested in flexible time schedules to better facilitate a Dual Career. They also believe that the general public and in particular education providers and employers should be more aware of Dual Careers, opportunities relating to Dual Careers and the demands of elite athletes.

Theme 2 Programme Process and Impact

The elite athletes did not feel an impact since the EU GUIDELINES were implemented – only six out of 24 felt a change. This is also due to lack of knowledge on these GUIDELINES. Having been exposed to the GUIDELINES the elite athletes consider the lacking implementation on national levels as core weakness, although the general approach is appreciated.

The concept of 'Dual Careers' is most often introduced through educational providers such as universities. Educational providers also offer most organisational support in this area – as perceived by the interviewed elite athletes. Yet, federations/associations and non-profit sport clubs were also considered as important stakeholders to foster the development of Dual Careers.

Considering specific Dual Career programmes, mentoring/tutoring and various workshops, where knowledge was facilitated, represented common activities to foster the dissemination of

information on Dual Careers and assist the elite athletes. More information needs to be disseminated, not only to athletes themselves, but also to employers and potential employers and the general public.

Theme 3 Programme Efficiency

Elite athletes invest a considerable amount of time in their Dual Career. However, they do not consider it as efficient considering the high resources put into it.

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1. INTRODUCTION

This summary report will be used to prepare the Intellectual Output IO.2.5 of the 'Media as a channel of Athletes' Dual Careers promotion and education' ('Ed Media') project. The aim of this report is to evaluate the effective implementation of the EU Guidelines on Dual Career (DC) at national (country) level as perceived by elite athletes.

The Dual Career of elite athletes in Europe is an essential pillar of elite sport systems and international success (De Bosscher, Shibli, Westerbeek, & van Bottenburg, 2015). However, elite athletes need to balance their resources efficiently to manage their sporting career and their career in education or the labour market simultaneously. Both careers demand full commitment from the athletes to reach their goals (Borggreffe & Cachay, 2014). Therefore, several stakeholders are involved to create supporting Dual Career measures (European Commission, 2012). Thus, policy actions in support of Dual Careers for elite athletes have been outlined. This report documents the effective implementation of these GUIDELINES at a national level as perceived by elite athletes.

Therefore, interviews with elite athletes in every partner country (Germany, Italy, Lithuania, Romania, Slovenia, Spain) were conducted to assess their perception of the effective implementation of the GUIDELINES.

This summary report presents the methodological approach to assess the effective implementation of the GUIDELINES including the creation of an interview guideline. The results derived from the interviews are presented and discussed. All interviews can be found in the appendix.

2. METHODOLOGICAL APPROACH

2.1 Conceptual Framework

The EU Guidelines on Dual Careers (European Commission, 2012) can be considered as input to the elite sport system of every country. The countries transform them into work strategies, tactics and implement concrete activities. The output would be an enhanced Dual Career system in each country. Figure 1 provides a simple overview about this process (Robbins, DeCenzo, & Coulter, 2013).

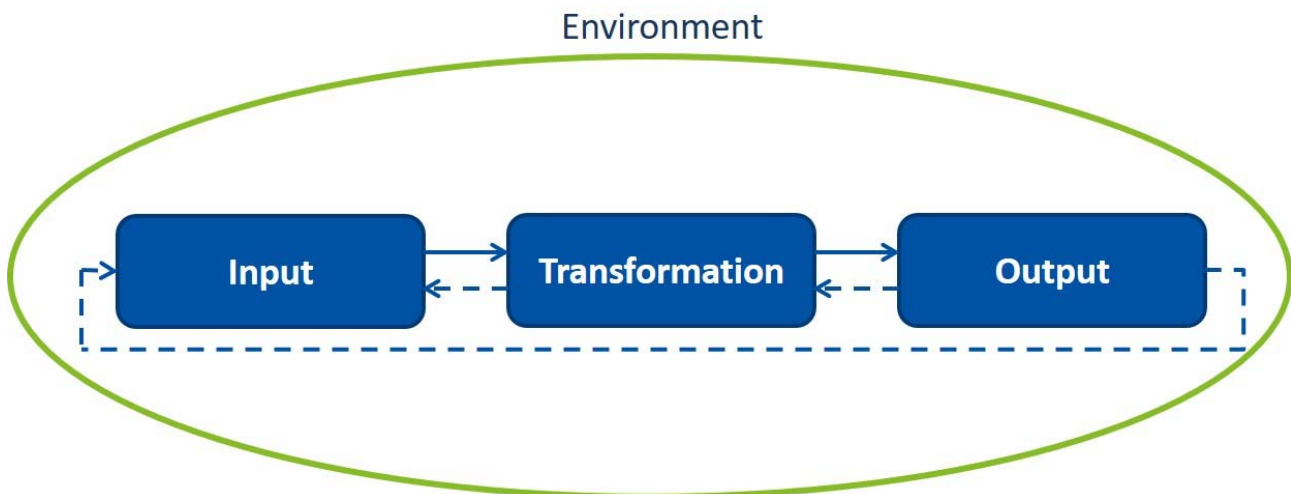


Figure 1: Input-Transformation-Output system

Evaluation effectiveness in this context suggests assessing to what extent the GUIDELINES have been transformed and which effect is observed on the elite sport system. Generally, theory has suggested five domains of evaluating programmes which include targeted questions for each domain (Rossi et al., 2019):

- 1) Need for the programme: Questions about the social conditions a programme is intended to ameliorate and the need for the programme
- 2) Programme theory and design: Questions about programme conceptualisation and design
- 3) Programme process: Questions about programme operations, implementation, service delivery and the way recipients experience the programme service
- 4) Programme impact: Questions about programme change in the targeted outcomes and the programme's impact on those changes
- 5) Programme efficiency: Questions about programme costs and cost-effectiveness

In this report, the implementation of the EU GUIDELINES on Dual Career in each partner country is seen as a programme. These national programmes need to be evaluated. As the first domain, need for a programme, is already well established and explained based on the previous reports of the Gap Analysis, the Desk Research and the Literature Review on Dual Career (Work Package 2), it receives no consideration in the effectiveness evaluation. Thus, a focus is set on the domains 2-5.

Domain 2, programme theory and design, evaluates the goals and objectives of the programme and compares the interventions with the social needs of the elite athletes. The main aim is to assess crucial details in relation to social problems. Domain 3 and 4, programme process and impact, are targeted towards the implementation of a programme. They assess the operation, functions, performance and field of implementation through questions about utilisation and coverage. The main aim is to collect data about the change in outcome of the implemented programme. Domain 5, programme efficiency, relates the programme costs to the programme effects and therefore assesses the efficiency (Rossi et al., 2019).

2.2 Method

Research Design

A qualitative research paradigm (inductive, bottom-up approach) was selected. This research approach aims to gain an in-depth understanding about the underlying factors concerning a certain topic, for example, the effectiveness of implementation of the GUIDELINES on the national level. Qualitative designs are an appropriate method of knowledge production where the subject area is broad and complex (Zaltman, LeMasters, & Heffring, 1982). Figure 2 provides an overview about an inductive research approach and the main characteristics of the process.

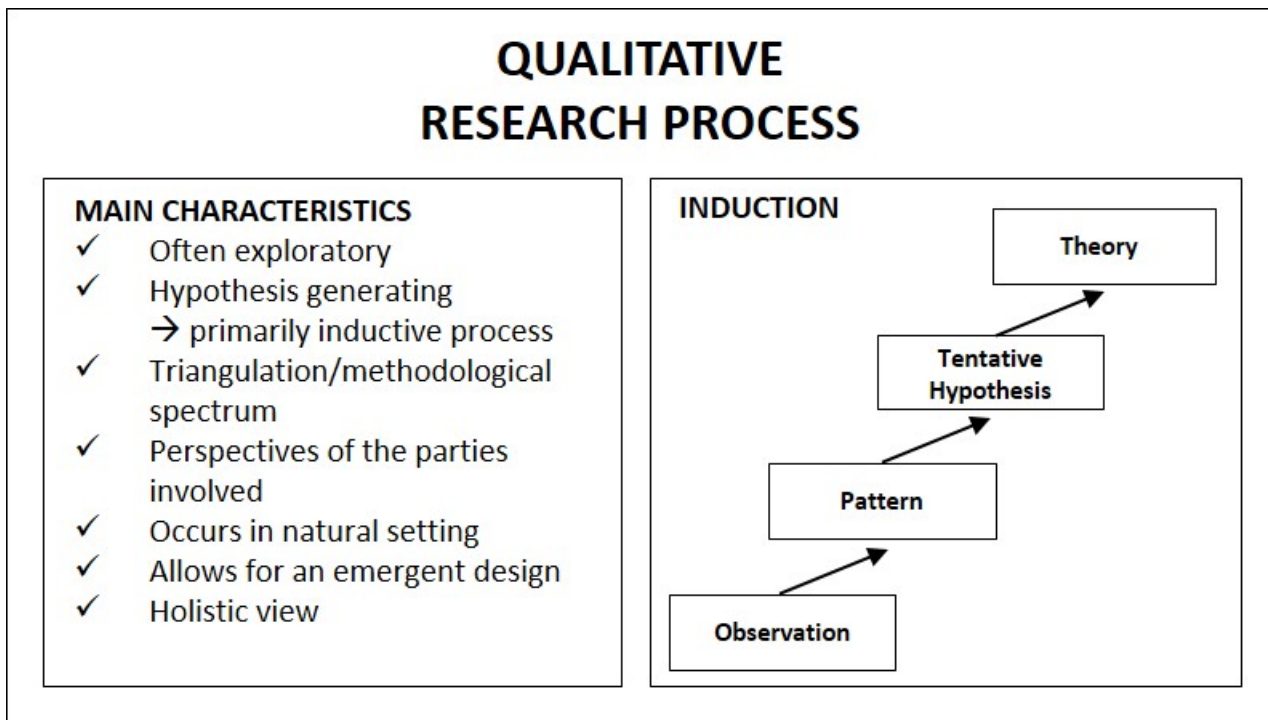


Figure 2: Qualitative Research Process (American Psychological Association, 2019; Burney & Saleem, 2008; Flick, von Kardorff, & Steinke, 2004)

Interview Guideline and Sampling

4

Following this approach, $n=24$ in-depth interviews with elite athletes from six different EU countries were conducted to assess the implementation of seven selected GUIDELINES (N° 3, 4, 7, 18, 19, 32, 34) of the EU GUIDELINES on Dual Careers of Athletes (European Commission, 2012) on the national level. This complements the Gap Analysis which is also part of Work Package 2. An interview guideline was created based on the evaluation domains 1) programme theory and design, 2) programme process, 3) programme impact and 4) programme efficiency. The domains 3 and 4 were combined to increase comprehension for the interviewees. To develop the interview guideline the problem-focused, sometimes called problem-centred, interview type according to Witzel (1982) was chosen. This method prioritises the experiences, perceptions and reflections of the respondent to a certain problem (topic). As the effectiveness evaluation of the implementation of the EU GUIDELINES constitutes a complex and partly unexplored topic, problem-focused interviews are appropriate as they allow at the same time to highlight certain aspects by concretising them and speaking relatively free to the interviewee. The method holds the premise of three principles (Witzel, 1982):

- (1) Problem-centring: There have to be pre-elaborated key aspects of the problem or topic (e.g., the Gap Analysis, Desk Research and Literature Review on Dual Career).

- (2) Subject-orientation: The development process of the interviews should refer to a specific subject (e.g., the EU GUIDELINES on Dual Career).
- (3) Process-orientation: The research gap/problem should be analysed based on data collection and data verification.

Based on these principles, problem-focused interviews are an appropriate method following a theory-driven research. The interview guideline, developed based on the aforementioned facts, can be found in Appendix 6.1.

Following the interview guideline, the subjective evaluation of the effectiveness of implementing the GUIDELINES and therefore DC instruments across the partner countries by athletes was captured. To receive different viewpoints, athletes from different sports (traditional individual sports, team sports, 'modern' sports, Paralympic sports) and in different stages of their athletic career were intercepted. A non-probability, that is convenience-sampling approach was employed (Bryman & Bell, 2007).

The goal has been to interview four athletes in each country: two athletes who are active as a professional athlete and two athletes who retired from professional sports. One athlete (out of the four) should pursue/should have pursued a Paralympic sport, independent of the sport. The other three athletes should pursue/should have pursued an Olympic sport to qualify as interview partner. Out of those three, the first athlete should pursue (or have had pursued) one sport out of those options: athletics, swimming, gymnastics, cross-country skiing or Nordic combined. The second athlete should pursue (or have had pursued) one sport out of those options: basketball, handball, (ice-)hockey, volleyball, bobsleigh or football. The third athlete should pursue (or have had pursued) one sport out of those options: BMX, sport climbing, skateboarding, surfing, freestyle skiing or snowboarding. Table 1 summarises all aspects.

Table 1: Requirements of interview partner

Three Olympic athletes or former Olympic athletes			One Paralympic athlete or former Paralympic athlete
One, who is/was in any of the following sports	One, who is/was in any of the following sports	One, who is/was in any of the following sports	One, who is/was in any Paralympic sport
Athletics	Basketball	BMX	Any sport
Swimming	Handball	Sport climbing	
Gymnastics	(Ice-)hockey	Skateboarding	
Cross-country skiing	Volleyball	Surfing	
Nordic combined	Bob	Freestyle Skiing	
	Football	Snowboarding	
Two of all athletes have to be active professional sportswomen,-men – Two have to be retired athletes			

As each partner conducted the interviews independently, all partners were advised to follow the requirements of the interviewees. They were asked to use the exact questions in the guideline for each interview and without adding or omitting any questions (see Appendix 6.1). In addition, a template for transcriptions of the interviews was provided. A first period of three months (May-July 2019) was given to the partner countries to conduct the interviews. Later on, it was extended to five months, thus data collection finished at the end of September 2019.

Data Analysis

To evaluate the interviews, a structured qualitative content analysis was conducted. This method is suitable to analyse a large amount of text, which should be reduced to short texts (Mayring, 2015). An often-used technique thereby is the frequency analysis, which counts certain elements of the material to compare their frequency with other elements that have appeared. It is an appropriate technique to work with an extensive category system, which is compiled through a theory-driven category formation. Based on Mayring (2015), a frequency analysis is comprised of four stage, which are displayed in Figure 3.

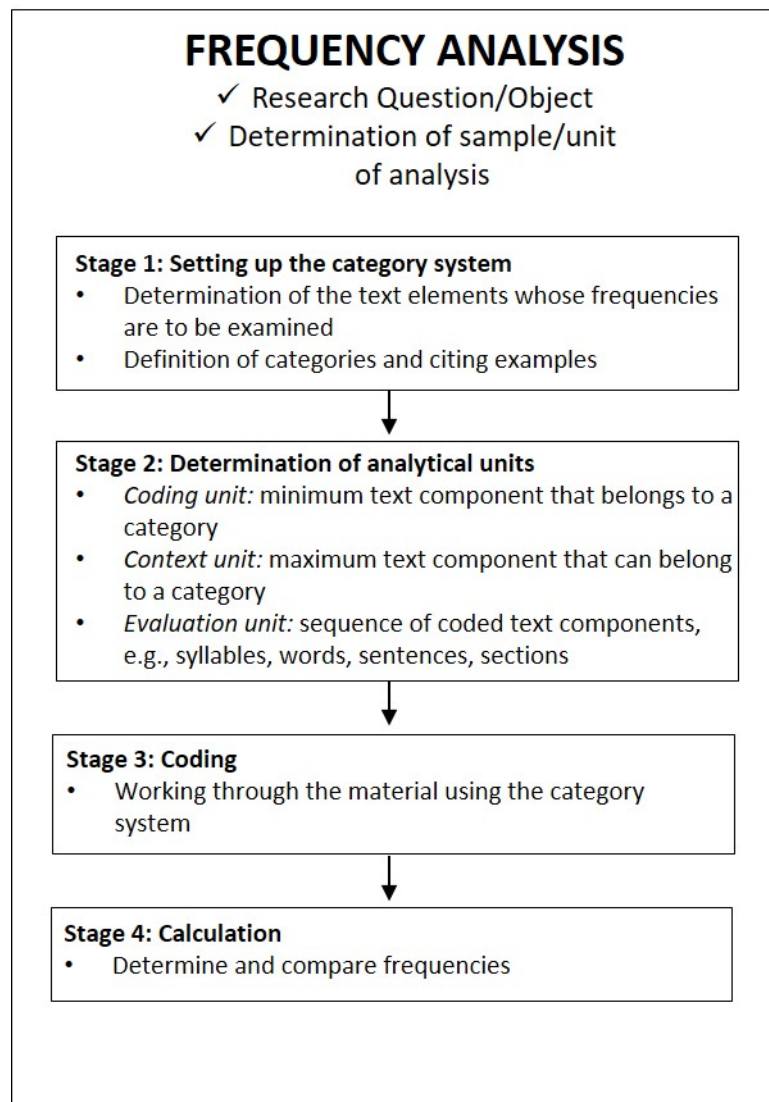


Figure 3: Frequency analysis (Mayring, 2015)

A theory-driven category formation develops the categories to analyse the texts (i.e., the transcribed interviews with the athletes) based on a theoretical framework. The categories are customised towards the material through an operationalisation process premised on a given theory (Mayring, 2015). The underlying theoretical framework for this research are the seven selected EU GUIDELINES on Dual Career as well as the process of programme evaluation. Based on the theory-driven approach to the data analysis a structured codebook (see Appendix 6.8) was created before beginning to code the interviews. In total nine main-categories with 39 sub-categories emerged for the three main themes and were used for the analysis. Table 2 shows an exemplary passage of it.

Table 2: Exemplary passage of the code book

Codebook			
Code	Content	Allocation (encoded if...)	Example
Awareness of Dual Career concept	Inquiry about the perception of the concept and the term of Dual Career	<ul style="list-style-type: none"> The athlete answers with yes or no The athlete can state a clear description/idea of Dual Career 	<i>"Yes, I know that a dual career is when professional athletes not only exercise, but also study."</i> (Interview 4, Lithuania)
Awareness of EU GUIDELINES	Inquiry about the perception and the aims of the EU GUIDELINES	<ul style="list-style-type: none"> The athlete answers with yes or no The athlete gives a clear affirming or negative statement 	<i>"I know the essence. I know that the EU wants to spread educational activity, develop an online training programme, and the guidelines should help athletes."</i> (Interview 4, Lithuania)
Awareness of national Dual Career Concept/recommendations	Inquiry about the perception and the aims of national GUIDELINES and recommendations	<ul style="list-style-type: none"> The athlete answers with yes or no The athlete gives a clear affirming or negative statement 	<i>"I am a bit more aware of national guidelines of dual career. They want us to build a second career beside sport. So when we finish we have a secured future."</i> (Interview 1, Slovenia)
Idealistic GUIDELINES on Dual Career – Requested GUIDELINES: topics and issues	Inquiry about desired GUIDELINES by the athlete	<ul style="list-style-type: none"> The athlete names specific measures The athlete names concrete ideas 	<i>"It would be good to have online courses, the opportunity to learn online as well as freely available tips. I also think that the guidelines should be divided into levels."</i> (Interview 4, Lithuania)
Idealistic GUIDELINES on Dual Career – Responsible entity/institution	Inquiry about the athlete's opinion of which entity should be responsible for the implementation of the GUIDELINES	<ul style="list-style-type: none"> The athlete names specific entities/institutions 	<i>"I think, since nearly all of the athletes within Germany are connected to the German Sport Aid Foundation (GSAF), I would say it should be the GSAF which should execute the dual career measures."</i> (Interview 4, Germany)

To ensure intercoder- as well as intracoder-reliability of the structured content analysis, the analysis was (1) proceeded by different persons (dual control principle) and (2) the coding was exemplarily checked by recoding the conducted work after a certain amount of time without knowing one's coding before (Mayring, 2015). Inter-coder reliability was assessed by calculating Brennan and Prediger's Kappa via MAXQDA ($\kappa=0.82$). Krippendorff (1980) splits the scientific criteria validity with regard to a content analysis into material-oriented, result-oriented and process-oriented. As the

current research deals with an underlying theoretical approach (GUIDELINES and programme evaluation), the content analysis can be seen as material-oriented. Thus, semantic validity and sample validity should be guaranteed. Semantic validity was ensured through exemplary collecting all text passages for one category based on the previous developed codebook. Afterwards the text passage was re-checked with the construct the codebook outlines they should hold. Furthermore, homogeneity of the text passages was checked within each category.

3. EFFECTIVENESS OF THE GUIDELINES ON NATIONAL LEVEL

3.1 Overview

Based on the interview guideline, the partner countries interviewed 13 active and 11 retired athletes of whom 14 were male and 10 were female. The mean age of the athletes was 33 years. Table 3 provides an overview of all sample characteristics and the different sports of the athletes.

Table 3: Sample characteristics

Countries	Frequencies
Germany	4
Italy	5
Lithuania	4
Romania	4
Spain	4
Slovenia	3
Individual Sports	
Athletics	5
Swimming	1
Mountain bike/Cycling/BMX	4
Cross-Country Skiing/Free Skiing	2
Canoe/Kayak	1
Rowing	1
Sailing	1
Team Sports	
Basketball	1
Handball	2
Hockey	2
Volleyball	1
Paralympic Athletes	3

Premised on the theoretical approach of programme evaluation by Rossi et al. (2019), three main Themes were queried. Amongst these, the interviewees assessed different questions relating to the GUIDELINES. Theme 3 (programme efficiency) was least mentioned by the athletes, while Theme 2 (programme process and impact) was most. Table 4 provides an overview about the frequencies for each domain with its sub-sections.

Table 4: Frequency of Themes and codes

Frequency of Themes and Codes			
	Frequencies	% Themes	% Total
Theme 1: Programme Theory and Design	156		22.2%
(1) Awareness of DC concept at national level	44	28.2%	
(2) Idealistic GUIDELINES on DC	57	36.5%	
(3) Problems of Pursuing a DC	55	35.3%	
Theme 2: Programme Process and Impact	475		67.6%
(1) Changes for Elite Athletes due to the Implementation of the EU GUIDELINES	42	8.8%	
(2) Awareness of the DC Possibilities at National Level	77	16.2%	
(3) Organisational Support and Funding of DC (Private or Public)	218	45.9%	
(4) Perception of the Topic DC	138	29.1%	
Theme 3: Programme Efficiency	72		10.2%
(1) Time Invested in DC versus DC Outcomes	72	100%	
Total	703		100%

In the following, the assessment of effectiveness of the seven GUIDELINES will be evaluated based on the interviews in two parts – qualitative and quantitative, organised by the three main Themes and their sub-categories.

3.2 Qualitative Assessment of the Effectiveness of the EU Guidelines

3.2.1 Evaluation of Theme 1 – Programme Theory and Design

Theme 1, programme theory and design, comprises three sub-categories, each holding two further sub-codes. Figure 4 shows an overview about these topics.

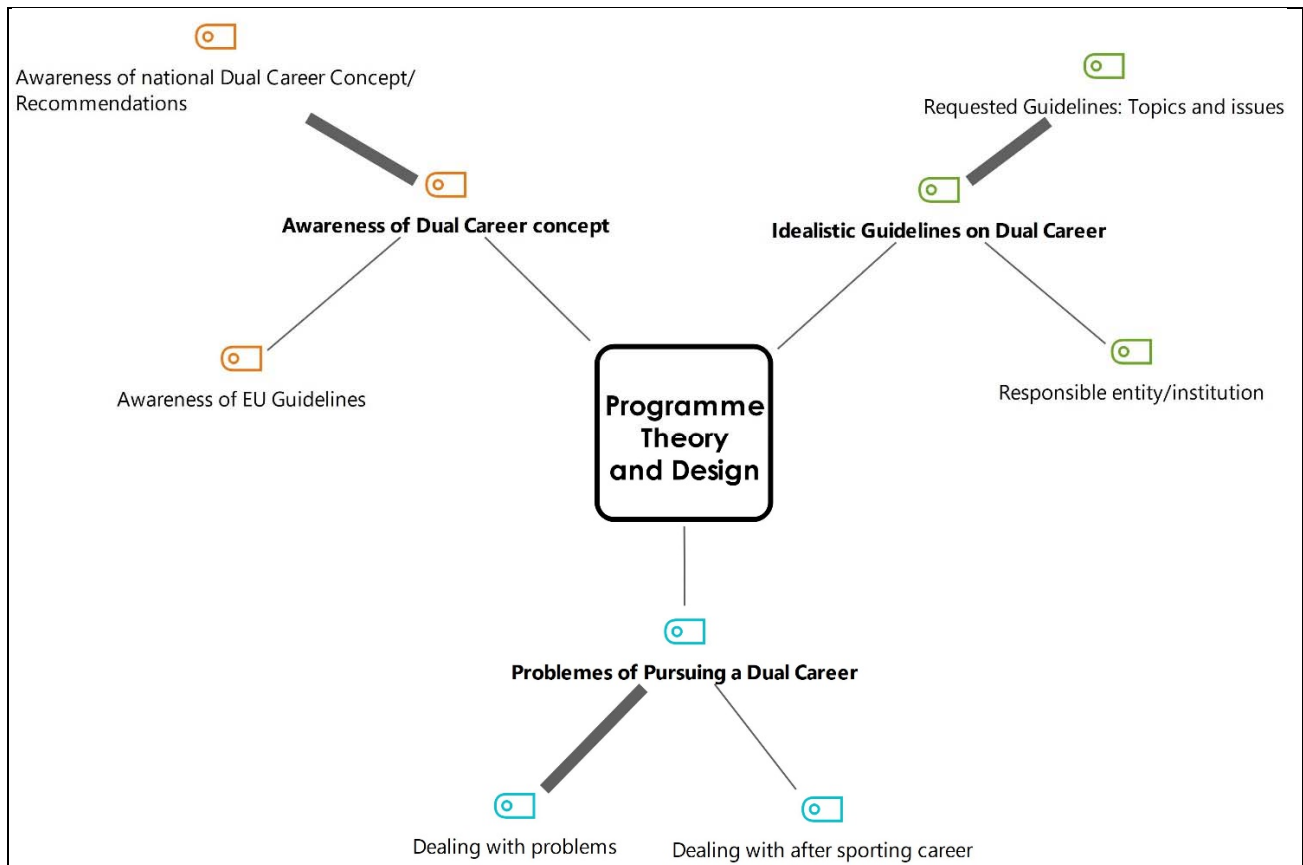


Figure 4: Overview – Programme Theory and Design

(1) Awareness of the Dual Career Concept at the National Level

The first sub-category of Theme 1 dealt with the awareness of the DC concept on a national level. In total, five out of 24 interviewees did not know about the concept/term ‘Dual Career’. Out of these five athletes, two athletes were Romanians, two athletes were Spanish and one athlete was from Lithuania. The other 19 elite athletes were aware of the concept ‘Dual Career’ itself, describing it in own words as follows: *“To make a sports career compatible with academic studies and a professional future not linked to it”* (Interviewee 4, Spain). One athlete from Lithuania also provided his/her own definition of a DC: *“[...] a dual career is when professional athletes not only exercise, but also study”* (Interviewee 4, Lithuania).

Other athletes referred to the Dual Career concept in a more specific way, namely that it is the attempt to combine sport and academic career and thereby run through both careers at the same time (Interviewee 2, Italy), or as a German athletes has stated

"[...] dual career, at least in my perception, is the ability to pursue a sporting career and simultaneously be prepared for the professional career after the sporting career via either studying or vocational training" (Interviewee 2, Germany).

In contrast to the relatively high number of elite athletes, who are aware of the Dual Career concept, only four interviewees knew the GUIDELINES. However, when the GUIDELINES were mentioned for the first time, four athletes needed a lot of time to consider this issue and their statements came rather reluctant than assured: *"I am not 100% aware of EU Guidelines on dual career [...]"* (Interviewee 1, Slovenia), or as an Italian athlete has declared: *"Well, in principle, not specifically. I know that there is a kind of protection but I don't know how it is articulated, organised, and regulated"* (Interviewee 4, Italy).

Perceptions of and knowledge about national guidelines or recommendations of a country were also rather vague. Across the sample, three athletes were aware of their national guidelines/recommendations (please note that not all six countries have guidelines/recommendations now). However, the three interviewees, who were aware were unsure about the national guidelines/recommendations as well and described that they received something from their NOC but did not exactly know to what it referred. That is there was no clear declaration that this information served recommendations or guidelines (Interviewee 3, Germany). The other two athletes, who were aware of their respective national guidelines were from Slovenia and described it as follows: *"I am a bit more aware of national guidelines of dual career. They want us to build a second career beside sport [...]"* (Interviewee 1, Slovenia), and *"Partly, not in details: I know that the NOC has special agreements with some schools and universities about supporting athletes in DC"* (Interviewee 3, Slovenia).

In sum, the interviewed elite athletes were mostly aware of the concept Dual Career and mostly know how to describe it and what the term is covering. However, there is a clear lack of information about the EU GUIDELINES and about the respective national recommendations or guidelines within the countries. Few elite athletes were aware of both of them – some even did not know that there is something existing at all.

(2) Idealistic Guidelines on Dual Career

The second sub-category of Theme 1, has the aim to evaluate the athletes' expectations on specific Dual Career Guidelines. Therefore, they were asked which topics should be covered and which entity

should be responsible and taking care of the implementation of DC measures. In total, the athletes named 10 different topics, which should be included in idealistic Guidelines. Table 5 present an overview about the topics.

Table 5: Frequencies for Theme 1 relating to idealistic Guidelines

Emergед Sub-categories – Topics of idealistic Guidelines	Frequencies
Management assistance	3
Access to (sport) facilities	2
Funding	2
Coordination/systematization in Dual Career	3
Cooperation between stakeholders	3
Flexible time schedule	11
Awareness/providing information about Dual Career	5
Online lessons	3
Tutoring/Mentoring	3
Practical applications in organisations	1

The athletes named most the desire to have flexible time schedules and to have the possibility of flexible time management. An Italian athlete has told: *“Timing is crucial [...]”* (Interviewee 2, Italy). Athletes need to attend classes and training at the same time, which can be difficult for them. Furthermore, the athlete has argued that it could be easier if one chooses to compete for one’s university in a tournament etc. (Interviewee 2, Italy).

As well, a Spanish athlete, amongst others, has claimed that the athletes need more flexibility especially with regard to exam periods:

“Well, guidelines... I would have asked for time, wouldn't I? So that I could, first of all, go to the exams, because many times there is no time to go to the exams. That they help you in that sense, especially when you're competing and you have important meetings... sometimes you don't have that flexibility” (Interviewee 3, Spain).

Furthermore, the athlete have expressed the desire for more awareness of Dual Careers and the need to provide more information to the stakeholders of Dual Career pathways as a German athlete has mentioned:

“First I would say, it is most important to emphasise the existence and opportunities of the dual career and make the athletes aware of them. [...] I think that it is important [...] to show employers that they do not have to be afraid of hiring an athlete and doing something, which is unknown for them [...]. So it should be the aim to make the companies aware that this still can work out” (Interviewee 4, Germany).

Especially the different possibilities, which can be provided to the elite athletes in their respective countries, are important for them to know: *“As an athlete, I would like to have clear instructions what are my possibilities on different schools”* (Interviewee 3, Slovenia).

Other mentioned topics, which should be included in idealistic Guidelines were: to have an entity/a person who helps in managing the Dual Career and gives assistance, to get financial support, to systemise the Dual Career and better coordinate it, to build up cooperation with stakeholders as well as having online lessons, a tutor or mentor and to gain more insights into the various professions. Job-shadowing or mini internships could be offered.

Two athletes with impairment, named the topic access to (sport) facilities as they felt that disabled sport is left behind and accesses is still limited: *“Of course as an athlete with impairment, I want to have more easy access to facilities”* (Interviewee 1, Germany). A Lithuanian impaired athlete has evaluated this issue in a broader sense:

“[...] So far, I see a kind of lack of interest from sport federations and the Paralympic Committee, which should be the most important entities about further opportunities for disabled athletes to study and find a secondary career. Instead, they are only focusing on the sport itself. Therefore, I think there should be something more specific for disabled people. My university provides good opportunity for disabled people such as an accessible environment and specific programmes for athletes anyway” (Interviewee 2, Lithuania).

After naming the topics for idealistic Guidelines, the athletes referred in total to seven different entities, which should be responsible for implementing them. Table 6 gives an overview.

Table 6: Frequencies for Theme 1 relating to sub-categories of idealistic Guidelines

Emerg ed Sub-categories – Responsible entities for the implementation	Frequencies
Umbrella association/Olympic Committee	7
Private Foundation	2
Universities	9
Employers	1
Sport federations	6
Government/Ministries	10
Sport clubs	1

The entities, which the athletes referred to the most, are government/ministries, universities, an umbrella association/Olympic Committee and sport federations. An Italian athlete has stated his opinion clearly regarding the Ministry, which should be in charge: *“Miur, Coni, Ministry of Labour and regional entities should take care of creating guidelines”* (Interviewee 5, Italy). In addition, a

Lithuanian athlete has claimed without premises that there is a need for governmental responsibility, if possible with a specific science and sport department in charge (Interviewee 3, Lithuania).

Almost with the same frequency, universities as responsible authority were named because of their closeness to the athletes and therefore important role: *“Universities have the most important role in disseminating the information, but also in the development of these guidelines to be distributed in specialised schools, in clubs, federations”* (Interviewee 4, Romania). A Lithuanian athlete was clearer about which role universities should play, when implementing the Dual Career Guidelines: *“[...] introduction and education should be introduced or organised by the Lithuanian Sports University”* (Interviewee 1, Lithuania).

Apart from this, the athletes have envisioned their respective national Olympic Committee as authority fostering Dual Career Guidelines: *“The DOSB [German Sport Confederation] I would say”* (Interviewee 1, Germany) or *“I agree on the idea, that the NOC is the responsible institution”* (Interviewee 3, Slovenia), or different Sport Federations of their countries: *“[...] through federations there would be someone who could”* (Interviewee 1, Spain) and *“[...] the Italian Athletics Federation (FIDAL) is aware of the possibility to promote the dual career”* (Interviewee 1, Italy).

Summarising the findings, the majority of the questioned elite athletes would like to have Dual Career Guidelines. These DC Guidelines should give advice about topics such as flexible time scheduling and raising the awareness of the Dual Career concept through providing information. In charge of these Guidelines should be the governments (and Ministries) and universities of the different countries. However, an umbrella organisation (or the NOCs) and employers should take as well responsibilities for the Guidelines and distribute them together with the stakeholders mentioned before.

(3) Problems of Pursuing a Dual Career

The third sub-category of Theme 1 evaluates the problems, active and former elite athletes face/faced during their Dual Career. In total, seven sub-categories of problems emerged for active elite athletes and eight sub-categories for former athletes. Table 7 provides an overview.

Table 7: Frequencies for Theme 1 relating to problems of pursuing a Dual Career

Emergred Sub-Categories – Problems of pursuing a Dual Career (active athletes)	Frequencies
Missing material to study appropriate	1
Personal/private issues	1
Financial problems	1
Transition	2
Scheduling problems	11
Facility problem/infrastructural problems	2
Application problems	1
Emergred Sub-Categories – Problems of pursuing a Dual Career (former athletes)	Frequencies
Personal/private issues	2
Financial problems	2
Transition	7
Scheduling problems	16
Facility problem/infrastructural problems	1
Application problems	1
Study requirements	1
Social problems	1

By far the most mentioned problem for active athletes as well as for former athletes was scheduling (similar to the topic idealistic Guidelines). Active athletes claimed that scheduling was difficult for them especially in terms of combining their sport with scheduled exams, classes at university and their work. One athlete from Germany facilitated the problem like the following:

“I had some problems with scheduling – so what I have mentioned before. Sometimes I had training and this was in conflict with the lectures and also what was very important – the tournaments. So I had exams during the time of the tournaments and this was very, very bad. [...] I had to fight for this and this was very, very difficult” (Interviewee 1, Germany).

An Italian athlete also faced scheduling problems while studying as he was playing in the Serie A during that time: *“[...] my academic schedule interfered with my sport one. Thus, I was unable to attend all the morning training sessions, which were scheduled around three times per week for strength and conditioning purposes”* (Interviewee 5, Italy). For many athletes scheduling seems to appear as a problem they encounter first in university. A solution for this could be a more compact approach of classes: *“Many athletes have a schedule problem. In high school, they had classes either in the morning or in the afternoon and they dedicated the rest of their time to practice. In college, classes are throughout the entire day. The schedule should be compact: in the morning or in the evening.”* (Interviewee 2, Romania).

Furthermore, active athletes stated missing materials to study, personal issues, finances, infrastructure and application regarding internships/jobs as other problems. Athletes also mentioned the transition period from university into a job two times: *“The only thing which occurred was recently, the transition from studying and sport to the new job and sport. So I intentionally extended my studies in the end to further possess the status as a student [...]”* (Interviewee 4, Germany).

Former athletes referred even more (16 times) to scheduling as the main problem, which appeared during their Dual Career: *“I was not always able to attend lectures, there was no flexibility on the part of the lecturers, I had to negotiate and work individually”* (Interviewee 4, Lithuania). A Slovenia athlete has underlined the mismatch between education and sport and has added that the coaches did not support education at all: *“The main problem was organisation – to [match] trainings and other school obligations; even more problematic was motivation [...] – 24 hour focus on sport was typical. Our coaches didn’t support the education process parallel to sport”* (Interviewee 3, Slovenia).

What stands out is that many of the former athletes still mention scheduling problems after having retired from their sporting career: *“I think it's easier now. Now [in times of] the computer [era], everything is easier”* (Interviewee 1, Spain). This implies that this is seemingly considered as severe problem. An Italian athlete makes a similar statement:

“[...] things have probably changed a lot. At that time there was a total disconnection between a university career and a sport career. Really, there was no possibility to combine both by means of specific paths adapted to athletes. [...] Often the sport career has been considered antagonistic towards the study, it seemed a waste of time, time lost to study” (Interviewee 1, Italy).

In contrast to the active athletes, former athletes did not mention missing materials to study as a problem. However, they have also pointed to difficulties in terms of social life and study requirements. A Slovenian athlete told that inclusion in normal life was the biggest problem, which was accompanied by a loss of identity (Interviewee 4, Slovenia).

Former athletes stated more often the problem of transition since they have passed this period, while several interviewed active elite athletes did not change from university to a full-/part-time professional job yet. One Italian athlete expressed it in an easy way: *“[I] postponed [my] academic career”* (Interviewee 4, Italy). Other athletes described the problem of transition in a more specific way. Elite athletes often face the difficulty to have a CV with more gaps and less extracurricular activities than other people of the same age as they could not gather experience while working or through internships (Interviewee 3, Lithuania; Interviewee 1, Spain). Thus, some countries (e.g., Germany, Italy) have military sports groups to prevent elite athletes from the aforementioned

problem: *“The athletes not enrolled in a military sports group, or those who wanted to leave the military sports group at the end of their sport career, faced many difficulties. Since they had to rebuild a new career and, even if you hold a degree, at 35-36 years of age the degree does not have the same “value” as when you are 25 years old”* (Interviewee 1, Italy).

Similar to active athletes, the former athletes mentioned additionally application problems regarding internships/jobs, personal issues, infrastructure and finances as further problems.

In total, for active as well as to former athletes by far the most severe problem was scheduling their Dual Career that is timing studies/vocational training with their sporting career. The athletes have faced many difficulties when trying to combine appointments for both obligations. Furthermore, former athletes named the transition into a professional job afterwards as second biggest problem.

3.2.2 Evaluation of Theme 2 – Programme Process and Impact

Theme 2, programme process and impact, is comprised of four sub-categories in total. Each sub-category contains several sub-codes as presented in Figure 5.

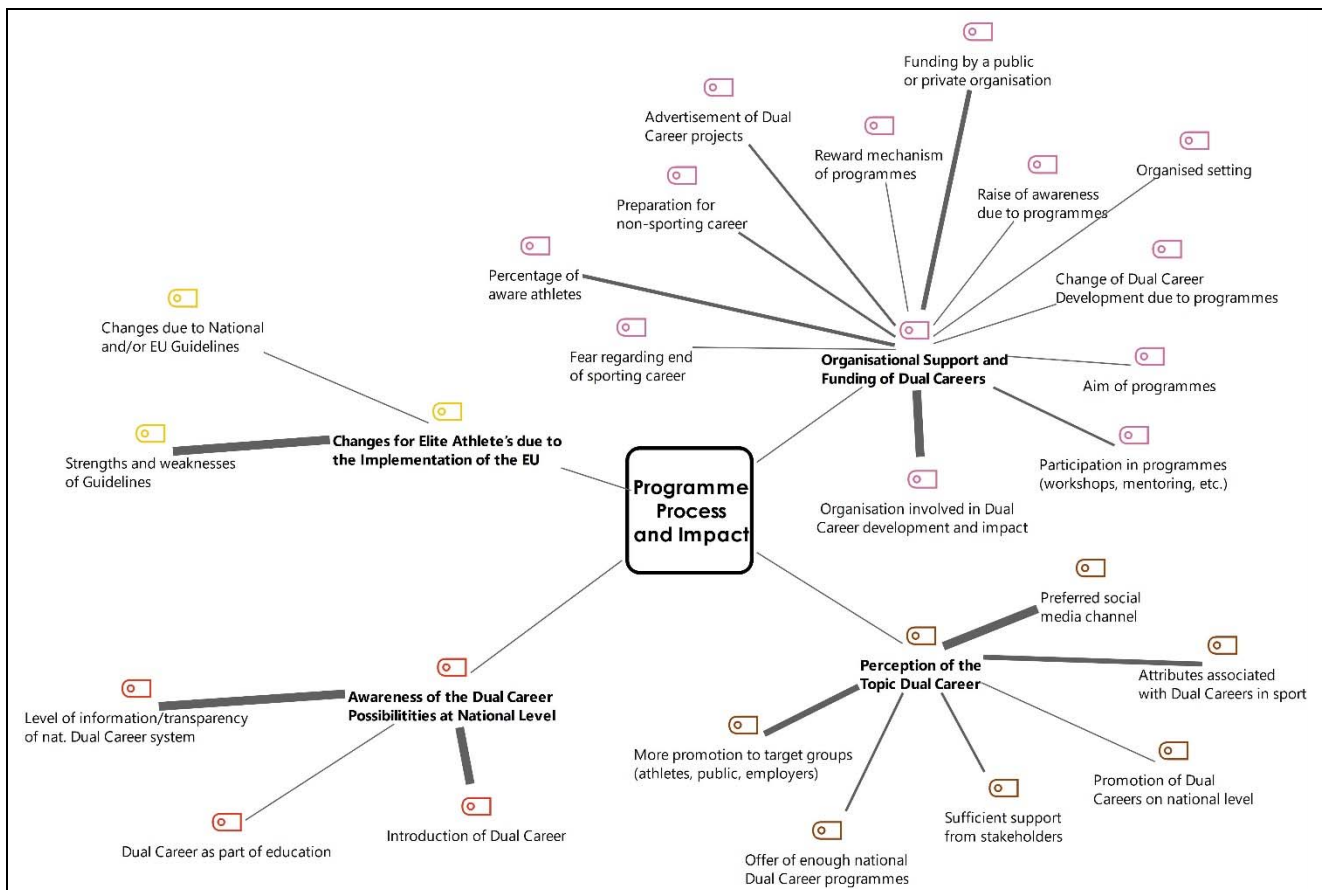


Figure 5: Overview – Programme Process and Impact

(1) Changes for Elite Athlete's due to the Implementation of the EU GUIDELINES

The first sub-category of Theme 2 concerns the changes for elite athletes due to the implementation of the EU GUIDELINES. More than half of the interviewees ($n=17$) felt no change at all through the implementation, four athletes (2 Spanish, 2 Slovenian) told that something definitely changed, and two athletes (1 German, 1 Slovenian) argued towards a partly change. Thus, Italian, Lithuanian as well as Romanian elite athletes did not perceive any changes since the implementation of the GUIDELINES in contrast to the other countries.

One athlete from Slovenia described his perceptions as *"[the] best thing was that you can get an athlete status at college so that helps a lot. It changed that I could arrange things easier and more efficient"* (Interviewee 1, Slovenia). A second athlete supported this notion by telling that the

GUIDELINES opened the possibility to visit a sport high school (Interviewee 2, Slovenia). In contrast, an athlete from Spain perceived it differently:

“For the sports level [...] they have changed, they have changed because obviously today a Paralympic athlete lives on grants and programmes that help to reach in this case the sports path. You can focus on a professional level that you couldn't do before, so they've changed a lot in that sense... nationally yes” (Interviewee 3, Spain). A German athlete perceived some positive changes regarding his financial situation and told he received somehow a scholarship, addressed specifically to athletes (Interviewee 1, Germany).

In total, six areas of change due to national guidelines and/or EU GUIDELINES could be formed on basis of the interviews: Table 8 gives an overview of them.

Table 8: Frequencies for Theme 2 relating to sub-categories of changes due to GUIDELINES

Emerg ed Sub-categories – Changes due to National and/or EU GUIDESLINES	Frequencies
Support by a tutor	2
Enabled Dual Career	2
Facilitate arrangements	1
Participation in a project	1
Financial support	2
Flexible schedule	1

As a follow-up question, the athletes were asked to evaluate the strength and weaknesses of the GUIDELINES. Not many athletes were familiar with this topic. However, four strengths and five weaknesses were found.

The approach of having DC Guidelines in general was highly appreciated by the athletes (Interviewee 4, Spain; Interviewee 4, Germany). Furthermore, a better financial and organisational support was mentioned:

“The strong point, without a doubt, is that there is a [...] plan [...]. [T]his plan [includes] companies that [give] a lot of capital so that the athlete, in this case Paralympic or Olympic, can live from the grants and programmes that are around” (Interviewee 3, Spain).

Additionally, the GUIDELINES changed the flexibility of the athletes in a positive way (Interviewee 1, Slovenia).

However, it appears that the athletes mentioned more issues regarding the weaknesses of the GUIDELINES. Especially the issue of missing awareness and therefore lack of information was cited often: *“The awareness and implementation are missing and also that it is offered somewhere”* (Interviewee 4, Germany). A Lithuanian athlete spoke about a lack of information and what comes along with it, a lack of publicity (Interviewee 4, Lithuania). However, not only the athletes

themselves lack information, but as well other stakeholders such as universities and schools (Interviewee 1, Spain). The same amount of hits had the topic implementation. Aspects were that “[I]ndividual approach[es] would be needed” (Interviewee 3, Slovenia) and that the implementation of the GUIDELINES is lacking practical feasibility (Interviewee 3, Lithuania). Another athlete stressed this weakness by considering *“The implementation is missing completely”* (Interviewee 4, Germany). Table 9 displays all categories of emerged strengths and weaknesses of the GUIDELINES.

Table 9: Frequencies for Theme 2 relating to sub-categories of the GUIDELINES’ strengths and weaknesses

Emerg ed Sub-categories – Strengths of the GUIDELINES	Frequencies
Financial support	1
Organisational support	1
More adjustability	1
Approach in total	3
Emerg ed Sub-categories – Weaknesses of the GUIDELINES	Frequencies
Requirements	2
Missing awareness/lack of information and publicity	5
No evaluation/monitoring	1
Unclear responsibilities	1
Implementation	5

Summarising the findings, only four athletes felt a clear change through the GUIDELINES. The others either claimed no change at all or were unsure about it. Thus, no common patterns that could be summarised at least at a small scale more profoundly emerged. However, the athletes referred to several strengths and weaknesses of the GUIDELINES, although the weaknesses prevailed.

(2) Awareness of the Dual Career Possibilities at National Level

The second topic of Theme 2 covered the awareness of the Dual Career possibilities in the six different countries, starting with the question if the elite athletes feel well informed and the system of Dual Careers is transparent enough for them. In total, 21 athletes considered themselves not being well informed, only three athletes cited to be so (2 Germans, 1 Slovenian). Going along with this, only three athletes (two, who cited as well before that they are well informed) argued that the DC system in their country is transparent enough for them and 20 of the interviewed athletes claimed a lack of transparency as for example an Italian athlete does:

“In my opinion, I don't think it is very transparent. My federation (Italian Federation of Athletics) promoted some activities for top athletes, only for the very elite ones. For other middle and good level athletes I have seen no initiative” (Interviewee 1, Italy).

Also, a Romanian athlete has expressed his feelings about information and transparency in a clear way: *"I am not informed. Only what you have told me now. Transparency? There is no local or national dissemination of the information. As for my colleagues in their countries, I have no information"* (Interviewee 1, Romania).

However, the next question to the athletes revealed contradictory findings as seven athletes told to have been educated about the topic Dual Career during their education. Two athletes, who stated beforehand to be well informed about the topic and that the system is transparent, are amongst those. 14 of the elite athletes had not heard about it during their schooling: *"[...] DC was not a topic, everything was 'personal responsibility'. It was not the system of DC, it was the question how coach by coach is supporting athletes on individual values"* (Interviewee 3, Slovenia).

Table 10 gives an overview, of who has introduced the topic Dual Career to the elite athletes in all countries.

Table 10: Frequencies for Theme 2 relating to sub-categories of introducing the GUIDELINES to the athlete

Emerg ed Sub-categories – Who introduced Dual Career to the athlete?	Frequencies
High school	1
The interviewer	1
Dual Career project team	1
Olympic Committee	1
University	5
Private foundation	1
National Coach	1

It is conspicuous that universities do most of the educational work that is raising awareness for Dual Careers and spreading the information. An Italian athlete told about his professor, who gave him the hint about Dual Careers (Interviewee 1, Italy), whereas a Romanian athlete stated it more broadly and named the faculty as the Dual Career transmitter (Interviewee 1, Romania). Other entities who introduced athletes to the topic were the high school, the Olympic Committee, a Dual Career project team, a private foundation and a national coach. One athlete even mentioned that he first heard about Dual Career during the current interview (Interviewee 3, Romania).

Summing up, the majority of elite athletes is not well informed about the Dual Career topic and the system seems to be not transparent enough. Nearly all athletes have recommended spreading more information. It appears that universities are pioneers in educating elite athletes, as these were most referred to when asking about the introduction of Dual Career.

(3) Organisational Support and Funding of Dual Careers (Private or Public)

Topic three of Theme 2 tackled the issue how and by whom the athletes were supported during their Dual Career (organisations – private or public, programmes, funding, etc.). Most of the athletes ($n=10$) quoted that public organisations supported them in their personal Dual Career development, whereas only three mentioned private organisations. Four athletes considered both, public and private. In total, six athletes stated to had no support at all in their personal Dual Career development.

Table 11 names all public organisations, who supported the athletes' Dual Career. Congruent with previous results, universities were the main stakeholders taking action for the athletes: *"Primarily the university [...]"* (Interviewee 4, Germany) or *"I think the university had an important role [...]"* (Interviewee 3, Lithuania). However, five athletes have mentioned as well their schools, out of which four were Italian elite athletes. Furthermore, governmental institutions, that is Ministries, supported three athletes in their personal Dual Career developments.

Table 11: Frequencies for Theme 2 relating to sub-categories of public organisations involved in DC development

Emerged Sub-categories – Organisation involved in Dual Career development and impact (public)	Frequencies
Ministry	3
School	5
University	11

In contrast, private organisations taking action for the athletes were more diverse. In total, the athletes mentioned five different entities. The distribution is nearly equal between associations/federations, clubs and foundations as well as companies and Olympic Sport Centres (cf. Table 12).

Table 12: Frequencies for Theme 2 relating to sub-categories of private organisations involved in DC development

Emerged Sub-categories – Organisation involved in Dual Career development and impact (private)	Frequencies
Association/federation	3
Club	3
Company	2
Olympic Sport Centre	2
Foundation	3

In some cases, the elite athletes could not state that only public or private organisations supported them, it was rather a mix of them: *"Well my club as a private entity, the federation of*

my sport, the Regional Ministry of Education and Sport [...]” (Interviewee 4, Spain). This phenomenon was spotted across all countries. A German athlete has also mentioned his club, his university and his Olympic training centre (Interviewee 2, Germany).

The next area of topic 3 was concerned with specific Dual Career programmes, in which some of the elite athletes took part. Two thirds (16) of the athletes did not take part in any programme related to their Dual Career, while eight athletes have mentioned at least one programme (3 Germans, 1 Romanian, 3 Spanish, 1 Slovenian). Out of these, five athletes participated in only one programme and three athletes participated in two Dual Career programmes (both Germans). The programmes could be grouped into five different sub-categories. Most of them were mentoring/tutoring programmes or workshops for the elite athletes. A Spanish athlete has stated that most of the programmes are a kind of tutoring (Interviewee 2, Spain), which goes along with the fact that all four Spanish athletes participated in tutoring programmes. Only one other athlete took part in a mentoring programme as well, but described the experience as not really successful:

„So I had contact to the German Sport Aid Foundation and they managed and fixed the mentor for me, but I never got in contact with him. So that was a problem. I also was, I don’t know if it referred to dual career, I was part of the German Youth Talent Programme” (Interviewee 1, Germany).

Other athletes mentioned their invitation to specific Dual Career workshops (e.g., Interviewee 2, Romania) or programmes offering psychological support (Interviewee 2, Germany) and targeted programmes of sport high schools (Interviewee 2, Slovenia). Table 13 summarises these findings.

Table 13: Frequencies for Theme 2 relating to sub-categories of participation in programmes

Emerged Sub-categories – Participation in programmes	Frequencies
Sport High School	1
Workshop	3
Psychological support	1
Career advice service	1
Mentoring/tutoring	5

The aims of the programmes for Dual Career were diverse. The athletes cited five main aims, under which the assistance and facilitation of their personal Dual Career was most mentioned: *“The aim of mentoring was to provide assistance for me, for my dual career. So maybe getting a job, applying, get into contact maybe with some important partners in business for example [...]” (Interviewee 1, Germany).* Table 14 gives an overview about all other programme aims, which the athletes referred to.

Table 14: Frequencies for Theme 2 relating to sub-categories of programme aims

Emerg ed Sub-categories – Aim of programmes	Frequencies
Facilitate Dual Career	5
Networking	1
Clarification for the athlete’s future career	1
Time Management	1
Fundraising support	1

Of the eight elite athletes, who participated in specific Dual Career programmes, two athletes have mentioned that the programmes changed their financial situation in a positive way as a Spanish athlete evaluates: “*You had some kind of scholarship. You had financial advantages over your license plates*” (Interviewee 4, Spain). A Romanian athlete told that he is probably capable to change something for his future as he participated in a workshop and got thus the necessary information to do so (Interviewee 2, Romania). Further changes concerned study benefits, career training in general, networking and decision-making benefits (see Table 15).

Table 15: Frequencies for Theme 2 relating to sub-categories of change based on DC programmes

Emerg ed Sub-categories – Change of Dual Career development due to programmes	Frequencies
Benefits in studying	1
Career training	1
Receiving information about Dual Career	1
Networking	1
Making decisions	1
Financial support	2

Nearly all of the interviewed athletes ($n=22$) have believed that programmes targeting the Dual Career of elite athletes, are not well enough advertised. Only two athletes have clearly stated a yes, when asked about having seen the advertisement of these programmes. However, nearly all athletes have argued in like one Slovenian athlete evaluating it frankly: “*[There] is space to improve*” (Interviewee 3, Slovenia).

Besides the participation in any specific Dual Career programme, six athletes were funded by a private organisation and only two athletes by public organisations. The majority, $n=12$ athletes, stated to be not funded at all by any entity, as an Italian athlete expressed: “*No, I sponsored myself*” (Interviewee 1, Italy). Table 16 displays all different funding organisations, which were named by the athletes.

Table 16: Frequencies for Theme 2 relating to sub-categories of DC funding

Emerg ed Sub-categories – Funding by a public organisation	Frequencies
State/Government	2
Emerg ed Sub-categories – Funding by a private organisation	Frequencies
Company	2
Olympic training centre	1
Club	3
Foundation	4

The only public organisation, which funded two athletes, were the respective country governments the athletes came from. One athlete from Romania has stated that he had a targeted scholarship from his state for his study (Interviewee 3, Romania). Furthermore, a Slovenian athlete was also sponsored by the state: *“Regularly by governmental funds”* (Interviewee 2, Slovenia).

In contrast, four private organisations funded several elite athletes. All four German athletes mentioned to be funded by various private organisations – often in a combined form (Interviewee 4, Germany). As well a Spanish athlete (Interviewee 3, Spain) and one Slovenian athlete stated to receive a scholarship of a private organisation and what advantages this brings along: *“I am funded by [a] private organisation. They help me financially to combine my college and sports”* (Interviewee 1, Slovenia). However, not only financial support is provided by the organisations, some athletes receive material support, too: *“Adidas provided equipment and a little financial support and the club only financial support”* (Interviewee 3, Germany).

In total, 22 athletes claimed that the programmes targeting a Dual Career are not well-enough advertised. Only one athlete from Spain thought that the situation has improved and nowadays the programmes are well-known (Interviewee, 1 Spain). Other opinions on the topic display contradictory findings: *“Absolutely no. You can see from our conversation that I know practically nothing about dual careers, even though I have been exercising for more than 10 years and have graduated [...]”* (Interviewee 1, Lithuania).

A Slovenian athlete has even given hints where to advertise the programmes and has stressed the necessity to do so: *“I think no, it should be highlighted much more on media”* (Interviewee 2, Slovenia).

These results go along with the estimated percentage of the interviewed elite athletes on how many athletes are aware of their opportunities. The majority of athletes ($n=13$) believed that less than 20% of athletes are aware of DC opportunities and five athletes believed that more than one fifth of athletes has knowledge about DC opportunities. However, many athletes were unsure about this question.

Summing up, the majority of the athletes stated to have public organisations supporting their personal Dual Career development. However, in some cases it is a mix of both – private and public organisations. Yet, six athletes have no organisational support in this regard. Furthermore, only a few elite athletes took part in programmes targeted to their Dual Career development. Those programmes focused in particular on mentoring/tutoring. Whereas some athletes cited to have experienced positive effects due to the programmes, other athlete did not experience any outcome. Similar to the participation in programmes, only a few elite athletes received funding of their Dual Career by any private or public organisation. The majority, however, funded themselves and had no financial support.

(4) Perception of the Topic Dual Career

The last segment of Theme 2 has evaluated the perception of elite athletes towards Dual Career. Therefore, they were asked mainly about attributes associated with Dual Career and the promotion of the topic.

In total, the athletes as listed in Table 17 named 27 attributes. The athletes mostly named ‘being organised’, which goes along with previous findings about problems in scheduling their time. Second most, the term ‘discipline’ was mentioned, followed by ‘determination’. All athletes stated combinations of attributes, rather than single naming only a single attribute, as the following example illustrates: *“Personal discipline, dedication, organisational skills, time management [...]”* (Interviewee 3, Slovenia). An Italian as well as a Slovenian athlete named three attributes each: *“Determination, sacrifice and organisation”* (Interviewee 5, Italy) and *“Professional experience, maturity, responsibility”* (Interviewee 1, Romania).

Table 17: Frequencies for Theme 2 relating to attributes associated with DC in sport

Emerg ed Sub-categories – Attributes associated with Dual Careers in sport	Frequencies
Being organised	5
Discipline	4
Determination	3
Work hard	2
Combining a sporting career with a professional career/training	2
Dedication	2
Responsibility	2
Sacrifice	2
Flexibility	2
Future	1
Perseverance	1
Constancy	1
Effort	1
Career improvement	1

Help	1
Adjustment	1
Knowledge	1
Difficult life	1
Lack of leisure time	1
Efficiency	1
Maturity	1
Professional experience	1
Athlete as an active part of sport after the end of the career	1
Being motivated	1
Open-mindedness	1
Financial support	1
Applying for a job/internship	1

On the national level, 23 elite athletes have thought that Dual Careers are not sufficiently promoted in their countries – one athlete from Germany thinks it is. One Italian athlete is clear about the situation: *“No, absolutely not. It is not meritocratic, no”* (Interviewee 4, Italy). In Romania Dual Careers are also lacking of promotion and more advertisement as well as guidance seem to be necessary: *“They are not promoted; they are not discussed; no guideline is applied”* (Interviewee 3, Romania). The Spanish athletes all claim to have not heard about it enough in their respective sports or anywhere else (Interviewees 2 & 3, Spain). For Lithuanian and German athletes the situation is similar, a lot has been done and has improved but it still is not enough (Interviewee 3, Lithuania; Interviewee 4, Germany). As so, the elite athletes claimed to promote Dual Career especially more to the athletes, followed by employers and by public. Table 18 gives an overview about the frequencies.

Table 18: Frequencies for Theme 2 relating to sub-categories for groups promoting DC

Emerged Sub-categories – More promotion to target groups	Frequencies
Athletes	14
Public	8
Employers	9

A German athlete has described the problem as follows: *“Primarily the athletes. Because I think at the moment, most of the athletes do not know much about the topic and to have the whole public that might be for the first step too much”* (Interviewee 1, Germany). Also others have claimed that first the athletes need to find out more about Dual Careers by themselves and which possibilities exactly they have regarding that topic (Interviewee 1 Romania; Interviewee 2, Slovenia).

However, some athletes have thought that employers are also an important target group as they hold a lot opportunities for the Dual Career development of elite athletes: *“I would say first of all*

the employers to have a start” (Interviewee 3, Germany). Several athletes argued as well for combining at least two or in some cases all three parties (Interviewee 4, Lithuania).

Furthermore, the interviewed athletes were asked to express their opinion if enough support from stakeholders is offered to pursue a Dual Career and therefore if enough programmes are offered. Over half of the athletes ($n=15$) have claimed a lack of support from stakeholders and nearly the same amount ($n=16$) as well a lack of programmes. However, nine athletes have agreed on a good support from stakeholders and three athletes have quoted that enough programmes are offered.

Nearly all athletes ($n=21$) stated to promote Dual Career on social media with Facebook being the channel which was most used by the elite athletes. Overall, they named eight different marketing channels to promote Dual Careers more specifically and address the before mentioned parties (see Table 19). An athlete from Spain has stressed the age differences while using these channels: *“Now it is Twitter, and also Instagram, for the younger ones, and the older ones are the ones who listen to normal radio and television”* (Interviewee 1, Spain). Additionally, several athletes hold the opinion that more is more, claiming: *“All as much as possible. TV, radio, internet, social networks. And yet*

Table 19: Frequencies for Theme 2 relating to sub-categories to social media channels promoting the DC

Emerged Sub-categories – Preferred social media channel	Frequencies
Facebook	11
Television	7
Twitter	6
Instagram	6
Organisational/institutional webpages	5
Radio	2
LinkedIn	2
Youtube	2

In total, 27 attributes were named by the elite athletes regarding Dual Career. ‘Being organised’ was the most mentioned attribute. This is going along with previous findings as managing his/her time schedule and organising everything around was a lot emphasised by the athletes. Furthermore, the athletes nearly all agreed on a missing promotion of Dual Careers and that this should be fostered throughout the countries. Thereby advertisement should be targeted especially towards the athletes themselves, however keep other stakeholders like the public and employers in mind. Many athletes suggested an advertisement mixture towards all stakeholders and a specific promotion via social media.

3.2.3 Evaluation of Theme 3 – Programme efficiency

Theme 3, programme efficiency, targets only one sub-category, namely the time invested in Dual Career versus Dual Career outcomes of the elite athletes. Figure 6 illustrates the Theme.

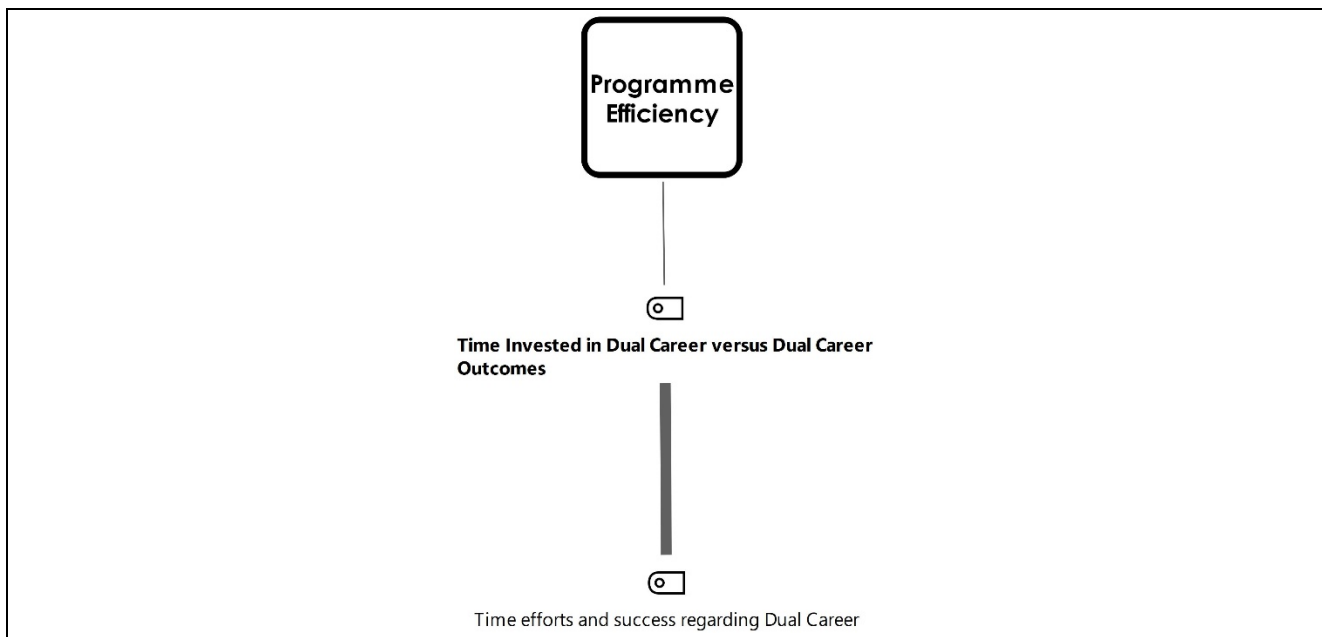


Figure 6: Overview – Programme Efficiency

(1) Time Invested in Dual Career versus Dual Career Outcomes

All elite athletes have evaluated how much time they have invested in their Dual Career in contrast to what the outcomes. The majority of athletes cited to have invested a lot of time, sometimes too much time, and had in contrast too few outcomes or not efficient enough outcomes: *“The investment is huge [...]”* (Interviewee 2, Romania) or as a Slovenian athlete expressed: *“I invested a lot of time and effort”* (Interviewee 3, Slovenia).

One impaired athlete from Germany told that it has cost him a lot of time driving all the time to his training as he studied in another city and had to go there in the beginning when the university did not allow him to train at their facilities so far. However, he managed it at a certain point in time, but still it took a lot of time (Interviewee 1, Germany). Moreover, a Lithuanian athlete has evaluated this topic: *“I think all my time after graduation was linked to my career in sports and beyond. I have always worked hard and prioritised my studies and sports”* (Interviewee 1, Lithuania). Some of the athletes have also mentioned how important it is for the Dual Career development to make that time effort to be later on successful after the sporting career (Interviewee 2, Lithuania).

What stands out is that the Italian athletes all seemed to be satisfied with their Dual Career outcomes compared to the athletes from the other countries: *“I have to say that the efforts in managing a dual career have allowed me to develop the capability to manage my time, to remain curious, to continue studying. [...] So it was certainly a good investment. Although it was not*

developed in line to my study major, it was indispensable” (Interviewee 1, Italy). Another Italian athlete confirmed this: *“Yes, I am satisfied”* (Interviewee 2, Italy). Furthermore, some athletes say that investment and outcomes are directly proportional related (Interviewee 5, Italy).

Despite of the aforementioned, findings in general were rather pointing to less efficiency regarding time invested and outcomes of Dual Career as the following statement of an athlete summarises in an easy way: *“It was less efficient”* (Interviewee 2, Germany). The majority of athletes was rather unsatisfied and not at ease with the outcomes they received by putting a lot of effort in.

3.3 Quantitative Assessment of the Effectiveness of the EU GUIDELINES

Topics relating to Theme 2 and Theme 3 were also queried on a four-point rating scales from the interviewees. These will be presented below.

Theme 2 – Awareness of Dual Career

The quantitative assessment of Theme 2 captured the awareness of the elite athletes towards their DC. The first statement was rated on average with 1.87 (on a scale from 1=weak to 4=outstanding), pointing out that the athletes agree that the information and education about their DC situation needs improvement from an early age on. This goes along with the result of statement five, which implies that the awareness of the Dual Career arrangements the athletes are provided with, requires improvement too. The other three statements were not directly concerned with the DC situation but referred more to being an elite athlete. On average, all were rated as good, implying that the interviewees were well empowered to speak up about their situation, act as role models and were aware of the dual career arrangements. Table 20 provides a detailed overview about all statements.

Table 20: Descriptive results of the awareness of Dual Career

Items	M	SD
I was informed and educated about my Dual Career situation starting from early age on.	1.87	1.14
I am aware of my own career development and take responsibility for it.	3.22	0.85
I am empowered to speak up about my specific situation being a professional athlete.	3.35	0.93
I act as role model for my peers and successors.	3.35	0.71
I am aware of the Dual Career arrangements I am provided with.	2.17	1.07

Note: M=Mean value; SD=Standard deviation; Scale: 1= weak; 2= requires improvement; 3=good; 4= outstanding

In total, 12 of the interviewees rated the first statement with the value ‘1’ and six interviewees with the value ‘2’, implying that the information and education about DC is weak and requires improvement. In contrast to this statement, the second one was rated by nine interviewees with the value ‘4’ and 10 interviewees rated it with the value ‘4’, meaning the awareness of the own DC development is good to outstanding.

Theme 3 – Time Efforts Regarding Dual Career and Subjective Success of one’s Dual Career

Athletes assessed the time efforts invested in their own DC and the success of their DC. A 10-point rating scale was used to evaluate these questions. Table 21 displays the quantitative assessment of Theme 3.

Table 21: Descriptive results of the awareness of Dual Career

Items	<i>M</i>	<i>SD</i>
Estimation of time efforts invested in own Dual Career of the interviewee	7.75	2.59
Estimation of the success of the own Dual Career of the interviewee	7.88	1.90

Scale: 0=no time invested - 10= as much time invested as possible; 0=no outcome - 10=positive outcome.

Both statements were rated on average almost similar by the athletes ($M=7.75$ and $M=7.88$), which indicates that the athletes invested a lot of time in their DC but also gained a positive outcome. No time invested (=0) was not rated once by any athlete, while the highest value (10) was selected by nine athletes. Almost the same applies for the second statement. No elite athlete rated the statement with 0 (no outcome), but seven athletes rated it with a ‘10,’ implying a positive outcome of the own Dual Career.

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5. APPENDIX

5.1 Interview Guideline

Information how to conduct the interviews

Below you will find an interview guide, which is indispensable to follow to assess the effectiveness of the implementation of the EU guidelines on dual careers in your country. The interview guide is based on a theoretical approach of Rossi et al. (2019) to systematically evaluate programmes, a document from the EU Commission (2016), and the anticipated content of the gap analysis.

*In total, **four athletes** in each country have to be interviewed: two athletes who are active as a professional athlete at the moment and two athletes who are retired¹ out from professional sports. One athlete (out of the four) should pursue/should have pursued a Paralympic sport, independent which sport. The other three athletes should pursue/should have pursued an Olympic sport to be a possible interview partner. Out of those three, the first athlete should pursue (or have had pursued) one sport out of those options: athletics, swimming, gymnastics, cross-country skiing or Nordic combined. The second athlete should pursue (or have had pursued) one sport out of those options: basketball, handball, (ice-)hockey, volleyball or bobsleigh. The third athlete should pursue (or have had pursued) one sport out of those options: BMX, sport climbing, skateboarding, surfing, freestyle skiing or snowboarding. Table 1 summarises all aspects.*

Table 1: Requirements of interview partners

Three Olympic athletes or former Olympic athletes			One Paralympic athlete or former Paralympic athlete
One, who is/was in any of the following sports	One, who is/was in any of the following sports	One, who is/was in any of the following sports	One, who is/was in any Paralympic sport
Athletics	Basketball	BMX	Any sport
Swimming	Handball	Sport climbing	
Gymnastics	(Ice-)hockey	Skateboarding	
Cross-country skiing	Volleyball	Surfing	
Nordic combined	Bob	Freestyle Skiing	
		Snowboarding	
Two of all athletes have to be active professional sportswomen,-men – Two have to be retired/dropped out athletes			

¹ 'Retired' implies that athletes did not stop their sporting career prematurely due to an injury or other reasons.

Try to stick to the requirements of interview partners. If it is not possible, please inform us and we will discuss a solution together. Please use the exact questions in the guide for each interview and do not add or omit any questions. Use this template for your transcription of each interview and stick to the format.

Thanks, this is very much appreciated.

*Again, please use **British English** for the interview transcripts.*

Theme 1: Programme theory and design (*Questions about programme conceptualisation and design*)

- Programmes goals and objectives
- Comparison of intervention and social needs
- Critical details in relation to social problems

QUESTIONS

1. Do you know what the dual career concept is/what dual career means and what it aims for?
 - a. Are you aware of the EU guidelines on dual career and what they are aimed to?
 - b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?
Feel free to share the guidelines with the athlete if he/she does not know them.
2. What kind of guidelines would you like to have? Which topics and issues should they cover? Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?
3. What kind of problems occurred in your athletic career referring to dual career?
In addition for former athletes: What type of problems occurred after your sporting career? How did you tackle the problems during your career and after your career?)

Theme 2: Programme process (*Questions about programme operations, implementation, service delivery, and the way recipients experience the programme service*) AND **Programme impact** (*Questions about what the programme did change and the programme's impact on those changes*)

- Often together with implementation
- Operation, functions, performance, assessing the field of implementation
- Questions about utilization, coverage
- Changes in outcome

QUESTIONS

1. Did the national guidelines in your country or the EU guidelines change anything for you?
 - a. What are the strengths and weaknesses of those guidelines in your opinion?
2. Do you feel well informed about the topic dual career/your dual career situation in your country? Is the system of dual careers transparent (enough) for you?
 - a. At any point in time, was the topic 'Dual Career' part of your education?
 - b. If yes: How was the topic 'Dual Career' introduced to you?
 - c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?
 - d. If yes: Who introduced the topic 'Dual Career' to you?
3. Which organisations (private or public) interfered in your personal dual career development?
 - a. How did that impact your dual career?
 - b. Did you take part in specific programmes?
 - i. If yes, in which programmes did you take part (*name all programmes and answer the following questions for each programme*)?
 - ii. Please describe the programme.

Potential Examples:

 1. Mentoring
 2. Online-Activity
 3. Workshop
 4. Lecture
 5. Company-programme
 6. Etc.
 - iii. What was the aim of this programme/these programmes?
 - iv. What did this programme change in your dual career development? Was it useful for you?
 - v. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
 - vi. Was this programme/were these programmes in an organised setting?
 - vii. Did this programme/these programmes raise your awareness for the importance of dual career?
 - viii. Did those programmes use reward mechanisms (if yes: describe them)?
4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?
5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?
6. Can you estimate a percentage how many athletes are aware of these opportunities?
7. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)

8. And now, we would like to know your perception of the topic 'Dual Career':
- a. Which attributes do you associate with 'Dual Careers' in sports?
 - b. Do you think dual careers are sufficiently promoted in your country?
 - c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?
 - d. Do you think there are enough programmes on dual career offered in your country?
 - e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?
 - f. Do you think 'Dual Careers' should be promoted using social media?
 - i. If yes: Which channels would you suggest?

Theme 3: Programme efficiency (Questions about programme costs and cost-effectiveness)

- Relating programme costs to programme effects

QUESTIONS

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

This should be queried first as open ended question. Thereafter, we suggested as follow-up questions a closed-ended question (Quantitative Assessment).

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.
3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

Quantitative Assessment

1. Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 Interview Transcriptions Germany

5.2.1 Interview 1

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: *"Yeah I heard something about dual career with the Deutsche Sporthilfe."*

German Sports Aid Foundation?

R: *"Yeah German Sports Aid Foundation...and with the sport centres for Olympic sports... and I got some e-mails and they introduced some career managers so that I have the opportunity to get in contact with some persons that would like to help me with my dual career. So dual career exactly means that I am at the same time a sports student and a sports man - so that it is sometimes difficult to manage. And they offered the opportunity that I can get in contact with some persons who will manage this. The problem was in the past that I never got in contact with some of them. Although I was interested."*

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: *"No."*

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: *"No." (laughed)*

(Interviewer is explaining the aim of the EU guidelines to Taime, giving example of one guideline (4), and is also explaining the national conception of BMI & DOSB, also in context of the POT as concept and that dual career is a sub chapter, giving recommendations.)

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: *"To be honest, I have never heard about the political issues, so that it is fixed in the EU or a topic in the EU. So maybe some persons can think about it, but I have never heard about it. I only heard about that there is some programme in place, but I never got in touch. So I know that they offer some services like managing the schedules for example, or having contact to universities, management of lectures, scheduling and for example competitions in sports and matching this...also finding a job is very important...assistance something like that."*

So you mean like the aspect – managing the schedule and getting in contact with universities, finding a job and the assistance. This would be a guideline, which you really would like to have or which should be definitely covered in a chapter?

R: *“This should be definitely covered. But as I heard it is already covered in theory, but ((laughs)) in practical issues it is not the case.”*

Okay, anything else? Or any other aspect which you would like to have covered in the dual career concept?

R: *“Of course as an athlete with impairment disability sports man, I want to have more easy access to facilities. So for example at the German Sport University, there is a small pitch close to the basketball field, but it was very difficult to get there and to have opportunities for training. And actually, at the moment there is training on this pitch two times a week, but not for myself, but for a hospitation group. There is nothing else at the university, no support for myself.”*

Okay.

R: *“And that should be definitely covered.”*

The point would be access to sport facilities. All right, next question: Which entity, for example institution, should be responsible for them and take care of the implementation of the guidelines?

R: *“The DOSB I would say. And also the German Sports Aid Found.”*

3. What kind of problems occurred in your athletic career referring to dual career?

R: *“Yeah, when I was in Mainz and studied business administration I had some problems with scheduling – so what I have mentioned before. Sometimes I had training and this was in conflict with the lectures and also what was very important – the tournaments. So I had exams during the time of the tournaments and this was very, very bad. And I had to write the exams afterwards, after the tournaments. But this was not really clear and I had to fight for this and this was very, very difficult. The facilities was the biggest point I think.”*

The biggest problem?

R: *“Yeah, biggest problem. Because especially in disability sports, the clubs in which you are playing for example are not in the same location where you are studying. This was a big issue, because I had to drive to Marburg from Mainz two times a week.”*

Okay, so long distance?

R: *“Yeah, long distances. And also when I applied for an internship, it was very, very difficult. I had some help from the Sports Olympic centres, but not much. So it was okay, I got an internship, but it was very difficult. And I got no help from other institutions. It was only personal contacts.”*

Theme 2: Programme process (AND Programme impact)

1. **Okay. This was section one. Turning to the next question. I mean you said that you have never heard about the national guidelines or the EU guidelines, but did the national guidelines in your country or the EU guidelines change anything for you? Did you get the feeling that, I don't know, in the past has changed, maybe especially during the time when the new conception of the DOSB and the Ministry of the Interior was introduced?**

R: *"The only thing that changed in the past was that I got money, so financing, like a scholarship. And it was linked to dual career, but I got this money, but no help. So that is something difficult to manage. But nothing else."*

But you would say that you got the money or the scholarship because of the national guidelines?

R: *"Yes. But nothing else I would say has changed. Because I never had some benefits."*

I mean, you stated before that you are not really aware of these recommendations and these changes.

R: *"Yes."*

- a. **What are the strengths and weaknesses of those guidelines in your opinion?**

R: *"Could you repeat them?"*

(Interviewer shows and explains the guidelines again)

R: *"Yeah it is hard to talk about strengths, because at the moment, they are not really... there are maybe theoretically in place, but not really existing in reality. I think they can make the daily work or the daily sport easier for athletes. So they (athletes) can get better or improve in the job and on the other hand in the sports. So that is obvious. At the moment the weaknesses of those guidelines are that they are far too difficult, I think. But I am not really, as I told you before, I am not really aware of them in detail. But, I think it is too difficult to have different career managers at the Olympic sport centres. And they do not have really have much opportunities to help the athletes. At the moment there is also the problem, that the Olympic Sport Centres are not really linked to each other, so not really in contact. So when you are moving for example to another place, you have to, as an athlete, you have to get in contact with the other centre and there is no automatically service or transfer and that is very difficult. Because every time you move, you have to start from the beginning and this is clear disadvantage. I think at the moment the responsibilities are not really clear. So that is my opinion."*

2. **Do you feel well informed about the topic dual career/your dual career situation in your country?**

R: "No...not really. They were some information in the past, but they are very small information and not enough. Really not enough. So as I had contact to the..."

To the Olympic Sport Centres?

R: "No, they were mentors. As I had contact with the mentors, I never had some benefits from them. It was not enough. Although I applied for having a mentor. This leads me to the second question if it is transparent or not. And it is not. It is not really transparent. It is very diffuse for me and I can say for all my team colleagues in the national team it is the same. So they don't have any idea about it. I think I am the only one who has an idea what dual career exactly means, maybe not exactly, but dual career could mean, but they don't know the name dual career."

So you are saying that your fellow teammates have no clue about the dual career and they are not taking part in any kind of dual career programme?

R: "No, they are not taking part in any kind of dual career programme."

a. At any point in time, was the topic 'Dual Career' part of your education?

R: "No. So maybe the scholarship was linked to education, because they said when you are in the third semester you can get these 400 Euros of the German bank, but it was with the sport aid foundation."

The question more refers to if dual career was part of the education directly.

R: "Yeah, but no. Not really – only indirect."

b. So the dual career was not really introduced to you, not during school or university?

R: "No."

3. Which organisations (private or public) interfered in your personal dual career development?

R: "Yeah, the Olympic Sport Centre and the German bank...and also the German Sports Aid Foundation."

And the contact with the German bank was it via the German Sports Aid Foundation?

R: "Yes."

a. Okay. How did that impact your dual career or did it not really impact the dual career?

R: "Not really. So I had a finance benefit, but nothing else. With the Olympic sport centre, the career manager was able to co-create my CV. And also helped me applying with an internship, but this was it."

The manager was one of the managers coming from the Olympic Sport Centre?

R: *"Yes."*

So it affected you just a little?

R: *"Yes, a little bit."*

- b. Okay, coming to the programmes: Did you take part in specific programmes? So examples could be mentoring, online activities, lectures, a workshop or a company programme? Did you take part in any specific programme, which pops up in your mind? I think you already said that you had a mentor?**

R: *"Yeah, officially. But we never got in contact. So I had contact to the German Sport Aid Foundation and they managed and fixed the mentor for me, but I never got in contact with him. So that was a problem. I also was, I don't know if it referred to dual career, I was part of the German Youth Talent Programme."*

Okay, so let us then go through some aspects referring to these two programmes. So each individually, first for the mentoring programme then the German Youth Talent Programme.

- i. What was the aim of these programmes?**

R: *"The aim of mentoring was to provide assistance for me, for my dual career. So maybe getting a job, applying, get into contact maybe with some important partners in business for example...and also managing scheduling, helping me managing scheduling, training, university and so on. And the second one – the aim was only to support finance sources for youth talents."*

So supporting finding finance sources?

R: *"Yes."*

- ii. Okay. So again, a question referring to both programmes. What did this programme change in your dual career development? Was it useful for you?**

R: *"The first one was not really useful and changed nothing. The second one provided only finance support, but I cannot..."*

Did it change something – so you got some financial support in the end?

R: *"Yeah I got some financial support."*

So it did change something?

R: "Yes."

And therefore you felt that it was useful?

R: "It wasn't. To be honest it wasn't."

So you got the financial support, but you still had the feeling that it was not really useful?

R: "Yes."

iii. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?

R: "Mhm, no."

Both no?

R: "Yes."

iv. Were these programmes in an organised setting?

R: "What is meant with organised setting?"

Was is like set up or was it formally organised or more an informal meeting?

Were you the only participant or was there a group participating?

R: "For the youth programme it was a group, I don't know...some promising youth athletes. But I never was in contact with them or something like that. It was a pool of those. And the Sports Aid Foundation decided who can get into that pool and who will be supported...but nothing else."

It was mixed, wasn't it? So disabled and non-disabled athletes?

R: "Yes, I think I was the only disabled athlete."

And the mentoring, you said that it was just getting in contact actually with a mentor, it was not really organised or in an organised setting?

R: "As I experienced it, not really. So I got contact with a manager, so it was not organised."

So there was no standardized way how they got in contact with you...topics which they had to cover.

R: "Maybe it is different for others...but that was my experience."

It is all about your opinion and your experience.

- v. Did these programmes raise your awareness for the importance of dual career?

R: *"A little bit, I would say, because they emphasized on the word dual career and they warned it is sometimes very difficult to manage...but nothing else. I was aware, but nothing else."*

Okay. Maybe you could say which programme more or are both on the same level raising awareness?

R: *"The mentoring programme raised awareness because it was before the Youth Programme. It raised awareness because I got some emails. These were the information bits I got. The second one, the Youth Programme...not really...because I already had the information about that there is some programme in place, so dual career."*

It was just focusing on the financial perspective, not really focusing on the concept of dual career?

R: *"Yes."*

- vi. Did those programmes use reward mechanisms (if yes: describe them)?

R: *"Yeah, the first one not. But the second one...."*

The first one is the mentoring, right?

R: *"Yes. And the second one, the Youth Talent Programme, was not really rewarded. It was...you can keep your support from this programme, if you reach a given place in competition. So it was in 2015 and I had to get the third place in the European Championships and we got the sixth place or something like that. And this was not enough and therefore I was thrown out."*

Okay. So it is about the performance measures?

R: *"Yes, it is about the performance."*

- 4. All right. The next question would be - are you funded by a private or public organisation besides taking part in any specific programmes on dual career? How and in which manner are you funded?**

R: *"What was the name of it? It is also a foundation here in NRW."*

Sportstiftung NRW?

R: *"Yeah. They support me since one year because they found me in the internet. That is some funny point because I was in contact here with the Olympic Sport Centre and the foundation of NRW was not in contact with the Olympic Sport Centre. They could get these information much easier than they actually did."*

So it was not the connection via the Olympic training centre, but...?

R: *"No, it was only research. And this research would have been dispensable."*

Okay. And could you tell us how and in which manner are you funded? Maybe the amount of the support?

R: *"So I get monthly 200 Euros at the moment. And at the moment they try to promote blind football...because the first match day of the Bundesliga is nearby Aachen and they try to promote blind football and my person."*

Okay. Any kind of funding which you receive from any other private or public organisations? Anything else?

R: *"In the moment or in the past?"*

At the moment:

R: *"No."*

Okay. So the scholarship from the German Bank is over?

R: *"Yes. Since they changed the supporting systems, two or three years ago and this new system says that, yes we are an athletes of the disabled sport federation, but only, I think, pool B...but pool B is not enough to receive some support from the German Sport Aid Foundation, so yeah. That is not enough."*

Not enough to get funded by the German Sport Aid Foundation?

R: *"Yes, we have to get in pool A."*

5. **Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?**

R: *"No they aren't."*

Anything else to add? Because you haven't seen any advertisement?

R: *"Only via e-mails. There was one programme, I remember now, it was the in German Deutsche Unternehmerbörse. This, I think, was part of the dual career programme. There was a website where business partner can get into contact to sport athletes, but it was not really effective for me and I never was on this homepage since two three years."*

But at least it was a little bit advertised?

R: *"Yes."*

6. **Can you estimate a percentage how many athletes are aware of these opportunities?**

R: *"So aware of the name dual career or the opportunities which are coming from the dual career?"*

Yeah like the dual career programmes...in your context.

R: *"Of professional athletes?."*

Yes.

R: *"10%, maybe."*

7. Do you feel well-prepared for the career after the sporting career?

R: *"No."*

Any reason for that?

R: *"I feel prepared, but only through university. So..."*

Only through your own effort.

R: *"Yes."*

Your own effort you invested into studying at universities, but not through dual career programmes?

R: *"Yes, that is right."*

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"Only finance support. So finance attributes."*

Any other attribute which comes to your mind?

R: *"Maybe applying for internships or jobs, but no nothing else."*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"No."*

c. Do you / Did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: *"Who should be the stakeholders? That is the problem. So therefore I can say no, so no not really."*

Respectively, was there any stakeholder who supported you so that you were able to focus in-between for one or two years solely on sports?

R: *"Only as I said before...NRW Stiftung. In the last two years that was it...nothing else."*

d. Do you think there are enough programmes on dual career offered in your country?

R: *"Since I have no idea how many and which programmes are offered, I cannot say anything about it."*

e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: *"What is c?"*

Employers.

R: *"Ah employers. So to the athletes."*

So to the general public you wouldn't say it is necessary to promote it. Primarily the athletes?

R: *"Primarily the athletes. Because I think at the moment, most of the athletes do not know much about the topic and to have the whole public that might be for the first step too much."*

And what about the employers? I mean these are in the end the ones who have to hire the elite athletes for the job.

R: *"I think in the second run. If athletes are not aware, it doesn't matter that the employers are aware."*

f. Yeah, makes sense. Do you think 'Dual Careers' should be promoted using social media? And if yes, which channels would you suggest?

R: *"They should be promoted over the obvious channels so Facebook, Instagram, YouTube and so on, but that is not enough. Sometimes you can read some posts on Facebook "Do career here, do career there", but it is not detailed enough to understand what is behind."*

Any other channel except for Facebook, Instagram, YouTube, which you would use?

Which would help you for yourself to get more clear information?

R: *"Not really social media, but maybe presentations or for example some people coming to our team and presenting the opportunities they offer for the athletes because we have some athletes they are so strong that they can get supported, but they don't know that they have the opportunity to be supported."*

Theme 3: Programme efficiency

- 1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.**

(Question unclear – Interviewer elaborates on the question)

R: *"Yeah as a student, you have some opportunities by talking to the university, especially when you are at the Sports University. They are really respectful and they say okay you have your dual career, we want to respect that and we are flexible to support you, but still I have to invest too much time I think."*

Could you say how much time you have to invest?

R: *"I think that is difficult to express. Sometimes I have to drive for example three hours to Marburg only for one and half hours of training and the next day I have to drive three hours back, so in total six hours for one and half hour outcome, if that is a number that helps, but it is not every time."*

It just gives a feeling how much time you have to invest, because only in Marburg there was the facility you could practice and that is where the dual career concept does not hold.

R: *"If I would not go here or use the facilities of the Sports University which I can use because I manage the issue of regulations. Usually I am not allowed to train here, but I managed this. And it was very hard to manage this. It took very much time and still takes."*

- 2. All right. So now some follow-up questions, but referring to the same topic, but close-ended. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career. So it is the same question, but referring to a scale from 0 to 10.**

R: "8"

- 3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.**

R: "6"

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of the dual career arrangements I am provided with.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2.2 Interview 2

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: *"I do not fully understand it, but dual career, at least in my perception, is the ability to pursue a sporting career and simultaneously be prepared for the professional career after the sporting career via either studying or vocational training. In order to have a mature and responsible athlete who is able to and knows how to earn money after the sporting career. Because 99% of the athletes have to earn money after the sporting career."*

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: *"No."*

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: *"At least we received something from the German Olympic Sports Confederation, so therefore I had to say yes, because I definitely received something which referred to offerings from the Olympic training centre Rhineland. I also had some meetings over there, but currently I do not know the national guidelines or recommendations of dual careers."*
(Interviewer shows and explains to Paul the documents of the EU Guidelines and national guidelines. Paul emphasizes that he has never seen documents from the EU).

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: *"Okay this is dependent on what the guidelines already cover. But in my opinion, it would makes sense...so dual career makes fundamentally speaking sense...but the problem is the weighting, meaning in many sports, I mean I can only speak for myself, the situation is...with my talent a dual career is actually not possible if I want to reach the world class level. Meaning with the skills I have I have to be full-time professional athlete and shouldn't have sorrows about the future after the sporting career. And this is or has been quite difficult and this was the reason why I pursued my self-employment at my firm in order to earn money and not to live with three euros to pay my rent. I mean the rent and groceries were possible to effort, to effort a car was more difficult. In this context it would be god to find a solution, so that dual career means to fund athletes, similar to Alters-Teilzeit, meaning the possibility to have dual career or to support the athletes beyond the retirement and enable a dual career or the athletes to focus only on sports for 8 years for example, so two Olympic circles or maybe even three. And then afterwards continuing to support the athletes adequately, so that the athlete*

can effort his or her life so that in this time he can pursue studying or a vocational training programme with the pledge that the athlete gets a university place. This would be, personally ...so it mainly refers to the time after the sporting career. Some athletes are able to or willing to... I experienced it in my training group. Linda Stahl studied simultaneously medicine. And she needed studying to distract herself from sport. And in my case, I need to focus only on sport and the rest should not bother me at all. It would be harassing fire if dual career is organised during my time where I focus on sport. And if you have the feeling that you haven't reached your goals in sports and your abilities could be further compared to where they are. I have always the feeling that for the studies it is not beneficial, even though they say we can make it. I mean I have been part of three cohorts and you do not really belong to one, so no cohesion and this means you are on your own while studying. This complicates things and there are too many problems. And therefore personally, it would be good to offer two possibilities. Possibility A – solely focus on sport and afterwards studying or vocational training – or possibility B – a parallel process...and this of course with cooperation and partners”

Which entity or institution should be responsible for them and take care of the implementation of the guidelines?

R: *“I would say, from a national perspective, so in my opinion, it is the responsibility of the DOSB in collaboration with the federal associations and sport federations.”*

3. What kind of problems occurred in your athletic career referring to dual career?

R: *“This directly refers to the issue I already mentioned. On the one hand...so school and high performance level worked out well, this was indeed good, although my school was not a specialised school for sports or a partner school of elite sports. It was a normal high school.”*

But they do have a specialised school in Leverkusen, don't they?

R: *“Yes, but I was in Krefeld. And after graduation I started commuting to Leverkusen. However, this was good. And then with the beginning of my degree... this also depends on the study design of the German Sports University. They have a sport test to be able to apply for the degrees and they have a basis modules where you have many kind of sports. Gymnastics, swimming, track and field, long runs, team sports and a lot of practical courses. That is quite difficult for elite athletes, because they are already quite specialised. If a weightlifter comes to the German Sports University, no matter in which weight category, and has to run the 10km run in a specific time, his muscular system is not designed for this kind of requirement. Even if he has only 5% body fat, because he belongs to the weight category 77kg, it is totally counterproductive for weightlifting as such. But this is political decision of the German Sports University which requirements they set. The point, where it became quite difficult for me, was the decision after the graduation from school, what to do. And then the questions arises...first I wanted to study medicine and I was in contact with Linda Stahl, but then I decided that I wouldn't fit to me, because you really have to invest time into studying. I am more the kind of person who understands it once and wants to apply it. And I thought sport is my life, maybe studying sports.*

And then it became difficult to cover the workload of studying and training, especially in the first semesters, when I was still commuting for 80km. Normally I had around 32 semester hours and still had to train for 24-30 hours and plus driving. So in the morning I drove to the university and practised already at the facilities at the uni, then drove after uni to the training centre, normally with traffic jams, where I usually arrived at around six o'clock and then my coach said, look at you, you can drive back home. This is definitely difficult to coordinate. Also due to the reason that we do not have enough coaches at the universities. So depending on which kind of sport, it is not possible to exercise your sport at the location of the university... so for me it would have make sense to move to Cologne. But this doesn't work, since they don't have a coach over here. This is why I decided to move closer to Leverkusen and still you need one hour travel time. This means that commuting and traveling was the biggest problem and additionally, I am the kind of person, who says if I do something I want to have an optimal outcome. But this does not work. Because if you are studying, you are actually a full-time student. And high-performance sport, how I want to practise it, is also full-time and this collides. And I came up with the idea to start my own firm in 2014 which is also minimum a full-time job and then everything becomes chaotic. And it then it takes way more time to graduate and you might be even unsatisfied with the results. In my bachelor degree, I never really studied and I tried the same in my master degree, but this did work out anymore. Without studying, it is not possible to pass exams. The difference between bachelor and master degree is huge."

Okay. In addition to you as a former athletes: What type of problems occurred after your sporting career? How did you tackle the problems during your career and after your career?

R: "Looking back...it is more a personal issue which arises, so in this kind of sense it was my decision to quit sport, which does not mean at the same time that I accept the circumstance to have quitted sport. But this does not strongly correlate with dual career. I decided to focus more on my own company, which is quite nice, but at the same time I recognise I still have problems to solve: I have to earn money, I still have to write my master thesis over here. So this is the next thing which is dual and which I have to combine – it is known – but it is still a problem. So with regards to dual career there is nothing more. I quitted sport and I am allowed to train down at my club. So in total it is just the lack of time to write the master thesis, but this is my own problem."

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: "No."

a. What are the strengths and weaknesses of those guidelines in your opinion?

R: "As I do not know them accurately...I can only point out fundamental issues, which appear in my opinion. The question with regards to the guideline is – who sticks to the recommendations? How can it be evaluated, if the idea of dual career and of the guidelines

is really covered and also is beneficial for the athletes? Meaning you have to install an institution with the responsibility to monitor or even contact persons so that athletes can reach out to them. So if an athlete says I have a problem over here, this is already implemented via the consultancy at the career advice offices. The question is, if it really works. You can write a lot of things on paper, the question is, if the outcome is the result you wished for, also for clubs and associations and lastly for the executives. I would say this works out in bigger clubs, but the smaller the club the fewer athletes who belong to a national squad because of centralisation in many sports, but there should be committees which can control and monitor if the guidelines are effective or not."

This would be a weakness in your opinion that those committees do not exist?

R: "There are opportunities via the consultancy of the career advice offices, but personally I am not convinced. It has to be more on an active basis. So that they ask – what is the current status and how are you feeling. But the athlete has to be active by him or herself. But many of the consultants are also over allocated, sometimes they have 500 hundred athletes, then he or she are not capable to handle all of them and perform properly."

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: "So I haven't really put too much effort into being concerned with this issue, because I said to myself I'll just do it how it comes. Therefore, it was more on my own. I was in contact with Horst Schlüter, he is the career advisor over here, and talked to him once or twice about the respective aspects. About transparency, the German Sports University definitely communicates this topic, but I cannot speak for other universities. Friends of mine, who studied in Aachen, experienced it that the lecturer did not see any priority for sports. Then the topic dual career falls apart quite easily if it is not possible to postpone dates. This worked out much better over here. In my bachelor degree, Norbert Stein was much involved helping athletes out with the coordination. Kirstin is also really helpful and tolerant with this topic and solved problems for me. Therefore, in the end, transparency is much dependent on the executing people in the system. Looking at other people who don't study at the German Sports University here in Cologne, it is getting more difficult. As I said if the lecturer or the dean says dual career does not bother me at all, then you cannot do anything about it. Otherwise, with regards to transparency, yes, all information are able to find or are send to the athletes by the association. But honestly, in my case, I receive the information mail, a lot of content, I store it and that's it."

a. At any point in time, was the topic 'Dual Career' part of your education?

R: "No....ah wait on the contrary. It was part of my education...when was it though?...it was part of a squad meeting on the u20 level from the DLV (track and field association). It covered the opportunities of the association in collaboration with the DOSB, which are offered, meaning opportunities like the armed forces and also the federal police employment positions. They had a specific quota for the athletes respectively they still have."

This was one issue. The opportunity to study was mostly neglected, rather they said that you should get a position at the armed forces, then at least a financial support and a safe job perspective is guaranteed and after 10 years you receive funds for upgrading your education. So this was introduced on the u20 level, but nothing else came afterwards."

- b. Okay. So you answered all of the other sub questions except for who introduced this topic?**

R: "I think it was the national coach."

- 3. Which organisations (private or public) interfered in your personal dual career development?**

R: "Well, the club, in my case TSV Bayer Leverkusen, the German Sports University, the Olympic training centre as well, and the association, the DLV. And what else?"

The German Sports Aid Foundation?

R: "Indeed no, because only selected athletes who belonged to the B squad were supported. In general athletes belonging to the A squad were supported and B-athletes were not supported. Meaning I had to throw one meter further something like that, then I would have received money from the foundation. Unfortunately this didn't work out for me, so that back then I belonged to the B squad and was not considered by the German Sports Aid Foundation."

- a. How did that impact your dual career?**

R: "The Sport University enabled me the dual career. If I would have studied at another university, where the general framework is not given, for instance postponing an examination date or being not strict with the attendance rule due to the need of trainings camps or competitions, would have resulted in the fact, that my studies would be even more extended as they already are. With regards to the club, also in collaboration with the Olympic training centre, the support was helpful. Even though the career advice office or consultancy didn't bring me any further, because in that moment of time I already knew what I wanted to do and I already decided to study sports. And concerning the track and field association, like I said, there was the squad meeting on the u20 level linked to introduction of the armed forces employment positions. But this was not really an option for me, I thought about it and actually also applied for it twice. The first time, I still blame him for it, the coach gave me a wrong date for the application deadline so that I couldn't be considered. And the second attempt, my talent was not too big, so that dual career measures of the armed forces would have resulted in participating at the Olympic Games. After school, it would have worked, but as soon as I started studying, the issue was off the table. Back then I told myself, it is possible, but looking back with the double workload of studying and training it was not possible and then it was too late."

b. Did you take part in specific programmes for instance mentoring, workshops or company-programmes and if yes in which of them?

R: *"I don't know if it counts, but I worked with a sport psychologist who was paid by the Olympic training centre and where the topic dual career was discussed. Also I had meetings with the career advice office."*

No mentoring and no workshop?

R: *"No."*

- i. So sport psychologist and career advice office. What was the aim of this programme or these programmes?

R: *"So on the one hand, the clarification of the direction so which jobs I can image for myself in my future."*

For the career advice office?

R: *"Yes. And on the other hand, with the sport psychologist, we covered more the aspect which issues shall I prioritize. How do I manage my time? I was really unhappy about my studies and with my performances during that time. And blamed this on the fact that I couldn't focus for 100% on sport. So it needed to find the right balance between sport and studying and needed to set priorities."*

- ii. What did this programme change in your dual career development? Was it useful for you?

R: *"Regarding the career advice office, as soon it was clear that I would start to study sports and not medicine...following two more meetings...this is already eight years ago...It led to the decision not studying medicine, but boosting my own sport performance. And with the sport psychologist...it was helpful for me indeed. So that I could say, I put my focus on sports at the moment in time and after that I put my emphasis on studying. This was the reason why I extended my master degree. In the beginning of my master degree, I did not study too much and focused more on sports. So this was in the winter semester 14/15. Then I did not study at all for one and a half years and practised sports. However of course I still kept the degree in my mind. But this has really taught me to focus on one thing and say to myself "I don't care that I extend my studies, because I already have on degree." At the same time, I also worked on my company and it was already profitable so that I could back up my living with it and were not dependent on finishing my master degree. I don't have a chef who forces me to finish the degree, I don't need to apply somewhere else and this was a result of the work with the sport psychologist."*

- iii. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
R: "No."
- iv. Were these programmes in an organised setting?
R: "So with the career advice office, it was via meetings, mails or telephone calls. This is a way of organisation of the Olympic training centre. And in collaboration with the Olympic training centre the meetings with the sport psychologist were organised. So they only proposed this offer to me and in the end they were also paying for it, so that it was clear that there is an organised structure behind this measurement."
- v. Did this programme/these programmes raise your awareness for the importance of dual career?
R: "No. This is mainly due to the fact that at this moment of time I was participating in these programmes, I was already within the process of a dual career."
- vi. Did those programmes use reward mechanisms (if yes: describe them)?
R: "No."

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: "So, the measures were paid by the Olympic training centre and otherwise my club provided financial support. So there is monthly "loan"."

Any numbers you can name?

R: "I am not allowed to tell them."

5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: "No, at least not at the moment of time it was interested in. So when it was relevant to me, you received some information in form of documents and then I was left alone with it...maybe one request. One could have been more aware of it with more self-initiative. It should not sound like I have been too lazy or that all the opportunities were given and the athletes simply did not take the opportunities. But I had the feeling that was the way how it was handled. "Here are the opportunities and if you have questions, give us a call". And as athlete you are left alone, you have such a huge workload, practising twice a day, at the same time I try to study somehow and in the end you don't have the time or energy to deal with it."

From your perspective, do you have the feeling that the advertisement improved over time?

R: "No, cannot really say something about it."

6. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"This is always dependent on the angle: If you ask athletes, everyone would confirm that he or she knows about dual career measures. Then I would estimate 85%, so relatively high. Although I would like to add, that the rate of using those measures is much dependent on if you are supported by the German Sport Aid Foundation or not, because they are then already integrated into dual career measures. So out of those who fall out of the system, who are still however integrated in the squad system, 85% knows that the measures exist, but nearly no one uses them."*

7. Do you feel well-prepared for the career after the sporting career? Or in your case: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?

R: *"Well, I concentrated and worked on three things simultaneously. A little bit afraid in the sense of...so I am not afraid about my professional life, because I knew that I would work within the sport sector and I had studied sports, both bachelor and master degree. It was clear that I cannot make big money if I get employed. Then I started with my self-employment, first it was more like a side job until I realized, it works out quite nicely. Then I got my own employees and then I had sorrows, which probably every self-employer has. So how many orders do I get in? This is not referring to the retirement of my sporting career, this is a permanent status. What definitely helped me was that I already had something to do after the retirement. So this was a thing I was afraid of."*

So am smooth transition?

R: *"Exactly. I was afraid how it would be if the regular and daily routine of sports is gone. So the routine of getting up in the morning, breakfast, training, physio therapy, lunch, sleep, training – a routine which has shaped my everyday life for years and then it was difficult for me to make the next step, not into the self-employment, but to organise myself. Because the framework was always given to me from external sources, from the coach or the club. They organise your training camps, they tell you when you have to be at the airport and in some cases you even get a shuttle...so everything is done for you, so you don't have to organise anything. So this was a difficulty and aspects I needed to learn and I was afraid of, but not from a financial perspective, because I already knew at the time I could earn money from my self-employment."*

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"I have to think about it. If I only have to name attributes which are associated with dual career in Germany: possible but not natural or naturally given, I would phrase it like that. It requires a certain determination. Not applicable to everyone. Increases the drop-out rate of elite athletes."*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"No."*

- c. Do you / Did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?**
R: *"So this was done via the Olympic training centre, the club and also the association. And altogether they supported me in a way that it was possible...and also the university of course."*
- d. Do you think there are enough programmes on dual career offered in your country?**
R: *"Yes, if they are implemented correctly, I would say yes. Maybe...so in my perspective, there is a big governmental support or via their institutions like the university. I think that collaborations with for profit companies are rare and rather an exception. But these collaborations would strengthen the system. An example was Franka Ditsch and Sparkasse. And I wish this would be established more often or at least that they build up the connection towards firms, to get in contact with firms, and if possible, that these collaborations result into jobs for the athletes later on. It think the support is too much fixed from a governmental side. We cannot force private companies to be part of the dual career system, but you can try to give incentives or clarify that it make sense to hire elite athletes. I think that people who have practised elite sports for many years have traits which are important for the job life."*
- e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?**
R: *"A and c."*
- f. Do you think 'Dual Careers' should be promoted using social media?**
- i. If yes: Which channels would you suggest?**
R: *"If I think about the target groups athletes and employers, the question is, if social media makes sense over here and if you reach the target group. With social media you can reach many, Instagram or Facebook for example, Instagram for younger people...you don't necessarily reach those you want. General public is covered, but you have to specifically address your selected targets. You have to look at who is in the squad or potential squad athletes and then you have to particularly address them and in the end, it is more effective than working with Social Media. And to work with direct communication tools with companies. It is difficult to reach smaller companies, but let's say DAX 30, they can be directly addressed and you speak with human resource department about cooperation. Although I know, they are already existing cooperation. So that has to be accelerated and less social media."*

Theme 3: Programme efficiency

4. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: "Well, in the end there were three telephone calls which led to my decision to study sports. I would say this is quite efficient. Regarding the sport psychology, the outcome had its consequences in form that I did not study for one and a half years, but it also took its time. This has led to an increase of my training workload, which then resulted into an injury. Therefore with respect to efficiency, it was less efficient."

5. Similar question, but not open ended: Please indicate on a scale from 0, no time invested, to 10, as much time as possible invested, your time efforts regarding the dual career.

R: "In terms of efficiency?"

Yes.

R: "That the dual career works out? I would say three."

6. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "7"

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.2.3 Interview 3

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: *"So personally, dual career means that athletes upgrade their education either in an academic or vocational way, besides doing their sport...so which possibilities they have or if it is even possible to do that as an athlete."*

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: *"No, sorry."*

Okay, no - that is not a problem at all. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: *"Again no, not really."*

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: *"So it would be good...because you are absent so many days during a year as an athlete, to have a time schedule for studying or for the job...which you don't necessarily have to develop by yourself, but maybe in collaboration with the university or employer and which is flexible enough to have free time periods. And that there are no negative consequences for athletes who were not able to meet deadlines, so that exceptions are made for them and that they can make it up with the employer or lecturer. So yeah, as an athlete you are absent a lot of times which results in disadvantages, if the university doesn't accept it, even though you are the one with the workload of an elite athlete. It is not always acknowledged. So elite sport should be more appreciated. And that people see that it is not a leisure activity. It's a job which athletes have and which is underestimated, also because it is not worthy from a financial perspective."*

So more flexibility, more appreciation in total?

R: *"Yes, exactly."*

Which entity or institution should be responsible for them and take care of the implementation of the guidelines?

R: *"I think, because every city has different standards with regards to the guidelines...but universities and employers, especially employers who offer vocational training programmes, should be involved. It doesn't have to be covered by a national institution, it has to be regulated internally."*

So no central organisation of dual career measures, but rather on a local or regional organisation level?

R: *"Yes, both is possible, but I think, that it would be easier if it is handled on local level."*

3. What kind of problems occurred in your athletic career referring to dual career? In addition for you as a former athlete: What type of problems occurred after your sporting career? How did you tackle the problems during your career and after your career?

R: "So especially in the Olympic year, the problem occurred that I have been absent many times and I was in a transition of either finding a job or start studying because I had completed my vocational training programme, which didn't work out because I was absent too many times. So yeah it was a problem to apply for a job while admitting that I will be absent many times – this was not a real advantage in my application process and I didn't feel too good about it. This has been a huge problem. Sometimes you were lucky finding a side job to get more experiences and qualifications, but to make huge steps in progressing qualification wise was always difficult. What was the second part of the question?"

How did you tackle the problems during your career and after your career?

R: "So on the one hand I decided to focus solely on hockey for my last Olympic Games, because luckily I had enough support from sponsorships. At the beginning of my career, that was not the case. There was less support and less interest of sponsors. And then you have to do something besides doing sport – so in the morning a training session, then office, afterwards training again and this is definitely a double workload for the athlete. And then it is not possible to show you best sport performance. And my last Olympic Games have been the best one, because I was in a good shape and also they were the most successful one, so it was clearly dependent on the aspect if there were sufficient sponsorships."

Theme 2: Programme process (AND Programme impact)

All right. Coming to the next set of questions. This is a little bit difficult, because you don't know the EU nor the national guidelines.

(Interviewer briefly explains the EU and national guidelines to Julia).

1. So after telling you that, did the national guidelines in your country or the EU guidelines change anything for you?

R: "Okay, so really difficult to answer. But no, I also didn't pay too much attention to that during my active career, because I had my backups, I had a job. I didn't need much more. I had my sponsors as well. That passed by unnoticed."

And what did you say? When did you retire from sport? 2017?

R: "2018. I have to say, that the system, developed by the German Sport Aid Foundation (GSAF), also what I heard from my team colleagues, that it must be really good...also with the programmes related to career transitions. And I still receive mails and information of offerings. This is beneficial

for the career after the sport career. All the possibilities sound really good, but since I live abroad, they don't match."

a. What are the strengths and weaknesses of those guidelines in your opinion?

R: *"Really hard to tell."*

So, maybe from your perspective one of the biggest weaknesses would be that athletes are not aware of them, wouldn't it be?

R: *"Yes, definitely. It might be my fault that I am not aware of them, but it would help that the documents are promoted more extensively. I have to say that we definitely received mails from the German Olympic Sport Federation, but I cannot tell if these guidelines came up somewhere."*

2. All right. I know that this is a tricky question, if you are only slightly aware of the guidelines. But next question: Do you feel well informed about the topic dual career or your dual career situation in your country?

R: *"Yes, so what I stated before: I was informed well via the GSAF and it was always possible to call them and ask questions. But I have to say, that I live in Amsterdam for nearly 12 years and sports gets more appreciation over here and therefore my dual career situation can be regarded as mostly positive. It also does not refer to every company, but especially companies in the sport business support elite athletes. So flexible working hours."*

Okay, but in your case that would refer to the dual career situation in the Netherlands?

R: *"Exactly, in my case it counts for the Netherlands. And for Germany, I have to admit, I don't know exactly."*

Okay, so the next questions should refer to the situation in Germany. Is the system of dual careers transparent enough for you?

R: *"So I can only tell you about what I heard from my team colleagues."*

This is perfectly fine.

R: *"So I think yes, that the universities and further organisations handle dual career measures transparent enough. But it is really hard to tell, because I didn't experience it myself in Germany."*

a. I totally get it. But still it is perfectly fine. Just tell us what you know or what you heard from your perspective...At any point in time, was the topic 'Dual Career' part of your education?

R: *"At training camps for sure...especially exchanging information with team colleagues and asking the questions "What are your plans? How do you handle things...in the Olympic*

year?”. So you definitely swapped some information and advises of who or what might be helpful. But at the university...no. Dual career information are not directly addressed to the athletes.”

So you stated that topic dual career came up at training camps that would answer the question with a yes.

R: *“Yes.”*

b. This means...when and who introduced this topic?

R: *“I think it was the GSFA.”*

Okay, do you recall when it was?

R: *“No, not really. It was definitely before the Olympics...so in 2015 or the year before and actually also already beforehand. Because new girls get into the national team, so every two years we received information or a presentation on the dual career...in Frankfurt. It was organised during a training camp and the GSFA is also located in Frankfurt. And as I stated before, it was always possible to call or mail them.”*

3. Which organisations (private or public) interfered in your personal dual career development?

R: *“So again predominately the GSFA.”*

a. How did that impact your dual career?

R: *“So first of all financial support on a monthly basis, but also they made me realize that there are possibilities and offerings for new sponsorships...or companies I could cooperate with...also which are located in the Netherlands. It was always a positive exchange with them.”*

b. Did you take part in specific programmes for instance mentoring, workshops or company-programmes and if yes in which of them?

R: *“No, no.”*

No programmes at all? No mentoring, no workshop? You mentioned the programme for the career transition beforehand...

R: *“No, because it didn’t refer to athletes living abroad.”*

Okay, get it.

R: *“So theoretically, I could participate in the programmes or workshops, but all companies which are introducing themselves at those events are based in Germany. So in the end, it didn’t make sense to me. But I know some people, who attended these events and thought that it was beneficial for them.”*

- 4. Okay...all right. So still we can leave out some sub questions, because you didn't take part in any programme by yourself. Then we can proceed to the next question: Are you funded by a private or public organisation besides taking part in any specific programmes on dual career? How and in which manner are you funded?**

R: "So from the university or in general?"

From all possible institutions or stakeholder.

R: "So the GSAF naturally, then contracts in hockey, Adidas and the hockey club itself."

Mostly financial support or did they also provide something else?

R: "Adidas provided equipment and a little financial support and the club only financial support."

- 5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?**

R: "Again difficult to judge when you are living abroad. So I have read the mails of the GSAF and thought that it was interesting, then you are clearly aware that there are existing possibilities. But there is no advertisement in TV with big slogans "we are partner of elite sports" ... I feel it is too less. But I also don't know if you can expect something like that."

- 6. Can you estimate a percentage how many athletes are aware of these opportunities?**

R: "Difficult...I would say half of all athletes. 50%?"

50% Okay.

R: "So 50% are aware of the dual career measures, but not all of them know every programme you can participate in and they also don't know how many possibilities exist."

Okay, so maybe you mean the difference between that they are aware of the possibilities, but they don't use it.

R: "Exactly, yes. I think that 70 or 80% are aware, but only 50% participate in dual career measures."

- 7. In your case as a former athlete: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?**

R: "No, I was not afraid. So back in 2016 I left the national team and continued playing for the hockey club for two years and meanwhile, in these two years, I could set up new things, and could work in a job."

So you were prepared well enough for the non-sporting career?

R: "Yes, exactly."

Okay, not too bad.

R: *"Yes, quite nice. Maybe I sold myself well."*

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"I would say...flexible definitely, you have to be interested... you have to be open for such things...it is definitely doable, but you have to be open...to dare new things...I think it is something positive, but it should be more used."*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"I think yes, but I think that not all companies are opened for athletes pursuing a dual career. I think at universities it is easier, but with regards to employers it could be further promoted."*

c. Do you / Did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: *"For a while I was only focused on sports, and then it would have been preferable to have a contract which synchronizes/adjusts the working hours with training hours. But that was not possible. So I actually perceived my employer always in a positive light, but those adjustments were not possible during the time when it became really busy, unfortunately."*

So you wished for more support or flexibility from your employer?

R: *"Yes."*

d. Do you think there are enough programmes on dual career offered in your country?

R: *"Yes, this is definitely the case."*

e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: *"I think all three. I mean without the companies and employers, the system doesn't work out, but if athletes are not aware...it also doesn't make sense."*

Okay, so any order or prioritization you can name?

R: *"I would say first of all the employers to have a start."*

f. Do you think 'Dual Careers' should be promoted using social media?

i. If yes: Which channels would you suggest?

R: *"I would use 'Twitter'. So first of all, yes I think this would be good to use social media in general. I think Instagram is more about lifestyle. So Twitter is more related to business and therefore it would be a better fit. And maybe LinkedIn."*

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: *"So because I continued playing on a high performance level for so many years, I never really could invest as much as I wanted to... But I am really happy with what I am doing...but if this is the job of my dreams... I don't know. So you are still looking out for something better. So if you have studied law or medicine you are more certain about your future, but I did sport marketing and sport management which covers a big field of opportunities."*

So in the end you invested a lot and you invested a lot of time, but the success is not yet foreseeable?

R: *"Yeah...so you try out many things, but in this short time it is difficult to know what you really want. So at least I can say what I don't want to do. But I haven't found the perfect combination yet...but who knows...maybe soon."*

2. Okay, similar question, but not open ended: Please indicate on a scale from 0, no time invested, to 10, as much time as possible invested, your time efforts regarding the dual career.

R: *"I would say 7."*

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: *"that would be a five."*

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.2.4 Interview 4

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: *"Yes, I am aware of the concept dual career, as I have already used measures related to the dual career. First, I started with my study programme engineering and at the time when I was in my second semester at the university, I was announced to be a member of the German national team. Since the beginning of my sporting career on an international level, I continued studying simultaneously and therefore pursued a dual career and will do that in the future with my entry into the professional life at my new job."*

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: *"No. There are guidelines from the EU?."*

(Interviewer explains EU guidelines to Flo Preuss)

R: *"No I am not aware of these guidelines."*

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: *"No."*

(Interviewer shows and explains to Flo the documents of national Guidelines)

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: *"First I would say, it is most important to emphasise the existence and opportunities of the dual career and make the athletes aware of them. So on the one hand that there universities which are promoting the dual career of elite athletes, that there are employers who are willing to offer a dual career programme. I became aware of measures of the dual career via the Sportstiftung Nordrhein-Westfalen (federal sport aid foundation of North-Rhine-Westphalia) and its network. However, I then reached out to the company where I did my Master thesis, and suggested the concept of the dual career to them. And they were quite satisfied and willing to accept the concept – so that was not a problem. I think that it is important, to show athletes on the one hand that this pathway is doable*

and on the other hand to show employers that they do not have to be afraid of hiring an athlete and doing something, which is unknown for them, because in the beginning they do not know how it shall work out if they have an employee who is available only for half a year or who has a flexible training programme and needs to be flexible within the company as well. So it should be the aim to make the companies aware that this still can work out."

Which entity or institution should be responsible for them and take care of the implementation of the guidelines?

R: *"I think, since nearly all of the athletes within Germany are connected to the German Sport Aid Foundation (GSAF), I would say it should be the GSAF which should execute the dual career measures."*

3. What kind of problems occurred in your athletic career referring to dual career?

R: *"Actually I had really only a few problems in my career as the university was always willing to postpone dates how I wanted and needed them. The only thing, which occurred was recently, the transition from studying and sport to the new job and sport. So I intentionally extended my studies in the end to further possess the status as a student for all insurances etc., because otherwise you face a total different financial situation if you have to pay all insurances without being a student. I think this transition was the only challenge."*

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: *"I was really aware of them – so no not really."*

a. What are the strengths and weaknesses of those guidelines in your opinion?

(Interviewer shows and explains the guidelines again)

R: *"What was the question?"*

What are the strengths and weaknesses of those guidelines in your opinion?

R: *"Out of what I understood from these guidelines I think that a lot of it fits quite well already – so the approach in total. But the major problem remains the implementation of these measures. The implementation is missing completely. The awareness and implementation are missing and also that it is offered somewhere. Currently I have the feeling that athletes have to reach out to companies and introduce their situation and their needs as an elite athlete to them instead that it works the other way round. So that companies reach out to for example the German Skiing Team and asks for athletes who already have qualifications in engineering and that they say by themselves that they are interested in promoting athletes and want to offer them a job."*

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: *"I am not that well informed about the national situation in general, but for myself, I got informed via my personal environment and via the "Sporthilfe Eliteforum" and I got in contact with some people and exchanged a few information and discovered that there are some possibilities for me."*

Is the system of dual careers transparent enough for you?

R: *"No, not at all. It is not transparent. There could be definitely more transparency, there could be more case examples which are introduced and I always think, that this model – how can an athlete who put a lot of time into training and is absent due to training camps and competition, how can an athlete still be integrated into a company – this model is within a kind of "black box" and not transparent."*

a. At any point in time, was the topic 'Dual Career' part of your education?

R: *"I got in touch with the topic dual career via the Sportstiftung NRW and there was an event, called "Captains Day" where athletes at the fair trade "Boot" had the chance to introduce themselves to companies. So 60 to 70 entrepreneurs are invited to this event."*

At the "Boot" in Düsseldorf?

R: *"Yes. And every athlete has 3 to 5 minutes time on the stage to introduce him or herself and can speak about which concern he or she has, so stating which status he or she is at, if they need an internship, or supervision for a master thesis, or job entry, half-time job. And we as athletes got informed which companies will attend the event and if you were motivated you could already go to the contact person beforehand. And this was the event I got aware of the dual career, so not sport and studying, but sport in combination with a job."*

b. Related to that: How was the topic 'Dual Career' introduced to you?

R: *"Also via the Captains Day."*

c. When was the topic 'Dual Career' introduced to you?

R: *"January 2017 I think."*

So dual career with reference to sport and job. But was the topic dual career, so for example also sport and school or studying, introduced to you earlier?

R: *"Okay yes, this was in 2013 as I got to know of dual career possibilities...so actually when I started studying and via the university."*

The University of Bochum?

R: *"Yes, via the University of Bochum. Once I had this one meeting and was introduced to Mr. Kellmann who is responsible for elite athletes at the university and then I got aware that the University of Bochum is a partner university for elite sports."*

d. Who introduced the topic 'Dual Career' to you?

R: *"This must have been Mr. Kellmann then."*

3. Which organisations (private or public) interfered in your personal dual career development?

R: *"Primarily the university and with regards to that idea Captains Day also the Sportstiftung NRW – so both were influential. However, the contract of my new job was not in any relation with the Sportstiftung NRW, I did this by myself."*

a. How did that impact your dual career?

R: *"I think, that because I got to know of the opportunities at the university quite early and how the system works, I succeeded in studying besides doing sports quite well. And I did not have any loss concerning my sporting career. From the sporting perspective, I was always able to do what I wanted to do and still got through the study programme somehow."*

b. Did you take part in specific programmes for instance mentoring, workshops or company-programmes and if yes in which of them?

R: *"There is a mentoring programme from the GSAF, but I never participated in. I applied for it once, but never was too keen to do it actually. What I did was the mentioned Captains Day from the Sportstiftung NRW, including a preparatory workshop and the event itself. And then I also participated in the "Sporthilfe Eliteforum" where some former athletes and entrepreneurs talked about, how they build up their companies and turned their business into self-employment or which connection they have with the sport sector etc."*

i. What was the aim of this programme/these programmes?

R: *"Captains Day. So Captains Day was like a job portal. Athletes should get the chance to build contacts with companies and on the basis of their needs to reach out to the respective companies. This could be internships, student jobs, bachelor or master thesis, or job entry. And the objective of the "Sporthilfe Eliteforum"so only athletes get invited who pursue a dual career. Only student-athletes who have the Deutsche Bank internship from the GSAF and then the aim is also to do some networking among the athletes, so that they exchange their experiences, but also networking with former athletes, politicians, partner from the business sector and to expand the network in general."*

ii. What did this programme change in your dual career development? Was it useful for you?

R: *"It was definitely useful. But I rather benefited from the exchange with other athletes in the case of the forum. And at the Captains Day, first of all I got to know*

the Sportstiftung NRW properly which was helpful later on. And with the elite forum it was mainly about the network with other athletes or at least this was my aim to do some networking with the others."

- iii. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?

R: "I don't necessarily think that the programmes changed a lot. There was some input, you got a better overview, but I don't think that they helped that I am more prepared after the sporting career than beforehand. This is rather related with how much discipline you pursue your study programme."

- iv. Was this programme/were these programmes in an organised setting?

R: "Yes, both programmes I participated in were organised event days or even weekends with a group size of about 25 athletes, so this was definitely organised."

- v. Did this programme/these programmes raise your awareness for the importance of dual career?

R: "Actually I already knew from the beginning that this topic is very important to me, since I knew that with the sport I do I cannot earn a lot of money and will not make huge financial progress with it – this was clear from the beginning. Therefore I knew that I have to do something parallel to the sports, so that afterwards, when I quit sport with 30 years, I don't have to start with a vocational training at that point in time. And additionally there was the circumstance that my sport got Olympic when I was already studying. And that is why I was already integrated in the second half of the dual career, namely studying, before the sporting career came on board."

- vi. Did those programmes use reward mechanisms (if yes: describe them)?

R: "No not really."

No form of reward?

R: "We received a certificate."

From the Captains Day?

R: "No, from the GSAF elite forum."

- 4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?**

R: "I get the usual funding from the GSAF and also some funding from the Sportstiftung NRW, but nothing more. Sponsorships are not a real form of an organisation."

How and in which manner are you funded? So only financial?

R: "Yes. And from the GSAF you can receive a free shampoo. But only once a year."

- 5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?**

R: *"No, I don't think that there are well-enough advertised, because otherwise more athletes would take these opportunities. So from what I know, it's quite okay for the schools. However, this is still a financial burden, parents have to pay a lot of extra money. But...I think that the measures of the armed forces are quite known, but all other measures and pathways of the dual career are promoted poorly. In my opinion, they should be promoted in a much better way, because I experienced that it is a good combination and doable."*

6. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"In Germany or in the EU?"*

On the national level.

R: *"On the national level... I think...maybe 50%."*

7. Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?

R: *"Yes. I am not really worried about that."*

Because you know that you already have a job?

R: *"Yes, I applied at two companies and suggested and explained to them my adjusted time concept in relation to my timetable for sports and both wanted to hire me."*

Okay, not too bad.

R: *"Yes, quite nice. Maybe I sold myself well."*

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"You have to be flexible, organised, you have to be disciplined to some extent."*

Only to some extent?

R: *"Yes...maybe a bit more than that. And you have to put your focus on the important things to the right time. And then, at least from my perspective, it is not a problem to pursue a dual career. And you eventually need to have one or two good "study buddies" who can help you throughout the study programme. Otherwise studying would be much more difficult."*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"No, there should be done more, like I said beforehand. Especially...so not for the athlete's side, but rather more for the society and companies. There, promotion could be much bigger."*

- c. **Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?**

R: *"Yes, I received full support from the university. I was also able to do university modules, which are expected to be done in one semester, in three years, so extended them a lot. So I really received full support. Also the skiing federation never made any problems with regards to my exams. But I always made sure that in the most important time periods, qualifications for the Olympics and world championships, I was never bothered with university stuff. I timed my university schedule so that during competition weeks I was free."*

- d. **Do you think there are enough programmes on dual career offered in your country?**

R: *"I do think that there are enough programmes on dual career, so there are programmes on the federal level, on the national level via the GSAF. Although I have to say that the GSAF, besides the scholarship of Deutsche Bank and mentoring programme and also the placement and cooperation of internships with elite partners, does not necessarily have a specific programme for people who are looking for full or half time jobs and can be negotiated."*

Are you aware of the initiative "Sprungbrett Zukunft", like a portal?

R: *"Heard about it, but not active."*

- e. **Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?**

R: *"B and c. I think, promotion of athletes is less required and public and employers are the most important aspects."*

- f. **Do you think 'Dual Careers' should be promoted using social media?**

R: -

- i. **If yes: Which channels would you suggest?**

R: -

Theme 3: Programme efficiency

1. **Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.**

R: *"Okay, got it. So my dual career path, I have to say, was quite efficient. I have participated in two workshops, had a clear vision what I wanted to do and could reach my goals quite fast and got to the point in my dual career where I wanted to be, both in my degree as well as the transition into the job. And this happened without a lot of effort, without a lot of obstacles."*

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: "So for sport and studying?"

Yes and with regards to efficiency.

R: "I would say 3."

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "8"

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

5.3 Interview Transcriptions Italy

5.3.1 Interview 1

Theme 1: Programme theory and design

4. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "Yes, the concept of dual career is related to student-athletes having the possibility and being able to combine the two paths (sport and education) also receiving the necessary institutional support for accomplishing both careers at their best way."

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "No"

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: "No"

5. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: "I would like to receive, from the institutions and university sides, facilitated pathways for elite athletes. I think that at European level, in Italy there is a delay with respect to other countries and, above all, in the possibility of having online lessons or telematics courses for athletes who are often abroad".

Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: "Above all, to promote them, because surely we have them but I am not aware. I think the MIUR (Italian Ministry of Education, University and Research)".

No responsibility from the sport institutions?

R: "If there are agreements. If the Italian Athletics Federation (FIDAL) is aware of the possibility to promote the dual career, then, once these policies are established, the Federation (FIDAL) could promote it. But, first of all, it should be generated by MIUR".

6. What kind of problems occurred in your athletic career referring to dual career?

R: "With the premise that my sporting career took place over 20 years ago and that things have probably changed a lot. At that time there was a total disconnection between a university career and a sport career. Really, there was no possibility to combine both by means of specific paths adapted to athletes. Indeed, for example, not only at a university level, but also at a high school one. Often the sport career has been considered antagonistic towards the study, it seemed a waste of time, time lost to study."

What type of problems occurred after your sporting career?

R: *"Also in this case, I have to do a premise to explain that my job career is not related to my university major (Communication Sciences). I did it, because I remained in the military sports group (where I was athlete) and did not follow a career coherent with my degree. However, I noticed that although I am talking of about twenty years ago, it was difficult to propose myself in the labour world once I ended my sport career. I finished my sport career around the age of 35 and re-entering the working world at this age, without any experience, was very, very complicated. I have also seen many of my colleagues having difficulties in propose themselves after their sport career."*

Do you think that you case was peculiar case because you already had (in theory) a job as a police agent?

R: *"No, I refer to my academic path. In fact, I remained in the police sport groups and this allowed me to pursue a career (as coach) within the sports groups. The athletes not enrolled in a military sports group, or those who wanted to leave the military sports group at the end of their sport career, faced many difficulties. Since they had to rebuild a new career and, even if you hold a degree, at 35-36 years of age the degree does not have the same "value" as when you are 25yearsold."*

How did you tackle the problems during your career and after your career?

R: *"Well, during my sport career it was difficult to combine studies and sport because, at that time, no facilitated pathways were offered. I have to say that injuries helped me. During the period of an injury I was able to study because I had more time to stay in Rome".*

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: *"Being unaware of them, I can't tell. Having finished my sport career 20 years ago and having started to work immediately after I didn't care much."*

g. What are the strengths and weaknesses of those guidelines in your opinion?

No answer

9. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: *"No"*

Is the system of dual careers transparent (enough) for you?

R: *"In my opinion, I don't think it is very transparent. My federation (Italian Federation of Athletics) promoted some activities for top athletes, only for the very elite ones. For other middle and good level athletes I have seen no initiative."*

Were these activities for high-level athletes well publicized?

R: *"I knew the particular activities within the Track and Field federation only when they occurred. For instance, the LUISS university (a private University specialized in Business, Law and Political Sciences having a Dual Career programme) awarded a scholarship to Tortu (a top national athlete), who has a tutor, and much more. It is only on a personal basis. The Italian Track and Field federation, has organised, I think, a course for middle distance runners, if I am not mistaken, however this course has not being publicized but... it is not systematic."*

Thus, the Track and Field Federation conveyed Filippo Tortu to the LUISS (university)?

R: *"No, I think it was the LUISS University to be interested in him."*

Are you aware of the ADECCO programme?

R: *"No. I had contact with Adecco 20 years ago, when it started finding some space to promote former athletes and activities but I don't think they did much".*

Are you aware of the new programme at the Ministry of Social Policies?

R: *"No"*

a. At any point in time, was the topic 'Dual Career' part of your education?

R: *"Absolutely yes. In the sense that it has always been in my mind, also because my sport is not a professional sport and, therefore, it forces all of us to think about our dual career. It is difficult to think of being able to continue as an athlete forever. I am privileged to continue my career as a coach. I am a privileged person who continued to be in track and field as a coach."*

b. If yes: How was the topic 'Dual Career' introduced to you?

R: *"No one introduced me to Dual Career. It was a recurring thought that I had to pursue a dual career at university level and continue my sport career."*

c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

R: *"I was introduced to the concept of dual career as a systematic and organised project at this university during the last two years, when I enrolled in my second degree".*

d. If yes: Who introduced the topic 'Dual Career' to you?

R: *"A professor"*

10. Which organisations (private or public) interfered in your personal dual career development?

R: *"Well, at a public level, during my high school years. At that time, the school did not favour a dual career path as, maybe, in other European countries where the school system rewards the student-athletes as good students. Here, on the contrary, the good athletes are not always rewarded. So, I had a non-positive high school experience. Then, once I enrolled at the university, I did not encounter any big obstacle. However, at my university nobody knew about my sport career, and in any case, the two careers never matched, they were always parallel pathways"*

Maybe the faculty of communication sciences did not require mandatory attendance?

R: *"The first two years the attendance was mandatory, but luckily as a student or unluckily as an athlete, I was injured so I was able to manage it."*

However, even when you had no mandatory attendance, were you able to attend the classes?

R: *"No, not always"*

Did you have any other way of having study material?

R: *"No, I was not helped in getting study material. Anyway, we are talking about 20 years ago and it was different".*

a. How did that impact your dual career?

No answer

b. Did you take part in specific programmes?

R: *"No, I did not participate in any programme"*

- i. If yes, in which programmes did you take part (*name all programmes and answer the following questions for each programme*)?
- ii. Please describe the programme.
Potential Examples:
 1. Mentoring
 2. Online-Activity
 3. Workshop
 4. Lecture
 5. Company-programme
 6. Etc.
- iii. What was the aim of this programme/these programmes?
- iv. What did this programme change in your dual career development? Was it useful for you?
- v. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
- vi. Was this programme/were these programmes in an organised setting?

- vii. Did this programme/these programmes raise your awareness for the importance of dual career?
- viii. Did those programmes use reward mechanisms (if yes: describe them)?

11. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: *"No, I sponsored myself."*

Now that you are enrolled at this University, you pay yourself the registration fees?

R: *"Yes, but now it is different, because there is a specific dual career programme. There is an agreement between the academic and sport institutions (a special bachelor degree for 4-level coaches), between the Italian Olympic Federation (CONI) and the university."*

Did you receive sports funding?

R: *"No. However, as an athlete of the police sport groups I had a salary for my sport career, but there was no help or scholarship for education".*

12. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: *"No."*

13. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"If I refer to my sport world, that is track and field, a very low percentage, I would dare to say 1%"*

14. Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?

R: *"I worried very much, because at that time no specific paths were developed, which I would consider "safety nets" for athletes who were ending their sport career."*

What do you mean for "safety nets"?

R: *"Well, in the sense that once the sport career has ended, you do not receive any attention, nobody takes care of you, from both the sport federation and the police corp. In particular, the police corps never showed a real interest for me even when I was an athlete, because I was considered as a "policemen" as the regular ones".*

In other words, in your case, in the eyes of the military command you were neither a former athlete nor an agent?

R: *"No, at the end of the sport career they send you "to check the entrance door" (the lowest level job) so there is no support, no psychological support once you end your competitive career, or an easy pathway to facilitate you to enter the police system."*

So, in reality nobody retrained to pursue a career in the police corps?

R: *"No, but going at the second part of the question regarding how it the end of my elite sport career, it was dramatic. It was dramatic because there was no support of any kind, especially psychological support from both sports and non-sporting institutions, in this case the Ministry of Justice, to prepare former athletes for their post sport career transition. More precisely, because it happened in many cases, once the activity is over, immediately after you find yourself to „check the entrance door, raising and lowering the bar“."*

Do you think that to „check the entrance door, raising and lowering the bar“ could be more safe than on the street risking your life?

R: *"This is not really the case. All the former athletes go where they are needed. So you can find an athlete on the street in a police car, in a prison section, etc. The problem of the elite athletes is that even if they do not accomplish sport results that very sport year, because maybe their goal is to prepare for the next Olympic Games. To prepare for this very important goal and to feel being someone special within their sport organisation, a group that recognise them. Then, without sport results in that year suddenly, they finds themselves doing a military job that of course merits respect, but is extremely simple and common. Especially if the athletes are graduated and have also completed a higher education, they finds themselves hierarchically at the lowest level. Maybe he/she is an agent (the lowest position) at 35-36 years old, a police officer who has to follow other career paths."*

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Did you discuss this issue with the other athletes to verify whether they had the same problems?

R: *"Yes, and it had been very difficult for everybody, especially for those who were not in a military group and had to recycle themselves in the labour market."*

You might have had friends who trained abroad, international athletes. Did you received different feedback from them?

R: *"Well, in other countries the sport career was promoted by private companies or universities, which guaranteed the athlete. As an example in Japan, athletes were promoted by companies that would then give them a job. The Italian system has advantages and disadvantages. The military sports groups give you the advantage of being able to be economically independent. It's a job for life. But it is also a constraint for other kind of personal aspirations, if you do not have the courage to say "I'm leaving the military corps for the unknown". You also become mentally lazy and, therefore, content to remain in the military organisation. Within the military sports group there is no such a promotion after you end the sport career."*

15. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: "For me the dual career should be dynamic, fluid, coordinated, and participated. Dynamic regarding the organisation and timing of both study and training programmes. Flexibility. Greater agreement between the technical sport path and the study path".

b. Do you think dual careers are sufficiently promoted in your country?

R: "No"

c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: "No"

d. Do you think there are enough programmes on dual career offered in your country?

R: "No"

e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: "Athletes and employers"

f. Do you think 'Dual Careers' should be promoted using social media?

i. If yes: Which channels would you suggest?

R: "Yes, I am not using social communication very much. However, institutional channels should inform because they have greater credibility, everything that can be disseminated, I think even Facebook if it come from recognized and reliable institutions. Absolutely by the MIUR and FIDAL institutions."

Theme 3: Programme efficiency

4. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: "It is difficult to quantify because I cannot say that my efforts to study determined advantages, also economically, because I remained in the police corps where the career progressions, also economically, are regulated by internal rules. However, I have to say that the efforts in managing a dual career have allowed me to develop the capability to manage my time, to remain curious, to continue studying. Otherwise, I would not be here. Thus, somehow influenced my career because otherwise it could not be possible to become a coach of the military sport group and of the Italian

national team. So it was certainly a good investment. Although it was not developed in line to my study major, it was indispensable."

- 5. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.**

R: "10"

- 6. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.**

R: "For what I said before 10, for the effects compared to what I studied 5"

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3.2 Interview 2

Theme 1: Programme theory and design

- 1. Do you know what the dual career concept is/what dual career means and what it aims for?**

R: "I have an idea. It refers to trying to combine both sport and academic careers and to proceed both paths at the same time, even if it is not simple".

- a. Are you aware of the EU guidelines on dual career and what they are aimed to?**

R: "No."

- b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?**

R: "No"

Did anybody ever told you about it at university or at sport levels?

R: "No"

Are you included in the dual career programme of your university?

R: "No, I do not think so"

Did you know it?

R: "No"

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: *"Timing is crucial, to match everything with a good timing. Attend classes and training can be difficult. I don't know, perhaps in showing that you are an athlete who also compete for your university team, as I have done for three years, maybe could give you the possibility to not attend mandatorily classes. However, I think it is also important to attend classes, but having the opportunity to be justified when you are absent due to your sport. It could be helpful. In few words, to have a specific flexibility for some lessons when concomitant to fixed sport activities. In this case, online lessons could be a good solution. This flexibility is necessary also for the exams. For instance, last week we had a competition where I competed for our university and I did not perform the exam."*

Did you ask to post-pone the exam session?

R: "No, I didn't. I told to myself „okay, there is another exam period next July"

Then, you decided not "to negotiate" with the professor?

R: *"Yes, I decided to organise myself differently "*

What if you had a tutor to help you negotiate with the professor?

R: *"I don't know, is it available?"*

Do you think it would be important to have a tutor?

R: *"If a negotiation would be possible, even if it is not necessary because I could do it on my own way, certainly it could be helpful in some situations"*

Maybe in providing you with information on issues relevant to you?

R: *"Yes, yes"*

As far as equipment is concerned, do you believe that your university should try to improve in providing equipment for its athletes? Do you need any specific equipment (bicycle)?

R: *"Yes, yes, the athletic department of my university does not provide any storing place for the bikes. It would be absolutely helpful to be officially provided the equipment."*

What about the organisation of daily life, travels, incentives?

R: *"I live in Rome with my parents. It depends, if I have university competitions I receive a logistic support. Otherwise, I have no support, not even from my sport Federation. It would be envisaged to provide incentives to athletes."*

Regarding the university fees, do you receive a scholarship?

R: *"No, I pay according to my family ISEE (Italian system to calculate the family income), but I think that an athlete should receive an help, especially when the athletes compete for their University"*

Do you benefit from ECTS recognition?

R: *"Yes, ECTS are provided for my participation to the athletic department of my university, which are delivered for my participation to training and competitions, irrespectively to my achievements in these competitions."*

Regarding your sport, does your university provides you a coach and is your club of reference?

R: *"Yes, for mountain bike, I compete for my university"*

Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: *"I'm quite good at matching the two careers and I had not problems at all. I can, more or less, manage my dual career fairly well, but sometimes it can become a bit tiring. This month, for example, I performed three exams and two competitions. This was a little bit tiring. I am a third-year student and if all goes well I should graduate in late September-early October"*

Do you think that the sport bodies should take care of the dual career of the student-athlete, perhaps adjusting the training plans and anything else?

R: *"Yes, but this depends on the coaches' capability to understand the situation, if they understand it you can do it"*

Is there a structure to refer to?

R: *"No, not in that matter"*

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: *"I don't know"*

- a. What are the strengths and weaknesses of those guidelines in your opinion?

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: *"I think I am not well informed"*

Is the system of dual careers transparent (enough) for you?

R: *"No"*

Do you think it depends by the lack of transparency or culture?

R: *"Perhaps it is a cultural matter. On this issue I see Italy far behind"*

- a. At any point in time, was the topic 'Dual Career' part of your education?

R: *"Absolutely No"*

- b. If yes: How was the topic 'Dual Career' introduced to you?

- c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

- d. If yes: Who introduced the topic 'Dual Career' to you?

3. Which organisations (private or public) interfered in your personal dual career development?

- a. How did that impact your dual career?"

R: *"Perhaps at my university interferences happen less likely, but when I was a high school student it was more complicated to train, especially in the last year of my high school path."*

Did you attend a high school with a special focus on sport (sport high school)?

R: *"No, I attended a traditional scientific lyceum"*

Were your professors aware of your sport career?

R: *"Yes, but it was seen as a „different thing“, as if it was independent from my academic career, we could say, as if nothing came into it."*

You didn't have anyone to mentor you, didn't you attend the online lessons?

R: *"No"*

- b. Did you take part in specific programmes?

R: *"No"*

Do you think that this type of dissemination and programmes can be useful to increase the awareness of a student-athlete?

R: *"Yes, to be informed, for sure"*

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: *"No, a sponsor could be useful in some way"*

5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: *"I do not really know"*

Do you think that an information campaign can be useful?

R: *"Yes indeed, I think it can be helpful."*

6. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"I don't know exactly but I think less than expected, everyone should know"*

7. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)

R: *"I do hope so, actually I am studying sport sciences at the university for this reason"*

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"Work hard, more than anything else, to use all the available time for dual career. That is, a rigorous organisation because there is no for anything else"*

Is the motivation for dual career important?

R: *"Absolutely yes. You must be very determined otherwise you will sacrifice something, you will drop out something"*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"No"*

c. Do you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: *"I do not think so, I would not say so"*

d. Do you think there are enough programmes on dual career offered in your country?

R: *"I don't know these programmes"*

e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: *"Besides student-athletes, also other athletes who train every day, and there are many athletes who training to compete, could benefit from it"*

Do you think it would be important in general for families, other people?

R: *"It would certainly help anybody who support dual career paths"*

Do you think that companies could consider an athlete as a valuable human resource?

R: *"Athletes could give something more, especially for their mental approach they acquired through lifestyles requiring a very heavy, long term, and valuable training. Then planning is important. Also the capability to team work and a mental order developed from what you are doing and what you did in life. This could be reflected also in the labour market, yes."*

f. Do you think 'Dual Careers' should be promoted using social media?

i. If yes: Which channels would you suggest?

- ii. R:** *"Yes, it could. Perhaps even on television, actually even social networks could be a means of communication. Indeed, at present there are several means of communication"*

Would you expect a social network at university or sports levels?

R: *"Yes, maybe a social network within an existing social network, Facebook, twitter, even at the university there could be dedicated pages"*

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: *"Everything, neither much nor too much, nothing else is left."*

Are you satisfied?

R: *"Yes, I am satisfied. When you decide to invest time, it is obvious that you do it because there is also a satisfaction in the results you will reach. It is a little more complicated when no results are reached. However, also in that case you try to be remain focused. An error can be accepted."*

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: "At least 8-9. If I could sleep less at night, I would say 10, wraparound"

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: 8

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I act as role model for my peers and successors.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3.3 Interview 3

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "It means carrying on parallel careers but in everyday life they are equally important. They are not exactly parallel and many difficulties can be encountered."

Did you have any information on the possibility you could have to combine sport and study, now sport with work?

R: "No, the only thing I was slightly aware of was about a dual career at the workplace. In other words, I had friends who worked or employed in family businesses and as working students, they allowed a different pathway, perhaps a little longer, with less compulsory exams during each academic year, which allowed them to graduate as regular students while pursuing both careers."

Did you try to use both these pathways?

R: "No"

- a. **Are you aware of the EU guidelines on dual career and what they are aimed to?**

R: "No"

- b. **Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?**

R: "No, I didn't know it"

At the university level, did anybody know that you were an athlete?

R: "No, I never exposed myself"

Why do you use the verb "exposed"?

R: "Because I was a student commuting from Bologna to Ferrara (37 km) and I never told the professors of my sport. I revealed myself only in the last year when I had to prepare my thesis, because I was preparing a world championship valid for the Olympic qualification. I was often away with the national team and, therefore, with my supervisor we set a quite scattered schedule and we communicated mostly by email. So, not in person."

So your supervisor was somehow flexible?

R: "Not that much, because he was also often away and we had to arrange according to our commitments. He never showed a special interest for my sport commitment. We simply arranged a minimum number of meetings"

2. **What kind of guidelines would you like to have? Which topics and issues should they cover?**

R: "I would like very much a dual career for athlete within the military sports groups, but it could be interesting to develop agreements with companies, especially for disabled athletes who cannot enter military sports groups because of a statute of the Ministry of Defence. An agreement between the Italian Paralympic Committee and the Ministry of Defence will probably be impossible. But it would be very interesting to develop a dialogue with companies and the Government, so that members of a national team with a goal as the Olympic preparation or only international competitions can have a different path including working. In fact, who invests a lot also wants a lot from the working career. to receive much in return."

So you would ask for flexible working hours or a sport leave?

R: "Exactly, I know that the Italian Olympic Committee (CONI) allows a 45-day sport leave for its employees members of national teams, to be used both for training and for participation in competitions with the Italian national team. Therefore, an athlete is allowed 45 days not considered

holidays. In adding the 45 days to the holidays, in a year an athlete can have 60-70 days to train and complete, which could allow an absolutely more adequate performance."

Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: "I do not now. I had to arrange my training. Being born disabled I don't have any pension to support me and it could be embarrassing to ask my parents a financial support being 26 years old."

3. What kind of problems occurred in your athletic career referring to dual career?

R: "As an athlete, I see that the other national teams are far ahead because athletes are supported and can fully devote themselves to sports without having to work, be unfocused, or at least just tired. I work part-time for 27 hours a week at a bank of a multinational company. However, summing up the time for commuting and for lunch breaks, the overall time at work results 6-7 hours and exceeds the 5 hours declared in the contract. Furthermore, when the company is in need you are expected to commit without denying, even though you made clear during the pre-contractual interview that you needed time for your sport commitment. The company is always the company and requires commitment."

You are employed in a bank and the banks might have a dual career project, like BNL. Is dual career considered in your bank?

R: "No, there is not. I enquired with the office for employers whether I was allowed a sport leave of few days, but I was told that it is not considered in the contract."

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: "There are no national guidelines."

a. What are the strengths and weaknesses of those guidelines in your opinion?

2. Do you feel well informed about the topic dual career/your dual career situation in your country? Is the system of dual careers transparent (enough) for you?

R: "No, absolutely not. There is no information on this. Like for everything else, anyone should make an effort to be informed, but when I enquired, I realized that many do not even know what dual career is. I enquired with some Institutions (INPS, ACLI) whether sports leaves were available at national level in Italy. They knew absolutely nothing."

a. At any point in time, was the topic 'Dual Career' part of your education?

R: *"I discussed several times this issue with coaches and sports directors. They told me "it is an opportunity that passes by and never comes back". But this is very easy, it is easy for someone to exploit the potential of another person, yet recognizing him/her practically nothing. I received sports awards only during the Olympic year, where I was training full-time. I moved to various parts of Italy, I achieved the Olympic qualification and I managed to live with the sports grants."*

If yes: How was the topic 'Dual Career' introduced to you?

R: *"No"*

b. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

R: *"No. At sport level, I was suggested to stop working. At academic level, it was much easier because I could organise my study and exams schedule. It was much easier to train when I was a student because in winter I could schedule exams while in the summer I was more often away from home with the national team and I could dedicate less time to study."*

c. If yes: Who introduced the topic 'Dual Career' to you?

3. Which organisations (private or public) interfered in your personal dual career development?

a. How did that impact your dual career?

R: *"Despite several companies were very enthusiastic about the fact that I was an athlete, it was difficult for them to place me in an office, especially in considering the absences for competitions and trainings. In any case, this has greatly influenced my recruitment and job placement. Other companies have considered my sport career as an added value and managed to allow me more flexibility."*

b. Did you take part in specific programmes?

R: *"No"*

i. If yes, in which programmes did you take part (*name all programmes and answer the following questions for each programme*)?

ii. Please describe the programme.

Potential Examples:

1. Mentoring
2. Online-Activity
3. Workshop
4. Lecture
5. Company-programme

6. Etc.
- iii. What was the aim of this programme/these programmes?
 - iv. What did this programme change in your dual career development? Was it useful for you?
 - v. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
 - vi. Was this programme/were these programmes in an organised setting?
 - vii. Did this programme/these programmes raise your awareness for the importance of dual career?
 - viii. Did those programmes use reward mechanisms (if yes: describe them)?
- 4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?**
- R: *"Absolutely not. I have the part-time salary for my work at my company. When I experienced a period of separation from the sport after Rio 2016, I had a full-time job. After 10 months of this valuable working experience, I realized that I wanted to train and my job did not allow me. So, I changed my job, I quit my job before the preparation for the World Cup and after this competitive period I found my actual part time job"*
- 5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?**
- R: *"I've heard about the manpower and info on job projects, but nobody ever talked to me about the dual career of athletes. I think that they do not exist for Paralympic athletes"*
- 6. Can you estimate a percentage how many athletes are aware of these opportunities?**
- R: *"In my team, I think 10%"*
- 7. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)**
- R: *"Yes, in fact I started this dual career because I need an economic support to manage my life so my decisions helped me to pursue both careers."*
- 8. And now, we would like to know your perception of the topic 'Dual Career':**
- a. **Which attributes do you associate with 'Dual Careers' in sports?**
- R: *"Surely the determination to achieve your goals, because you know how much time is worth. You have the full awareness that time is the most important thing you can have and that what you have today, you will no longer have tomorrow. So you have to use every moment as if it was the last one. The very important thing is the determination to achieve the goals because in the sport, at work, and in life there are a lot of obstacles that challenge*

a disabled person. In every case disabled persons, in my opinion, are very able to face difficulties because they are aware that everything is much more difficult in many aspects.”

b. Do you think dual careers are sufficiently promoted in your country?

R: *“Absolutely not”*

c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: *“Absolutely not”*

d. Do you think there are enough programmes on dual career offered in your country?

R: *“I do not know any programme. Not having any information, I have to say no.”*

e. Do you think ‘Dual Career’ should be better promoted to a) athletes, b) the general public, c) employers?

R: *“I could use a parallelism between the dual career and a young mother. Anything a young mother is doing for her child is not problem for her but it could be a problem for her career because she could be cut out or face more difficulties. Therefore it would be nice to have different programmes for people who have different goals.”*

f. Do you think ‘Dual Careers’ should be promoted using social media?

i. If yes: Which channels would you suggest?

R: *“In my opinion, social media because today they allow people to stay in contact with everything and everyone. So, absolutely these. Also information campaigns, publish some information on the site of the Ministry of Labour, or on some portal as it was the case on the recent portal for citizenship income. Maybe a portal that based on individual characteristics emerging from a questionnaire could direct the people to whatever they need to look for.”*

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: *“With what I invested and what I achieved I think a lot. Because what I achieved, was what I could get. So, the investment was certainly important, but the outcomes were certainly relevant. 8”*

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: "I have to divide my time availability between two things, sport and work. 5 for sport and 5 for sport, so 10 total."

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "8"

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of the dual career arrangements I am provided with.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3.4 Interview 4

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "Yes, in principle, because I have always been in a dual career. I have always practiced sports and I had a job in the Army as marshal of the Carabinieri."

So you managed to combine training and work?

R: "In the first period I have to say yes, because I competed only at a national level. When I entered the Paralympic, rowing it was impossible and I had to become a professional athlete thanks to the economic support from my club Circolo Canottieri, In fact, my pension was not enough to be an athlete that compete in rowing at Olympic level. You have to train three times a day and you cannot do anything else. I was lucky to meet a coach who was part of the Circolo Canottieri Aniene and the Aniene supported me for training, travelling, adequate nutrition at no cost."

In the meantime, did you study or was only an athlete? You told me that you studied science of nutrition.

R: "During the four-year topical period in preparation for the Olympics I could do nothing else but training to obtain such a result. Then, I was second in the world championship, I won the Italian championship, and then I enrolled at the university to study medicine where still I am a student at the University of Rome Sapienza"

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "Well, in principle, not specifically. I know that there is a kind of protection but I don't know how it is articulated, organised, and regulated."

Did anybody at the university or at the rowing club told you that there was this possibility?

R: "Never. Because I was devoted to sport and my passion for studying was like saying self-taught outside the sports field, so I was never specifically interested in dual career"

Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: "No, I do not know. I know, however, that the elite young rowing athletes were absolutely not protected at high schools and university levels. In many other countries, if you play a sport at a competitive level, at the Olympic level and at the world level, you receive credits. You have credits at school and at the university, whereas in Italy, indeed, athletes have to make many sacrifices to pass exams, to study. They have no facilitation. I know this for sure."

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: "Well, it depends, I would have always liked to have a tutor to advise me on the best exam schedule, to prepare an exam before or after in relation to the most intense or less intense training periods. Or he could suggest me a particular school or university that would provide me a dual career as an Olympic athlete, to postpone an exam if I had the competition, something like that. But it was something I should have done all by myself and it was impossible. Maybe a tutor who follows athletes of Olympic or national level"

And what about scholarships, do you think they should be offered?

R: "I think it's essential because if a 17-18 year old athlete wins a youth world title, I think we should recognise him/her a scholarship. Actually, an athlete winning a rowing competition can receive 5-6000 euros, which is a ridiculous amount that does not support a year or a three-year study period. We cannot compare with football, but in rowing a young athlete sacrificing himself so much should have it. I do not know if the scholarship is a positive thing because at the end, I saw that money is not very important but there are institutions that protect these young athletes. The institution should accompany the young athlete more than offering a monetary value to the degree. I do not know, in

the New Zealand the young elite rowers or rugby players are enrolled in schools where they are protected, they practice sport and pass the exams. Athletes go the opposite way, when other students are studying they compete. Instead, when there is no competition, they go to school and take exams. Which is impossible for us."

So you postponed your study career at the end of your sport career?

R: "Yes, luckily I had a logistic and a financial support from my club Circolo Canottieri Aniene and then I was also adult and I could manage my time schedules in a suitable way. However, at high school or university levels young athletes have to study in that very period, they can't."

Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: "Well, having participated in many world championships, in other countries there is a sport ministry that deals only with the protection of athletes. I am very much in contact with the President of CONI. He was the President of my club Circolo Canottieri Aniene. Things did not change, on the contrary, he was more proactive when he was the President of the circle then now. He has other problems (as President of CONI)"

3. What kind of problems occurred in your athletic career referring to dual career?

-----He postponed his academic career-----

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: "No, there are not"

a. What are the strengths and weaknesses of those guidelines in your opinion?

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: "No"

Is the system of dual careers transparent (enough) for you?

R: "In terms of transparency, I do not know. I probably did not care enough. But as I said, when competitive sport at the highest level is at stake I can assure you that both me and the other guys at that level do not have time. Our day schedule encompassed rest, breakfast, training, integration, rest, and training. The few remaining energies you have are used to recover. This is why I said that maybe a tutor at the sports federation level would say "look, this is your path, maybe it could be better if you do that one". In fact, at that very moment the athlete has only one goal in mind, the result and its

opportunity. Who is that person that foreseeing an Olympic opportunity does not fully commit his soul, body and mind, leaving his family, girlfriends, and so on? He commits himself at 360 degrees. However, if there is nobody to advise you, to give you a moment of mental breath, to explain things to you, I think it is impossible. Neither a youth nor an adult athlete can go through both documentation and information."

a. At any point in time, was the topic 'Dual Career' part of your education?

R: "I do not know, I always did it. Even as a child, I was an athlete. I studied and practiced swimming, I already trained twice a day and I attended elementary and high schools in Perugia. However, in Perugia, everything was much simpler because, being a small town, the school was at a 100-meter distance from the pool, which was at a 300-meter distance from home. Even though I was very young, I could go on foot, to say. Here in Rome, rowing requires the athletes to travel for tens and tens of kilometres each time, which has its pros and cons too"

If yes: How was the topic 'Dual Career' introduced to you?

R: "No"

b. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

R: "Nobody. I have always tried to inform myself. Being involved in sports at the highest level, you always need knowledge, not only related to physiological, physical, sports, and nutritional aspects but also related to cultural aspects. I tried always to deepen the issues I felt relevant for my sports performance, even on paper (e.g., books) because I was hoping to improve myself individually. It was an impulse to study, to practice sport and to work"

c. If yes: Who introduced the topic 'Dual Career' to you?

3. Which organisations (private or public) interfered in your personal dual career development?

a. How did that impact your dual career?

R: "To be sincere, unfortunately public institutions, the school, the Ministry of Education, the university always tried to ignore it. I was showing the documents (of his sport career) and they told me that nothing could be done, that I had to choose, that I had to attend that course or say goodbye and thanks a lot. They never, never, never facilitated me. I do not say that I had to be facilitated with respect to the other students, because it might not even be right, but at least to counsel me, telling me "look instead of doing this course now, do it later. They were very categorical."

b. Did you take part in specific programmes?

R: "No"

- i. If yes, in which programmes did you take part (*name all programmes and answer the following questions for each programme*)?
- ii. Please describe the programme.
Potential Examples:
 1. Mentoring
 2. Online-Activity
 3. Workshop
 4. Lecture
 5. Company-programme
 6. Etc.
- iii. What was the aim of this programme/these programmes?
- iv. What did this programme change in your dual career development? Was it useful for you?
- v. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
- vi. Was this programme/were these programmes in an organised setting?
- vii. Did this programme/these programmes raise your awareness for the importance of dual career?
- viii. Did those programmes use reward mechanisms (if yes: describe them)?

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: *"I was financed only for sport, by a club and only after I achieved results. At the beginning I financed myself because rowing is considered a minor sport."*

5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: *"Well, I must say that I continue to attend the club and the young athletes who study at university or who are in high school are always alone. I see them studying in a corner during pauses between training sessions, poor kids. I have never seen them to have a well-defined programme. They are there with the deadline of exams and that's it."*

6. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"I don't know if they are interested or if their coaches can give them some guidelines. Out of ten young athletes, maybe one or two know about it. 10-20% because they come from wealthy families that already put a tutor on their side and enrol them in schools that are not Italian, American, English, German, etc. where they are protected"*

7. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)

8. And now, we would like to know your perception of the topic 'Dual Career':

- a. Which attributes do you associate with 'Dual Careers' in sports?

R: "You have to be 100% motivated to get results. To achieve a goal you must lay the foundations, see how much time you have, see where the goals are and set these goals in terms of the study and the time it takes to reach them"

- b. Do you think dual careers are sufficiently promoted in your country?

R: "No, absolutely not. It is not meritocratic, no"

- c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: "I was lucky because in the misfortune of the injury I had a pension so I had covered shoulders (be in a safe position). Thus, with my covered shoulders that I paid myself with the injury I was able to expand my dual career, sports and study. Otherwise I could not have done it."

- d. Do you think there are enough programmes on dual career offered in your country?

R: "Absolutely not, not only for the athletes really committed and achieving results. There is no adequate economic, logistical or technical support."

- e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: "I think it should be promoted starting already at elementary and middle schools. It should be a cultural and meritocratic issue already from there. If the kid is committed, he is good at sport, he is good at school, why not to help him? .."

- f. Do you think 'Dual Careers' should be promoted using social media?

- i. If yes: Which channels would you suggest?

R: "Absolutely yes. Indeed, there is no better mirror for the larks than the promotion in the media of kids engaged in a dual career studying while playing sports at a competitive level and achieving results. I am not very updated on media, tablet, social network, television programmes, and any type."

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: "I am extremely gratified. I was lucky because if I would not have my back covered if I had not run into my club, the Circolo Canottieri Aniene that supported me. I think I would not have achieved the results I achieved, I would not have had the chances I had"

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: "I am a bit workaholic, so sport is the first thing, studying is the first thing, I have always tried to give 100%. My rating is 10. If I do not give 10 I do not do things."

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "For my military career I was very young-9, for the sport career I am never satisfied-9. For the academic career, I still regret but now I will push on, I will graduate in medicine. Then I want to take another degree. So I can only give myself only 5."

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of the dual career arrangements I am provided with.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

R: "I am an example for my colleagues and the athletes that will follow. After winning the Olympic medal, Perugia (his hometown) was utmost rewording in asking me to visit high schools to talk about my experience. It was a fantastic thing. I can say that I still now I have the chills in thinking that I was in contact with these students, showing them s video, and stimulating them. This is important. I believe it is excellent"

5.3.5 Interview 5

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "Yes"

- a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "No"

- b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: "No"

2. What kind of guidelines would you like to have? Which topics and issues should they cover? Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: "It should concern the combination of high level sports with higher education path in relation to the individual characteristics or with a professional job in the labour market. Miur, Coni, Ministry of Labour and regional entities should take care of creating guidelines"

3. What kind of problems occurred in your athletic career referring to dual career?

R: "Daily and long-term organisation, often at the expense of one of the two worlds.

During last sport season, which was both my first year playing in the serie A and studying in the university, my academic schedule interfered with my sport one. Thus, I was unable to attend all the morning training sessions, which were scheduled around three times per week for strength and conditioning purposes. Fortunately, my club was available for a special negotiation with me, giving me the chance to recover those sessions in the early afternoon, before the technical practice. This agreement gave me the chance to attend the morning classes in the university. However, because I am not involved in any dual career programme at university level, the negotiation with the sport club was just an individual agreement with the sport director and the head coach, in cooperation also with the fitness coach. I was lucky that all those people were sensible towards the dual career theme."

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: "I don't know them"

- a. What are the strengths and weaknesses of those guidelines in your opinion?

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: "No"

a. At any point in time, was the topic 'Dual Career' part of your education?

R: "No"

If yes: How was the topic 'Dual Career' introduced to you?

R: ---

b. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

R: ---

c. If yes: Who introduced the topic 'Dual Career' to you?

R: ---

3. Which organisations (private or public) interfered in your personal dual career development?

R: "School and sports clubs"

a. How did that impact your dual career?

R: "One influenced the other"

b. Did you take part in specific programmes?

R: "No"

i. If yes, in which programmes did you take part (name all programmes and answer the following questions for each programme)?

ii. Please describe the programme.

Potential Examples:

1. Mentoring
2. Online-Activity
3. Workshop
4. Lecture
5. Company-programme
6. Etc.

iii. What was the aim of this programme/these programmes?

- iv. What did this programme change in your dual career development? Was it useful for you?
- v. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
- vi. Was this programme/were these programmes in an organised setting?
- vii. Did this programme/these programmes raise your awareness for the importance of dual career?
- viii. Did those programmes use reward mechanisms (if yes: describe them)?

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: "No. I receive only a reimbursement from the sport club I play for"

5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: "No"

6. Can you estimate a percentage how many athletes are aware of these opportunities?

R: "Without knowing it, I believe less than 5%"

7. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)

R: "No"

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: "Determination, sacrifice and organisation"

b. Do you think dual careers are sufficiently promoted in your country?

R: "No"

c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: "No"

d. Do you think there are enough programmes on dual career offered in your country?

R: "No"

- e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: *Athletes and Employers*

- f. Do you think 'Dual Careers' should be promoted using social media?

- i. If yes: Which channels would you suggest?

R: *"Yes, Instagram and Facebook"*

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: *"In my opinion it is directly proportional"*

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: *"9"*

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: *"7"*

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.4 Interview Transcriptions Lithuania

5.4.1 Interview 1

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: *"No, I don't know what the concept of double career is. However, I think this should include the athlete's ability to exercise and work at the same time. And this is to enable the athlete to be able to socialize and join the workplace after his or her own career or accident."*

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: *"No."*

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: *"No."*

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: *"Initiatives should be taken by LTOC (Lithuanian National Olympic Committee), the federation and as a sports science institution for introduction and education should be introduced or organised by the Lithuanian Sports University."*

3. What kind of problems occurred in your athletic career referring to dual career? What type of problems occurred after your sporting career? How did you tackle the problems during your career and after your career?

R: *"As I have been trying for years to reconcile work and sport, I will say that it is extremely difficult. Because workout schedules are tense, if you are an advanced athlete it is difficult to balance sport and work and there is no financial option to choose only sport. Employers are reluctant to provide flexible work schedules. While trying to work at my first institution as a physical education teacher, I was rejected for practicing professional sports because I mentioned that I might have to go to the competition for a few days."*

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: -

a. What are the strengths and weaknesses of those guidelines in your opinion?

R: "Since I am not familiar with these guidelines, I cannot comment on anything. In fact, I wouldn't even know where to look for these guidelines, because no one ever presented or mentioned them."

**2. Do you feel well informed about the topic dual career/your dual career situation in your country?
Is the system of dual careers transparent (enough) for you?**

R: "As I said on this point, I am not informed at all."

- a. **At any point in time, was the topic 'Dual Career' part of your education?**
- b. **If yes: How was the topic 'Dual Career' introduced to you?**
- c. **If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?**
- d. **If yes: Who introduced the topic 'Dual Career' to you?**

3. Which organisations (private or public) interfered in your personal dual career development?

R: -

a. How did that impact your dual career?

R: -

b. Did you take part in specific programmes?

R: -

- i. **If yes, in which programmes did you take part? Please describe the programme (Mentoring, Online-Activity, Workshop, Lecture, Company-programme..)**
- ii. **What did this programme change in your dual career development? Was it useful for you?**
- iii. **Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?**
- iv. **Was this programme/were these programmes in an organised setting?**
- v. **Did this programme/these programmes raise your awareness for the importance of dual career?**
- vi. **Did those programmes use reward mechanisms (if yes: describe them)?**

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: -

- 5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?**
R: *"Absolutely no. You can see from our conversation that I know practically nothing about dual careers, even though I have been exercising for more than 10 years and have graduated from training."*
- 6. Can you estimate a percentage how many athletes are aware of these opportunities?**
R: *"I think on a 100 percent scale about 10 percent."*
- 7. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)**
R: *"If I work on a job related to my undergraduate education then surely yes. I think so, I feel pretty good because while I was doing sports I was also studying undergraduate."*
- 8. And now, we would like to know your perception of the topic 'Dual Career':**
- Which attributes do you associate with 'Dual Careers' in sports?**
R: -
 - Do you think dual careers are sufficiently promoted in your country?**
R: *"In my circle of athlete friends, I know one extremely successful athlete who works as a journalist. However, other athletes options for combining sport and career are extremely complicated."*
 - Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?**
R: *"Studying at the Lithuanian Sports University certainly provides opportunities for athletes to play sports and study. During university or training camps, the athlete may make an individual learning plan or postpone a billing session. It also university can helps financially."*
 - Do you think there are enough programmes on dual career offered in your country?**
R: *"Certainly not enough."*
 - Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?**
R: *"Of course. This is particularly important, as public attitudes towards sport will also change. Most athletes would change their lives and attitudes because they would have the*

opportunity and knowledge of it. And there is no need to consider ending your sports career to get started."

f. Do you think 'Dual Careers' should be promoted using social media?

R: *"Yes, because nowadays media and information technology are very popular and much of the information is distributed through social media."*

i. If yes: Which channels would you suggest?

R: *"Social portals, university portals, federations' portals, social networks, television, blogs."*

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: *"I think all my time after graduation was linked to my career in sports and beyond. I have always worked hard and prioritised my studies and sports. I went to additional workshops to develop as a future trainer, volunteered at events to learn how to communicate about how to organise sports events."*

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: *"I would rate investing 9-10, which is extremely important and takes time to achieve a quality result."*

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: *"At the moment I am trying to reconcile my sporting career with work and my sequences are really good so I would average 6-7."*

5.4.2 Interview 2

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: *"I know about the concept of Dual Career. For me it means a lot, because my dual career starts long time ago, although I individually put a lot of efforts not only to be an athlete but also to study, becoming a lecture and to graduate and get my PhD in sport science. So basically, to be athlete but not only. It means a lot to me, because I put a big effort to be not only an athlete. When I was a*

bachelor's student I had opportunity to work with disable athletes and we established a sport club for disable people here in my university."

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "I do not know too much about Lithuanian guidelines, but I know something about European guidelines."

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: "I am not."

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: "Compared to when I was a student, things are changing and disable athletes now have much more opportunities to get a degree while being athletes. When I was a student, it was not an easy environment for disable people. I guess people studying more can say more about this issue compared to me."

Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: "About entities, I think guidelines for disable people would be important. So far, I see a kind of lack of interest from sport federations and the Paralympic Committee, which should be the most important entities about further opportunities for disabled athletes to study and find a secondary career. Instead, they are only focusing on the sport itself. Therefore, I think there should be something more specific for disabled people. My university provides good opportunity for disabled people such as an accessible environment and specific programmes for athletes anyway."

3. What kind of problems occurred in your athletic career referring to dual career?

R: "Yes, I had some problems, which I solved by myself without any support from institutions or federations. For example, I had problem in managing the competitions and some exams at university, which were at the same time. Therefore, I organized my exam individually with lecturers, but there was not a specific programme to avoid this problem. Therefore, I had to talk 1on1 with teachers to find solutions all the time."

What type of problems occurred after your sporting career? How did you tackle the problems during your career and after your career?

R: "As previously mentioned, individually scheduling exams with lecturers."

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: *"Not much since I had to solve my problems alone."*

- a. **What are the strengths and weaknesses of those guidelines in your opinion?**

R: -

2. **Do you feel well informed about the topic dual career/your dual career situation in your country?
Is the system of dual careers transparent (enough) for you?**

R: *"No, I did not have enough information about this topic."*

Is the system of dual careers transparent (enough) for you?

R: *"Since information is missing, I cannot express if it is transparent or not."*

- a. **At any point in time, was the topic 'Dual Career' part of your education?**

R: *"No."*

- b. **If yes: How was the topic 'Dual Career' introduced to you?**

- c. **If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?**

- d. **If yes: Who introduced the topic 'Dual Career' to you?**

3. **Which organisations (private or public) interfered in your personal dual career development?**

R: *"I think no organisation influenced my personal dual career development."*

- a. **How did that impact your dual career?**

R: -

- b. **Did you take part in specific programmes?**

R: *"No, I did not."*

- i. If yes, in which programmes did you take part? Please describe the programme (Mentoring, Online-Activity, Workshop, Lecture, Company-programme..)
- ii. What did this programme change in your dual career development? Was it useful for you?
- iii. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
- iv. Was this programme/were these programmes in an organised setting?
- v. Did this programme/these programmes raise your awareness for the importance of dual career?

- vi. Did those programmes use reward mechanisms (if yes: describe them)?
4. **Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?**
R: "No."
5. **Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?**
R: "Not enough."
6. **Can you estimate a percentage how many athletes are aware of these opportunities?**
R: "Very difficult to say, but I would guess 10-15% for disable athletes."
7. **Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)**
R: "I think yes, since I am a coach, lecturer at university, so I already created a secondary career."
8. **And now, we would like to know your perception of the topic 'Dual Career':**
- a. **Which attributes do you associate with 'Dual Careers' in sports?**
R: "I do not know really what to answer to this."
- b. **Do you think dual careers are sufficiently promoted in your country?**
R: "I do not think so. I think it is just the beginning also for this terminology in Lithuania."
- c. **Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?**
R: "No, I did not."
- d. **Do you think there are enough programmes on dual career offered in your country?**
R: "No, I think there aren't many and they should be improved."
- e. **Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?**
R: "I think dual career should be promoted for all of them. In particular to learn opportunities for Dual Career. Also to get more information about the possible opportunities."
- f. **Do you think 'Dual Careers' should be promoted using social media?**
R: "Yes."

i. If yes: Which channels would you suggest?

R: "I think maybe public channels on TV should promote this for athletes."

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: "I invested a lot of time and all athletes should spend a lot of time if the athlete want to be successful after his/her sport career."

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: "10."

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "10."

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5.4.3 Interview 3

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "I think I know. I think it is a huge step for Olympic athletes when they finish their career to find a job in the sport industry. Dual career helps them to be employed using the experience they have."

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "Not aware."

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: "Not aware. I am aware about the Erasmus projects and I know that our Olympic Committee is focusing on facilitating the second career and I understand this EU kind of projects. I am also involved with the national athlete association, which are across all Lithuanian sports aiming at helping coaches and athletes to use their dual career opportunities."

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: "About what it should be covered and which kind of guidelines, I would strongly suggests to have as many practical values as possible. Usually, the most disappointing things I found during my education is the lack of practical applications involved. For instance, it would be important to send athletes to companies to learn but also to share experience since professional athletes gained many skills during their career with many transferable knowledge in any area."

Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: "About institutions, I think the Lithuanian government with some science and sport department."

3. What kind of problems occurred in your athletic career referring to dual career?

R: "I did not have problems but for other athletes there are some difficulties because they do not have a high education and even if they have, looking at their CV it might seems that they haven't any experience except their sport one. For instance, if after graduation you spend several years not properly working for what you studied for but only preparing your sport career you would be totally out of job market when you will finish. Additionally, the knowledge they got in university would be very outdated. Therefore, it might be important to fill this gap using some constant learning strategies with updated courses for athletes. I personally did not have this problem because I was really focused on open new gyms but I would love to do more. I feel I do not have enough knowledge to improve in this sense. For instance, having a better knowledge about how to apply for European projects to build my own sport club would be much helpful."

What type of problems occurred after your sporting career? How did you tackle the problems during your career and after your career?

R: "Same that during my sport career since I felt I little bit behind. In my case, I felt also no support from institutions since I was never funded for my activities with scholarships or similar. Therefore, I could not commit 100% on both studies and preparing for Olympic Games. However, I was never counting on institutions to have income from them but I was always relying only on myself. Anyway, I was able to cope with this quite well."

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: "No since there are not Lithuanians guidelines and I am not aware about EU guidelines."

a. What are the strengths and weaknesses of those guidelines in your opinion?

R: "My feel is that they are lacking from practical standpoint, but this comes from my experience rather than from reading them."

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: "No, I do not."

Is the system of dual careers transparent (enough) for you?

R: "I think so because the government organisation dealing with it works properly."

a. At any point in time, was the topic 'Dual Career' part of your education?

R: "Yes, it was. Not much. Not sure if in university or after Olympics but there was something mainly referred to information or interviews (similar to this one). But never participated in any specific course."

b. If yes: How was the topic 'Dual Career' introduced to you?

R: "I just got information through social media, mainly Facebook."

c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

R: "After university, mainly from the newsletter of the Olympic Committee. But did not find it too attracting. I am aware that now Olympic committee is organizing some event but I never hooked up with them."

d. If yes: Who introduced the topic 'Dual Career' to you?

R: "Olympic Committee."

3. Which organisations (private or public) interfered in your personal dual career development?

R: *"I think the university had an important role thanks to the master's degree I completed in Sports Management."*

a. How did that impact your dual career?

R: *"Lecturers had a good impact in this. However, I would have expected to get better knowledge from university in terms of business development, while many lectures were about European laws and how sport sectors are developed in the countries, which is also very important but I felt was not enough."*

b. Did you take part in specific programmes?

R: *"No, I did not."*

- i. If yes, in which programmes did you take part? Please describe the programme (Mentoring, Online-Activity, Workshop, Lecture, Company-programme...)
- ii. What did this programme change in your dual career development? Was it useful for you?
- iii. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
- iv. Was this programme/were these programmes in an organised setting?
- v. Did this programme/these programmes raise your awareness for the importance of dual career?
- vi. Did those programmes use reward mechanisms (if yes: describe them)?

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: *"No."*

5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: *"No."*

6. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"15-20%."*

7. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)

R: *"I think it is a big step. Many athletes stay too long in their sport. Firstly, because they do not get funded enough to pursue a second career, secondly, because of their lack of education that we discussed before. These components make it even more difficult."*

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"I am saying what I understand from this question. The point of dual career should be to guarantee an athlete a respectful and prosper living conditions after the sport career is over. Secondly, to facilitate the athletes representing the country, the sport and the values referred to them of his/her country being an active part of it also after the end of his/her career. It would be a pity if the athlete after the sport career have to move to other sectors, which would be more harming than helping. So dual career should be able to keep the athlete close to his/her sport, because the athlete can provide much more compared to people without this sport experience while assuring him/her to have an happy and prosper life, so basically living also without being an athlete."*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"I do not think so. However, in the last few months I saw some boost about this topic."*

c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: *"No, either from Sailing federation or Olympic committee. I really felt left behind."*

d. Do you think there are enough programmes on dual career offered in your country?

R: *"No, I am not aware of any."*

e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: *"I think mostly towards athletes and employers."*

f. Do you think 'Dual Careers' should be promoted using social media?

R: *"Yes."*

i. If yes: Which channels would you suggest?

R: *"I think Facebook, since it has the broadest audience especially for young athletes. Although, it really depends who you communicate with."*

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: *"I think about 2 years. If including also university education then it should be included 7 years more."*

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: "If referred to now, I would say 10. When I was athlete about 2-3 because I was mainly involved in my sport career."

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "My input for dual career was studying in Sport University. Therefore, my success is quite high since I am still working in the sport sector and I feel I can give a lot. I think it is a strong 7. It would be 10 if I would be employed for governmental organisations, which are the leader of our country, where I feel I could make a higher impact. In that case would be 10."

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.4.4 Interview 4

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "Yes, I know that a dual career is when professional athletes not only exercise, but also study."

- a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "I know the essence. I know that the EU wants to spread educational activity, develop an online training program, and the guidelines should help athletes."

- b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: *"I think they are the same as the EU, I also know that there were courses on this topic."*

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: *"It would be good to have online courses, the opportunity to learn online as well as freely available tips. I also think that the guidelines should be divided into levels."*

Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: *"Universities."*

3. What kind of problems occurred in your athletic career referring to dual career?

R: *"I was not always able to attend lectures, there was no flexibility on the part of the lecturers, I had to negotiate and work individually."*

What type of problems occurred after your sporting career?

R: *"I had no problem. Immediately I came to work at university, but it was difficult to switch from sports to teaching."*

How did you tackle the problems during your career and after your career?

R: *"Throughout my career I tried to negotiate with teachers individually and there were no post-career problems."*

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: *"No."*

a. What are the strengths and weaknesses of those guidelines in your opinion?

R: *"Not everyone has access to information, there is a lack of publicity, and workplaces should encourage courses."*

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: *"No, the information is missing."*

Is the system of dual careers transparent (enough) for you?

R: *"I cannot answer."*

a. At any point in time, was the topic 'Dual Career' part of your education?

R: *"No."*

- b. **If yes: How was the topic 'Dual Career' introduced to you?**
- c. **If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?**
- d. **If yes: Who introduced the topic 'Dual Career' to you?**
- 3. Which organisations (private or public) interfered in your personal dual career development?**
R: *"University."*
- a. **How did that impact your dual career?**
R: *"After graduating from sports I have a job, currently working as a trainer and lecturer and being close to my specialty."*
- b. **Did you take part in specific programmes?**
R: *"No."*
- i. If yes, in which programmes did you take part? Please describe the programme (Mentoring, Online-Activity, Workshop, Lecture, Company-programme..)
- ii. What did this programme change in your dual career development? Was it useful for you?
- iii. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
- iv. Was this programme/were these programmes in an organised setting?
- v. Did this programme/these programmes raise your awareness for the importance of dual career?
- vi. Did those programmes use reward mechanisms (if yes: describe them)?
- 4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?**
R: -
- 5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?**
R: *"No, I haven't heard much more besides LSU projects. I also know that the LTOC is develops the program, but there should be more publicity."*
- 6. Can you estimate a percentage how many athletes are aware of these opportunities?**
R: *"Don't know, up to 20% at most."*

- 7. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)**

R: *"Yes, I felt good, it was just hard to stop professionally training."*

- 8. And now, we would like to know your perception of the topic 'Dual Career':**

- a. Which attributes do you associate with 'Dual Careers' in sports?**

R: *"That a person is well versed in two areas. Can do professional sports and study."*

- b. Do you think dual careers are sufficiently promoted in your country?**

R: *"Not enough."*

- c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?**

R: *"University helped me."*

- d. Do you think there are enough programmes on dual career offered in your country?**

R: *"No, it's missing. Each university should have its own programmes."*

- e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?**

R: *"I think all of the above should promote more."*

- f. Do you think 'Dual Careers' should be promoted using social media?**

R: *"Yes."*

- i. If yes: Which channels would you suggest?**

R: *"All as much as possible. TV, radio, internet, social networks. And yet advertising should be attractive, motivate athletes, and attract them."*

Theme 3: Programme efficiency

- 1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.**

R: *"I spent 4 years of my studies for a dual career as I did sports until my Master's degree."*

- 2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.**

R: *"7."*

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "10."

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=*weak*; 2=*requires improvement*; 3=*good*; 4=*outstanding*).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

5.5 Interview Transcriptions Romania

5.5.1 Interview 1

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "So far, I have not heard about this concept or about the purpose of this project at European or national level."

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "No, I have not heard about dual career as a European concept or about the objectives within the guidelines."

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: "I have not heard the regulations in Romania, either."

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: "I we were to have these guidelines, to have regulations, they should take the form of an application (maybe video material, a virtual tutor) to keep us informed always regarding the alternatives that we have: as an athlete who represents a club or as an athlete who represents the country: what we do, what we can do, what we will do in the future. The information should also include the modules of compulsory courses to accumulate the credits necessary to finalize professional courses, the faculty, the way we can accumulate the credits and reinsertion on the labour market if we suffer an injury."

3. What kind of problems occurred in your athletic career referring to dual career?

R: "Little time to get to the courses. We need tutors, teachers who talk to us, the athletes, to find out what alternatives we have to continue the professional life after sport. During sports life, meaning now, we negotiate with the teachers when we exceed the 50 percent non-attendance rate provided by the law. We are given only half of the time as a right to practice. It is not enough."

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: "I am a student because I wanted to and I am at the National Olympic Centre of Handball because I am part of a project of the Romanian Handball Federation."

a. What are the strengths and weaknesses of those guidelines in your opinion?

R: "I don't know what would be the weaknesses or the strong points because I have to read more, to have more information, to make comparisons to see whether the current system in Romania could support the EU objectives."

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: "I am not informed. Only what you have told me now. Transparency? There is no local or national dissemination of the information. As for my colleagues in their countries, I have no information."

a. At any point in time, was the topic 'Dual Career' part of your education?

R: "No."

b. If yes: How was the topic 'Dual Career' introduced to you?

R: -

c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

R: "Now, by you, so the topic was part of an awareness campaign organised by the faculty."

d. If yes: Who introduced the topic 'Dual Career' to you?

R: "The faculty actions. You. "

3. Which organisations (private or public) interfered in your personal dual career development?

R: "Me."

a. How did that impact your dual career?

-

b. Did you take part in specific programmes?

-

- i. If yes, in which programmes did you take part (name all programmes and answer the following questions for each programme)?*
- ii. Please describe the programme.*
- iii. What was the aim of this programme/these programmes?*
- iv. What did this programme change in your dual career development? Was it useful for you?*
- v. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?*
- vi. Was this programme/were these programmes in an organised setting?*
- vii. Did this programme/these programmes raise your awareness for the importance of dual career?*

viii. Did those programmes use reward mechanisms (if yes: describe them)?

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: *"No. I am a member National Olympic team of handball, a project of the ROC. I have an exercise allowance, my accommodation and meals are paid by the RHF. The project is in collaboration with the Faculty and the RHF. Would this be a dual career? My studies are also paid for, if I ever have to pay tuition."*

5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: *"No, I have been part of the project since 2018."*

6. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"No."*

7. Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?

R: *"No."*

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"Professional experience, maturity, responsibility."*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"No"*

c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: *"The trainers and the teachers have guided me, but I do not think they followed a certain protocol."*

d. Do you think there are enough programmes on dual career offered in your country?

R: *"No. There are not any or I have not heard of any."*

e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: *"Athletes should find out more about the dual career."*

f. Do you think 'Dual Careers' should be promoted using social media?

R: "Yes."

i. If yes: Which channels would you suggest?

R: "Publicity via Facebook."

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: "The correlation? Total implication in both fields, but the problem is time."

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: "10"

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "10"

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.5.2 Interview 2

Theme 1: Programme theory and design

4. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "I did not know about the existence of this concept. I learnt about it a few days ago. The purpose of dual career is to manage to study throughout the sports career. To perform in both fields."

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "No. I did learn some information during a workshop: ways to correlate sports life with the training for professional career."

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: "No, I do not know that they exist; I have not received information concerning this topic."

5. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: "Videoconferences would help (all athletes would be informed). Sports clubs and universities must collaborate to train the athletes, to help them understand the opportunities of dual career."

6. What kind of problems occurred in your athletic career referring to dual career?

R: "Many athletes have a schedule problem. In high school, they had classes either in the morning or in the afternoon and they dedicated the rest of their time to practice. In college, classes are throughout the entire day. The schedule should be compact: in the morning or in the evening."

Theme 2: Programme process (AND Programme impact)

2. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: "No. I practice performance sport and I am used to the downsides of the system. Concerning information, such type of information has not reached our group of athletes in order to generate change."

a. What are the strengths and weaknesses of those guidelines in your opinion?

R: "I should get a better insight into it ... it depends on each sports system in Europe: how it is organised, how it is funded, if there is a sponsorship law, how participates in attaining the guideline's objectives."

9. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: "I HAVE NOT been informed until these days. As for the dual career in our country, I have not discussed about it until this age."

a. At any point in time, was the topic 'Dual Career' part of your education?

R: "No."

b. If yes: How was the topic 'Dual Career' introduced to you?

R: -

c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

R: *"I attended a workshop on dual career, organised by the faculty: More than gold."*

d. If yes: Who introduced the topic 'Dual Career' to you?

R: *"The project team (3 teachers of track and field, volleyball and gymnastics, as members of a project)."*

10. Which organisations (private or public) interfered in your personal dual career development?

R: *"Nobody, I was in charge of planning/thinking of my life after sport."*

a. How did that impact your dual career?

-

b. Did you take part in specific programmes?

R: *"I was invited to a workshop these days."*

- i. If yes, in which programmes did you take part (name all programmes and answer the following questions for each programme)?

R: *"Erasmus Sport."*

- ii. Please describe the programme.

R: *"Workshop(3)."*

- iii. What was the aim of this programme/these programmes?

R: *"Identifying the awareness level of this concept in Romania (to facilitate our dual career)."*

- iv. What did this programme change in your dual career development? Was it useful for you?

R: *"Change has not come because I am in my last year of college, but the fact that such information was presented will, I believe, help a great deal because, at this point, nobody knows anything about this guideline, about this concept. In this respect, the information about dual career is useful, I learnt about these guidelines that must be applied, about gaps to fill in the future."*

- v. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?

R: *"It did not help me... I am just better informed. I am in my last semester of college. The young athletes would have a lot to win."*

- vi. Was this programme/were these programmes in an organised setting?
R: *"Yes, the presentation of a project and of its objectives was of a real help, launching debates on topics of interest in the sports world."*
- vii. Did this programme/these programmes raise your awareness for the importance of dual career?
R: *"Yes, but it is important to determine the applicability in Romania and the impact."*
- viii. Did those programmes use reward mechanisms (if yes: describe them)?
R: *"No."*

11. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: *"No."*

12. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: *"No."*

13. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"No."*

14. Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?

R: *"No."*

15. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"Responsibility."*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"No"*

c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: *"To a certain extent, but we are not talking about dual career but about combining sports with education and about the deal made between me and the coach, between me and the university teachers. I was supported, but it had nothing to do with me being respected by my country as an athlete."*

d. Do you think there are enough programmes on dual career offered in your country?

R: *"I don't know. Maybe. I am not informed in this respect."*

e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: *"Of course. In the public space. This way, more people would practice performance sport without the fear of feeling useless after ending their sports career."*

f. Do you think 'Dual Careers' should be promoted using social media?

R: *"Yes. Through aggressive promoting, workshops."*

i. If yes: Which channels would you suggest?

R: *"The outcomes must be distributed through Facebook."*

Theme 3: Programme efficiency

4. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: *"Though there are strong connections between practice and the methodical side of physical education teaching, you may not have the skills necessary to be a coach / physical education teacher /instructor and you will have to access another field. The investment is huge... and I think it is impossible if you do not have the qualifications mentioned above."*

5. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: *"10"*

6. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: *"10"*

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (*1=weak; 2=requires improvement; 3=good; 4=outstanding*).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.5.3 Interview 3

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "No."

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "No."

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: "No."

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: "Because you have told me about certain regulations of the guidelines, there should be a course, a leaflet to be taught or distributed in schools or in vocational high schools. Another idea would be to promote the concept of dual career during homeroom class. Such leaflet should also include information about the career after ending the sports life, when from an athlete attending national or international competitions organised by Paralympic federations or committees, you become an athlete representative of Paralympic federations or committees... you change your status in the Paralympic world. Athletes should be encouraged to continue their sports life because, irrespective of their injury, Paralympics have the same training and competition conditions."

3. What kind of problems occurred in your athletic career referring to dual career?

R: "I do not recall, but I have always received help from the Faculty or the teachers. Faculty specialists became my trainers and they oriented me towards Paralympic events. I became the athlete who represented the country at the Paralympic Games (I was the European champion).

Labour market insertion has been indeed my problem, which I will solve alone. I do not know whether preconceptions prevent me from finding a stable job. I will go to professional training classes; I will study more... maybe this way I will be able to fit in.

As I said before, I cannot complain... I practiced sport, I also graduated from college (maybe due to my disability, I practiced sport in my free time and I was not limited by a strict practice schedule... I

made my own practice schedule and the trainers adapted, because they were also my University teachers), I also finished several professional training courses..."

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: *"These guidelines did not change a thing because we were not aware of their existence."*

a. What are the strengths and weaknesses of those guidelines in your opinion?

R: *"I have just heard it now and I think that the teachers or trainers could be the ones advising the athletes. It is a good model, a tool for suggestions and orientation."*

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: *"I am better informed now... but no, I did not know."*

a. At any point in time, was the topic 'Dual Career' part of your education?

R: *"No."*

b. If yes: How was the topic 'Dual Career' introduced to you?

R: *"No."*

c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

R: *"Now. The meeting with you at the Faculty."*

d. If yes: Who introduced the topic 'Dual Career' to you?

R: *"The person taking the interview."*

3. Which organisations (private or public) interfered in your personal dual career development?

R: *"Me."*

a. How did that impact your dual career?

R: *"Personal performance, self-improvement."*

b. Did you take part in specific programmes?

R: *"No."*

i. If yes, in which programmes did you take part (name all programmes and answer the following questions for each programme)?

ii. Please describe the programme.

iii. What was the aim of this programme/these programmes?

- iv. What did this programme change in your dual career development? Was it useful for you?
R: *"Upon learning about dual career today, about an EU guideline, I will inform the children I coach. I will organise awareness meetings for them, because I am a coach. Furthermore, what I have learned today is a plus because I will try to militate for the dual career of Paralympic athletes."*
- v. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
R: *"The Faculty formed me. Generally, during courses we talked about professional integration after sport... if we are talking about programmes. But dual career??? No."*
- vi. Was this programme/were these programmes in an organised setting?
R: *"I have no answer here. There was no special event organised."*
- vii. Did this programme/these programmes raise your awareness for the importance of dual career?
R: *"They are good for athletes, but they must be also applied, not just presented as information."*
- viii. Did those programmes use reward mechanisms (if yes: describe them)?
R: *"It would be good. As a former Paralympic athlete, I receive a life annuity, for my sports performances: this may be called a form of support for professional integration. I don't know... I have no information that this would be the outcome of an objective. I think it is a form of sports recognition."*

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: *"I had a medical scholarship from the state. I had an annuity from the Ministry of Sport for my sports performances (not because I was practicing a sport, track and field), not for supporting dual career."*

5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: *"No."*

6. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"0.1%".*

7. Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?

R: *"Labour market is competitive. I am still afraid... I have a disability, but I work at a private club, as a soccer coach (I practiced track and field). I don't know my current or future rate of success. I*

always wonder what I'm going to do tomorrow or how to improve my life. I receive a life annuity from the Ministry of Sport for the results obtained in my sports life, and this income helps me survive, but I do need a stable job."

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"Efficiency."*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"They are not promoted; they are not discussed; no guideline is applied."*

c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: *"No. The Faculty was my choice. I also finished several professional training programmes to have training in other fields, also because that was my wish."*

d. Do you think there are enough programmes on dual career offered in your country?

R: *"No. I don't think so, because I knew almost nothing about it until today."*

e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: *"To all."*

f. Do you think 'Dual Careers' should be promoted using social media?

R: *"Yes and no. Yes."*

i. If yes: Which channels would you suggest?

R: *"National TV channels, Facebook."*

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: *"A lot of effort, a lot of work at the Faculty and during practices. I cannot provide a percentage, I cannot make an estimate ... I was easier for me because I could set my own practice schedule. If you want to become a good professional, you need to put in a lot of work."*

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: "5"

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "8"

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (*1=weak; 2=requires improvement; 3=good; 4=outstanding*).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

5.5.4 Interview 4

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "I was informed."

- a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "Yes."

- b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: "Not completely."

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

R: "In an editable format, to be easily distributed, the guidelines will comprise solutions to motivate the non-attendance rates of active athletes, extend the exam session period for performance athletes. Universities have the most important role in disseminating the information, but also in the development of these guidelines to be distributed in specialised schools, in clubs, federations."

3. What kind of problems occurred in your athletic career referring to dual career?

R: *"Motivating the non-attendance rates was the most important issue related to school (I did not go to a sports high school, but to a theoretical high school with a sciences profile), to faculty. Teachers fail to understand the concept of performance, the long practice hours and the participation to international competitions (what shorten the time for study significantly.)"*

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: *"No."*

a. What are the strengths and weaknesses of those guidelines in your opinion?

R: *"The guidelines are not known."*

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

R: *"Here, I have just learnt about these guidelines."*

a. At any point in time, was the topic 'Dual Career' part of your education?

R: *"No."*

b. If yes: How was the topic 'Dual Career' introduced to you?

R: *"Direct information."*

c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

R: *"At university, at the Faculty."*

d. If yes: Who introduced the topic 'Dual Career' to you?

R: *"The teachers within the project."*

3. Which organisations (private or public) interfered in your personal dual career development?

R: *"The faculty."*

a. How did that impact your dual career?

R: *"To know there are alternatives."*

b. Did you take part in specific programmes?

R: *"No."*

- i. If yes, in which programmes did you take part (*name all programmes and answer the following questions for each programme*)?
- ii. Please describe the programme.
- iii. What was the aim of this programme/these programmes?
- iv. What did this programme change in your dual career development? Was it useful for you?
- v. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
- vi. Was this programme/were these programmes in an organised setting?
- vii. Did this programme/these programmes raise your awareness for the importance of dual career?
- viii. Did those programmes use reward mechanisms (if yes: describe them)?

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: "No."

5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: "No."

6. Can you estimate a percentage how many athletes are aware of these opportunities?

R: "25-30% of the athletes."

7. Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?

R: "No. Labour market is dynamic and new demands may always arise. The shock of the world outside sports comes from the lack of rules, codes to be observed by everyone alike. Outside the sports world, there are no referees to sanction a mistake or a deviation immediately, as it occurs in sport, which attracts a new mistake from the part of the citizen in the public space. There is no discipline; nobody follows role models. The passage from sports life to a life outside sports is tough; it requires a new adjustment, a new integration, but professional and social."

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: "Difficult life, sacrifices, lack of leisure time."

b. Do you think dual careers are sufficiently promoted in your country?

R: "No"

- c. **Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?**
R: "No."
- d. **Do you think there are enough programmes on dual career offered in your country?**
R: "They do not exist."
- e. **Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?**
R: "Only for the athletes and the public."
- f. **Do you think 'Dual Careers' should be promoted using social media?**
R: "Yes."
 - i. **If yes: Which channels would you suggest?**
R: "You can use all social media platforms accessed by young people, as well as the media in general."

Theme 3: Programme efficiency

1. **Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.**
R: "It was hard."
2. **Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.**
R: "10"
3. **Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.**
R: "8"

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

5.6 Interview Transcriptions Slovenia

5.6.1 Interview 1

Theme 1: Programme theory and design

4. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "I am kind of aware what dual career is and what it means. As I am a professional mountain biker for past 4 years. Dual career is a sport career combined with your school/work career. It means that it leads you to the point when you finish your sport career and you have something left (education, work, and plan). Practically it helps you to build your future."

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "I am not 100% aware of EU Guidelines on dual career but I think they aim the same as I described in the 1. question."

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: "I am a bit more aware of national guidelines of dual career. They want us to build a second career beside sport. So when we finish we have a secured future."

5. What kind of guidelines would you like to have? Which topics and issues should they cover? Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: "I mean it hard to say if I think as a mountain biker is hard. We usually are not considered same as football players for example. Sometimes I found it hard to just to figure it out who is responsible for us. I would like to have a bit more clear and simple guidelines. Usually we have a lack of time so is hard to arrange everything by yourself. I think the most important for me would be to have a good mentor at college to help me cover this issue."

6. What kind of problems occurred in your athletic career referring to dual career? What type of problems occurred after your sporting career? How did you tackle the problems during your career and after your career?

R: "Usually the biggest problem for me is to arrange everything in school as I am training and traveling for most of the year. I try to solve this over emails and try to reschedule different things in school. I am still athlete so I didn't have any problems after career yet."

Theme 2: Programme process (AND Programme impact)

2. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: *"I think best thing was that you can get a athlete status at college so that helps a lot. It changed that I could arrange things easier and more efficient."*

b. What are the strengths and weaknesses of those guidelines in your opinion?

R: *"Strengths are that they give you more adjustability. Weaknesses are that sometimes even this doesn't help."*

9. Do you feel well informed about the topic dual career/your dual career situation in your country? Is the system of dual careers transparent (enough) for you?

R: *"I think I am not so well informed about this. I think I am not using all of the advantages that are available to me"*

a. At any point in time, was the topic 'Dual Career' part of your education?

R: *"Not really."*

b. If yes: How was the topic 'Dual Career' introduced to you?

c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

d. If yes: Who introduced the topic 'Dual Career' to you?

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10. Which organisations (private or public) interfered in your personal dual career development?

R: *"I think college is developing my dual career."*

a. How did that impact your dual career?

R: *"It helps me to get the knowledge for my work after sport career."*

b. Did you take part in specific programmes?

R: *"No."*

i. If yes, in which programmes did you take part? Please describe the programme (Mentoring, Online-Activity, Workshop, Lecture, Company-programme..)

ii. What did this programme change in your dual career development? Was it useful for you?

iii. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?

iv. Was this programme/were these programmes in an organised setting?

v. Did this programme/these programmes raise your awareness for the importance of dual career?

vi. Did those programmes use reward mechanisms (if yes: describe them)?

11. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: *"I am funded by private organisation. They help me financially to combine my college and sports."*

12. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: *"No."*

13. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"10%."*

14. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)

R: *"I am feeling well prepared for the career after the sporting career."*

15. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"Knowledge, job, adjustments, help..."*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"I don't think so."*

c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: *"No I didn't."*

d. Do you think there are enough programmes on dual career offered in your country?

R: *"I think there are some but not enough."*

e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: *"Athletes."*

f. Do you think 'Dual Careers' should be promoted using social media?

R: *"I think it would be smart idea."*

i. If yes: Which channels would you suggest?

R: *"Instagram/Facebook supported by the website with simple guidelines."*

Theme 3: Programme efficiency

4. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: -

5. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: "7."

6. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "8."

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=*weak*; 2=*requires improvement*; 3=*good*; 4=*outstanding*).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.6.2 Interview 2

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: -

- a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: "Dual career is coordinating school and sport issues at the same time, in order to succeed in both fields, that's my knowing about this issue. No, I don't know nothing about these EU-guidelines."

- b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?**

R: "What I know is that top-level athletes should have some facilitations during school ...but that's it."

- 2. What kind of guidelines would you like to have?**

R: "I know to less about this specific field, so I can't answer you."

Which topics and issues should they cover? Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: "Maybe the sport associations or better the sport clubs, where the athletes are training?"

Here is the key point a club is able to help athletes to do both sport and school at the best possible level."

- 3. What kind of problems occurred in your athletic career referring to dual career?**

R: "I visited a special sport high school for athletes. There we had some problems with the coordination of lectures and training units."

What type of problems occurred after your sporting career?

R: "I'm still an athlete."

How did you tackle the problems during your career and after your career?

R: "I tried to use personal contacts from my club in order to have some more time for school issues."

Theme 2: Programme process (AND Programme impact)

- 1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?**

R: "The national guidelines helped me to have the possibility to visit a sport high school."

- a. What are the strengths and weaknesses of those guidelines in your opinion?**

R: "I don't know exactly."

- 2. Do you feel well informed about the topic dual career/your dual career situation in your country?**

R: "No."

Is the system of dual careers transparent (enough) for you?

R: "No."

- a. At any point in time, was the topic 'Dual Career' part of your education?**

R: "Yes, at school we discussed about this topic with our teachers."

b. If yes: How was the topic 'Dual Career' introduced to you?

R: *"Of course the school explained us, what dual career means for the time period after the sports career."*

c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

R: *"Before starting to visit high school."*

d. If yes: Who introduced the topic 'Dual Career' to you?

R: *"At first I heard about this topic from my parents, when the sports coordinators at the high school informed us about the importance of dual career."*

3. Which organisations (private or public) interfered in your personal dual career development?

R: *"My high school."*

a. How did that impact your dual career?

R: *"Positively, I was able to finalize my high school and following my sports career."*

b. Did you take part in specific programmes?

R: *"Yes how I mentioned before I was studying at a sport high school, which helped us in many issues to follow top level sport."*

- i. If yes, in which programmes did you take part? Please describe the programme (Mentoring, Online-Activity, Workshop, Lecture, Company-programme..)

R: *"Sport high school Šiška, Ljubljana handball department for women."*

- ii. What was the aim of this programme/these programmes?

R: *"To help high school students to do both handball and school."*

- iii. What did this programme change in your dual career development? Was it useful for you?

R: *"The programme was useful but not in all points of view. I expected much better coordination between sport and school, which we did not have in all relevant school periods. From this point of view I can say that some sport events should be better coordinated with school requirements."*

- iv. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?

R: *"Yes it helped me for further education, for example to continue with education at the university level."*

- v. Was this programme/were these programmes in an organised setting?

R: *"Yes, it was organized, but with some problems mentioned before."*

- vi. Did this programme/these programmes raise your awareness for the importance of dual career?

R: *"Yes, because I know that education is very important for my development in all areas."*

vii. Did those programmes use reward mechanisms (if yes: describe them)?

R: *"No."*

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career?

R: *"No."*

How and in which manner are you funded?

R: *"Regularly by governmental funds."*

5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?

R: *"I think no, it should be highlighted much more on media. "*

6. Can you estimate a percentage how many athletes are aware of these opportunities?

R: *"I don't know."*

7. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)

R: *"Yes because I know that sports is not all."*

8. And now, we would like to know your perception of the topic 'Dual Career':

a. Which attributes do you associate with 'Dual Careers' in sports?

R: *"To improve both careers."*

b. Do you think dual careers are sufficiently promoted in your country?

R: *"No."*

c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?

R: *"I general I would say yes, all of them have been aware about our dual career goals."*

d. Do you think there are enough programmes on dual career offered in your country?

R: *"From my point of view, it could be more done on dual career programmes at University level, because I know that at university level there are a lot of differences between the Universities. Some are doing more and some are doing less to support athletes."*

- e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?

R: "I think to athletes, because not all of them know about all possibilities we have in Slovenia."

- f. Do you think 'Dual Careers' should be promoted using social media?

R: "Of course."

- i. If yes: Which channels would you suggest?

R: "Facebook, Instagram and Twitter."

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: -

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: 10."

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "10."

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

5.6.3 Interview 3

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: *"Yes, I know the dual career (DK) project..."*

a. Are you aware of the EU guidelines on dual career and what they are aimed to?

R: *"No."*

b. Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?

R: *"Partly, not in details: I know that the NOC has special agreements with some schools and universities about supporting athletes in DC."*

2. What kind of guidelines would you like to have? Which topics and issues should they cover?

Which entity (i.e., institution) should be responsible for them and take care of the implementation of the guidelines?

R: *"As an athlete, I would like to have clear instructions what are my possibilities on different schools. – How entire schools (same for Faculties) support athletes in doing both – school and sport. I agree on the idea, that the NOC is the responsible Institution."*

3. What kind of problems occurred in your athletic career referring to dual career?

R: *"The main problem was organisation – to [match] trainings and other school obligations; even more problematic was motivation – in my career it professionalism in the meaning – 24 hour focus on sport was typical. Out coaches didn't support the education process parallel to sport."*

What type of problems occurred after your sporting career? How did you tackle the problems during your career and after your career?

R: *"Inclusion in "normal life" was the biggest problem; I lose my identity as an top level athlete...I didn't finish my Faculty in time...and I felt very lost."*

Theme 2: Programme process (AND Programme impact)

1. Did the national guidelines (if any) in your country or the EU guidelines change anything for you?

R: *"It was too late for my DC, but nowadays I support DC for new generations and my children."*

a. What are the strengths and weaknesses of those guidelines in your opinion?

R: *"Guidelines are "general", individual approach would be needed."*

2. Do you feel well informed about the topic dual career/your dual career situation in your country?

Is the system of dual careers transparent (enough) for you?

R: "Now it becomes better, athletes can be informed – but have to seek for information."

a. At any point in time, was the topic 'Dual Career' part of your education?

R: "In my times DC was not a topic, everything was 'personal responsibility'. It was not the system of DC, it was the question how coach by coach is supporting athletes on individual values."

b. If yes: How was the topic 'Dual Career' introduced to you?

R: "It was not."

c. If yes: When was the topic 'Dual Career' introduced to you (i.e. in school, during an apprenticeship, at university, etc.)?

d. If yes: Who introduced the topic 'Dual Career' to you?

3. Which organisations (private or public) interfered in your personal dual career development?

R: "Only my parents force me to finish my Faculty parallel to sport."

a. How did that impact your dual career?

R: "I managed to finish Faculty and master degree parallel to sport."

b. Did you take part in specific programmes?

R: "No."

- i. If yes, in which programmes did you take part? Please describe the programme (Mentoring, Online-Activity, Workshop, Lecture, Company-programme..)
- ii. What was the aim of this programme/these programmes?
- iii. What did this programme change in your dual career development? Was it useful for you?
- iv. Did the programme/programmes prepare you for your non-sporting professional career/did they help you referring to that?
- v. Was this programme/were these programmes in an organised setting?
- vi. Did this programme/these programmes raise your awareness for the importance of dual career?
- vii. Did those programmes use reward mechanisms (if yes: describe them)?

4. Are you funded by a private or public organisation besides taking part in any specific programme(s) on dual career? How and in which manner are you funded?

R: "No."

- 5. Do you think programmes/projects/organisations, which foster dual careers of elite athletes are well-enough/sufficiently advertised?**

R: *"It is space to improve."*

- 6. Can you estimate a percentage how many athletes are aware of these opportunities?**

R: *"Nowadays nearly all are informed at less minimum standards."*

- 7. Do you feel well-prepared for the career after the sporting career? (For former athletes: Were you afraid of the career after the sporting career and how was it finally to drop out of elite sports?)**

R: *"I was very afraid in finishing sport career (not at the beginning at all) . It was really difficult to enter in "normal life"."*

- 8. And now, we would like to know your perception of the topic 'Dual Career':**

R: *"Dual career is supporting programme for athletes – to get appropriate education – to easier combine demands of training, private obligations, and education."*

- a. Which attributes do you associate with 'Dual Careers' in sports?**

R: *"Personal discipline, dedication, organisational skills, time management,..."*

- b. Do you think dual careers are sufficiently promoted in your country?**

R: *"Can be better and more intensive."*

- c. Do you/did you receive sufficient support from all stakeholders to pursue a dual career (respectively to be able to focus in-between for one or two years solely on sports)?**

R: *"It was not systematic. It was our responsibility."*

- d. Do you think there are enough programmes on dual career offered in your country?**

R: *"Not enough."*

- e. Do you think 'Dual Career' should be better promoted to a) athletes, b) the general public, c) employers?**

R: *"Yes there is space to improve."*

- f. Do you think 'Dual Careers' should be promoted using social media?**

R: -

- i. If yes: Which channels would you suggest?**

R: *"All PR channels."*

Theme 3: Programme efficiency

1. Please relate the time you invested (have to invest) in making your dual career real to the success of your dual career/outcomes of this effort.

R: "I invested a lot of time and effort."

2. Please indicate on a scale from 0 (no time invested) to 10 (as much time as possible invested) your time efforts regarding the dual career.

R: "10."

3. Please indicate on a scale from 0 (no outcome) to 10 (positive outcome) the success of your dual career.

R: "10."

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.7 Interview Transcriptions Spain

5.7.1 Interview 1

Theme 1: Programme theory and design

1. Do you know what the dual career concept is/what dual career means and what it aims for?

R: "Well, until now I didn't know, I thought about combining my studies with the sport you do at a high level, but I didn't know more."

- a. Then I don't know if you know or if you knew that there are some European Union guidelines to promote the dual career. There are some guidelines, some manuals that they have taken out, that they send to each country, so that each country tried to adapt its circumstance and thus to promote the dual career of the sportsmen. You will know the national guidelines for the dual career now that you know that there is this more structured. What kind of guidelines would you like to have? Thinking about when you were an athlete?**

R: "One question about the dual career. When the dual career does start? When you go to the selectivity?"

No, at any time, not necessarily for university studies. From any moment that the athlete already needed to separate, already needs to organise the time well, because it demands a lot of the sports career, that moment when you need to set guidelines to promote that you don't drop out of school.

R: "And this, in theory, is promoted by the federations?"

They should promote it. A series of grants from the Consejo Superior de Deportes (Superior Sports Council, CSD) and guidelines for not giving up shares can begin to publish it.

R: "It is considered when you are over 18 years old or when you are in the school?"

2. At the moment when the sport career demands it. So, what guidelines do you think they should have or would you like them to have? What topics should it also cover?

R: "I think that above all I can have someone managing, because the change of exams or change of practices, in my case, the problem I had, that there is a person who can communicate with the head of studies or the teacher of a subject to facilitate the student to continue doing sport. Because of the problems I have encountered, it is that you went there, where to say if you are in this programme,

and I was in a programme called TutorSport in Barcelona, but maybe, the teacher of the subject does not care and here come the problems, one thing is that at the level above, Rectorate, you assist well, but at the individual level, the teachers, i don't know how you could follow to see if those teachers force you or not, or are forced to change an exam, but for example they said to me, if you want to go to study abroad you can't, because the practices are here, for example, and I can't do them because I have a competition, or I don't have to take some subjects this year, you have to take it next year and that is for example what has happened to me in that sense."

Then a guideline should be to try to get the universities, in your case, to have more information.

R: "It's been a few years since I finished, and I don't know how they're doing now either. I was lucky enough to have a good TutorSport, which was not mine, my TutorSport did not listen to me and I had other hockey, Economy, and this bond and helped me enough to go, and Silvia told me you have to say that, you have to be, but of course you look a little helpless in that sense and I was lucky enough to find this lady, this teacher who helped me. I do not say that my TutorSport did not do anything, because I did, but I think that for him was, "well, I'm in this programme, but do not bother me much," and I always said at university, "if I was Pau Gasol or Rafa Nadal would not have problems," and teachers were angry with me. It's true, in the end you're the same but in another sport is not, okay, and apart is a collective sport but the teachers were angry, but is the reality at this time, now I do not know how they are, I have not talked to the girls either ..."

What content do you think these programmes should have? Or a guideline, we had said that they should be more coordinated, which would feel a little obliged to the universities in this case, or in the high schools...

R: "It also happened to me in the high school."

Above all that they knew him, that they also felt somehow obliged, that he did not depend on what you said...

R: "The athlete, that is, that you can go with people who help you, in that sense, to talk to the teacher. I've had a high school biology exam that the biology teacher gave me: less training and more studying. In other words, I was angry because I did sports and missed school days, and I passed, and that's why I got suspended. In fact biology I remember that in school I don't know if I got a 5 or a 5 bald and in the selectivity exam I got a 9. I know that it annoyed me because I did sport, and now it sees me and Silvia, Silvia, but at that moment... that's why I think that being able to go to the student and the reference person to talk to the teacher is fine. I know it's difficult because there are times when you can't oblige or it's difficult to talk to tutors or teachers because I'm out, on a trip, and I have an exam

post, and I don't get there for another month, what do I do? But I think that at the beginning of the year it would be better for the teachers the student has to know about it."

What institution do you think should work for this? The Ministry should be more responsible, although later falling to other levels or Sports Superior Council directly.

R: "I think the Superior Sports Council has more strength. If you go with something from the Superior Council to the Federation, it depends on the Federation that you are. I think if it is a powerful federation like in Spain or Germany or wherever it is then yes, but if you are a federation that is not very covered by the media it will cost more."

It can be the superior council sports the one that can mark to the guidelines...

R: "I think it is. And then through the federations there would be someone who could. That is to say, it is difficult for the Council to go out to the sportsmen, then from the federations because the sportsmen go out, but well the Ministry of Education would also have to know."

3. What kind of problem did you have? You have already commented some, during your dual career, for example, a fixation of practices or to be able to do the practices, in exams you have also commented something else...

R: "I think it's easier now. Now at the computer level, everything is easier. Before it was more difficult because of the fact of taking notes in class. In my career, also because the practice or you are or you are not, obviously, because if you do not treat the patient is impossible, but I wanted to do it either in summer or at times when there are patients, even if there are no classes. There are other doctors, there are no professors, but in that sense for me was the idea. I also found that my tutor didn't listen to me, and it can also happen."

That there may be a programme with a tutor but it doesn't work?

R: "That it doesn't work and that you can go tell someone that this tutor doesn't work for me, and that there's not just contact with that person."

And when you finished your sports career, did you already know that you were going to work? Did you have a place to go? Or how was the transition then?

R: "When I finished, I made a team in Holland and the race was finished in Holland. When I came back, I went back to Madrid because I was signed by a team from Madrid, but I didn't want the money, I wanted to work, but working as a newly-hired doctor is difficult. They put me in an emergency doctor hospital, but I didn't see myself capable of being an emergency doctor alone and in the hospital I had just started, so I looked for my life at that moment. Of course, that's where my TutorSport ended because it was while I was studying, not to look for a job at the time, and in the hospital I got up and looked for what I wanted to do: vascular, since my father is a vascular surgeon and I wanted to look for a vascular doctor. I went after training in the afternoons 2 hours, because it was the time I could,

until he told me that I was in another hospital chief service and if I wanted to go there, and I spent two years going to practice, watching how they did ultrasounds and luckily after these years, I could get a title of specialist in echo doppler and I did and approved and I have this title, I am not a specialist in Medicine and Vascular Surgery, I have this title and then everything I have been working with my father. Today I take out varicose veins, but I cannot operate because I do not have the specialty, but we take out the varicose veins then in the office and as a result of this I have woken up. Apart from this, later I wanted to get the MIR, which is also a problem when you are an elite athlete because the MIR and elite athlete because it is impossible, so of course I could not get it out and so I looked for other outlets and when I wanted to do sports medicine then I did the MIR studying little, but I knew that although there were few places, because no one wanted to study sports medicine, then I got the place, but here I had a problem because I touched in Oviedo. I lived in Barcelona and Oviedo because hockey teams are not high competition, so, with this tutor that I tell you, as a result of knowing her I made some arrangements, plus writing some letters to the Superior Sports Council, the Olympic Committee and the Hockey Federation to be able to change the file and do it in Barcelona instead of Oviedo. I left and enrolled in Oviedo and then she was able to move. This is a thing that is not done, but thanks to the tutor this, I do not know if thanks to TutorSport, but thanks to the tutor is, because normally it is impossible to change your file when they do the MIR people cannot change place and I as a result of the sport because I have to say that I could change and I did it in Barcelona. I have taken the specialty and that's why I'm here with the girls now, but that's one thing that as a result of these TutorSport programmes also gave me this, so I think it is a really good initiative."

Do you remember how you faced the problems that you had to combine? What mechanisms did you have, interns, or did you help...?

R: *"To combine the two careers, I for example in concentrations we get up early, that is to say, it is like a very fixed schedule, to the 9 the breakfast because you get up to the 7 and you study; to the hour that the people went to rest the nap, because you rest but you are studying with the companion of room. And it was a bit about occupying the rest hours and organizing myself also when I went home, since I didn't go out with my friends, or if I went out then I would go to sleep sooner because, either I had to study, or I had to train. It was what I really liked and that's why I organised myself. The truth is also that I don't know, that's why I told you that there is a character, I suppose that to be an elite athlete you have to be one way. My sister was in the selection, came to a championship and said: "Silvia I this ... I mean, I like hockey, but so many meetings for a game I do not know ... I'm sorry, I'll tell the coach not to take me anymore" and I'm going to say I did not know how many more years. I think there is a profile of people who can get here and people who cannot stand all that. I also think that there is a profile and that it is true that there are people in the team who did not study but at least in hockey most of us knew that we could not live off this, although there were some that did not, but ... "Oh well, what do we do now? Well, we study". We also didn't have as many mobiles or distractions as we do now, and we're going to study in the study room, and when we had an exam, we did it that way."*

Theme 2: Programme process (AND Programme impact)

1. **There are guidelines now that the European Union sends to the countries and they recommend this. providing tutors for sportsmen and women, providing a great deal of information or as much information as possible on the different programmes that there are for the Federation, and for individual sportsmen and women; there are other guidelines to encourage support, including financial support, for being able to return to classes and examinations and this type of thing that the European Union recommends. Knowing that there is all that now, do you think that some of these guidelines changed something for you? Did they make it easier for you? Besides, I'm guessing the tutoring thing?**

R: "The tutor. I heard about the tutor because the federation told us so and why, when you made the entry more withdrawn, by elite athlete, you could also enter, and as a result of there, because I did not enter by athlete, but they have him in the university and I do not know if also in the CAR. I think it was at the CAR in Sant Cugat that we were told about the TutorSport programmes and I went to the physical activity service and there I asked who I had to talk to in order to have a TutorSport."

- b. **What strengths or weaknesses do you think these guidelines have or may have?**

Weaknesses you have commented for example that it is not known at the athletic level.

R: "I think more now. I imagine now more. At least in Hockey, I know that girls have TutorSport, I do not know if it is now called TutorSport or is this dual career, I do not know, but I think it is very good that there is this and that people can do both things. In the end, you're doing a sport and you dedicate your life to it and once you go out you can't keep doing this and I think that's great."

Could a weak point be the lack of information of these programmes and guidelines?

R: "Yes, perhaps there is a lack of information, not for athletes, but for universities or schools in general, because they do not know it. I think, I don't know now, but at least in my time it was more difficult."

Any strong points it has?

R: "Yes, thanks to that I have been able to take exams, I have been changed exams, sometimes with difficulties, but I also have to say that it was at the beginning of the TutorSport programme. I think it was the first or second year and in medicine there was nobody, it was overlap of first year and me in Barcelona, but thanks to this, I was able to do exams, practices... Sometimes it has cost me and I've had problems, but I think I'm finished because of that."

2. **Did you feel well informed at the time?**

R: *"No. Until I found this tutor, Maria Antonia Tarazón. The truth is that if you need any support for that in Barcelona I recommend it."*

Do you think that the system of Dual Career has been enough? For you, the system has been enough because it has been a success case?

R: *"Yes, but I think it was very new in my case and I think it is now more consolidated."*

It is more transparent...

R: *"Yes."*

- a. **It is not part of your education or training, the dual career, understand that, understand the concept of dual career at the time, you did not know it until now. So, you don't have it.**

R: *"I did it because I liked it."*

3. Which public or private organisations interfered with your dual career positively or negatively? Institutions, companies... that influenced you.

R: *"To do the MIR: the COE (Spanish Olympic Committee), the Superior Sports Council, the Ministry of Education, the Autonomous University of Barcelona, the Spanish hockey federation, the physical activity service, the Faculty of Medicine, in this case, and also the CAR of Sant Cugat, specifically the Service of Attention to the Sportsman of the CAR of Sant Cugat."*

- a. **Well, the programmes that now exists is called PROAD, which is a high-level athlete care programme. One of the main functions is to provide the athlete with a tutor, so it seems like we're starting from the same thing.**

R: *"Yes."*

- b. **We're a little bit the same. You participated in that TutorSport programme, in which you were tutored, but you didn't have other things like conferences and workshops.**

R: *"No."*

You don't participate in any specific thing is not part of your education.

R: *"What kind of workshops?"*

Of what the dual race is like, how it is...

R: *"Because it didn't exist, there was a help to the athlete to study, but it wasn't called dual career, so for me one thing has been sport and the other has been such. I see a lot of people saying: "but have you been able to do both? With time, you realize that you've really done two races. I have been from 17 to 32 years, that is to say I have done all my*

university studies, well the selectivity and my university studies in high competition, but at that moment I was not conscious."

- i. This programme that you participated in... Do you think it was well structured?

R: *"I was just getting started."*

- ii. The feeling you have now thinking about the subject.

R: *"Yes and I think it's improved."*

- iii. Did participating in that programme increase your awareness that there is a dual career and must be combined, or was it the other way around, you were aware of that and sought the programme?

R: *"Yes, I haven't thought about what I've done two careers at the same time. There are people who say "I've done mathematics and physics", the most difficult thing, I don't know. I didn't realise and I realised with the time that I did it, but at that moment I wasn't even aware that I was running from class to train."*

- iv. Do you think they are sufficiently publicized now? You said you think so.

R: *"I think it's improved. Yeah. Sure. Yeah."*

- v. Do you know, more or less, how many athletes close to you may be involved in these programmes?

R: *"I imagine that now all the girls are here and the boys from the national team, because at the PROAD level, I know they've been told."*

4. Did you have any fears after finishing your degree, to practice in order to find a job?

R: *"Yeah, well, you don't know what you're going to do, apart from the fact that it's a downturn. I don't know. Finish one thing and know you can't do more... And starting from scratch is what it costs."*

Did you take it well to leave the sport of high level, elite?

R: *"I left him to get pregnant and for me then it was a good reason. As for the bad things, you could see that my career would end. But as a woman I had to let it go."*

5. And now, we would like to know your perception of the topic 'Dual Career':

- a. **Speaking of the term dual career of the athlete, thinking in that name. What attributes do you associate? What words associated with dual career, what comes to mind? Effort, you've said it a few times.**

R: *"I've said it a few times, yes. Effort, discipline, organisation, illusion... In the end, if you don't like what you do, you don't do anything. Constancy."*

- b. You commented that you did not have, that at that time you did not have support in any of the parts. For example, from the Institute or the university, didn't you have a lot of support? Didn't you?**

R: "I knew that several Olympians had come out of school, but it was difficult. In fact, I made the Selectivity, it was a Friday and a Monday, and all that weekend I was concentrated with the national team, the first concentration with the absolute selection ... Now I see that Adrian, the U-2 girls, who have the national team, don't go to that training camp, and I think it's very good that they can. At that moment they didn't even plan to leave, and maybe I was the youngest member of the team that was at this level, but it was like that."

Now they are also more aware from the sports side.

R: "Yes, I think coaches now too, and if one day you have an exam, then you can go or let you do something else and not before. I'm not telling you that they were monsters but they weren't valued that much."

Did you have a lack of support in any of the plots?

R: "For example, when Adrian told me this the other day I thought it was great. Some said: "I'm doing well", and Adrian said: "No, all of you who have selectivity don't come to this concentration". I think it's great. And then in the university you see moments in which it depends on the tutor you have. The first two years I had a tutor, the fact is that this one didn't listen to me, the tutor, another one without being me, welcomed me. This one helped me to make the sports curriculum, it helped me to make the work curriculum, that is to say, professional. In that sense, I think she has helped me a lot."

- c. Now do you think there are enough programmes? Because not only for the Tutoring Programme, there can be more programmes. Do you think there will be enough? What is your perception without knowing too much?**

R: "I don't know, I don't know. It's just that I've been a little disconnected from hockey this time and now I've recently come and I don't know now."

Are you aware of the initiative "Sprungbrett Zukunft", like a portal?

R: "Heard about it, but not active."

- d. Do you think the dual career should be more promoted in the media?**

R: "Absolutely. Why the sportsmen if they don't have studies, they don't have to be university students, FP, whatever... when they go out they don't have anything, and it's frustrating, starting from scratch and nobody teaches you that."

- i. What channels would you suggest, do you think there should be, to inform and train about the dual career? Both athletes and coaches.**

R: *"Well, yes, I believe that, from the clubs, the federations and the level of education as well."*

What about the media? What do you think the main channel should be?

R: *"It would be good if athletes or former athletes gave their image and their vision of how they see it."*

On social networks, in the press, on television...? Which do you think should be the main one?

R: *"Now it is Twitter, and also Instagram, for the younger ones, and the older ones are the ones who listen to normal radio and television."*

Theme 3: Programme efficiency

- 1. What relationship do you find now thinking about what you did, between the effort you put into the dual race and the result it has had? The effort you made to achieve both things and the result, which in your case is a case of success. If you had to do that relationship between the time you invested, the efforts...**

R: *"Many hours. But of course I also chose a career that wasn't easy, I already knew that. Six years old and I did it in eight, I knew that I wanted to finish it, but I knew I wouldn't finish it in the years I played because I was doing sports. I put a lot of effort and a lot of time and at times I thought about leaving either the sport or the race, but today I can say that I do what I like to be involved in sport, and on top of that with my team too."*

- 2. Thinking from 0 to 10, 0 would be without any time invested and 10 as much time as possible as I could have invested, how much do you think you spent?**

R: *"To do both things?"*

Yes, to be able to get the dual career.

R: *"9"*

- 3. And if 0 were no result and 10 were the best of the results. 0 would actually be not having achieved anything you expected and 10 get the greatest of successes.**

R: *"I would say an 8, why I would have liked to do the MIR (exam to be a medical doctor), but a whole year I couldn't study, and maybe now I would have something else. I like my job and everything, but I don't know, I would be in another position. In the end it is the MIR, the five years of residence... it was impossible, it is unfeasible. In medicine, it is unfeasible. Well I hope you get it, but it will be when the person leaves the sport, in medicine you cannot."*

Well, thank you very much.

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (*1=weak; 2=requires improvement; 3=good; 4=outstanding*).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of the dual career arrangements I am provided with.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.7.2 Interview 2

Theme 1: Programme theory and design

1. Well, do you know what the concept of a double career or a dual career is? Do you know what it is?

R: "I've already said that, well, until now I didn't have any knowledge, but now I do. Combination of both studies with sporting activity."

- a. Don't you or don't you know the European Union's dual career guidelines?

R: "No."

- b. Then neither do the national guidelines.

R: "No."

2. There are national guidelines, well, there is a European guide that proposes to all states the actions so that elite athletes can combine their studies with a sports career, so that when they finish their sports career, they have something else to work or undertake, and that is not specifically sport, although many times they don't have the capacity to follow, when he finishes he is a coach or technical director there are very few but that, what guidelines would you like to be given to study to have a dual career? To know what dual career is?

R: *"I have been with PROAD but I didn't know that it was driven by the government and what was coming from above. And yes, the truth is that they are helping me to look for a career that motivates me, but later, when you enter to the degree, you do not have that help, today we will validate you or we are going to postpone an exam, that's more complicated, so it would be good to take into account your training and your competitions to adapt the exams and all this."*

In what subjects do you think those guidelines given to you by universities or institutions should cover? What do you think they should say to facilitate dual studies?

R: *"First, that they take into account the competition calendar and the trainings, and from there organise a schedule of study and exams and you can know when the athlete can study, has a quieter time and study better, a more busy time."*

What entity do you think should give those guidelines or have those guidelines so that elite athletes could combine the two careers? The professional and the sports.

R: *"From the Sports Government, push all this. I think they should get their act together and copy from other countries that are doing very well."*

From the ministry or the Superior Sports Council to transmit the guidelines to the universities and from there.

R: *"Yes."*

3. What kind of problems occurred in your sports career? Which means the double run when you tried to make it.

R: *"Well, a little bit of everything because it was a bit of personal motivation and a bit of accumulation of work, notes, and many things that in the end couldn't take all day. So that caused me a little stress and I said that one thing or the other."*

so entering what are two programmes of the career you already know you are in one, although you did not know it was called PROAD, the help to elite athletes in Spain, did the national guidelines change for you? That is, now that you know that this comes from Europe, which proposed to the ministries or Superior Council of Sports that had this type of programmes, that has changed something for you? You have a tutor...

R: *"I'm in contact with her. She sends me information about what I'm interested in and, to see if I can still fit in, we've been looking at Vocational Training which is basically the only thing that can be done this way from a distance. There are some degrees, but it's a little more complicated and I don't want to take four years either because I don't want to get in there. With the professional cycles there are formative cycles and there is more variety and online and that's what I was seeing, but for now."*

Is there an online cycle?

R: *"Yes, diet cycle, I don't know if psychology, there are several."*

You haven't seen some guidelines or you haven't had the guidelines that tell you to look, this is a programme with these aids, with this type of objectives that we have. Did they tell you that?

R: *"No."*

Did they tell you that you had a tutor to help you?

R: *"Yes, she calls me, I'm in contact with her, and she sends me all the information and tries to help me, but I don't know the guidelines they have."*

Theme 2: Programme process (AND Programme impact)

- 1. So you feel well informed about the guidelines? How some come from Europe to the ministry and that goes to the Superior Sports Council. Don't you know them? Do you feel well informed?**

R: *"No."*

- 2. What organisations or individuals have interfered with the development of your dual career?**

R: *"My parents have interfered, well, they have helped me..."*

Are you saying that you have been helped or maybe harmed?

R: *"At the end my parents are the ones who took it badly at first because cycling is very difficult. Well, like all sports, it is very difficult to dedicate myself professionally and to be able to live from it and at first they were a little angry but well, it was my decision too, and I told them that if in four years I didn't get a team and dedicate myself professionally that I was going to leave it and I would look for my life for life. It went well."*

Have you ever seen anything on the theme of dual career somewhere or has it come to you somewhere?

R: *"From other countries?"*

For example...

R: *"Yes, there are universities like Gant's, and I don't know if there are any in the Netherlands as well. There are some that are helping more cyclists, in this case, and they can combine it well to get their studies."*

It has never been part of your education what is the dual career in your education, you have not seen it nor in the university. When you were in college or high school, you haven't seen it at any time. So how has this dual career impacted your life?

R: *„I found out now.“*

Now that you know that this is the dual career, what they are proposing to me from the Superior Sports Council is if that has impacted you in any way?

R: *“No.”*

Hasn't it impacted you too much?

R: *“Well, not too much because I know that there were people who were combining it and yes they carried on with this dual career, but I do not see there. I do not know how to explain the question.”*

The impact, if it's been good for you, if it's causing you to rethink things in order to continue studying.

R: *“Yes, well, I've been for a few years now and I've signed up for an online course in dietetics and so on, but now I see that it's still necessary to clear your head a little and be aware of other things. You can take something, as well as to have something in the future and training and even if you do not exercise later because you can have more knowledge.”*

a. Now you are participating in a specific programme called PROAD, can you describe the programme a little bit? Is it just a tutoring programme?

R: *“Well, I know because my tutor, who I'm in contact with, has been looking for information on how to study English for example, to look for some cycle, degrees as well, we were there shuffling but at the end I said no. And well, that's what it is, a programme, mostly tutoring.”*

b. Is it the only thing?

R: *“Yes, that's all I know about this programme. I also know that he told me that when you finish, they try to look for some place in the workplace. Then there are also psychologists who help you not to feel unmotivated and unprotected.”*

i. Do you know the objective or objectives of this programme? You're telling me that they help you to look for some complementary information...

R: *“To try to help you for a future because as the sport career is not very long you have to look for something.”*

ii. Is this programme being useful for you?

R: *“Yes, the truth is that I didn't know several sites on the internet to learn English and I'm now on a government web platform, “That's English”, and you can learn*

English at various levels, other programmes as well, also in the professional training.”

- iii. The programme prepares you for your non-sporting professional career. Do you think it will help you? Do you see any weakness?

R: *“I don't know, I think that's more of a personal issue. When you finish, then you have to be clear that you're going to be one more and that it's not going to be all training and competing. You're going to have to find your life out there and I think you have to be clear about that, it's not something they have or can help you.”*

- iv. Do you think this programme is well organised? An organised environment comes out, which is planned... How do you see it? How do you perceive it?

R: *“Talking about the tutor that I have, the truth is that yes, he has a lot of interest. But then, I don't know if she, either the tutor, offers you several options to take a path. Then, once you're in, as I haven't been in any cycle yet or anything I don't know if you really have the help you need.”*

I don't know if you really have the help you need, but does PROAD itself seem to you to be organised? Do you know other people who are involved in it?

R: *“No, only a few athletes. No one in my girls' team.”*

Only you?

R: *“Yes. I don't know if anyone else is using it. I don't think so.”*

But have they spoken about it?

R: *„No.“*

- v. Has this PROAD programme increased your awareness or made you think about your future?

R: *“Yes, a little, and also about the day to day. If you have a lot of free time, you have a few free hours and at the end, I think it would be important to devote a little to study and not leave it.”*

- vi. In this programme in the PROAD there are reward mechanisms. Is there anything they tell you, if you do this, we compensate you with this or not, haven't they offered you at the moment?

R: *“I started the PROAD last summer. That's when I got in touch and we spent a season without almost talking to the tutor, and then from there, at the end of winter and more contact was made with me and is already insisting more. But until then I didn't have any.”*

Is it funded by any other public or private body to help you with this dual career issue?

R: *“No.”*

Does the team pay as an athlete?

R: *“As a worker.”*

Do you think the programmes that promote elite athletic careers are sufficiently publicized, that they have enough publicity for elite athletes to know about?

R: *"I don't know in other areas, but in cycling I don't think so."*

Don't you just get information about what this programme is? For example, PROAD, which is the best known, although some universities on their own have other similar ones that perhaps have made it easier for you, but PROAD doesn't...

R: *"and others neither."*

You've told me that you hardly know any other athlete who is participating in cycling, other programmes of this type, or in job placement.

R: *"No."*

3. And now, we would like to know your perception of the topic 'Dual Career':

- a. What words do you associate with dual career? What comes out of your mind when I tell you the professional career?**

R: *"To be able to perfectly combine a sporting career with a professional career or training. Also, that your studies are adapted to the circumstances that you have of sportsman, with your needs of the hours of training."*

- b. Do you think these dual degree programmes are sufficiently promoted in Spain?**

R: *"No, because as I told you, I don't know any other case, and neither do cycling. I know that there are athletes who have had a career but I don't know if they have been in programmes or have helped and those I know have not been in any team."*

Have taken off on their own because they have been aware of the future problem.

R: *"I do know another runner who is taking out online but it's also on her own."*

- c. Then you haven't received enough support from the parties interested in your cycling case, such as coaches, team directors ... who help you or inform you about the programmes of what the dual career is?**

R: *"At the internal team level, there is no one to advise you on these issues. I think it's more on a personal level that you have to go looking or if they contact you, but if they don't contact you, it's like if they don't see that you can study. Can't you see you're paying attention to what's in it for help?"*

- d. Do you think that the dual career should be better promoted to athletes, to the general public and to companies, to employers? Do you think that, for example, people in general think about that? Do they know what the career is or do companies know that there are also aids for companies?**

R: *"I don't know if they know that they exist since my case, in my team, for example, but I also don't think they are aware of your future. I don't think they're thinking about your future, they're more thinking about the present, that you perform and that you're there giving 100%, and you can be studying but performance comes first, then it's something more personal."*

e. Do you think that the dual career should be promoted through social media? Do you think that more companies should appear for example in social media?

R: *"Maybe the social networks that are up to date and good as well, if there were more, some athletes would be more interested. Me, until the date I was contacted, did not consider seeking any help and did not know that this existed. So there could be a little more promotion on that subject and give the opportunity to get in touch the sportsman with the association..."*

i. What media do the people close to you from the world of sport consume? How is it reported through social networks?

R: *"Twitter above all, Facebook is no longer used so much. Twitter is the application and the fastest way to report clearer results, races that do not retransmit use it as the main source of information."*

Written newspapers, even if they are online. On the lesser radio?

R: *"Less. Only in Twitter and in some chains it is true that this year they have already started or they haven't come out. Last year there was a women's world tour like that of the boys, but we have started to promote this with the theme of equality and are already looking for the most important races in the world to have television coverage and those that do not, will cease to be the top world level. Then it's also a little there, but it needs a lot. Some competitions will disappear because they refuse to put live television and if they don't have live television, at least a daily summary of each stage or of the stage and coverage by Twitter is what is most common where athletes consume mainly."*

Theme 3: Programme efficiency

1. Very well, we are almost finishing. The efficiency of this programme, that is, the relationship between the time you have to dedicate to it and the results you have, in relation to this... What relationship is there between the time and the effort you make with the result of the effort you are investing in this programme, the PROAD? Although it doesn't seem to be too much.

R: *"Not the truth is that, in English language, I discovered this page of "That's English" this year and in the formation cycle I'm thinking if to begin or not, but now they are closing almost all the matriculations. I suppose it, but I don't have it very clear."*

So the relationship between effort and results.

R: *"I haven't started yet, I can't say anything."*

- 2. On a scale of 0 to 10, 1 would be no time invested and 10 would be the maximum time invested in these programmes. Which is the amount of time you have spent on this programme of the PROAD?**

R: *"3"*

- 3. And as for a scale of 0 which would be no result and 10 a total success, what grade would you give him?**

R: *"On the result that can be obtained?."*

Yes, those who are getting now, I don't know what they're getting from the programme.

R: *"Also 3 because I didn't start almost, I can't tell a result."*

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (*1=weak; 2=requires improvement; 3=good; 4=outstanding*).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

5.7.3 Interview 3

Theme 1: Programme theory and design

- We are going to proceed to the guided interview by asking different questions, which you can answer in a calm way because you can go answering in the time you need, okay? Then, the first one would be if you know what the concept of double career is and what double career means or what objectives it pursues?**

R: "Okay, the dual career, I've heard it a lot but I don't exactly know how it works or what it is looking for."

- a. **There is a European concern, so do you know some of them or can you have an idea of what guidelines the European Union could be setting and in what line they could go from this dual or double career?**

R: "Well, I imagine that there will be people who have finished a career and have options or uncertainty, who have the possibility of having a double career for their own experience or for their future."

- b. **Are you aware of national guidelines/recommendations of dual careers and what they are aimed to?**

R: "And at the national level? No longer European, but at a national level, do you know of any programme or do you know of any line being worked on, any colleagues who have any benefits or are having any information...?"

So, in the past, when you've been training at the top of your performance...

R: "I, for example... I've heard it but very few times."

2. **Okay, well in theory as we mentioned a little earlier, the double career that is mainly concerned is that this professional career is being shared at a very important time of training, because it can be compatible with that training that anyone can have, in this case any high-performance athlete who obviously requires special needs. So, in this sense, if we think about this concept, what kind of guidelines would you have liked to have?**

R: "Well, guidelines... I would have asked for time, wouldn't I? So that I could, first of all, go to the exams, because many times there is no time to go to the exams. That they help you in that sense, especially when you're competing and you have important meetings... sometimes you don't have that flexibility."

Okay, what about specific topics or issues that you think should be covered? That it means, the aids and programmes that can exist, what concrete things apart from that time do you have in mind or could be of help to you as a high-performance athlete in these moments?

R: "Well, I think that above all the time to be able to attend exams, tutorials with your professors...information with them of course, a lot of communication between the tutor of the specialty and the athlete."

All right, perfect and what entity do you think should be in charge of these actions to help athletes who are in this situation of dual career?

R: "Entity? Well, I don't know if there should be a department within the university itself or outside it, I don't know what institution really should have that authority."

In theory, the university. We could have other entities at a national level such as the Superior Sports Council, City Councils, the Regional Government for example... in the beginning, do you think that the university itself should have these facilities?

R: *"Yes, yes of course I do."*

Very good, and, therefore, to take charge themselves of the application of those guidelines that may exist at European level or that may exist at European level...

R: *"Yes, because in the end I believe it is the institution that covers, in this case, the student."*

- 3. Perfect, very good. And what kind of problems? Apart from what we've said about the lack of time, what kind of problems have you had when you've been at a professional level? ...if you've had any need or have been in that period of training...what kind of problems have you found, what problems have you had developing this sport at that time of your life?**

R: *"Well, supposedly, our problem, in an athlete, is the rhythm that he has of trips, little time that he has to be able to study in that sense, to attend class... I think that the best thing would be to adapt the schedules of class with your trainings in that sense, it is what I would manage more there..."*

A schedule issue... perfect.

R: *"Yes."*

All right. At level for example of exams, that has arisen before, about adaptations of some kind...?

R: *"Yes, for example, in my case, at a visual level you need adaptations to have all the material to be able to study and get involved in the discipline."*

Also, perfect. And also, as a former athlete in this case taking into account that stage of high performance in which there was also the need for training ... once finished the training, somehow, the sports career ... have you faced any other problem? In other words, have you found problems that are remarkable because there is no help or because of the situation that has been generated?

R: *"You mean the topic..."*

At the work level...or at the level of possible insertion, or at the level of new training...that is, if in this case you are already commenting that there has been little help and that you knew little about what it is...in the period...but once finished, could you also highlight something that you said... "well, when you finish taking into account that he was a high-performance sportsman, when he was not able to study as another colleague or when he could not... the problems that have caused me have been...

R: *"Well, I think the vacuum that there is a little after being an elite athlete ... you spend a lot of time competing, training and sometimes lack of experience within the company itself, right? Or projects*

that help the athlete to get into a company. I think that this part is also important, there should be programmes, to help the athlete to have more experience within the companies."

Great, all right. And those problems that you may have had or those problems that you may detect that may have... in your personal case, how have you dealt with them? I mean, how did you face those time problems while you were a high-performance athlete? With a lot of training... how did you also face these problems that we are talking about at work?

R: "Well, in the end time is the best allied. It's the one that...you continue training, preparing yourself also outside your non-sporting field, right? To have experience that you don't have. So, it's true that you have to use a little of your contacts, that they help you get a little closer to the world of business or other projects, so it's not easy, it's a complex world."

Theme 2: Programme process (AND Programme impact)

- 1. Okay, thank you very much. Well, let's move on as a second part that you're more in relation to what the programme process is. And in this sense, the national guidelines of your country or the guidelines of the European Union... do you consider that they have changed something for...in your case? In your professional case?**

R: "For the sports level that is my case, they have changed, they have changed because obviously today a Paralympic athlete lives on grants and programmes that help to reach in this case the sports path. You can focus on a professional level that you couldn't do before, so they've changed a lot in that sense... nationally yes."

- a. Okay, then, could you highlight strengths of the guidelines that you might consider to be in place today?**

R: "The strong point, without a doubt, is that there is an ADO plan that the... let's say, this plan are companies that put a lot of capital so that the athlete, in this case Paralympic or Olympic, can live from the grants and programmes that are around."

And weaknesses? Some weakness that clearly this type of programmes...

R: "Weaknesses is that when your athletic performance is not the desired or expected, you are out of the grant. Then you are totally alone, that is, you have to be successful... or successful, because if not, you are out of the programme and, in that way, what they do is that you have to look for your life wanting to be an athlete as well. In other words, you have to look for yourself...and work, work to maintain that status."

- 2. Very well, thank you. It coincides very much with the rest of the interviews that we have had, that feeling that we are having and thank you for the sincere answer in that sense. You have already given some guidelines before, but do you feel well informed about the issue of the dual**

career and the double career situation here in Spain? Do you think there is good information or have you had good information?

R: *"For example, in that sense, I have listened very little, I have listened but I don't have the full information of the double career, I would lack information."*

And you think it's because of a transparency problem? That there is no transparency...or that it is simply because of an informative problem?

R: *"I believe that, from my point of view, I believe that it is more a matter of information, I do not know if transparency, it is more a matter of information."*

Okay, you have not had...in your case you have commented before...you have not had at any time the idea of the double career, it has not been part of any programme...no mentorship...

R: *"I, for example... not in my case."*

3. **Okay, even if there wasn't that part of that programme, or at least in a concrete way, any public or private entity? Now that you know the concept better, do you think it helped or interfered with that dual career? In other words, who helped you in some way, or who cared in some way, was there an entity or a person?**

R: *"Let's see, I, for example, am... I've had support from other universities, okay? That they do what is called the American style that supports the sportsman a lot, gives him a lot of flexibility when it comes to training, to study... like... can I name it."*

Yes.

R: *"Like UCAM. There's a lot of work there on that."*

- a. **And that, how do you consider that it impacted or that it affected, as much in the most academic part, as in the most professional part, more sporting?**

R: *"At the end of the day, he reported on a fact, which is to have confidence and support in what he was doing on a daily basis. If you are covered and you have support in the end, they are giving you everything and you don't have to worry about anything, everything goes smoothly."*

- b. **Okay. Any of those specific programmes, grants you've heard would you know how to say? For example, UCAM...?**

R: *"For example, the subject of online study, online tutors, all these kinds of things for people who are in constant motion, suits them very well."*

Okay. But it has not been your case as you have commented.

R: *"No, no."*

- 4. All right. Let's move on a little bit. Apart from specifically that dual career personally you are funded by some public or private institution...?**

R: "Yes."

And is it possible to know how and in what way these funding is structured?

R: *"Well, I don't know if... I told you before that I had the grant now, before I lived on an ADO plan, I had a grant for sports results, and well, around Rio 2016, it was when not going to the next world championship is when I voluntarily rejected my grant, because I wanted to do another specialty. I refused my scholarship because it was not acceptable for me to be in another sport and to be paid for what I had done, so, I refused my grant and now I have private sponsorships, now public I think I have practically none."*

- 5. Very well, thank you very much. Do you think programmes projects or organisations in this regard? I think we've anticipated it a little before too. Are they sufficiently publicized?**

R: *"The issue..."*

About the career, the double career. Is it sufficiently advertised?

R: *"No."*

- 6. Okay, we've said it before. If you think not only of yourself, but of all the other athletes that have been around you and may be around you now, could you estimate any percentage of people who can be more informed and who are benefiting from these things? Or people who you think practically don't even know about? As it seems to be the case.**

R: *"I would say it's about 20%."*

- 7. 20% of people who can be informed and who can have a tracking and the rest of people do not have that information. All right. And after having prepared the career, after the sports career... do you feel well prepared? Do you feel ready for the day to day?**

R: *"I, for example, have been training during my years of activity, that is, when I was active, even now I am active in another way, no longer thinking about competition, but I continue to prepare and have achieved many goals and many achievements, also when I was more active, that is to say that I am still getting ready today."*

Okay, anyway, we differentiate a little or we could differentiate that it was a sport ... was high performance, elite level of Olympic Games, that is, top level, and now obviously there is still a very active preparation...

R: *"Yes."*

So, when you saw or when you had to take that step of finishing the high performance, that elite career and, in some way, also that main sports part, did you generate any possible fear? Some feeling of saying... what will happen now? Did you have any feeling of that style?

R: "Yes, a feeling of letting go of something you've been holding on to for a long time, and now you're in the market of life, as they say, I'm just one more... then you feel a little lonely, a little like you're out of the world. Now I am one more and I stop being there, but yes, you have that feeling."

8. We're going to pass now, we've talked a bit about the dual career, this talk has surely also helped you to have a little more information about what it is, by the line it goes:

a. And in this sense, what attributes would you associate with what is a dual career in sport? Could you associate some attribute, some characteristic to what is a dual career in sport?

R: "No doubt, I'd talk about how to build... that fight for your dreams, no doubt, and perseverance."

b. That's good. In that sense, the question is again a little repetitive, but, as for dual careers, do you think, therefore, that they are sufficiently promoted? Are they currently promoted in the country?

R: "I honestly have heard little, I have had little information about them."

c. All right. The next question goes along the same lines, if you received enough support from all stakeholders to pursue a double career, I understand that the question is going again along the line that there has been little support in this case, right?

R: "Yes."

d. And in the line of whether there are enough programmes that support it or if you know that currently have grown the programmes that support it, it would be a bit the same...

R: "I think that only a few, I don't know if I'm wrong, but I have the feeling that I've heard very little."

e. Okay, therefore, do you think that the dual career should be better promoted to athletes, to the general public, to employers, at a general level?

R: "On a general level I think there should be more information to be able to enjoy, if it's really worth all of this."

Okay, and, through social media, have you ever heard anything or had the feeling...?

R: "No, I haven't heard..."

Theme 3: Programme efficiency

- 1. We go a little bit further. We are in a new part of the interview, so, we are in what is the efficiency part of the programme, in theme 3, then... can you relate the time you have to invest in making the dual career in terms of results and effort? In other words, could you relate the time invested in making your dual career real to the success of the dual career of results of this effort? Has it been equivalent?**

R: *"Well, I, for example, the Olympic Games are a four-year cycle, I would take 2-4 years more, that is, it is an equivalent of training and then another training..."*

We would practically have to double...compared to...

R: *"Yes."*

- 2. Okay. Now let's ask a little more open question, okay? Could you indicate on a scale from 0 to 10 being 0 "without any time invested" and being 10 "as much time invested as possible", the time efforts regarding your dual career?**

R: *"I would put an 8."*

- 3. Very well...indicating on a scale where 0 is "no result" and 10 is "a very positive result" the success that this dual career could have?**

R: *"I would put in a remarkable success, an 8."*

Okay. All right David then, the concrete questions would be these, if you want to make some other comment to have acquired experience on the subject, some contribution that you want to make open, it is also the moment that you can do it.

R: *"Well, I have lived with many people in performance centres, whether they were partners or not, what is clear is that the world of sport, people who make elite careers or who directly train body and soul, also train body and soul to their studies, knowing that this life is short, and also requires a very important preparation off the track, then...because you see many cases of unsuccessful or many athletes who have worked for many years in their careers, but then disappear and have nothing, then the clear mentality is that the elite athlete have to train inside the track and outside it, because then you go out to the job market and you look like a weirdo, it's something.... but luckily that is also changing, now there are more programmes, there are sports tutors ... I was in a programmes that is "PROAD" I do not know if you've heard."*

Yes...

R: *"There they have helped me a lot also in training, but a lot of the training they gave me I didn't like it or I didn't feel like it, or I saw that it wasn't good for me, so I practically didn't use it much, instead in the end I was looking for more training outside that programmes."*

It is one of the programmes that exist, for example, the "PROAD", as other regional programmes. There is an important concern at a European level, this type of projects shows it and in addition there is an important injection of resources on the part of the European Union so that these dual careers are carried out, without going much further, the other day we had a hockey interview with Silvia who has also been a medallist, and Silvia told us that she did have a tutor assigned to her, on the line you were telling her about, and she had a tutor who gave her information and guided her through different programmes and, in that sense, she was grateful, she ended up being a medical doctor and she was grateful for some of the things that were provided by those programmes.

R: "Of course."

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

5.7.4 Interview 4

Theme 1: Programme theory and design

1. Do you know what the concept of dual career is or what it means and what goals it has?

R: "To make a sports career compatible with academic studies and a professional future not linked to it."

a. Do you know the guidelines of the European Union?

R: "No."

For the promotion of the dual career in each country?

R: "No."

You didn't know they existed.

R: "No."

- b. You know whether or not there are national recommendations or guidelines also to facilitate the dual career for athletes.**

R: "No, not institutionalized, from the Ministry. I do know that there are universities that do encourage and promote it and that there are some universities that provide more facilities than others, but I don't know if there is a specific plan that addresses this in Spain."

Well, in the European Union it does have some guides that are a manual of guidelines or recommendations for countries to help athletes to perform, to combine sports career with training or studies. And different things are proposed different actions for the ministries, for the universities, for the federations. All right, I'll take care of it.

R: "In Spain exists also in Spain is supposed to apply?"

- 2. There are some plans some plans for it. That knowing that this exists. What kind of guidelines would you like them to take into account when pointing out athletes?**

R: "Well, there is, above all the issue of flexibility with regard to schedules. That it can really be combined. At least I think it depends on each sport, but in the sport I used to dedicate myself to, which is swimming, they train many hours a day and it is often difficult to combine attendance at training sessions and the discipline to which the sport is subject with attendance at all classes and exams, works, practices, because there would be a real coordination between perhaps the sport centres, the centres of high performance, the clubs the management of the facilities and especially to those levels and the also academic schedules and that if there are for example in a same university two slots for the same career. For there should also be flexibility of choice for sportsmen and sportswomen that is a preference."

What topics or issues you should cover. Not only thinking about the University agree because I've asked about questions what kind of guidelines I should have is thought about right away at the university, but you haven't thought.

R: "On a professional level?"

Or from the ministry they should do or promote to the federations or to the clubs in general. What topics or issues do you think these guidelines should cover that should be national. Which entity should be in charge or which entities should be in charge of them?

R: "Let's first see the guidelines at the institutional level. I am not. To promote or encourage that whoever actually applies that and then on a day-to-day basis does apply that dual promotion has certain benefits. I don't know how it could be channelled, but, I don't know, if you throw some

guidelines that you don't regulate one hundred percent because you intervene me, those who do apply it or encourage that which has benefits of some kind. I don't know, maybe there will be clubs that do encourage that, there are clubs that only want the athlete's performance and don't make it easy for their athletes to combine it. It can also be given in reverse. I believe that there should always be greater coordination when we talk about this, I think of the United States. There is a conception and also a way of living the university and the university sport very different to the one that exists in Spain. Also because within the universities the sport is promoted they are taken into account and there is a specific university league of high level. Many sportsmen and women even postpone their professional projection in sport in order to spend those years dedicating themselves to university sport. I don't know why the reference example should be the United States. And I don't know why there are so many measures that could be taken into account but there should be coordination, maybe a commission that decides if federations, their federations and public institutions affected even in the Federation of Municipalities and Provinces because many facilities are usually city councils and there are also high-level athletes who train in those facilities universities because there might be a working group to coordinate all that."

3. What kind of problems occurred in your athletic career in relation to the dual career?

R: "On the whole subject of schedules for me was incompatible and I started while I was still in high performance and at high level and Coached and competed in international competitions. I found the timetables to be almost 100 per cent incompatible. I started three different careers first Advertising and Public Relations, then Degree in Commerce through the UNED I also raised it at a distance by the subject of seeing if it was more flexible and I could and then I studied physiotherapy. And I happened that I had to give up at least in part to one of the two things. In fact the last year I already studied more seriously so I had to do partial enrolment in college and I also had to give up hours of training to be able to carry out both things."

Above all schedules?

R: „Yes, I would say timetables yes because it provided such transportation. In Spain, we have many services well covered. I also drove with which I had means of transport at economic level yes I could develop more or less well I have not become rich but yes I had financial support from my federation or my club with which I could afford the university or even had financial aid and I covered the cost of tuition the university or the Ministry. I believe that above all is the coordination and that in 24 hours time to all you have to do to get it forward."

And what kind of problems did you mainly have at the end of your sports career?

R: "Regarding studies?"

For example or in general you had a hard time changing a lot of training.

R: "It did cost me a lot."

Not having that life.

R: *"Yes, because I retired. And it is true that I believe that the fact that I have already started studying a year earlier does not mean much more. More seriously, also helped me to see a future beyond to not sink or go into depression that many athletes have entered but I did that I spent a few months. Well three or four months a little fall not because you go from a routine and a demand and an exposure of a daily routine super chaotic and very focused and very guided to see you. Well, you don't know what role you play in life. Like a little. Yes it is hard and there is neither during my career, nor do you have perhaps a psychological journey focused on the performance of the moment or the future approach of how you will face your retirement. That does not exist at least in my experience we did not exist is the same now and begins to work also more use but not."*

How did you face it? What mechanisms thinking about what you did how you overcame that, internally or with help?

R: *"Internally, I don't know, I don't suppose that because I turned more to studies, I also tried to see the positive side that I was earning socially, no, in my personal life I had a lot more free time, I could do things that had been done to me until that moment because I shared class with girls and boys of 18 years old while I was 22 years old that The difference is not much When you don't see with time but in that moment you can tell. They've been dating since the age of 14 and from the age of 14 to 22 you've been seven or eight years of your super-centred life. With 22 I began to live a little more to discourage myself, to have a little more free time to dedicate myself to my hobbies and then because The first month and a half so it was better harder but little by little it has been a quite natural way because I began to find myself to be well to be optimistic. I kept practicing sport or I didn't give it up one hundred percent and then I tried to see it in a different way."*

Theme 2: Programme process (AND Programme impact)

- 1. Entering into the process of dual career programmes. You participated in some programme. Athletic help. In order to combine them, the conscious ones were aware at that moment that you were in a programme of that?**

R: *"Yes I think it is very important and I think it works very well during ESO and high school. It worked very well for me. And yes, because it is what I tell you about the timetables, you can see that they are adapted because while ordinary people entered the classroom at 8 in the morning, you entered at 10 in the morning, because in the calendar or in the distribution of class hours, physical education or the alternative had been eliminated. The most free hours were devoted to training and there was a specific coordinated plan promoted by the Generalitat or the Consejo Superior de Deportes (CSD) and there was between the institute, the teachers and your coach and the working group coordination and understanding and sensitivity to the routine of the day to day. And flexibility with regard to the exams, the dates of work delivery I was very aware and thanks to*

that I also got the studies up to the Baccalaureate one year per year except the baccalaureate I did it in three because there was a programme to adapt the school curriculum to three years for athletes, until then super bien. Then, because I do have the capacity to study, I don't have a very big difficulty, so you can do the same thing and you can't make each person's studies look good, but I did have the capacity to study. I spent practically three or four years training at a high level and without advancing in my academic curriculum because I couldn't at the level of time structuring."

- a. From the national guidelines you can imagine that there is by what you have lived through in your experience. What their strengths and weaknesses are. You think there may be?**

R: "I'll see, in those programmes where there is a specific programme designed and coordinated. There are many strong points because there is coordination of Communication and everyone understands the role of the athlete. I think that if there are guidelines to the majority of the people who are then in the day to day with these athletes I believe that they don't arrive and they told you the anecdote that I went personally to speak with a professor to explain my situation and to see in what way, without any favour treatment, I simply have this situation as I can pass the subject in a fair and equitable way. If I am not going to be able to attend these classes or if I am not going to be able to take this exam on this date, I don't know how I can make up for it. I still don't know how you would do it with someone who is working. And I've been told that of course if I have after-school classes that's my problem. Of course, in this situation there are guidelines that we had already been told existed in Spain. I don't think they have a draft."

They don't know each other. The main weakness is that there is no advertising?

R: "Exactly. And then I do believe that there are universities that have taken this seriously, that they do have the best sensitivity to this issue and that internally they have established systems to make it easier for there to be sportsmen in their universities and for them to get their degree. But I've been I've touched several universities has been an experience that I think is within each university is a very different world."

- 2. You feel or think now that you have felt well informed about the Dual career and the situation of the dual career?**

R: "No, for me that didn't exist, during the compulsory high school education, yes, but once in the studies or in the high school because I was lucky enough to be in a technology centre. But even after that, I've found my own life to enrol. If I know that there is a percentage of university places reserved for elite athletes, I have also benefited from that, that the cut grade is more accessible. It is presupposed that of course you while I was studying also you were training anyway you could not dedicate so many hours to study that yes one exists that works well."

- a. But then in your education there has never been talk of a dual career?**

R: "No. Not so with. That Terminology is not. It's that clear. Up to high school, yes. But once from there in the university phase no. if you want to differentiate between those two parts."

3. What public or private organisations have interfered with the development of your dual career as a student and as a sportsperson?

R: "Well my club as a private entity, the federation of my sport, the Regional Ministry of Education and Sport, the ministry also because then I was in a national technification centre at the Centre for High Performance."

There they didn't talk to you in that high performance centre? Didn't they talk to you about the double career? Didn't they train you in that there are possibilities to combine the two things that are programmed?

R: "No. Once passed primary and secondary school and not high school."

a. How did that impact, these organisations that you have commented on in your dual career, in your dual formation. Federations, the Federation...?

R: "In no way, the same up to high school did. It very well helped me a lot that there was a specific plan designed for that, but as a result of everything once overcome that made in the PAU and such. And you look for life you to enrol in the faculties, which programme are better suited. I want to study this career and I'm in Sabadell, looking to see where it is done. I've been looking for my own life."

b. Then you have participated in one of these specific programmes to facilitate the tower you still know the name of the programme.

R: "Sports technification programme in Chestre. I don't know if it has a name. At the Technology Centre..."

When you entered The University the programme is only as it is called helping athletes. But at the University of Valencia. You had seen a tutor. In

R: „Yes but I don't know, I don't remember."

It was a mentoring programme that mainly tutored you and helped you to the doubts that you had to the problems.

R: "I at the University of Valencia about the whole programme was. You had some kind of scholarship. You had financial advantages over your licence plates. Then if you participate in the competitions also with the university because benefits at the level of credits and such and such and the subject of having a tutor who helps you to channel you have to change some examination some delivery of work. I used it the first year of university it is also true that I have gone to the University of Valencia in particular I never had any problem either. Sometimes even having a tutor I didn't need to go to him because already with the

treatment I had with the teachers they knew me about my particular situation and I asked for something and they listened to me so I didn't have to go to him either..."

i. So it was useful for you?

R: *"Well, I did benefit from that programme."*

ii. That programme at the university. Was it well organised?

R: *"Yes."*

iii. And participating in that programme increased your awareness of the importance of dual career?. Or you already had in mind the importance of combining studies with the sport?

R: *"For me it has always been very important, one because at home they have instilled it in me and two because I didn't want to have a precarious future either. Once I finished my sports career, and being mentalised for a few years I have left aside my academic studies to continue devoting myself to sports, but also with the situation of the country, I had female colleagues who finish their careers and then didn't work or worked as waitresses. Well, it wasn't drama to delay the start of my academic studies either."*

iv. That programme had some kind of reward mechanism. You said if I participated.

R: *"If it didn't work well. They were always positive incentives."*

4. You think that these programmes or projects or organisations that promote dual careers are already sufficiently publicized?

R: *"I don't think not. And specifically from the University of Valencia that I know of, I did get the information. Well, but also because there was a lot of involvement from the staff that carried out their programmes because a specific official called me to... so be it, I got into the university as a sportsman and I would have more in some database or whatever. They even called me to tell me to apply for this and make these arrangements so you do not lose the benefits you can give this programme."*

5. At that time in your opinion of your fellow competitors who were aware of this type of opportunities. In a percentage more or less than you think?

R: *"A 15. Few people."*

Very few.

R: *"Yes."*

6. Do you feel well prepared for the race after the race your professional career?? And have you had fears? After your professional sports career to dedicate yourself to.

R: *"A little yes. In the transition. Yeah. I just don't know."*

7. And now, we would like to know your perception of the topic 'Dual Career':

- a. If you fear uncertainty, uncertainty. And now I'd like to know a few. Yes, if I tell you what dual career is. What attributes come to mind immediately the dual career, the dual race, which comes to mind immediately, word attributes.**

R: "To combine, future, formation..."

- b. You think the race is sufficiently promoted in Spain. You have already said that you have not said at any time that you believe that the dual career is not so promoted in Spain or that there is sufficient support from all parties involved either.**

R: "No. I think that individually you can meet many people, who make your life easier, but it's not institutionalized and it doesn't get to the best in everyone equally. It depends a little on luck or on the people you meet, on the career you do the same as if you advertise public relations because the professors there don't have any sensitivity to sport. But even if you study as a sportsman or sportswoman, physical activity sciences and sport, your teachers are very sensitive to sport and understand a little about what you do. Then it also depends a lot on that, although where you want to focus your future. I'm a professional swimmer and tomorrow I want to be a veterinarian who has nothing to do with it, because my professors, who are veterinarians, have no sensitivity towards my sports career. That's what happened to me with advertising and public relations. However, at the University of Valencia I studied physiotherapy that is not directly related, but in fact, I studied physiotherapy a little also by vocation and for the role that physiotherapy has had in my sporting life. So I did have many teachers who were equally dedicated to sports physiotherapy and to dealing a lot with athletes and are sensitive to your dedication and effort that is supposed."

- c. So you think that in Spain so I've travelled a lot you've been to many places in Spain. Do you think there are enough programmes to help the athlete for the race there isn't?**

R: "I think there should be more."

Currently there is one that is the programme of the CSD (Superior Council of Sports) called PROAD (elite athlete assistance programme), you knew it?

R: "I did know him, he was part of it, but I never had either. I noticed a clear effect. I got emails every three weeks or a month. From PROAD, but I haven't had, There hasn't been a specific issue in my life associated with that programme."

- d. Do you think that the dual career should be better promoted among athletes and the general public and employers, employers, should get to know each other better? Because it is known that there is the plan Support for the Olympic Athlete (ADO), for example. But little more?**

R: *"If the ADO programme isn't really associated with the double career either. ADO is more like a new way of professionalizing athletes who don't dedicate themselves to sports either and say eight hours training for the love of art. And that programme is very good."*

That's well known.

R: *"If you know a lot but nobody knows the PROAD for example."*

Between companies for example is not known?

R: *"Not known."*

e. And. should be promoted more in social media?

R: *"Yes."*

i. Which ones do you think should be more used to promote the dual career programmes that exist in Spain?

R: *"One, that there are programmes that are real. That should not depend exclusively on the will of a faculty or a university. And I don't know..."*

What channels should be used to promote?

R: *"With social channels, what do you mean?"*

Social networks, television, radio, media should be used mainly those that more. Not all because of him.

R: *"I don't know, I think it's cheap to communicate on social networks now and it comes everybody."*

And with that we're going to reach most athletes?

R: *"There are channels to see Right now I can't tell you exactly which social network in particular or which Facebook page in particular. Yes social networks today to young people and athletes. We all use them. Then you could see for example a network of a specific page associated with that. And also take advantage of others that exist. I do not know, of the CSD or institutional of the COE that emit another type of information that also put complementary information to the best by referring to a specific network of that, if they do not want to spam, but in social networks, one reaches everybody. There is also public television that could be used to promote such actions. But I understand that even that is much more expensive than not economically what it can suppose, but social networks are cheap and you reach everyone today."*

Theme 3: Programme efficiency

1. **Well, we're finishing up now. Now I'm going to ask some questions about the efficiency of the programme to those who have participated being aware or not related to the time you invested in making your dual career real. And the success of the career. What have you had after that effort how would you value it? Between the efforts, you made to combine the studies and subsequent results.**

R: "9"

Very high.

R: "Yes."

2. **And from 0 to 10 talking about zero would be without time, not having invested anything and 10 having invested as much time as possible as you had to make the effort to combine their time efforts with respect to the dual career as they have been? You have invested zero or you have invested 10. On what terms I could.**

R: "I'd say 6. I just don't know if I get it right at all."

3. **The efforts you've made that you've had to make efforts. Zero would be no effort and 10 the maximum effort possible.**

R: "Well, a 7."

And having as zero no result and 10 the maximum possible result of success in your double career. How would you rate it?

R: „Regarding the least effort.”

No, regarding the final success, that is to say, with what I've achieved I'm in a 10 because I have achieved the maximum that I wanted combining the dual career. How was the final result?

R: „When I finished my career I wasn't really a sportsman anymore.”

Yes, but you started working while I was studying you were investing time and effort in forming yourself if this then all that with the final result.

R: "Also with in work and all me a 9."

All right, thank you very much.

Quantitative Assessment

Please indicate how the statements below apply to you as an athlete on a scale from 1 to 4 (1=weak; 2=requires improvement; 3=good; 4=outstanding).

Items	Weak	Requires improvement	Good	Outstanding
I was informed and educated about my dual career situation starting from early age on.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I am aware of my own career development and take responsibility for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am empowered to speak up about my specific situation being a professional athlete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I act as role model for my peers and successors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I am aware of the dual career arrangements I am provided with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

5.8 Codebook

Table 22: Codebook

Code	Content	Application (encoded if...)	Example
Awareness of Dual Career concept	Inquiry about the perception of the concept and the term of dual career	<ul style="list-style-type: none"> The athlete answers with yes or no The athlete can state a clear description/idea of dual career 	<i>"Yes, I know that a dual career is when professional athletes not only exercise, but also study."</i> (Interview 4, Lithuania)
Awareness of EU guidelines	Inquiry about the perception and the aims of the EU guidelines	<ul style="list-style-type: none"> The athlete answers with yes or no The athlete gives a clear affirming or negative statement 	<i>"I know the essence. I know that the EU wants to spread educational activity, develop an online training program, and the guidelines should help athletes."</i> (Interview 4, Lithuania)
Awareness of national Dual Career Concept/recommendations	Inquiry about the perception and the aims of national guidelines and recommendations	<ul style="list-style-type: none"> The athlete answers with yes or no The athlete gives a clear affirming or negative statement 	<i>"I am a bit more aware of national guidelines of dual career. They want us to build a second career beside sport. So when we finish we have a secured future."</i> (Interview 1, Slovenia)
Idealistic guidelines on Dual Career – Requested guidelines: topics and issues	Inquiry about desired guidelines of the athlete	<ul style="list-style-type: none"> The athlete names specific measures The athlete names concrete ideas 	<i>"It would be good to have online courses, the opportunity to learn online as well as freely available tips. I also think that the guidelines should be divided into levels."</i> (Interview 4, Lithuania)
Idealistic guidelines on Dual Career – Requested guidelines: topics and issues - Management assistance	Inquiry about desired guidelines of the athlete	The athlete expresses management and assistance services	<i>"So I know that they offer some services like managing the schedules for example, or having contact to universities, management of lectures, scheduling and for example competitions in sports and matching this...also finding a job is very important...assistance something like that."</i> (Interview 1, Germany)
Idealistic guidelines on Dual Career – Requested guidelines: topics and issues - Access to (sport) facilities	Inquiry about desired guidelines of the athlete	The athlete expresses the desire to have access to sport facilities	<i>"Of course as a disability sports man, I want to have more easy access to facilities. So for example at the German Sport University, there is a small pitch close to the basketball field, but it was very difficult to get there and to have opportunities for training. And actually, at the moment there is training on this pitch two times a week, but not for myself, but for a hospitation group. There is nothing else at the university, no support for myself."</i> (Interview 1, Germany)
Idealistic guidelines on Dual Career – Requested guidelines: topics and issues - Funding	Inquiry about desired guidelines of the athlete	The athlete expresses the desire to get financial support	<i>"In this context it would be good to find a solution, so that dual career means to fund athletes, similar to Alters-Teilzeit, meaning the possibility to have dual career or to support the athletes beyond the retirement and enable a dual career or the athletes to focus only on sports for 8 years for example, so two Olympic circles or maybe even three."</i> (Interview 2, Germany)

<p>Idealistic guidelines on Dual Career – Requested guidelines: topics and issues</p> <ul style="list-style-type: none"> - Coordination/ systematization in dual career 	<p>Inquiry about desired guidelines of the athlete</p>	<p>The athlete expresses the desire to have coordinated processes</p>	<p><i>“And I don't know why there are so many measures that could be taken into account but there should be coordination, maybe a commission that decides if federations, their federations and public institutions affected even in the Federation of Municipalities and Provinces because many facilities are usually city councils and there are also high-level athletes who train in those facilities universities because there might be a working group to coordinate all that.”</i> (Interview 4, Spain)</p>
<p>Idealistic guidelines on Dual Career – Requested guidelines: topics and issues</p> <ul style="list-style-type: none"> - Cooperation between stakeholders 	<p>Inquiry about desired guidelines of the athlete</p>	<p>The athlete expresses the desire for cooperation between organisations and/or the desire to use synergies</p>	<p><i>“Sports clubs and universities must collaborate to train the athletes, to help them understand the opportunities of dual career.”</i> (Interview 2, Romania)</p>
<p>Idealistic guidelines on Dual Career – Requested guidelines: topics and issues</p> <ul style="list-style-type: none"> - Flexible time schedules 	<p>Inquiry about desired guidelines of the athlete</p>	<p>The athlete expresses the desire to have a flexible time schedule/to have the possibility of flexible time management</p>	<p><i>“So it would be good...because you are absent so many days during a year as an athlete, to have a time schedule for studying or for the job...which you don't necessarily have to develop by yourself, but maybe in collaboration with the university or employer and which is flexible enough to have free time periods. And that there are no negative consequences for athletes who were not able to meet deadlines, so that exceptions are made for them and that they can make it up with the employer or lecturer. So yeah, as an athlete you are absent a lot of times which results in disadvantages, if the university doesn't accept it, even though you are the one with the workload of an elite athlete.”</i> (Interview 3, Germany)</p>
<p>Idealistic guidelines on Dual Career – Requested guidelines: topics and issues</p> <ul style="list-style-type: none"> - Awareness/ providing information about dual career 	<p>Inquiry about desired guidelines of the athlete</p>	<p>The athlete expresses the desire for more awareness of dual career and/or to provide information to the stakeholders of dual career pathways</p>	<p><i>“I think that it is important, to show athletes on the one hand that this pathway is doable and on the other hand to show employers that they do not have to be afraid of hiring an athlete and doing something which is unknown for them, because in the beginning they do not know how it shall work out if they have an employee who is available only for half a year or who has a flexible training programme and needs to be flexible within the company as well. So it should be the aim to make the companies aware that this still can work out.”</i> (Interview 4, Germany)</p>
<p>Idealistic guidelines on Dual Career – Requested guidelines: topics and issues</p> <ul style="list-style-type: none"> - Online lessons 	<p>Inquiry about desired guidelines of the athlete</p>	<p>The athlete names the desire to have online lessons</p>	<p><i>“It would be good to have online courses, the opportunity to learn online as well as freely available tips. I also think that the guidelines should be divided into levels.”</i> (Interview 4, Lithuania)</p>
<p>Idealistic guidelines on Dual Career – Requested guidelines: topics and issues</p> <ul style="list-style-type: none"> - Tutoring/ Mentoring 	<p>Inquiry about desired guidelines of the athlete</p>	<p>The athlete names the desire to have a tutor/mentor or a similar person who supports the athlete</p>	<p><i>“Well, it depends, I would have always liked to have a tutor to advise me on the best exam schedule, to prepare an exam before or after in relation to the most intense or less intense training periods. Or he could suggest me a particular school or university that would provide me a dual career</i></p>

			<p>as an Olympic athlete, to postpone an exam if I had the competition, something like that. But it was something I should have done all by myself and it was impossible. Maybe a tutor who follows athletes of Olympic or national level" (Interview 4, Italy)</p>
<p>Idealistic guidelines on Dual Career – Requested guidelines: topics and issues</p> <ul style="list-style-type: none"> - Practical applications in organisations 	<p>Inquiry about desired guidelines of the athlete</p>	<p>The athlete expresses the desire to have more practical values and to get more practical experiences</p>	<p>"About what it should be covered and which kind of guidelines, I would strongly suggest to have as many practical values as possible. Usually, the most disappointing things I found during my education is the lack of practical applications involved. For instance, it would be important to send athletes to companies to learn but also to share experience since professional athletes gained many skills during their career with many transferable knowledge in any area." (Interview 3, Lithuania)</p>
<p>Idealistic guidelines on Dual Career – Responsible entity/institution</p>	<p>Inquiry about the athlete's opinion on which entity should be responsible for the implementation of the guidelines</p>	<p>The athlete names specific entities/institutions</p>	<p>"I think, since nearly all of the athletes within Germany are connected to the German Sport Aid Foundation (GSAF), I would say it should be the GSAF which should execute the dual career measures." (Interview 4, Germany)</p>
<p>Idealistic guidelines on Dual Career – Responsible entity/institution</p> <ul style="list-style-type: none"> - Umbrella Association/ Olympic Committee 	<p>Inquiry about the athlete's opinion on which entity should be responsible for the implementation of the guidelines</p>	<p>The athlete names Umbrella Associations, an Olympic Committee</p>	<p>"The DOSB I would say." (Interview 1, Germany)</p> <p>"About entities, I think guidelines for disabled people would be important. So far, I see a kind of lack of interest from sport federation and Paralympic committee, which should be the most important entities about further opportunities for disabled athletes to study and find a secondary career. Instead, they are only focusing on the sport itself. Therefore, I think there should be something more specific for disabled people. My university provides good opportunity for disabled people such as accessible environment and specific programs for athletes anyway." (Interview 2, Lithuania)</p>
<p>Idealistic guidelines on Dual Career – Responsible entity/institution</p> <ul style="list-style-type: none"> - Private Foundation 	<p>Inquiry about the athlete's opinion on which entity should be responsible for the implementation of the guidelines</p>	<p>The athlete names private foundations as responsible entity</p>	<p>"I think, since nearly all of the athletes within Germany are connected to the German Sport Aid Foundation (GSAF), I would say it should be the GSAF which should execute the dual career measures." (Interview 4, Germany)</p>
<p>Idealistic guidelines on Dual Career – Responsible entity/institution</p> <ul style="list-style-type: none"> - Universities 	<p>Inquiry about the athlete's opinion on which entity should be responsible for the implementation of the guidelines</p>	<p>The athlete names universities as responsible entity</p>	<p>"University has the most important role in disseminating the information, but also in the development of these guidelines to be distributed in specialised schools, in clubs, federations." (Interview 4, Romania)</p>

<p>Idealistic guidelines on Dual Career – Responsible entity/institution</p> <ul style="list-style-type: none"> - Employers 	<p>Inquiry about the athlete’s opinion on which entity should be responsible for the implementation of the guidelines</p>	<p>The athlete names employers as responsible entity</p>	<p><i>“I think, because every city has different standards with regards to the guidelines...but universities and employers, especially employers who offer vocational training programmes, should be involved. It doesn’t have to be covered by a national institution, it has to be regulated internally.”</i> (Interview 3, Germany)</p>
<p>Idealistic guidelines on Dual Career – Responsible entity/institution</p> <ul style="list-style-type: none"> - Federal Sport Federations 	<p>Inquiry about the athlete’s opinion on which entity should be responsible for the implementation of the guidelines</p>	<p>The athlete names federal sport federations as responsible entity</p>	<p><i>“I would say, from a national perspective, so in my opinion, it is the responsibility of the DOSB in collaboration with the federal associations and sport federations.”</i> (Interview 2, Germany)</p>
<p>Idealistic guidelines on Dual Career – Responsible entity/institution</p> <ul style="list-style-type: none"> - Government/Ministry 	<p>Inquiry about the athlete’s opinion on which entity should be responsible for the implementation of the guidelines</p>	<p>The athlete names the government or a ministry/ministries as responsible entity</p>	<p><i>“Above all, to promote them, because surely we have them but I am not aware. I think the MIUR (Italian Ministry of Education, University and Research)”.</i> (Interview 1, Italy)</p>
<p>Idealistic guidelines on Dual Career – Responsible entity/institution</p> <ul style="list-style-type: none"> - Sport clubs 	<p>Inquiry about the athlete’s opinion on which entity should be responsible for the implementation of the guidelines</p>	<p>The athlete names sport clubs as responsible entity</p>	<p><i>“Maybe the sport associations or better the sport clubs, where the athletes are training? Here is the key point a club is able to help athletes to do both sport and school at the best possible level.”</i> (Interview 2, Slovenia)</p>
<p>Problems of pursuing a Dual Career</p>	<p>Inquiry about the problems the athlete was faced during his sporting career referring to dual career</p>	<p>The athlete names and explains specific problems</p>	<p><i>“As I have been trying for years to reconcile work and sport, I will say that it is extremely difficult. Because workout schedules are tense, if you are an advanced athlete it is difficult to balance sport and work and there is no financial option to choose only sport. Employers are reluctant to provide flexible work schedules. While trying to work at my first institution as a physical education teacher, I was rejected for practicing professional sports because I mentioned that I might have to go to the competition for a few days.”</i> (Interview 1, Lithuania)</p>
<p>Problems of pursuing a Dual Career – Problems of active athletes</p>	<p>Inquiry about the problems regarding pursuing a Dual Career of active athletes</p>	<p>The active athlete explains the problems he/she is facing while striving for a Dual Career</p>	<p><i>“Yeah, when I was in Mainz and studied business administration I had some problems with scheduling – so what I have mentioned before. Sometimes I had training and this was in conflict with the lectures and also what was very important – the tournaments. So I had exams during the time of the tournaments and this was very very bad. And I had to write the exams afterwards, after the tournaments. But this was not really clear and I had to fight for this and this was very very difficult.”</i></p>

			<i>The facilities was the biggest point I think.” (Interview 1, Germany)</i>
Problems of pursuing a Dual Career – Problems of active athletes - Missing material to study appropriate	Inquiry about the problems regarding pursuing a Dual Career of active athletes	The active athlete describes problems in terms of missing study materials	<i>“Yes, for example, in my case, at a visual level you need adaptations to have all the material to be able to study and get involved in the discipline.” (Interview 3, Spain)</i>
Problems of pursuing a Dual Career – Problems of active athletes - Personal/private issues	Inquiry about the problems regarding pursuing a Dual Career of active athletes	The active athlete describes problems in terms of personal/private issues	<i>“Well, a little bit of everything because it was a bit of personal motivation and a bit of accumulation of work, notes, and many things that in the end couldn't take all day. So that caused me a little stress and I said that one thing or the other.” (Interview 2, Spain)</i>
Problems of pursuing a Dual Career – Problems of active athletes - Financial problems	Inquiry about the problems regarding pursuing a Dual Career of active athletes	The active athlete describes problems in terms of financial issues	<i>“As I have been trying for years to reconcile work and sport, I will say that it is extremely difficult. Because workout schedules are tense, if you are an advanced athlete it is difficult to balance sport and work and there is no financial option to choose only sport. Employers are reluctant to provide flexible work schedules. While trying to work at my first institution as a physical education teacher, I was rejected for practicing professional sports because I mentioned that I might have to go to the competition for a few days.” (Interview 1, Lithuania)</i>
Problems of pursuing a Dual Career – Problems of active athletes - Transition	Inquiry about the problems regarding pursuing a Dual Career of active athletes	The active athlete describes problems in terms of the transition from studying to being employed	<i>“Actually I had really only a few problems in my career as the university was always willing to postpone dates how I wanted and needed them. The only thing which occurred was recently, the transition from studying and sport to the new job and sport. So I intentionally extended my studies in the end to further possess the status as a student for all insurances etc., because otherwise you face a total different financial situation if you have to pay all insurances without being a student. I think this transition was the only challenge.” (Interview 4, Germany)</i>
Problems of pursuing a Dual Career – Problems of active athletes - Scheduling problems	Inquiry about the problems regarding pursuing a Dual Career of active athletes	The active athlete describes problems in terms of scheduling exams, working hours and practice	<i>“Many athletes have a schedule problem. In high school, they had classes either in the morning or in the afternoon and they dedicated the rest of their time to practices. In college, classes are throughout the entire day. The schedule should be compact: in the morning or in the evening.” (Interview 2, Romania)</i>
Problems of pursuing a Dual Career – Problems of active athletes - Facility problems	Inquiry about the problems regarding pursuing a Dual Career of active athletes	The active athlete describes problems in terms of facility availability and infrastructure	<i>“Yeah, biggest problem. Because especially in disability sports, the clubs in which you are playing for example are not in the same location where you are studying. This was a big issue, because I had to drive to Marburg from Mainz two times a week.” (Interview 1, Germany)</i>
Problems of pursuing a Dual Career –	Inquiry about the problems regarding	The active athlete describes problems in terms of the application for internships	<i>“Yeah, long distances. And also when I applied for an internship, it was very, very difficult. I had some help from the Sports Olympic centre, but not much.</i>

Problems of active athletes - Application problems	pursuing a Dual Career of active athletes		<i>So it was okay, I got an internship, but it was very difficult. And I got no help from other institutions. It was only personal contacts.” (Interview 1, Germany)</i>
Problems of pursuing a Dual Career – Problems of former athletes	Inquiry about the problems regarding pursuing a Dual Career of former athletes	The former athlete explains specific problems he had to face after finishing his sporting career	<i>“Inclusion in “normal life” was the biggest problem; I lose my identity as a top level athlete...I didn’t finish my Faculty in time...and I felt very lost.” (Interview 3, Slovenia)</i>
Problems of pursuing a Dual Career – Problems of former athletes - Personal/private issues	Inquiry about the problems regarding pursuing a Dual Career of former athletes	The former athlete describes problems in terms of personal/private issues	<i>“Yes, because I retired. And it is true that I believe that the fact that I have already started studying a year earlier does not mean much more. More seriously. Also helped me to see a future beyond to not sink or go into depression that many athletes have entered but I did that I spent a few months. Well three or four months a little fall not because you go from a routine and a demand and an exposure of a daily routine super chaotic and very focused and very guided to see you. Well, you don’t know what role you play in life. Like a little. Yes it is hard and there is neither during my career, nor do you have perhaps a psychological journey focused on the performance of the moment or the future approach of how you will face your retirement. That does not exist at least in my experience we did not exist is the same now and begins to work also more use but not.” (Interview 4, Spain)</i>
Problems of pursuing a Dual Career – Problems of former athletes - Transition	Inquiry about the problems regarding pursuing a Dual Career of former athletes	The former athlete describes problems in terms of the transition from the sport career to the labour market	<i>“Also in this case, I have to do a premise to explain that my job career is not related to my university major (Communication Sciences). I did it, because I remained in the military sports group (where I was athlete) and did not follow a career coherent with my degree. However, I noticed that although I am talking of about twenty years ago, it was difficult to propose myself in the labour world once I ended my sport career. I finished my sport career around the age of 35 and re-entering the working world at this age, without any experience, was very, very complicated. I have also seen many of my colleagues having difficulties in propose themselves after their sport career.” (Interview 1, Italy)</i>
Problems of pursuing a Dual Career – Problems of former athletes - Application problems	Inquiry about the problems regarding pursuing a Dual Career of former athletes	The former athlete describes problems in terms of applying for jobs	<i>“So yeah it was a problem to apply for a job while admitting that I will be absent many times – this was not a real advantage in my application process and I didn’t feel too good about it. This has been a huge problem. Sometimes you were lucky finding a side job to get more experiences and qualifications, but to make huge steps in progressing qualification wise was always difficult. What was the second part of the question?” (Interview 3, Germany)</i>
Problems of pursuing a Dual Career –	Inquiry about the problems regarding	The former athlete describes problems in	<i>“Also due to the reason that we do not have enough coaches at the universities. So depending on which kind of sport, it is not possible to exercise</i>

<p>Problems of former athletes</p> <ul style="list-style-type: none"> - Facility problems 	<p>pursuing a Dual Career of former athletes</p>	<p>terms of the availability of facilities and infrastructure</p>	<p><i>your sport at the location of the university... so for me it would have make sense to move to Cologne. But this doesn't work, since they don't have a coach over here. This is why I decided to move closer to Leverkusen and still you need one hour travel time. This means that commuting and traveling was the biggest problem and additionally, I am the kind of person, who says if I do something I want to have an optimal outcome. But this does not work."</i> (Interview 2, Germany)</p>
<p>Problems of pursuing a Dual Career – Problems of former athletes</p> <ul style="list-style-type: none"> - Study requirements 	<p>Inquiry about the problems regarding pursuing a Dual Career of former athletes</p>	<p>The former athlete describes problems in terms of study requirements</p>	<p><i>"Yes, but I was in Krefeld. And after graduation I started commuting to Leverkusen. However, this was good. And then with the beginning of my degree... this also depends on the study design of the German Sports University. They have a sport test to be able to apply for the degrees and they have a basis modules where you have many kind of sports. Gymnastics, swimming, track and field, long runs, team sports and a lot of practical courses. That is quite difficult for elite athletes, because they are already quite specialised. If a weightlifter comes to the German Sports University, no matter in which weight category, and has to run the 10km run in a specific time, his muscular system is not designed for this kind of requirement. Even if he has only 5% body fat, because he belongs to the weight category 77kg, it is totally counterproductive for weightlifting as such. But this is political decision of the German Sports University which requirements they set."</i> (Interview 2, Germany)</p>
<p>Problems of pursuing a Dual Career – Problems of former athletes</p> <ul style="list-style-type: none"> - Social problems 	<p>Inquiry about the problems regarding pursuing a Dual Career of former athletes</p>	<p>The former athlete describes problems in terms of social life while studying</p>	<p><i>"Some athletes are able to or willing to... I experienced it in my training group. Linda Stahl studied simultaneously medicine. And she needed studying to distract herself from sport. And in my case, I need to focus only on sport and the rest should not bother me at all. It would be harassing fire if dual career is organized during my time where I focus on sport. And if you have the feeling that you haven't reached your goals in sports and your abilities could be further compared to where they are. I have always the feeling that for the studies it is not beneficial, even though they say we can make it. I mean I have been part of three cohorts and you do not really belong to one, so no cohesion and this means you are on your own while studying. This complicates things and there are too many problems."</i> (Interview 2, Germany)</p>
<p>Problems of pursuing a Dual Career – Problems of former athletes</p> <ul style="list-style-type: none"> - Scheduling problems 	<p>Inquiry about the problems regarding pursuing a Dual Career of former athletes</p>	<p>The former athlete describes problems in terms of scheduling exams, classes and working hours</p>	<p><i>"The main problem were organization – to comperere trainings and other school obligations; even more problematic was motivation – in my career it professionalism in the meaning – 24 hour focus in sport, was typical. Out coaches didn't support the education process parallel to sport."</i> (Interview 3, Slovenia)</p>

Problems of pursuing a Dual Career – Problems of former athletes - Financial problems	Inquiry about the problems regarding pursuing a Dual Career of former athletes	The former athlete describes financial problems	<i>"Same that during my sport career since I felt I little bit behind. In my case, I felt also no support from institutions since I was never funded for my activities with scholarships or similar. Therefore, I could not commit 100% on both studies and preparing for Olympic games. However, I was never counting on institutions to have income from them but I was always relying only on myself. Anyway, I was able to cope with this quite well."</i> (Interview 3, Lithuania)
Changes for Elite Athlete's due to the Implementation of the EU – Changes due to National and/or EU Guidelines	Inquiry about the impact of National and/or EU Guidelines on the athlete's career	<ul style="list-style-type: none"> • The athlete answers with yes or no • The athlete claims that he/she does not know the Guidelines • The athlete explains concrete changes 	<i>"The national guidelines helped me to have the possibility to visit a sport high school."</i> (Interview 2, Slovenia)
Changes for Elite Athlete's due to the Implementation of the EU – Changes due to National and/or EU Guidelines - Support by a tutor	Inquiry about the impact of National and/or EU Guidelines on the athlete's career	The athlete explains the support by a tutor as a change due to guidelines	<i>"I'm in contact with her. She sends me information about what I'm interested in and, to see if I can still fit in, we've been looking at Vocational Training which is basically the only thing that can be done this way from a distance. There are some degrees, but it's a little more complicated and I don't want to take four years either because I don't want to get in there. With the professional cycles there are formative cycles and there is more variety and online and that's what I was seeing, but for now."</i> (Interview 2, Spain)
Changes for Elite Athlete's due to the Implementation of the EU – Changes due to National and/or EU Guidelines - Enabled Dual Career	Inquiry about the impact of National and/or EU Guidelines on the athlete's career	The athlete explains that changes due to the guidelines enabled him/her pursuing a Dual Career	<i>"The national guidelines helped me to have the possibility to visit a sport high school."</i> (Interview 2, Slovenia)
Changes for Elite Athlete's due to the Implementation of the EU – Changes due to National and/or EU Guidelines - Facilitate arrangements	Inquiry about the impact of National and/or EU Guidelines on the athlete's career	The athlete explains that changes due to the guidelines helped him/her facilitating arrangements	<i>"I think best thing was that you can get an athlete status at college so that helps a lot. It change that I could arrange things easier and more efficient."</i> (Interview 1, Slovenia)
Changes for Elite Athlete's due to the Implementation of the EU – Changes due to National and/or EU Guidelines - Participation in a project	Inquiry about the impact of National and/or EU Guidelines on the athlete's career	The athlete names his/her participation in a project as a change due to the guidelines	<i>"I am a student because I wanted to and I am at the National Olympic Centre of Handball because I am part of a project of the Romanian Handball Federation."</i> (Interview 1, Romania)
Changes for Elite Athlete's due to the Implementation of	Inquiry about the impact of National and/or	The athlete describes that he/she got financial	<i>"The only thing that changed in the past was that I got money, so financing, like a scholarship. And it was linked to dual career, but I got this money, but</i>

the EU – Changes due to National and/or EU Guidelines - Financial support	EU Guidelines on the athlete's career	support due to the guidelines	<i>no help. So that is something difficult to manage. But nothing else.” (Interview 1, Germany)</i>
Changes for Elite Athlete's due to the Implementation of the EU – Changes due to National and/or EU Guidelines - Flexible schedule	Inquiry about the impact of National and/or EU Guidelines on the athlete's career	The athlete describes flexible scheduling as change due to the guidelines	<i>“Yes I think it is very important and I think it works very well during ESO and high school. It worked very well for me. And yes, because it is what I tell you about the timetables, you can see that they are adapted because while ordinary people entered the classroom at 8 in the morning, you entered at 10 in the morning, because in the calendar or in the distribution of class hours, physical education or the alternative had been eliminated. The most free hours were devoted to training and there was a specific coordinated plan promoted by the Generalitat or the Consejo Superior de Deportes (CSD) and there was between the institute, the teachers and your coach and the working group coordination and understanding and sensitivity to the routine of the day to day. And flexibility with regard to the exams, the dates of work delivery I was very aware and thanks to that I also got the studies up to the Baccalaureate one year per year except the baccalaureate I did it in three because there was a program to adapt the school curriculum to three years for athletes, until then super bien. Then, because I do have the capacity to study, I don't have a very big difficulty, so you can do the same thing and you can't make each person's studies look good, but I did have the capacity to study. I spent practically three or four years training at a high level and without advancing in my academic curriculum because I couldn't at the level of time structuring.” (Interview 4, Spain)</i>
Changes for Elite Athlete's due to the Implementation of the EU – Strengths and weaknesses of Guidelines	Inquiry about the athlete's perception of strengths and weaknesses of the Guidelines	<ul style="list-style-type: none"> • The athlete claims that he/she does not know the Guidelines • The athletes names and explains strengths and weaknesses 	<i>“Out of what I understood from these guidelines I think that a lot of it fits quite well already – so the approach in total. But the major problem remains the implementation of these measures. The implementation is missing completely. The awareness and implementation are missing and also that it is offered somewhere. Currently I have the feeling that athletes have to reach out to companies and introduce their situation and their needs as an elite athlete to them instead that it works the other way round. So that companies reach out to for example the German Skiing Team and asks for athletes who already have qualifications in engineering and that they say by themselves that they are interested in promoting athletes and want to offer them a job.” (Interview 4, Germany)</i>

<p>Changes for Elite Athlete's due to the Implementation of the EU – Strengths and weaknesses of Guidelines</p> <p>- Strength: Financial support</p>	<p>Inquiry about the athlete's perception of strengths of the Guidelines</p>	<p>The athlete names and explains financial support as a strength</p>	<p><i>"The strong points, without a doubt, is that there is an ADO plan that the... let's say, this plan are companies that put a lot of capital so that the athlete, in this case Paralympic or Olympic, can live from the grants and programs that are around."</i> (Interview 3, Spain)</p>
<p>Changes for Elite Athlete's due to the Implementation of the EU – Strengths and weaknesses of Guidelines</p> <p>- Strength: Organisational support</p>	<p>Inquiry about the athlete's perception of strengths of the Guidelines</p>	<p>The athlete describes organisational support as strength</p>	<p><i>"Yes, thanks to that I have been able to take exams, I have been changed exams, sometimes with difficulties, but I also have to say that it was at the beginning of the TutorSport program. I think it was the first or second year and in medicine there was nobody, it was overlap of first year and me in Barcelona, but thanks to this I was able to do exams, practices... Sometimes it has cost me and I've had problems, but I think I'm finished because of that."</i> (Interview 1, Spain)</p>
<p>Changes for Elite Athlete's due to the Implementation of the EU – Strengths and weaknesses of Guidelines</p> <p>- Strength: More adjustability</p>	<p>Inquiry about the athlete's perception of strengths of the Guidelines</p>	<p>The athlete names more adjustability as a strength</p>	<p><i>"Strengths are that they give you more adjustability."</i> (Interview 1, Slovenia)</p>
<p>Changes for Elite Athlete's due to the Implementation of the EU – Strengths and weaknesses of Guidelines</p> <p>- Strength: Approach in total</p>	<p>Inquiry about the athlete's perception of strengths of the Guidelines</p>	<p>The athlete perceives the approach in general as a strength</p>	<p><i>"Out of what I understood from these guidelines I think that a lot of it fits quite well already – so the approach in total."</i> (Interview 4, Germany)</p>
<p>Changes for Elite Athlete's due to the Implementation of the EU – Strengths and weaknesses of Guidelines</p> <p>- Weakness: Requirements</p>	<p>Inquiry about the athlete's perception of weaknesses of the Guidelines</p>	<p>The athlete perceives as weakness that success as an athlete is expected for being part of a program</p>	<p><i>"Weaknesses is that when your athletic performance is not the desired or expected, you are out of the grant. Then you are totally alone, that is, you have to be successful... or successful, because if not, you are out of the program and, in that way, what they do is that you have to look for your life wanting to be an athlete as well. In other words, you have to look for yourself...and work, work to maintain that status."</i> (Interview 3, Spain)</p>
<p>Changes for Elite Athlete's due to the Implementation of the EU – Strengths and weaknesses of Guidelines</p> <p>- Weakness: Missing awareness/lack</p>	<p>Inquiry about the athlete's perception of weaknesses of the Guidelines</p>	<p>The athlete names the unawareness and the lack of information and publicity for athletes as well as for public and private organisations as a weakness</p>	<p><i>"Yes, perhaps there is a lack of information, not for athletes, but for universities or schools in general, because they do not know it. I think, I don't know now, but at least in my time it was more difficult."</i> (Interview 1, Spain)</p> <p><i>"Yes, definitely. It might be my fault that I am not aware of them, but it would help that the documents are promoted more extensively. I have to say that we definitely received mails from the German Olympic Sport Federation, but I cannot tell</i></p>

<p>of information and publicity</p>			<p><i>if these guidelines came up somewhere.”</i> (Interview 3, Germany)</p>
<p>Changes for Elite Athlete’s due to the Implementation of the EU – Strengths and weaknesses of Guidelines</p> <p>- Weakness: No evaluation/monitoring</p>	<p>Inquiry about the athlete’s perception of weaknesses of the Guidelines</p>	<p>The athlete perceives missing evaluation and the related ignorance of effectiveness as weakness</p>	<p><i>“As I do not know them accurately...I can only point out fundamental issues, which appear in my opinion. The question with regards to the guideline is – who sticks to the recommendations? How can it be evaluated, if the idea of dual career and of the guidelines is really covered and also is beneficial for the athletes? Meaning you have to install an institution with the responsibility to monitor or even contact persons so that athletes can reach out to them. So if an athlete says I have a problem over here, this is already implemented via the consultancy at the career advice offices. The question is, if it really works. You can write a lot of things on paper, the question is, if the outcome is the result you wished for, also for clubs and associations and lastly for the executives. I would say this works out in bigger clubs, but the smaller the club the fewer athletes who belong to a national squad because of centralisation in many sports, but there should be committees which can control and monitor if the guidelines are effective or not.”</i> (Interview 2, Germany)</p>
<p>Changes for Elite Athlete’s due to the Implementation of the EU – Strengths and weaknesses of Guidelines</p> <p>- Weakness: Unclear responsibilities</p>	<p>Inquiry about the athlete’s perception of weaknesses of the Guidelines</p>	<p>The athlete explains missing communication and unclear responsibilities of the organisations as a weakness</p>	<p><i>“At the moment there is also the problem, that the Olympic Sport Centers are not really linked to each other, so not really in contact. So when you are moving for example to another place, you have to, as an athlete, you have to get in contact with the other center and there is no automatically service or transfer and that is very difficult. Because every time you move, you have to start from the beginning and this is clear disadvantage. I think at the moment the responsibilities are not really clear. So that is my opinion.”</i> (Interview 1, Germany)</p>
<p>Changes for Elite Athlete’s due to the Implementation of the EU – Strengths and weaknesses of Guidelines</p> <p>- Weakness: Implementation</p>	<p>Inquiry about the athlete’s perception of weaknesses of the Guidelines</p>	<p>The athlete names the missing implementation of dual career measures as weakness</p>	<p><i>“But the major problem remains the implementation of these measures. The implementation is missing completely. The awareness and implementation are missing and also that it is offered somewhere.”</i></p>
<p>Awareness of the Dual Career Possibilities at National Level – Level of information/transparency of national Dual Career system</p>	<p>Inquiry about the athlete’s perception of information level and transparency regarding the Dual Career system in his/her country</p>	<p>The athlete states his/her perception on the transparency of dual career and/or on the level of information about dual career</p>	<p><i>“In my opinion, I don't think it is very transparent. My federation (Italian Federation of Track and Field) promoted some activities for top athletes, only for the very elite ones. For other middle and good level athletes I have seen no initiative.”</i> (Interview 1, Italy)</p>
<p>Awareness of the Dual Career Possibilities at</p>	<p>Inquiry about the athlete’s awareness of</p>	<ul style="list-style-type: none"> The athlete answers with yes or no 	<p><i>“No. I had contact with Adecco 20 years ago, when it started finding some space to promote former</i></p>

National Level – Awareness of specific national programmes	specific national programmes in his/her country	<ul style="list-style-type: none"> The athlete gives a clear affirming or negative statement 	<i>athletes and activities but I don't think they did much.</i> " (Interview 1, Italy)
Awareness of the Dual Career Possibilities at National Level – Awareness of programmes in other countries	Inquiry about the athlete's awareness of specific national programmes in other countries	The athlete gives a clear affirming or negative statement and explains his knowledge	<i>"Yes, there are universities like Gant's, and I don't know if there are any in the Netherlands as well. There are some that are helping more cyclists, in this case, and they can combine it well to get their studies."</i> (Interview 2, Spain)
Awareness of the Dual Career Possibilities at National Level – Dual Career as part of education	Inquiry whether the topic Dual Career was part of the athlete's education	<ul style="list-style-type: none"> The athlete answers with yes or no The athlete explains how the topic was implemented 	<i>"Yes, it was. Not much. Not sure if in university or after Olympics but there was something mainly referred to information or interviews (similar to this one). But never participated in any specific course."</i> (Interview 3, Lithuania)
Awareness of the Dual Career Possibilities at National Level – Introduction of Dual Career - How was dual career introduced?	Inquiry about the manner the topic Dual Career was introduced to the athlete	The athlete explains how the topic Dual Career was introduced to him	<i>"I just got information through social media, mainly Facebook."</i> (Interview 3, Lithuania)
Awareness of the Dual Career Possibilities at National Level – Introduction of Dual Career - When was dual career introduced?	Inquiry about the time the topic Dual Career was introduced to the athlete	The athlete explains when the topic Dual Career was introduced to him	<i>"Before starting to visit high school."</i> (Interview 2, Slovenia)
Awareness of the Dual Career Possibilities at National Level – Introduction of Dual Career - Who introduced the dual career to the athlete?	Inquiry about the person/organisation who introduced the topic Dual Career to the athlete	The athlete names specific entity/institution or person/s	<i>"Yes, via the university of Bochum. Once I had this one meeting and was introduced to Mr. Kellmann who is responsible for elite athletes at the university and then I got aware that the university of Bochum is a partner university for elite sports."</i> (Interview 4, Germany)
Awareness of the Dual Career Possibilities at National Level – Introduction of Dual Career - Who introduced the dual career to the athlete? - High School	Inquiry about the person/organisation who introduced the topic Dual Career to the athlete	The athlete explains that he/she was introduced to the topic dual career by the high school or people from the high school	<i>"At first I heard about this topic from my parents, when the sports coordinators at the high school informed us about the importance of dual career."</i> (Interviewer 2, Slovenia)
Awareness of the Dual Career	Inquiry about the person/organisation	The athlete explains that he/she was introduced to	<i>"The person taking the interview."</i> (Interview 3, Romania)

<p>Possibilities at National Level – Introduction of Dual Career</p> <ul style="list-style-type: none"> - Who introduced the dual career to the athlete? - The interviewer 	<p>on who introduced the topic Dual Career to the athlete</p>	<p>the topic dual career by the interviewer</p>	
<p>Awareness of the Dual Career Possibilities at National Level – Introduction of Dual Career</p> <ul style="list-style-type: none"> - Who introduced the dual career to the athlete? - Dual career project team 	<p>Inquiry about the person/organisation on who introduced the topic Dual Career to the athlete</p>	<p>The athlete explains that he/she was introduced to the topic dual career by a dual career project team</p>	<p><i>"The project team (3 teachers of track and field, volleyball and gymnastics, as members of a project)."</i> (Interview 2, Romania)</p>
<p>Awareness of the Dual Career Possibilities at National Level – Introduction of Dual Career</p> <ul style="list-style-type: none"> - Who introduced the dual career to the athlete? - Olympic Committee 	<p>Inquiry about the person/organisation on who introduced the topic Dual Career to the athlete</p>	<p>The athlete explains that he/she was introduced to the topic dual career by the Olympic Committee</p>	<p><i>"Olympic Committee."</i> (Interview 3, Lithuania)</p>
<p>Awareness of the Dual Career Possibilities at National Level – Introduction of Dual Career</p> <ul style="list-style-type: none"> - Who introduced the dual career to the athlete? - University 	<p>Inquiry about the person/organisation on who introduced the topic Dual Career to the athlete</p>	<p>The athlete explains that he/she was introduced to the topic dual career by the university</p>	<p><i>"Yes, via the university of Bochum. Once I had this one meeting and was introduced to Mr. Kellmann who is responsible for elite athletes at the university and then I got aware that the university of Bochum is a partner university for elite sports."</i> (Interview 4, Germany)</p> <p><i>"A Professor"</i> (Interview 1, Italy)</p>
<p>Awareness of the Dual Career Possibilities at National Level – Introduction of Dual Career</p> <ul style="list-style-type: none"> - Who introduced the dual career to the athlete? - Private foundation 	<p>Inquiry about the person/organisation on who introduced the topic Dual Career to the athlete</p>	<p>The athlete explains that he/she was introduced to the topic dual career by a private foundation</p>	<p><i>"I think it was the GSAF."</i> (Interview 3, Germany)</p>
<p>Awareness of the Dual Career Possibilities at National Level – Introduction of Dual Career</p>	<p>Inquiry about the person/organisation on who introduced the</p>	<p>The athlete explains that he/she was introduced to the topic dual career by a</p>	<p><i>"I think it was the national coach."</i> (Interview 2, Germany)</p>

<p>Introduction of Dual Career</p> <ul style="list-style-type: none"> - Who introduced the dual career to the athlete? - National coach 	<p>topic Dual Career to the athlete</p>		
<p>Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact</p>	<p>Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete</p>	<ul style="list-style-type: none"> • The athlete names specific entities or organisations • The athlete explains how this organisation impacts his/her Dual Career development 	<p><i>“The Sport University enabled me the dual career. If I would have studied at another university, where the general framework is not given, for instance postponing an examination date or being not strict with the attendance rule due to the need of trainings camps or competitions, would have resulted in the fact, that my studies would be even more extended as they already are. With regards to the club, also in collaboration with the Olympic training centre, the support was helpful. Even though the career advice office or consultancy didn’t bring me any further, because in that moment of time I already knew what I wanted to do and I already decided to study sports. And concerning the track and field association, like I said, there was the squad meeting on the u20 level linked to introduction of the armed forces employment positions. But this was not really an option for me, I thought about it and actually also applied for it twice. The first time, I still blame him for it, the coach gave me a wrong date for the application deadline so that I couldn’t be considered. And the second attempt, my talent was not too big, so that dual career measures of the armed forces would have resulted in participating at the Olympic Games. After school it would have worked, but as soon as I started studying, the issue was off the table. Back then I told myself, it is possible, but looking back with the double workload of studying and training it was not possible and then it was too late.” (Interview 2, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact</p> <ul style="list-style-type: none"> - Public organisation 	<p>Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete</p>	<p>The athlete names specific public entities or organisations</p>	<p><i>“I think university had an important role thanks to the master’s degree I completed in Sports Management.” (Interview 3, Lithuania)</i></p>
<p>Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact</p>	<p>Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete</p>	<p>The athlete names a ministry as interfering public organisation</p>	<p><i>“Well my club as a private entity, the Federation of my sport, the Regional Ministry of Education and Sport, the ministry also because then I was in a national technification center at the Center for High Performance.” (Interview 4, Spain)</i></p>

<ul style="list-style-type: none"> - Public organisation - Ministry 	<p>Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact</p>	<p>Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete</p>	<p>The athlete names school as interfering public organisation</p>	<p><i>"Well, at a public level, during my high school years. At that time the school did not favour a dual career path as, maybe, in other European countries where the school system rewards the student-athletes as good students. Here, on the contrary, the good athletes are not always rewarded. So, I had a non-positive high school experience."</i> (Interview 1, Italy)</p>
<ul style="list-style-type: none"> - Public organisation - School 	<p>Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact</p>	<p>Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete</p>	<p>The athlete names university as interfering public organisation</p>	<p><i>"I think university had an important role thanks to the master's degree I completed in Sports Management."</i> (Interview 3, Lithuania)</p>
<ul style="list-style-type: none"> - Public organisation - University 	<p>Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact</p>	<p>Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete</p>	<p>The athlete names specific private entities or organisations</p>	<p><i>"Yeah, the Olympic Sport Center and the German bank...and also the German Sports Aid Foundation."</i> (Interview 1, Germany)</p>
<ul style="list-style-type: none"> - Private organisation - Association/federation 	<p>Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact</p>	<p>Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete</p>	<p>The athlete names a federation/an association or a department of a federation/an association as interfering private organisation</p>	<p><i>"To do the MIR: the COE (Spanish Olympic Committee), the Superior Sports Council, the Ministry of Education, the Autonomous University of Barcelona, the Spanish hockey federation, the physical activity service, the Faculty of Medicine, in this case, and also the CAR of Sant Cugat, specifically the Service of Attention to the Sportsman of the CAR of Sant Cugat."</i> (Interview 1, Spain)</p>
<ul style="list-style-type: none"> - Private organisation - Club 	<p>Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact</p>	<p>Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete</p>	<p>The athlete names a club as interfering private organisation</p>	<p><i>"Well my club as a private entity, the Federation of my sport, the Regional Ministry of Education and Sport, the ministry also because then I was in a national technification center at the Center for High Performance."</i> (Interview 4, Spain)</p>

Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact - Private organisation - Company	Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete	The athlete names a company as interfering private organisation	<i>“Despite several companies were very enthusiastic about the fact that I was an athlete, it was difficult for them to place me in an office, especially in considering the absences for competitions and trainings. In any case, this has greatly influenced my recruitment and job placement. Other companies have considered my sport career as an added value and managed to allow me more flexibility.”</i> (Interview 3, Italy)
Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact - Private organisation - Olympic Sport Centre	Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete	The athlete names Olympic Sport Centre as interfering private organisation	<i>“Yeah, the Olympic Sport Center and the German bank...and also the German Sports Aid Foundation.”</i> (Interview 1, Germany)
Organisational support and funding of Dual Careers – Organisation involved in Dual Career development and impact - Private organisation - Foundation	Inquiry about the organisation, public or private, which interfered in the personal Dual Career development of the athlete	The athlete names a foundation as interfering private organisation	<i>“Yeah, the Olympic Sport Center and the German bank...and also the German Sports Aid Foundation.”</i> (Interview 3, Germany)
Organisational support and funding of Dual Careers – Study/high school or working conditions	Inquiry about specific study/high school and/or working conditions	The athlete explains special study/high school conditions he/she experienced	<i>“Yes, luckily I had a logistic and a financial support from my club Circolo Canottieri Aniene and then I was also adult and I could manage my time schedules in a suitable way. However, at high school or university levels young athletes have to study in that very period, they can’t.”</i> (Interview 4, Italy)
Organisational support and funding of Dual Careers – Participation in programmes (workshops, mentoring, etc.)	Inquiry about the participation of the athlete in any programmes related to Dual Career	<ul style="list-style-type: none"> • The athlete gives a clear affirming or negative statement • The athlete names the programmes in which he participated • The explains some characteristics of the programme 	<i>“Yeah, officially. But we never got in contact. So I had contact to the German Sport Aid Foundation and they managed and fixed the mentor for me, but I never got in contact with him. So that was a problem. I also was, I don’t know if it referred to dual career, I was part of the German Youth Talent Programme.”</i> (Interview 1, Germany)
Organisational support and funding of Dual Careers – Participation in programmes (workshops, mentoring, etc.)	Inquiry about the participation of the athlete in any programmes related to Dual Career	The athlete names the visit of a sport high school as participation in a programme related to dual career	<i>“Yes how I mentioned before I was studying at a sport high school, which helped us in many issues to follow top level sport.”</i> (Interview 2, Slovenia)

<p>- Sport High School</p>			
<p>Organisational support and funding of Dual Careers – Participation in programmes (workshops, mentoring, etc.)</p>	<p>Inquiry about the participation of the athlete in any programmes related to Dual Career</p>	<p>The athlete names a workshop as programme related to dual career</p>	<p><i>“What I did was the mentioned Captains Day from the Sportstiftung NRW, including a preparatory workshop and the event itself. And then I also participated in the “Sporthilfe Eliteforum” where some former athletes and entrepreneurs talked about, how they build up their companies and turned their business into self-employment or which connection they have with the sport sector etc.” (Interview 4, Germany)</i></p>
<p>- Workshop</p>			
<p>Organisational support and funding of Dual Careers – Participation in programmes (workshops, mentoring, etc.)</p>	<p>Inquiry about the participation of the athlete in any programmes related to Dual Career</p>	<p>The athlete names the support of a psychologist who is paid by a stakeholder as programme related to dual career</p>	<p><i>“I don’t know if it counts, but I worked with a sport psychologist who was paid by the Olympic training center and where the topic dual career was discussed.” (Interview 2, Germany)</i></p>
<p>- Psychological support</p>			
<p>Organisational support and funding of Dual Careers – Participation in programmes (workshops, mentoring, etc.)</p>	<p>Inquiry about the participation of the athlete in any programmes related to Dual Career</p>	<p>The athlete names the support by a career advice service as programme related to dual career</p>	<p><i>“Also I had meetings with the career advice office.” (Interview 2, Germany)</i></p>
<p>- Career advice service</p>			
<p>Organisational support and funding of Dual Careers – Participation in programmes (workshops, mentoring, etc.)</p>	<p>Inquiry about the participation of the athlete in any programmes related to Dual Career</p>	<p>The athlete names the support by a mentor/tutor as programme related to dual career</p>	<p><i>“Well, I know because my tutor, who I’m in contact with, has been looking for information on how to study English for example, to look for some cycle, degrees as well, we were there shuffling but at the end I said no. And well, that’s what it is, a program, mostly tutoring.” (Interview 2, Spain)</i></p>
<p>- Mentoring/ tutoring</p>			
<p>Organisational support and funding of Dual Careers – Aim of programmes</p>	<p>Inquiry about the aims of the programmes in which the athlete participated</p>	<p>The athlete outlines the aim of the programme/s in which he/she participated</p>	<p><i>“The aim of mentoring was to provide assistance for me, for my dual career. So maybe getting a job, applying, get into contact maybe with some important partners in business for example...and also managing scheduling, helping me managing scheduling, training, university and so on. And the second one – the aim was only to support finance sources for youth talents.” (Interview 1, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Aim of programmes</p>	<p>Inquiry about the aims of the programmes in which the athlete participated</p>	<p>The athlete describes assistance and facilitation of the dual career as aim of the programme</p>	<p><i>“To try to help you for a future because as the sport career is not very long you have to look for something.” (Interview 2, Spain)</i></p>
<p>- Facilitate dual career</p>			<p><i>“The aim of mentoring was to provide assistance for me, for my dual career. So maybe getting a job, applying, get into contact maybe with some important partners in business for example...and also managing scheduling, helping me managing</i></p>

<p>Organisational support and funding of Dual Careers – Aim of programmes</p> <ul style="list-style-type: none"> - Networking 	<p>Inquiry about the aims of the programmes in which the athlete participated</p>	<p>The athlete describes networking with dual career stakeholders as aim of the programme</p>	<p><i>scheduling, training, university and so on.” (Interview 1, Germany)</i></p> <p><i>Captains Day. So Captains Day was like a job portal. Athletes should get the chance to build contacts with companies and on the basis of their needs to reach out to the respective companies. This could be internships, student jobs, bachelor or master thesis, or job entry. And the objective of the “Sporthilfe Eliteforum”....so only athletes get invited who pursue a dual career. Only student-athletes who have the Deutsche Bank internship from the GSAF and then the aim is also to do some networking among the athletes, so that they exchange their experiences, but also networking with former athletes, politicians, partner from the business sector and to expand the network in general. (Interview 4, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Aim of programmes</p> <ul style="list-style-type: none"> - Clarification for the athlete’s future career 	<p>Inquiry about the aims of the programmes in which the athlete participated</p>	<p>The athlete names the support with clarifying the athlete’s future as aim of the programme</p>	<p><i>“So on the one hand, the clarification of the direction so which jobs I can image for myself in my future.” (Interview 2, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Aim of programmes</p> <ul style="list-style-type: none"> - Time Management 	<p>Inquiry about the aims of the programmes in which the athlete participated</p>	<p>The athlete names the support for prioritizing issues and for managing to balance the sport and the professional career as aim of the programme</p>	<p><i>Yes. And on the other hand, with the sport psychologist, we covered more the aspect which issues shall I prioritize. How do I manage my time? I was really unhappy about my studies and with my performances during that time. And blamed this on the fact that I couldn’t focus for 100% on sport. So it needed to find the right balance between sport and studying and needed to set priorities. (Interview 2, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Aim of programmes</p> <ul style="list-style-type: none"> - Fundraising support 	<p>Inquiry about the aims of the programmes in which the athlete participated</p>	<p>The athlete names the support to find financial sources as aim of the programme</p>	<p><i>“And the second one – the aim was only to support finance sources for youth talents.” (Interview 1, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Change of Dual Career Development due to programmes</p>	<p>Inquiry about specific changes in the athlete’s Dual Career development due to the programmes in which the athlete participated</p>	<p>The athlete describes specific changes in his Dual Career development due to the participation in programmes</p>	<p><i>“It was definitely useful. But I rather benefited from the exchange with other athletes in the case of the forum. And at the Captains Day, first of all I got to know the Sportstiftung NRW properly which was helpful later on. And with the elite forum it was mainly about the network with other athletes or at least this was my aim to do some networking with the others.” (Interview 4, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Change of Dual Career Development due to programmes</p>	<p>Inquiry about specific changes in the athlete’s Dual Career development due to the programmes in</p>	<p>The athlete describes specific benefits in terms of studying as specific change due to participation in a programme</p>	<p><i>“I at the University of Valencia about the whole program was. You had some kind of scholarship. You had financial advantages over your license plates. Then if you participate in the competitions also with the university because benefits at the level of credits and such and such and the subject of having a tutor who helps you to channel you</i></p>

<p>- Benefits in studying</p>	<p>which the athlete participated</p>		<p><i>have to change some examination some delivery of work. I used it the first year of university it is also true that I have gone to the University of Valencia in particular I never had any problem either. Sometimes even having a tutor I didn't need to go to him because already with the treatment I had with the teachers they knew me about my particular situation and I asked for something and they listened to me so I didn't have to go to him either..."</i></p>
<p>Organisational support and funding of Dual Careers – Change of Dual Career Development due to programmes - Career training</p>	<p>Inquiry about specific changes in the athlete's Dual Career development due to the programmes in which the athlete participated</p>	<p>The athlete describes professional training for his/her career as specific change due to participation in a programme</p>	<p><i>"Yes, the truth is that I didn't know several sites on the internet to learn English and I'm now on a government web platform, "That's English", and you can learn English at various levels, other programs as well, also in the professional training." (Interview 2, Spain)</i></p>
<p>Organisational support and funding of Dual Careers – Change of Dual Career Development due to programmes - Receiving information about dual career</p>	<p>Inquiry about specific changes in the athlete's Dual Career development due to the programmes in which the athlete participated</p>	<p>The athlete describes the receiving of information about dual career and the dual career guidelines as specific change due to participation in a programme</p>	<p><i>"Change has not come because I am in my last year of college, but the fact that such information was presented will, I believe, help a great deal because, at this point, nobody knows anything about this guideline, about this concept. In this respect, the information about dual career is useful, I learnt about these guidelines that must be applied, about gaps to fill in the future." (Interview 2, Romania)</i></p>
<p>Organisational support and funding of Dual Careers – Change of Dual Career Development due to programmes - Networking</p>	<p>Inquiry about specific changes in the athlete's Dual Career development due to the programmes in which the athlete participated</p>	<p>The athlete describes the exchange with other athletes and the networking with other athletes as a specific change due to participation in a programme</p>	<p><i>It was definitely useful. But I rather benefited from the exchange with other athletes in the case of the forum. And at the Captains Day, first of fall I got to know the Sportstiftung NRW properly which was helpful later on. And with the elite forum it was mainly about the network with other athletes or at least this was my aim to do some networking with the others. (Interview 4, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Change of Dual Career Development due to programmes - Taking decisions</p>	<p>Inquiry about specific changes in the athlete's Dual Career development due to the programmes in which the athlete participated</p>	<p>The athlete describes the support to take decisions as a specific change due to participation in a programme</p>	<p><i>"Regarding the career advice office, as soon it was clear that I would start to study sports and not medicine...following two more meetings...this is already eight years ago...It led to the decision not studying medicine, but boosting my own sport performance. And with the sport psychologist...it was helpful for me indeed. So that I could say, I put my focus on sports at the moment in time and after that I put my emphasis on studying. This was the reason why I extended my master degree. In the beginning of my master degree I did not study too much and focused more on sports. So this was in the winter semester 14/15. Then I did not study at all for one and a half years and practised sports. However of course I still kept the degree in my mind. But this has really taught me to focus on one thing and say to myself "I don't care that I extend</i></p>

			<p><i>my studies, because I already have on degree." At the same time I also worked on my company and it was already profitable so that I could back up my living with it and were not dependent on finishing my master degree. I don't have a chef who forces me to finish the degree, I don't need to apply somewhere else and this was a result of the work with the sport psychologist." (Interview 2, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Change of Dual Career Development due to programmes - Financial support</p>	<p>Inquiry about specific changes in the athlete's Dual Career development due to the programmes in which the athlete participated</p>	<p>The athlete describes receiving financial support as a specific change due to participation in a programme</p>	<p><i>"Yeah I got some financial support." (Interview 1, Germany)</i></p> <p><i>"You had some kind of scholarship. You had financial advantages over your license plates." (Interview 4, Spain)</i></p>
<p>Organisational support and funding of Dual Careers – Preparation for non-sporting career by programmes</p>	<p>Inquiry about the use of the programmes in which the athlete participated in terms of preparing him/her for his/her non-sporting professional career</p>	<p>The athlete outlines whether the programme/s helped him/her to be prepared for his/her non-sporting professional career</p>	<p><i>"I don't know, I think that's more of a personal issue. When you finish, then you have to be clear that you're going to be one more and that it's not going to be all training and competing. You're going to have to find your life out there and I think you have to be clear about that, it's not something they have or can help you." (Interview 2, Spain)</i></p>
<p>Organisational support and funding of Dual Careers – Organised setting</p>	<p>Inquiry about the setting of the programmes in which the athlete participated</p>	<ul style="list-style-type: none"> • The athlete answers with yes or no • The athlete describes how the programme was organised 	<p><i>"Yes, both programmes I participated in were organised event days or even weekends with a group size of about 25 athletes, so this was definitely organised." (Interview 4, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Raise of awareness due to programmes</p>	<p>Inquiry about the athlete's awareness for the importance of Dual career due to the programmes in which he/she participated</p>	<ul style="list-style-type: none"> • The athlete gives a clear affirming or negative statement • The athlete explains how the programme/s raised awareness 	<p><i>"A little bit, I would say, because they emphasized on the word dual career and they warned it is sometimes very difficult to manage...but nothing else. I was aware, but nothing else." (Interview 1, Germany)</i></p>
<p>Organisational support and funding of Dual Careers – Reward mechanisms of programmes</p>	<p>Inquiry about the reward mechanisms of the Dual Career programmes in which the athlete participated</p>	<ul style="list-style-type: none"> • The athlete gives a clear affirming or negative statement • The athlete explains the reward mechanisms of the programme/s 	<p><i>"Yes. And the second one, the Youth Talent Programme, was not really rewarded. It was...you can keep your support from this programme, if you reach a given place in competition. So it was in 2015 and I had to get the third place in the European Championships and we got the sixth place or something like that. And this was not enough and therefore I was thrown out." (Interview 1, Germany)</i></p>

Organisational support and funding of Dual Careers – Funding by a public or private organisation	Inquiry about the funding of the athlete in terms of being funded by a public or private organisation and about the manner of funding	<ul style="list-style-type: none"> The athlete gives a clear affirming or negative statement The athlete names specific entities or organisations The athlete outlines how he is funded by the named organisation/s 	<i>"I get the usual funding from the GSAF and also some funding from the Sportstiftung NRW, but nothing more. Sponsorships are not a real form of an organisation."</i> (Interview 4, Germany)
Organisational support and funding of Dual Careers – Funding by a public or private organisation - Public organisation - State/ Government	Inquiry about the funding of the athlete in terms of being funded by a public organisation	The athlete names the government/state and/or a ministry as public organisation	<i>"Regularly by governmental funds."</i> (Interview 2, Slovenia) <i>"I had a medical scholarship from the state. I had an annuity from the Ministry of Sport for my sports performances (not because I was practicing a sport, track and field), not for supporting dual career."</i> (Interview 3, Romania)
Organisational support and funding of Dual Careers – Funding by a public or private organisation - Private organisation - Company	Inquiry about the funding of the athlete in terms of being funded by a private organisation	The athlete names a company as private organisation	<i>"So the GSAF naturally, then contracts in hockey, Adidas and the hockey club itself."</i> (Interview 3, Germany) <i>"Adidas provided equipment and a little financial support and the club only financial support."</i> (Interview 3, Germany)
Organisational support and funding of Dual Careers – Funding by a public or private organisation - Private organisation - Olympic training centre	Inquiry about the funding of the athlete in terms of being funded by a private organisation	The athlete names an Olympic training centre as private organisation	<i>"So, the measures were paid by the Olympic training center and otherwise my club provided financial support. So there is monthly 'loan'."</i> (Interview 2, Germany)
Organisational support and funding of Dual Careers – Funding by a public or private organisation - Private organisation - Club	Inquiry about the funding of the athlete in terms of being funded by a private organisation	The athlete names a sport club as private organisation	<i>"So, the measures were paid by the Olympic training center and otherwise my club provided financial support. So there is monthly 'loan'."</i> (Interview 2, Germany) <i>"So the GSAF naturally, then contracts in hockey, Adidas and the hockey club itself."</i> (Interview 3, Germany)
Organisational support and funding of Dual Careers – Funding by a public or private organisation - Private organisation - Foundation	Inquiry about the funding of the athlete in terms of being funded by a private organisation	The athlete names a foundation as private organisation	<i>"I get the usual funding from the GSAF and also some funding from the Sportstiftung NRW, but nothing more. Sponsorships are not a real form of an organisation."</i> (Interview 4, Germany)
Organisational support and funding of Dual Careers –	Inquiry about the athlete's perception of the	<ul style="list-style-type: none"> The athlete gives a clear affirming or negative statement 	<i>"I think no, it should be highlighted much more on media."</i> (Interview 2, Slovenia)

Advertisement of Dual Career projects	advertisement of Dual Career programmes	<ul style="list-style-type: none"> The athlete describes possible enhancements 	
Organisational support and funding of Dual Careers – Percentage of aware athletes	Inquiry about the athlete's estimation of the percentage of athletes who are aware of Dual Career opportunities	The athlete tells a percentage number	"25-30% of the athletes." (interview 4, Romania)
Organisational support and funding of Dual Careers – Number of athletes involved in programmes	Inquiry about the number of athletes involved in Dual Career programmes	The athlete gives a perception of how many athletes are involved in programmes	"I imagine that now all the girls are here and the boys from the national team, because at the PROAD level, I know they've been told." (Interview 1, Spain)
Organisational support and funding of Dual Careers – Preparation for non-sporting career	Inquiry about the perception of the active athlete regarding his/her own readiness for his/her non-sporting career	The athlete describes his feelings towards being prepared for his/her non-sporting career	"I think it is a big step. Many athletes stay too long in their sport. Firstly, because they do not get funded enough to pursue a second career, secondly, because of their lack of education that we discussed before. These components make it even more difficult." (Interview 3, Lithuania)
Organisational support and funding of Dual Careers – Preparation for non-sporting career - Study	Inquiry about the perception of the active athlete regarding his/her own readiness for his/her non-sporting career	The athlete describes that he feels well prepared, because he is studying next to his/her sporting career	"If I work on a job related to my undergraduate education then surely yes. I think so, I feel pretty good because while I was doing sports I was also studying undergraduate." (Interview 1, Lithuania)
Organisational support and funding of Dual Careers – Preparation for non-sporting career - Being employed/ Having a non-sporting career	Inquiry about the perception of the active athlete regarding his/her own readiness for his/her non-sporting career	The athlete describes that he feels well prepared, because he is employed respectively he has a career next to his/her sporting career	"I do hope so, actually I am studying sport sciences at the university for this reason" (Interview 2, Italy)
Organisational support and funding of Dual Careers – Preparation for non-sporting career - Being employed/ Having a non-sporting career	Inquiry about the perception of the active athlete regarding his/her own readiness for his/her non-sporting career	The athlete describes that he feels well prepared, because he is employed respectively he has a career next to his/her sporting career	"I think yes, since I am a coach, lecturer at university, so I already created a secondary career." (Interview 2, Lithuania)
Organisational support and funding of Dual Careers – Afraid of after-sporting career	Inquiry about the former athlete's doubts and fears regarding his/her after-sporting career	The athlete outlines his doubts and fears regarding his/her after-sporting career	"Yes, I applied at two companies and suggested and explained to them my adjusted time concept in relation to my timetable for sports and both wanted to hire me." (Interview 4, Germany)
Organisational support and funding of Dual Careers – Afraid of after-sporting career	Inquiry about the former athlete's doubts and fears regarding his/her after-sporting career	The athlete outlines his doubts and fears regarding his/her after-sporting career	"Labour market is competitive. I am still afraid... I have a disability, but I work at a private club, as a soccer coach (I practiced track and field). I don't know my current or future rate of success. I always wonder what I'm going to do tomorrow or how to improve my life. I receive a life annuity from the Ministry of Sport for the results obtained in my sports life, and this income helps me survive, but I do need a stable job." (Interview 3, Romania)
Organisational support and funding of Dual Careers – Afraid of after-sporting career	Inquiry about the athlete's doubts and fears regarding his/her after-sporting career	The athlete describes that he is anxious, because of the uncertain and insecure future regarding the life and job situation after the sporting career	"I worried very much, because at that time no specific paths were developed, which I would consider "safety nets" for athletes who were ending their sport career." (Interview 1, Italy)

<p>- Uncertain & insecure professional future</p>			
Organisational support and funding of Dual Careers – Afraid of after-sporting career	Inquiry about the athlete's doubts and fears regarding his/her after-sporting career	The athlete describes that he is anxious, because of the unsure transition from the life and the career as athlete to the life and career afterwards	<i>"I was very afraid in finishing sport career (not at the beginning at all) . It was really difficult to enter in " normal life"."</i> (Interview 3, Slovenia)
- Transition process			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names specific attributes	<i>"Determination, Sacrifice and Organization"</i> (Interview 5, Italy)
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names the combination of a sporting career with a professional career	<i>"To be able to perfectly combine a sporting career with a professional career or training. Also, that your studies are adapted to the circumstances that you have of sportsman, with your needs of the hours of training."</i> (Interview 2, Spain)
- Combining a sporting career with a professional career			<i>"To combine, future, formation..."</i> (Interview 4, Spain)
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athletes names or paraphrases future as associated attribute	<i>"To combine, future, formation..."</i> (Interview 4, Spain)
- Future			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases perseverance as associated attribute	<i>"No doubt, I'd talk about how to build... that fight for your dreams, no doubt, and perseverance."</i> (Interview 3, Spain)
- Perseverance			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases constancy as associated attribute	<i>"I've said it a few times, yes. Effort, discipline, organization, illusion... In the end, if you don't like what you do, you don't do anything. Constancy."</i> (Interview 1, Spain)
- Constancy			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases effort as associated attribute	<i>"I've said it a few times, yes. Effort, discipline, organization, illusion... In the end, if you don't like what you do, you don't do anything. Constancy."</i> (Interview 1, Spain)
- Effort			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases dedication as associated attribute	<i>"Personal discipline, dedication, organization skills, time management..."</i> (Interview 3, Slovenia)

- Dedication			<i>"No doubt, I'd talk about how to build... that fight for your dreams, no doubt, and perseverance."</i> (Interview 3, Spain)
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete states the improvement of sporting and professional career as associated attribute	<i>"To improve both careers."</i> (Interview 2, Slovenia)
- Career improvement			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases help as associated attribute	<i>"Knowledge, job, adjustments, help,..."</i> (Interview 1, Slovenia)
- Help			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases adjustments as associated attribute	<i>"Knowledge, job, adjustments, help,..."</i> (Interview 1, Slovenia)
- Adjustments			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases knowledge as associated attribute	<i>"Knowledge, job, adjustments, help,..."</i> (Interview 1, Slovenia)
- Knowledge			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete associates a difficult life with dual career in sport	<i>"Difficult life, sacrifices, lack of leisure time."</i> (Interview 4, Romania)
- Difficult life			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases sacrifice as associated attribute	<i>"Difficult life, sacrifices, lack of leisure time."</i> (Interview 4, Romania)
- Sacrifice			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete explains a lack of leisure time as associated attribute	<i>"Difficult life, sacrifices, lack of leisure time."</i> (Interview 4, Romania)
- Lack of leisure time			
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases efficiency as associated attribute	<i>"Efficiency."</i> (Interview 3, Romania)
- Efficiency			

<p>Perception of the topic Dual Career – Attributes associated with Dual Careers in sport</p> <p>- Responsibility</p>	<p>Inquiry about the attributes the athlete associates with Dual Career in sport</p>	<p>The athlete names or paraphrases responsibility as associated attribute</p>	<p><i>"Professional experience, maturity, responsibility."</i> (Interview 1, Romania)</p> <p><i>"Responsibility."</i> (Interview 2, Romania)</p>
<p>Perception of the topic Dual Career – Attributes associated with Dual Careers in sport</p> <p>- Maturity</p>	<p>Inquiry about the attributes the athlete associates with Dual Career in sport</p>	<p>The athlete names or paraphrases maturity as associated attribute</p>	<p><i>"Professional experience, maturity, responsibility."</i> (Interview 1, Romania)</p>
<p>Perception of the topic Dual Career – Attributes associated with Dual Careers in sport</p> <p>- Professional experience</p>	<p>Inquiry about the attributes the athlete associates with Dual Career in sport</p>	<p>The athlete names or paraphrases professional experience as associated attribute</p>	<p><i>"Professional experience, maturity, responsibility."</i> (Interview 1, Romania)</p>
<p>Perception of the topic Dual Career – Attributes associated with Dual Careers in sport</p> <p>- Athlete as an active part of sport after the end of the career</p>	<p>Inquiry about the attributes the athlete associates with Dual Career in sport</p>	<p>The athlete explains the ability for the athlete to be an active part of sport after the end of the sporting career as associated attribute</p>	<p><i>"I am saying what I understand from this question. The point of dual career should be to guarantee an athlete a respectful and prosper living conditions after the sport career is over. Secondly, to facilitate the athletes representing the country, the sport and the values referred to them of his/her country being an active part of it also after the end of his/her career. It would be a pity if the athlete after the sport career have to move to other sectors, which would be more harming than helping. So dual career should be able to keep the athlete close to his/her sport, because the athlete can provide much more compared to people without this sport experience while assuring him/her to have an happy and prosper life, so basically living also without being an athlete."</i> (Interview 3, Lithuania)</p>
<p>Perception of the topic Dual Career – Attributes associated with Dual Careers in sport</p> <p>- Being motivated</p>	<p>Inquiry about the attributes the athlete associates with Dual Career in sport</p>	<p>The athlete names the necessity of high motivation as associated attribute</p>	<p><i>"You have to be 100% motivated to get results. To achieve a goal you must lay the foundations, see how much time you have, see where the goals are and set these goals in terms of the study and the time it takes to reach them"</i> (Interview 4, Italy)</p>
<p>Perception of the topic Dual Career – Attributes associated with Dual Careers in sport</p> <p>- Work hard</p>	<p>Inquiry about the attributes the athlete associates with Dual Career in sport</p>	<p>The athlete names or paraphrases "hard work" as associated attribute</p>	<p><i>"Work hard, more than anything else, to use all the available time for dual career. That is, a rigorous organization because there is no for anything else"</i> (Interview 2, Italy)</p>
<p>Perception of the topic Dual Career – Attributes associated with Dual Careers in sport</p> <p>- Discipline</p>	<p>Inquiry about the attributes the athlete associates with Dual Career in sport</p>	<p>The athlete names or paraphrases "discipline" as associated attribute</p>	<p><i>"You have to be flexible, organised, you have to be disciplined to some extent."</i> (Interview 4, Germany)</p> <p><i>"Personal discipline, dedication, organization skills, time management..."</i> (Interview 3, Slovenia)</p>

Perception of the topic Dual Career – Attributes associated with Dual Careers in sport - Being organised	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases organisation as associated attribute	<i>"For me the dual career should be dynamic, fluid, coordinated, and participated. Dynamic regarding the organization and timing of both study and training programmes. Flexibility. Greater agreement between the technical sport path and the study path."</i> (Interview 1, Italy)
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport - Flexibility	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases flexibility as associated attribute	<i>"You have to be flexible, organised, you have to be disciplined to some extent."</i> (Interview 4, Germany)
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport - Open-mindedness	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases open-mindedness as associated attribute	<i>"I would say...flexible definitely, you have to be interested... you have to be open for such things...it is definitely doable, but you have to be open...to dare new things...I think it is something positive, but it should be more used."</i> (Interview 3, Germany)
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport - Determination	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases determination as associated attribute	<i>"It requires a certain determination. Not applicable to everyone. Increases the drop-out rate of elite athletes."</i> (Interview 2, Germany) <i>"Determination, Sacrifice and Organization"</i> (Interview 5, Germany)
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport - Financial support	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names financial support as associated attribute	<i>"Only finance support. So finance attributes."</i> (Interview 1, Germany)
Perception of the topic Dual Career – Attributes associated with Dual Careers in sport - Applications	Inquiry about the attributes the athlete associates with Dual Career in sport	The athlete names or paraphrases applications as associated attribute	<i>"Maybe applying for internships or jobs, but no nothing else."</i> (Interview 1, Germany)
Perception of the topic Dual Career – Promotion of Dual Careers on national level	Inquiry about the athlete's perception of the promotion of Dual Career in his/her country	<ul style="list-style-type: none"> • The athlete answers with yes or no • The athlete gives a clear affirming or negative statement • The athlete describes his/her perception 	<i>"No, there should be done more, like I said beforehand. Especially...so not for the athlete's side, but rather more for the society and companies. There, promotion could be much bigger."</i> (Interview 4, Germany)
Perception of the topic Dual Career – Sufficient support from stakeholders	Inquiry about the athlete's perception of support from all involved stakeholders regarding pursuing a Dual Career	<ul style="list-style-type: none"> • The athlete answers with yes or no • The athlete explains how specific stakeholders supported them 	<i>"For a while I was only focused on sports, and then it would have been preferable to have a contract which synchronizes/adjusts the working hours with training hours. But that was not possible. So I actually perceived my employer always in a positive light, but those adjustments were not possible during the time when it became really busy, unfortunately."</i> (Interview 3, Germany)

Perception of the topic Dual Career – Offer of enough national Dual Career programmes	Inquiry about the athlete's perception of the sufficiency of national Dual Career Programmes	The athlete gives a clear affirming or negative statement	<i>"I think there should be more."</i> (Interview 4, Spain)
Perception of the topic Dual Career – More promotion to target groups (athletes, public, employers)	Inquiry about the athlete's perception of the promotion of the topic Dual Career in terms of different target groups (athletes, public, employers)	The athlete gives a clear statement to which target group/s the promotion should be improved	<i>"I think to athletes, because not all of them know about all possibilities we have in Slovenia."</i> (Interview 2, Slovenia)
Perception of the topic Dual Career – More promotion to target groups (athletes, public, employers) - Athletes	Inquiry about the athlete's perception of the promotion of the topic Dual Career in terms of different target groups (athletes, public, employers)	<ul style="list-style-type: none"> • The athlete states that Dual Career should be better promoted to athletes • The athlete answers with the letter a) 	<p><i>"Primarily the athletes. Because I think at the moment, most of the athletes do not know much about the topic and to have the whole public that might be for the first step too much."</i> (Interview 1, Germany)</p> <p><i>"I think to athletes, because not all of them know about all possibilities we have in Slovenia."</i> (Interview 2, Slovenia)</p>
Perception of the topic Dual Career – More promotion to target groups (athletes, public, employers) - Public	Inquiry about the athlete's perception of the promotion of the topic Dual Career in terms of different target groups (athletes, public, employers)	<ul style="list-style-type: none"> • The athlete states that Dual Career should be better promoted to the general public • The athlete answers with the letter b) 	<p><i>"Of course. In the public space. This way, more people would practice performance sport without the fear of feeling useless after ending their sports career."</i> (Interview 2, Romania)</p> <p><i>"I think it should be promoted starting already at elementary and middle schools. It should be a cultural and meritocratic issue already from there. If the kid is committed, he is good at sport, he is good at school, why not to help him? .."</i> (Interview 4, Italy)</p>
Perception of the topic Dual Career – More promotion to target groups (athletes, public, employers) - Employers	Inquiry about the athlete's perception of the promotion of the topic Dual Career in terms of different target groups (athletes, public, employers)	<ul style="list-style-type: none"> • The athlete states that Dual Career should be better promoted to employers • The athlete answers with the letter c) 	<i>"I would say first of all the employers to have a start."</i> (Interview 3, Germany)
Perception of the topic Dual Career – Preferred social media channel	Inquiry about the athlete's preferred social media channels for promoting the topic Dual Career	<ul style="list-style-type: none"> • The athlete answers with yes or no • The athlete names his/her preferred social media channels 	<i>"Yes, You can use all social media platforms accessed by young people, as well as the media in general."</i> (Interview 4, Romania)

<p>Perception of the topic Dual Career – Preferred social media channel</p> <p>- Radio</p>	<p>Inquiry about the athlete’s preferred social media channels for promoting the topic Dual Career</p>	<p>The athlete names the radio as preferred media channel</p>	<p><i>“Now it is Twitter, and also Instagram, for the younger ones, and for the older ones who are the ones who listen on normal radio and television.”</i> (Interview 1, Spain)</p> <p><i>“All as much as possible. TV, radio, internet, social networks. And yet advertising should be attractive, motivate athletes, attract them.”</i> (Interview 4, Lithuania)</p>
<p>Perception of the topic Dual Career – Preferred social media channel</p> <p>- Television</p>	<p>Inquiry about the athlete’s preferred social media channels for promoting the topic Dual Career</p>	<p>The athlete names the television as preferred media channel</p>	<p><i>“I think maybe public channels on TV should promote this for athletes.”</i> (Interview 3, Romania)</p>
<p>Perception of the topic Dual Career – Preferred social media channel</p> <p>- Organisational/ institutional webpages</p>	<p>Inquiry about the athlete’s preferred social media channels for promoting the topic Dual Career</p>	<p>The athletes names organisational/institutional webpages like university or ministry webpages as preferred social media channel</p>	<p><i>“Also information campaigns, publish some information on the site of the Ministry of Labour, or on some portal as it was the case on the recent portal for citizenship income.”</i> (Interview 3, Italy)</p> <p><i>“Yes, maybe a social network within an existing social network, facebook, twitter, even at the university there could be dedicated pages.”</i> (Interview 2, Italy)</p>
<p>Perception of the topic Dual Career – Preferred social media channel</p> <p>- LinkedIn</p>	<p>Inquiry about the athlete’s preferred social media channels for promoting the topic Dual Career</p>	<p>The athletes names LinkedIn as preferred social media channel</p>	<p><i>“And maybe LinkedIn.”</i> (Interview 3, Germany)</p>
<p>Perception of the topic Dual Career – Preferred social media channel</p> <p>- Twitter</p>	<p>Inquiry about the athlete’s preferred social media channels for promoting the topic Dual Career</p>	<p>The athlete names Twitter as preferred social media channel</p>	<p><i>“Twitter above all, Facebook is no longer used so much. Twitter is the application and the fastest way to report clearer results, races that do not retransmit use it as the main source of information.”</i> (Interview 2, Spain)</p>
<p>Perception of the topic Dual Career – Preferred social media channel</p> <p>- Youtube</p>	<p>Inquiry about the athlete’s preferred social media channels for promoting the topic Dual Career</p>	<p>The athlete names Youtube as preferred social media channel</p>	<p><i>“They should be promoted over the obvious channels so Facebook, Instagram, YouTube and so on, but that is not enough. Sometimes you can read some posts on Facebook “Do career here, do career there”, but it is not detailed enough to understand what is behind.”</i> (Interview 1, Germany)</p>
<p>Perception of the topic Dual Career – Preferred social media channel</p> <p>- Instagram</p>	<p>Inquiry about the athlete’s preferred social media channels for promoting the topic Dual Career</p>	<p>The athlete names Instagram as preferred social media channel</p>	<p><i>“Yes, Instagram and Facebook”</i> (Interview 5, Germany)</p>
<p>Perception of the topic Dual Career – Preferred social media channel</p> <p>- Facebook</p>	<p>Inquiry about the athlete’s preferred social media channels for promoting the topic Dual Career</p>	<p>The athlete names Facebook as preferred social media channel</p>	<p><i>“The outcomes must be distributed through Facebook.”</i> (Interview 2, Romania)</p>

Time invested in Dual Career versus Dual Career outcomes – Time effort and success regarding Dual Career	Inquiry about the relation between the time effort the athlete put into his/her Dual Career and the success of his/her Dual Career/the outcomes of this effort	The athlete explains the relation between time effort and success of his/her Dual Career development	<i>“So because I continued playing on a high performance level for so many years, I never really could invest as much as I wanted to... But I am really happy with what I am doing...but if this is the job of my dreams... I don’t know. So you are still looking out for something better. So if you have studied law or medicine you are more certain about your future, but I did sport marketing and sport management which covers a big field of opportunities.” (Interview 3, Germany)</i>
Time invested in Dual Career versus Dual Career outcomes – Time efforts regarding Dual Career (Scale 0-10)	Inquiry about the time efforts the athlete spends/has spent on his/her Dual Career	The athlete answers with an number between 0 and 10	
Time invested in Dual Career versus Dual Career outcomes – Success of Dual Career (Scale 0-10)	Inquiry about the success of the athlete’s Dual Career	The athlete answers with an number between 0 and 10	
Statements applying to the athlete – Information and education about the Dual Career situation	Inquiry about the information and education level the athlete perceives regarding his Dual Career situation from early age on	The athlete answers with a category: weak, requires improvement, good, outstanding or a number from 1 (=weak) to 4 (=outstanding)	
Statements applying to the athlete – Awareness of the own career development	Inquiry about the awareness and responsibility level of the athlete’s career development	The athlete answers with a category: weak, requires improvement, good, outstanding or a number from 1 (=weak) to 4 (=outstanding)	
Statements applying to the athlete – Empowered to speak about being a professional athlete	Inquiry about the perceived empowerment to speak about the athlete’s specific situation of being a professional athlete	The athlete answers with a category: weak, requires improvement, good, outstanding or a number from 1 (=weak) to 4 (=outstanding)	
Statements applying to the athlete – Acting as a role model	Inquiry about the athlete’s perception on his/her function as a role model for peers and successors	The athlete answers with a category: weak, requires improvement, good, outstanding or a number from 1 (=weak) to 4 (=outstanding)	
Statements applying to the athlete – Awareness of Dual Career arrangements	Inquiry about the athlete’s awareness of the Dual Career arrangements	The athlete answers with a category: weak, requires improvement, good, outstanding or a number	

he/she is provided with	from 1 (=weak) to 4 (=outstanding)
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