

Work Package 5.1

Ed Media Handbook of Monitoring the Awareness of the EU Guidelines on Dual Careers of Athletes and Deliberately Shaping a Positive Image of Student-Athletes Through Media

Edited by



V.2. (March, 2021)

CONTENT

The Ed Media Goal	3
The Ed Media Team.....	4
How to Use This Handbook.....	5
Chapter 1. The EU Guidelines on Dual Careers of Athletes	6
Chapter 2. The State of the Art of Dual Career in the Partner Countries	7
2.1. Dual Career of Athletes in Germany	7
2.2. Dual Career of Athletes in Italy	8
2.3. Dual Career of Athletes in Lithuania	9
2.4. Dual Career of Athletes in Romania.....	10
2.5. Dual Career of Athletes in Slovenia	11
2.6. Dual Career of Athletes in Spain	12
2.7. The Role of the European Athlete as Student Network for the Promotion of the EU Guidelines on Dual Careers of Athletes	13
2.8. Comparison of the Dual Career Between the Partner Countries	13
Chapter 3. Monitoring of Recommendations for the Implementation of the EU Guidelines on Dual Careers of Athletes	17
3.1. The process of monitoring	17
3.1.1. Goals and objectives.....	18
3.1.2. Monitoring indicators	18
3.1.3. Data collection methods and timeline	23
3.1.4. Roles and responsibilities	25
3.1.5. Dissemination	28
Chapter 4. Dual Career of Athletes in the Media.....	29
4.1 A Systematic Literature Review on Media and Dual Career.....	29
4.2 A Desk Analysis of Newspaper Coverage of Dual Career	30
Chapter 5. Monitoring of Strategy and Action Plan of Raising Awareness on Dual Career through Media	32
5.1. Process of Monitoring.....	32
5.1.1. Goals and objectives.....	33
5.1.2. Monitoring indicators	33

5.1.3. Data collection methods and timeline	36
5.1.4. Roles and responsibilities	36
5.1.5. Dissemination	37
Chapter 6. The Ed Media Educational Platform for Deliberately Shaping a Positive Image of Dual Career of Athletes	38
6.1. Informative Section for Organizations, Clubs, Universities, Media Specialists	39
6.2. Training Section for Student-Athletes	40
6.3. Interaction Between Athletes and Other Entities	40
Conclusions	41
References	42

The Ed Media Goal

The project aims to proactively change the attitude towards an athletes' dual career by deliberately shaping a positive image and encouraging sports organizations to pursue the implementation of the EU Guidelines on Dual Careers of Athletes.

Sports professionalization is applied to every young athlete and every sports discipline, while young athletes' events are growing every season becoming massive events. Consequently, many young athletes may often see their sport careers and studies overlapping. Moreover, this situation is happening at young ages, as athletes need to start their professional and high-performance sport careers early in their lives. This is the same time when dual career starts. The concept of dual careers can only be successfully implemented if athletes and their entourage (from coaches to parents) are aware of its importance. Approaching the matter from different angles (EU, governments, sport governing bodies) will spread the message faster and in a more efficient way. Existing networks can make an important contribution to disseminating the concept of dual careers.

The project Ed Media is contributing towards the implementation of 7 out of 36 Guidelines on Dual Career of Athletes related to communication and raising awareness about the topic and the EU Guidelines on Dual Career of Athletes themselves. With the project, we seek to change attitude, create preconditions for behavioural change, and thus encourage sports organizations to engage in athletes' dual career at national level and to involve as many stakeholders as possible in the development of a dual career at a national level, without excluding the level of athletics or athletics. Based on scientific knowledge and practical experiences gained in the project, a proactive system of raising awareness as well as an implementation and monitoring of the dual career of athletes will encourage all relevant parties to openly share information with athletes and to establish structures for a social dialogue.

Even though the scientific sphere has already made some important breakthroughs dealing with introducing and promoting the need for successful coordination between education and athletic career (the contributions have already addressed some micro (individual), meso (interpersonal), macro (social) and global (policy) dimensions of DC), a deeper understanding of the relation between DC and media is still lacking. A comprehensive review of the scientific literature on the current state of the athletes' dual career through media showed that in fact literature dealing with the specifically adapted and narrow subject for this project is rather limited.

The implementation of policy actions for the promotion of dual careers should be monitored at national and, potentially, EU level. Indicators are developed and could yield important information on policy implementation processes and outcomes at national level. Indicators related to dual careers are not yet included in existing monitoring systems in the areas of sport and/or education in most EU countries. The Strategy and Action Plan on Raising Awareness on Dual Career through Media provides an opportunity to assess awareness-raising actions and their impact at national level using performance indicators, which measure the overall achievement of the defined communication objectives. Therefore, the outcome to which extent the objectives are met in a specific time-period could be addressed. They should be assessed on a regular

interval level throughout the planning as well as the implementation phase. At best, all performance indicators measure absolute values, in expression being objective.

The Ed Media Team

Germany



Italy



Lithuania



Romania



Slovenia



Spain



How to Use This Handbook

To contribute to the implementation of the awareness of the EU Guidelines on Dual Careers of Athletes this handbook presents:

1. The role of the EU Guidelines on Dual Careers of Athletes on the European discourse in the athletes' rights to combine sport and education.
2. The analysis of the Dual Career policy and advocacy at the country level in Germany, Italy, Lithuania, Romania, Slovenia, and Spain, as well as the role of the European Athlete as Student network in the European Dual Career Discourse.
3. The comparisons of the actual gaps, the strength, weaknesses, opportunities and threats (SWOT), and the political, economic, social, technological, environmental and legal (PESTEL) macro-environmental factors that have an impact on Dual Career in the national public laws and regulations in the six European Partner Countries, as well as an easy and accessible evaluation to monitor the actual situation of Dual Career for the identification of future actions for implementation at national level. It is also important to note that each country has its national system of sports policy, and each member of this system has the opportunity to interpret and implement the EU Guidelines in a way that adapts to the existing national sports system. Thus, the decision for the gap analysis was to include selected GUIDELINES that reflect the actions of policy makers and can be compared regardless of the national sport system. An analysis of seven guidelines and existing systems in the project partner countries provides the basis for assessing the effectiveness of existing athletes dual career systems and identifying key areas for further implementation of the EU Guidelines on Dual Careers of Athletes, development of a monitoring system for policy makers on national level.
4. A summary of the analyses of the scientific literature on Dual Career of athletes in the media and of a desk research on Dual Career in the newspapers. It has been found that the participation of student athletes helps to raise awareness and promote a variety of events, programs, and more. The inherent functions of (digital) social media that should be taken into account when creating messages are interactivity and the creation of common content.; and
5. The introduction to an educational platform for student-athletes for deliberately shaping a positive image of Dual Career of athletes through media for inspiring the Dual Career of other athletes.
6. This handbook presents the tool, which helps periodically evaluate the impact of Recommendations made within the framework of the project and the success of the implementation of the Strategy in the context of the EU Guidelines on Dual Careers of Athletes.

Finally, readers willing to elaborate further Dual Career issues could consider the list of references at the end of this handbook, as well as the full reports of the Ed Media investigations and the educational program available at <https://www.lsu.lt/en/project-edmedia>.

Chapter 1. The EU Guidelines on Dual Careers of Athletes

Following the seminal cross-national studies on the athlete's right of combining sport and education (European Parliament, 2003; Amara, Aquilina, Henry & PMP Consultants, 2004; INEUM Consulting & TAJ, 2008), the European Commission introduced for the first time the term "dual career" of athletes in its White Paper on Sport (European Commission, 2007). Due to the competences of Member States in the field of sport and education, a multiplicity of national approaches to Dual Career policies and arrangements are in place in Europe (Amsterdam University of Applied Sciences et al., 2016; Aquilina & Henry, 2010; Küttel et al., 2020; Morris et al., 2020). In recognizing that the support of dual career athletes is not a responsibility of a single person, institution, or specific context (Capranica & Guidotti, 2016; European Parliament, 2003; Morris et al., 2020), the European Commission published the EU Guidelines of Dual Career of Athletes, which have been approved by the EU Expert Group 'Education & Training in Sport' at its meeting in Poznań on 28 September 2012 (European Commission, 2012).

To foster the introduction and/or implementation of dual career arrangements and initiatives in the Member States, the EU Guidelines primarily urge policy makers to formulate and adopt national Dual Career guidelines for the creation of a responsive environment for student-athletes at sport, educational and employment levels, as well as to develop effective legal and financial frameworks and a tailor-made approach respecting differences between sports (European Commission, 2012). Thus, the EU Guidelines address several issues to a wide range of stakeholders at policy, sport, educational, working levels, and consider crucial the awareness of athletes and their sport and academic entourages (European Commission, 2012). This document encompasses 36 guidelines organized into eight groups: 1) Need for a cross-sectoral, inter-ministerial approach at national level; 2) Sport; 3) Education; 4) Employment; 5) Health; 6) Financial incentives for athletes; 7) The European dimension of Dual Careers in sport; and 8) Dissemination, monitoring, and evaluation.

Despite the strategic financial support to European studies and to the European community Action Scheme for the Mobility of University Students (ERASMUS)+Sport Collaborative Partnerships, the European Parliament and the European Commission contributed to the development of a European Dual Career discourse and to the widespread use of the Dual Career term worldwide (Amsterdam University of Applied Sciences et al., 2016; Capranica & Guidotti, 2016; European Commission, 2017a, 2017b, 2020; European Parliament, 2003, 2015, 2017; Guidotti et al., 2015; Stambulova & Wylleman, 2019), national Dual Career guidelines have been published only in Sweden and international elite student-athletes showed a limited awareness of dual career policies and opportunities (Condello et al., 2019; Swedish Sports Confederation, 2018). To indicate possible implementation options of the EU Guidelines at national levels, it is crucial to: 1) evaluate the strengths and weaknesses of opportunities, programmes, and policies at national levels; 2) monitor the media representation of the student-athletes for the promotion of Dual Career to a wide variety of stakeholders; and 3) to help student-athletes developing their communication skills to help other athletes raising the awareness on Dual Career.

Chapter 2. The State of the Art of Dual Career in the Partner Countries

Member States interpret and implement the EU Guidelines through different programs, which vary considerably in relation to national approaches and policies (Amsterdam University of Applied Sciences et al., 2016; Aquilina & Henry, 2010; Küttel et al., 2020; Morris et al., 2020). Thus, a brief description of the sport and education systems in place in Germany, Italy, Lithuania, Romania, Slovenia, and Spain is provided. To reflect the Dual Career actions of policy makers and to analyse the gap between actual Dual Career practice and the EU Guidelines in the partner countries in depth, seven guidelines (e.g., number 3, 4, 7, 18, 19, 32, and 34) have been selected. These do especially focus on the macro (e.g., sport and education environments) and the policy (e.g., organizational, and Governmental policies) level. 10 themes have been considered. Two themes referred to the EU Guideline 3 (e.g., Existence of national guidelines on Dual Career, and Contents and usage of the national guidelines); three themes related to the EU Guidelines 4 and Guideline 7 on the sport and education sectors (e.g., Public support of Dual Careers, Private support of Dual Career, and Dual Career programmes of stakeholders in the sport and education sectors); three themes related to the EU Guidelines 18 and 19 on the employment sector (e.g., Cooperation of businesses with sport organisations, Promotion of pathways for retiring athletes, and Support for athletes who retire); one theme related to the EU Guidelines 32 Initiatives promoting Dual Career in sports and athletes' committees; and one theme related to the EU Guidelines 34 on the Initiatives promoting Dual Career in sports.

2.1. Dual Career of Athletes in Germany

The responsibility of sport and education in Germany lies predominantly at the Federal States level. Several stakeholders are involved in supporting Dual career and post-career of high-performance German athletes. In general, responsible public authorities and national organisations in the sport sector are aware of the difficulties elite athletes face when combining academic and sporting career, thus several policy documents outline the importance of Dual Career. Despite that, no national Dual Career guidelines exist. A starting point for their future development could be the recommendations named "Restructuring Competitive Sport and Elite Sport Funding", which were published in 2017 by the Federal Ministry of the Interior, Building and Community and the German Olympic Sports Confederation. Despite no specific Dual Career strategies have been indicated for their implementation, the main objectives of these recommendations relate to various issues: The development of mandatory Dual Career measures tailored on individual athletes; the maintenance and further development of flexible education programmes; the implementation of state-funded employment; and the creation and sustainability of post-career financial support by the German Sport Aid Foundation. Due to the various stakeholders, the distribution of Dual Career programmes in place seems to be balanced between the sport and the education sectors. However, the implementation of Dual Career appears to be more advanced and consistent within the educational sector with respect to the sport sector, even though no evidence of a systematic approach to monitor the efficacy of the Dual Career initiatives exist. Furthermore, Dual Career promotional messages predominantly pertain to the non-governmental sport organisations rather than the sport authorities.

Conversely, public authorities of the educational sector at high school and university levels deliver more promotional Dual Career messages with respect to their vocational training counterparts and the private companies.

At the sport level, a sport squad system has been established, which encompasses six categories of athletes ranging from an Olympic/national level to a regional level with a consolidated career at club level regulated by five statuses. Career Advice Service Centres are offered at the Olympic Training Centres to assist German athletes in their decision-making process related to their Dual Career plans and choice of schools, universities and other cooperating partners. Furthermore, public authorities and chambers of commerce offer the opportunity of vocational training followed by employment through the Federal Police, the Federal Armed Forces or the General Directorate of Customs for elite athletes. Finally, the major sports organizations consider the Athletes' Committee as a relevant actor.

At the educational level, the academic and sport commitments of high school elite athletes, including flexible arrangements and distance/e-learning in elite sports high schools, are in place. In addition, schools and academics cooperate with the local Olympic Training Centres. Furthermore, more than 100 partnerships with universities have been established within the 16 Federal States to offer Dual Career programmes and prioritising the application of elite athletes. However, in general information on the inclusion of Dual Career in an educational context is limited.

In contrast to the public sector, agreements between non-governmental organizations/foundations and sport bodies with respect to elite athlete's Dual Careers exist mostly regulated by sponsorship agreements. However, there are some cooperation acknowledging the Dual Career of elite athletes, which support programmes involving the athletes such as mentoring, forum, cooperation with the labour market, and start-ups.

2.2. Dual Career of Athletes in Italy

Despite several Italian actors and stakeholders are involved at governmental and nongovernmental levels to support the combination of sport and education and/or the post-career of athletes, the Dual Career of athletes is not fully structured in Italy. Italian elite athletes are recognized as a specific population group in relevant policy areas, even though no national guidelines on the Dual Career of athletes are currently in place despite the EU Guidelines are available in the Italian Language. Public authorities responsible for policy domains involved in the provision of sport, education, vocational training, social and financial support, and employment started cross-sectoral cooperation through institutional regulations and policy plans. These are mainly at an experimental or at an agreement level and not yet implemented. Unfortunately, there is no evidence of a systematic approach to monitoring the efficacy of the existing Dual Career initiatives. Indeed, there is a need of a full recognition of Paralympic and sub-elite athletes whose efforts are often comparable to those of their elite counterparts. To note, promotional messages on Dual Career are predominant in the sport organisations and in the labour market, whereas it is limited at educational level, more often delivered by private schools and universities with respect to public institutions.

At the sport level, the Olympic Committee (CONI) supports the Dual Career of athletes, also in cooperation with the Ministry of Education and University (MIUR), the Ministry of Defence, the Ministry of Justice, the Ministry of Labour and Social Policies (MLSP) and private companies. In 2020, a Memorandum of Understanding (MoU) between the CONI and the University Sport Centre (CUSI) to implement Dual Career actions at University levels, a MoU between CONI and the Institute of Sports Credit (ICS) to support National Athletes have been signed. Furthermore, CONI established a Dual Career award with a cash prize and/or a special mention for national team athletes who have obtained a degree. Finally, the major sports organizations consider the Athletes' Committee as a relevant actor.

At the educational level, the MIUR implemented the Dual Career of high school athletes with an experimental project, in cooperation with CONI. To promote the athlete's fundamental rights of a university education, in 2016 a MoU between the MIUR, the Rectors' Conference (CRUI), the National Association of Bodies for the Right to Education (ANDISU), the CONI, the Paralympic Committee (CIP), and the CUSI has been signed. Furthermore, 44 Italian universities specifically focused on sport joined the UNISPORT Italia network, which is proactive in dual career by fostering research, cooperation between institutions, and communicating Dual Career news, including online thematic cafes.

At the private level, several companies, associations of athletes, and foundations support Dual Career programmes implementing educational courses, and financial opportunities for entrepreneurship competences of athletes at the end of their sporting career.

2.3. Dual Career of Athletes in Lithuania

Since 1992, the Lithuanian Constitution promotes the physical culture and supports sport and the Sport and Physical Education Law is the basis for the legal regulation of state sport institutions and self-governance bodies, for professional sport, and for the organization of sport events. In particular, the Youth and Sport Affairs Commission of the Parliament is responsible for the development of sport policies and cooperates with the Ministry of Education, Science and Sport for the development of guidelines on formal and non-formal education and sport. Furthermore, a pension is awarded to former athletes, who have represented Lithuania and made the podium at the Olympic, or Paralympic, or Deaf Games, at the World Championships. Despite no national Dual Career Guidelines have been developed, in 2019 the Parliament of the Republic of Lithuania, the Ministry of Education, Science and Sport, the National Association of Athletes and the Lithuanian Sport University organized a debate on Dual Careers to show the challenges athletes of different ages face and to anticipate possible solutions at national level. However, at present no sport and education authorities monitor and evaluate existing initiatives on Dual Career.

At the sport level, the Lithuanian National Olympic Committee undertakes some actions aimed at promoting the exchange of best practices on Dual Careers with its member organizations during recent years, and organised qualification courses for elite athletes under the IOC Athlete Career Programme. Furthermore, Sport Federations award individual students a scholarship to study at university under individual agreements with the athlete and the university. They might also support non-formal training for coaches or staff. Recently, the National Athletic Association was established to organise various seminars and consultations for athletes to help them pursuing

their Dual Career and integrating into society after their competitive years. Finally, the major sports organizations consider the Athletes' Committee as a relevant actor.

At the educational level, the Lithuanian Ministry of Education, Science and Sport provides guidelines for admission to schools, universities, and universities of applied sciences, sets minimum admission criteria, finances studies, and provides scholarships. Individuals who want to enrol in sport-related studies at Universities and Universities of Applied Sciences receive extra points for their athletic achievement, might receive financial support from national and local authorities, and might benefit from individual study plans to facilitate the combination of their academic and sport careers.

At the private level, no cooperation between the business sector and sport organizations are mainly sponsorship agreements not related to Dual Career issues.

2.4. Dual Career of Athletes in Romania

The main stakeholders supporting Dual Career athletes in Romania are the Ministry of Youth and Sport (MTS), the Youth and Sport Directorates, the National Sport Federations, the Romanian Olympic and Sporting Committee, the sport clubs, the sport associations, and the county associations. Despite the EU Guidelines are available in Romanian language, no national Dual Career guidelines are in place and the Romanian regulations do not enable a Dual Career framework for the holistic development of student-athletes. Coherently, no monitoring and evaluation systems are available for following the progress regarding the implementation of Dual Career policies.

At the sport level, responsible public authorities and national organisations in the sport sector are strongly oriented toward the athletes' sport achievements rather than their pursuing Dual Career paths to prepare themselves to a coherent exit from their sporting career. In particular, a centralized system supports the development of the athletic career of the majority of Romanian champions, with regulations not enforcing the development of a sporting career along with educational and vocational training.

At the educational level, a recent law urges central and local public administration authorities to support sport training, integration into the education system, social and professional integration of elite athletes throughout their sporting career. Furthermore, the educational establishments are required to ensure educational flexibility and special conditions for enrolment of athletes at university level. However, even in presence of some Dual Career programmes Romanian athletes in general lack the awareness regarding the possibilities and opportunities for combining their sport and education/work careers. Athletes are ensued a high school or vocational education. In some cases, at the end of their competitive career elite athletes pursue a higher education in sports and/or a license to become physical education teachers or coaches, respectively.

At the private level, no cooperation between the business and the sport sector helps the athletes in pursuing a Dual Career.

2.5. Dual Career of Athletes in Slovenia

The Slovenian sport is in accordance with the European pyramid model, and it is governed by the principles of high self-autonomy and cooperation between the individual sport organisational levels. Specifically, to sport and education of athletes, several actors cooperate and the Sports Act and the National Programme of Sport are two policy documents outlining the importance of Dual Career, which represents a challenge for most elite athletes who abandon education when fully committed towards the achievement of top-level performance. In particular, the sport defines the rights of student-athletes to adjust school and study obligations, to complete the high school graduation in two parts, to preventive health care, to be employed in the public sector in accordance with the criteria of public recruitment policies, to have education costs reimbursed, and to receive an exceptional pension in case of Olympic, Paralympic, Deaflympic, Chess Games, or World Championships medallists. At present no structured national Dual Career policies are in place despite a strong sport tradition in the country and the availability of the EU Guidelines in the Slovenian language. Furthermore, no structured monitoring and evaluation system is in place to follow the progress regarding the implementation of Dual Career programmes.

At the sport level, the Olympic Committee sets the eligibility requirements for the status as athlete based on sport achievements, which allows to benefit of educational adjustments, financial support from national associations, municipalities, Dual Career scholarships, pensions for sports merits. Furthermore, the Agreement on the Employment supports careers of elite athletes and coaches in the Ministry of Defence, the Slovenian army, the Ministry of the Interior, the police, and the Ministry of Finance. The Olympic Committee of Slovenia has also established a Foundation to support young socially disadvantaged athletes who are successful both in the field of sport and education.

At the educational level, alignment of schoolwork and the organization of sport is guaranteed in primary and general upper secondary schools, under the Rules on Adjustment of School Obligations to Elite Athletes. Furthermore, the Olympic Committee of Slovenia implemented distance education for student-athletes of four secondary schools. Conversely, no structured Dual Career is available at University level, with higher education institutions autonomously establishing informal or individual negotiations for flexible arrangements to align education activities to the sport schedules.

At the private level, despite the general cooperation between profit companies and sport organizations are mostly sponsorship agreements, the main sponsor of sport supports a distance high school education programme and adequate internet access for top-level athletes in cooperation with four schools. In addition, under the auspices of the Slovenian Olympic Team, a pilot project offers special tutoring opportunities for orienteering Olympic athletes in their education and careers. Finally, an agreement to facilitate employment opportunities for athletes after their sporting career has been established but not yet realized.

2.6. Dual Career of Athletes in Spain

The Spanish Constitution put the public authorities in charge for the promotion of physical education and sport, whereas a specific Law on Sport established the necessary lines of action to adapt the organizational model to the characteristics of Spanish society. Overtime, the sport system has undergone a significant and constant transformation, especially pronounced after the 1992 Barcelona Olympic Games which generated increased investments in sport facilities, in budget for public sport entities, and in economic support from the private sector. Solid relationships, mutual collaboration, shared responsibilities, and synergies between several actors from the public and private sectors contribute to the success of the Spanish sport. In particular, the basic organizational structure of the public sport is based on two main axes: the state model (e.g., across Spain), and the autonomous community model (e.g., independently organized at local level). During the selection process of employment, the Public Administrations must value the elite athletes and their competences.

At the sport level, the main sport organizations encompass the Olympic and Paralympic Committees, the Sport Federations, the Professional Leagues, the Sport Associations, and the Fitness and Wellness Centres. Furthermore, University Services have full competence for the promotion, development, organization, coordination, and planning of sport in their own institutions, whereas the Spanish Committee for University Sport is responsible of the university competitions between higher educational institutes. To fulfil the Military Service, elite athletes could call for an extension of the draft or choose a garrison close to their training facilities and have guaranteed their participation to official competitions. Whilst no national guideline on the Dual Career of elite athletes is in place, the Ministry of Education and Science determines the national legislation to recognize the athletes' right to balance their sport, social life and flexible compulsory and post-compulsory secondary and higher education, adult education or artistic education, and social life. Finally, the major sports organizations consider the Athletes' Committee as a relevant actor.

At the educational level, athletes meeting the necessary academic requirements benefit from a minimum quota of newcomers in the faculties of Sports Sciences, Physical Education, and physiotherapy (5%), as well as in other faculties (3%). Furthermore, to guarantee the sport career of athletes the Sport Law urges agreements between universities and public and/or private companies, a flexible study programme to combine the academic and sport commitments, the Social Security. Thus, the Superior Sport Council signs agreements with the autonomous communities, universities, and private educational institutions to set the quotas, and to implement Dual Career measures. These measures also include a tutorship programme to enhance an active collaboration with the professors and to have recognized sport credits.

At the private level, there are agreements between private entities and public organisations and institutions to promote and develop programmes that facilitate the implementation of the Dual Career of athletes. These private initiatives also collaborate with national bodies to consolidate and improve the programmes and to be able to offer the best conditions for athletes to successfully combine training and competition with their education. Furthermore, the ADECCO Athlete Career Programme supports professional athletes during their sporting careers and in

their transition to the labour market, providing them with resources and tools to develop their skills and maximise their training and employment opportunities.

2.7. The Role of the European Athlete as Student Network for the Promotion of the EU Guidelines on Dual Careers of Athletes

Since 2004, the European Athlete as Student (EAS) network has committed to the mission of implementing the EU Guidelines on Dual Careers of Athletes, having an important role in numerous consultations of the European Commission, the European Parliament, and the Council of Europe. In particular, EAS provides a platform for an effective dialogue between educational bodies (i.e., universities, high schools, sports schools, sports academies) and sport organizations (i.e., professional and amateur clubs, sport federations, National Olympic Committees), fostering the collaboration in the development of innovative projects and research on Dual Career (Capranica et al., 2015; Capranica & Guidotti, 2015; Condello et al., 2019; Stambulova & Wylleman, 2019), and promoting the development of a European Dual Career culture. Since 2009, EAS has also been contributing to accomplished European Dual Career projects, working directly with several sport organisations, and sport-related organizations. In general, the projects aim to empower different groups of Dual Career stakeholders through the conduction of investigations, studies and analysis of the Dual Career phenomenon, the promotion of good practices and networking, the availability of monitoring tools, and the long-term and progressive process of promotion of good governance and alignment with the implementation of the European Dual Career policies.

To complement its mission, EAS highly values communication through its Annual Conference and important spread of the Dual Career messages its social networks (Twitter, Instagram, Facebook). By embracing and leading the communication between main Dual Career stakeholders, EAS helps the dissemination of best practices, the envisaging of novel solutions for the development of opportunities in balancing education and sport life of athletes, and the up scaling of the findings of European projects on a wide scale. Furthermore, in establishing a collaboration with International institutions and sport bodies EAS plays a relevant role in the long-term process of policy implementation to develop, educate, train, and employ elite athletes in and beyond Europe (Capranica et al., 2015). In strict collaboration with the vision of Sport Office of the European Commission, EAS adds to the further advancement of effective actions for raising the awareness of the benefits of next generations of educated student-athletes for the society.

2.8. Comparison of the Dual Career Between the Partner Countries

To allow an easy and accessible evaluation for monitoring the actual situation of Dual Career and for the identification of future actions, a common methodology has been adopted to highlight the gaps, the strength, the weaknesses, the opportunities, and the threats (SWOT) of the involved countries based on political, economic, social, technological, environmental, and legal macro-environmental factors (PESTEL). Thus, a comparative synthesis has been performed to identify key areas to inspire the formulation and adoption of action-oriented national Dual Career guidelines and to raise awareness of a Dual Career culture at national level.

The overview about the implementation of the EU Guidelines in the six countries indicates a very heterogeneous status quo. Table 1 summarizes the extent to which the seven selected guidelines have been implemented in the six countries.

Table 1: Overview Gap Analysis – Implementation of the Seven EU Guidelines on Dual Career in all Partner Countries.

Status Quo in the Partner Countries						
Content of the EU Guidelines	Germany	Italy	Lithuania	Romania	Slovenia	Spain
EU Guideline on Dual Career N°3						
Existence of national guidelines	X	X	X	X	X	X
Existence of any recommendations	✓	X	X	X	✓	✓
EU Guidelines taken into account	X	X	X	X	X	✓
National sport and education system taken into account	✓	X	X	X	✓	✓
Cultural diversity taken into account	X	X	X	X	X	X
Stakeholder considered	✓	X	X	X	X	X
EU Guidelines on Dual Career N°4 & N°7						
Existence of agreements between public authorities and national/regional sport organisations	✓	✓	X	✓	✓	✓
Containing a strategy for the specific activities/programmes	n/a	✓	X	X	✓	✓
Allowing for public funding of the activities/programmes	✓	X	✓	X	✓	✓
Existence of agreements between private authorities and national/regional sport organisations	✓	X	✓	X	✓	✓
Containing a strategy for the specific activities/programmes	✓	n/a	n/a	X	n/a	✓
Allowing for private funding of the activities/programmes	✓	n/a	X	X	✓	
Existence of Dual Career implementation concepts/programmes	✓	✓	✓	X	✓	✓
Taking all different athletes (all sports, gender, disabled, impaired) into account	✓	n/a	✓	X	X	✓
Taking care of the safety of young athletes	✓	n/a	✓	X	X	✓
Taking care of the welfare of young athletes	✓	n/a	✓	X	✓	✓
Taking distance learning systems into account	✓ & X	✓ & X	✓ & X	X	✓ & X	✓ & X
Incorporation of Dual Career issues in education of coaches and other stakeholders that support the sporting career of elite athletes	✓ & X	n/a	n/a	n/a	n/a	n/a
EU Guideline on Dual Career N°18						
Facilitating cooperations from entities within the business sector (for profit organisations or chambers of commerce) by public authorities	✓	✓	X	X	✓ & X	X
Cooperations initiated by public authorities	X	✓	X	X	✓	X
EU Guideline on Dual Career N°19						
Pathways offered for athletes who retire	✓	✓	✓ & X	✓ & X	X	✓
Pathways open to all athletes	X	X	X	X	X	✓

Existence of support from public authorities when athletes retire	√ & X	√ & X	√	X	X	X
Existence of support from stakeholders in sport and education when athletes retire	√ & X	√ & X	X	√ & X	X	√
EU Guideline on Dual Career N°32						
Existence of athletes' committees	√	√	√	X	√	√
Promotion of sport authorities for existing athletes' committees	√	√	X	X	n/a	√
EU Guideline on Dual Career N°34						
Monitoring and evaluation of existing initiatives on Dual Career in sports of sport and education authorities	√ & X	X	X	X	X	X
Support of research on Dual Career of sport and education authorities	√	√	X	X	X	√

*√ - found, X - Not found, n/a - Not applicable

In total, four clear gaps regarding seven selected EU guidelines (3, 4, 7, 18, 19, 32, 34) on Dual Career have been identified. The implementation of guidelines 3, 4, 18, and 34 are backward in development across the six countries. Although no common gaps have been identified regarding guidelines 7, 19, and 32, the implementation of these has been accomplished in some countries only partly or in an unstructured form.

There is a need to set-up national guidelines or recommendations referring to the Dual Career of elite athletes or the organisation of the Dual Career system in the respective country. Although national guidelines are mostly missing so far, public support (through agreements with national/regional sport organisations) is mainly provided. However, the support seems to be unstructured, and the agreements do not allow in every country for public funding. Nearly the same applies regarding private support (through agreements with national/regional sport organisations) of the Dual Career of elite athletes. In all countries, except one, specific programmes on Dual Career exist. Likewise, the programmes are not initiated by one institution but by several distinct stakeholders. Therefore, an entity providing structure and taking responsibility for the coordination seems to be missing. All countries share the fact that education (e.g., schools, universities) are mainly governed by public institutions and can interfere at least to some part in the Dual Career planning of elite athletes. Furthermore, most of the countries have legislation and/or acts, which constitute sport. However, Dual Career is not always specifically addressed in those. Conclusively, all countries missing structured monitoring and evaluating systems for Dual Career programmes. As well, the support of research on Dual Career is not common yet.

In most of the countries, Dual Career is supported due to the cooperation between the public sector and the non-profit sector. In the same countries, the non-profit sector cooperates also with the for-profit sector. Apparently, the least joint support for Dual Career is provided by the cooperation between the public sector and the for-profit sector, since in four countries only basic approaches or indirect cooperation exist. Yet, in Lithuania and Romania any joint initiative between sectors is missing. Finally, in none of the six countries do all the three sectors

cooperate with each other to support Dual Career. Hence, the biggest gap has been identified in this regard.

Chapter 3. Monitoring of Recommendations for the Implementation of the EU Guidelines on Dual Careers of Athletes

The Gap Analysis indicates a heterogeneous status quo of the implementation of the EU Guidelines on Dual Careers of Athletes in the six participating countries. This can be traced back to the GUIDELINES themselves since they are meant to serve „as inspiration for the formulation and adoption of action-oriented national dual career guidelines and to raise awareness at national level about the concept of dual careers” (European Commission, 2012, p. 3). However, some countries have already implemented measures to integrate these GUIDELINES. The gap analysis took a closer look at seven selected Guidelines (3, 4, 7, 18, 19, 32, 34).

Furthermore, the desk research analysed N=93 articles (published 2016-2019) from six countries and classified them in a first step regarding three parameters: number of articles per country, types of articles (journalistic genre) and focus of articles. Due to language differences in the six countries, all articles were translated into English. As an interpreting tool, the critical discursive analysis by Fairclough (1995) was used. Thereby, broader social issues can be explored and how social changes are reflected on a micro-level. The analysis took part in three steps: (1) The first one included a content analysis of the articles by identifying typical frameworks. The articles were furthermore examined according to the following seven categories: (I) Adjustments and coordination of DC commitments, (II) Feature of education, (III) Feature of sports activity, (IV) Feature of career path, (V) Role model, (VI) National guidelines on Dual Career, (VII) Support of family. (2) The second step included the analysis of characteristic sentences that illustrated the descriptors sought and (3) the third step comprised the analysis of the entire articles and a comparison across countries. Common findings display that 66 of the analysed articles were newspaper articles, 25 were journalistic interviews and 2 were advertisements (types of articles).

Based on both analyses (ED MEDIA Erasmus+ Project, 2020a, 2020b), the following report develops recommendations for the implementation of the GUIDELINES, organized in relation to the seven selected guidelines and seven selected categories of the desk research. This aims at encouraging the partner countries do not only develop strategies to raise awareness on DC of athletes, but also to facilitate actions and creating thereby better solutions for the athletes’ DCs.

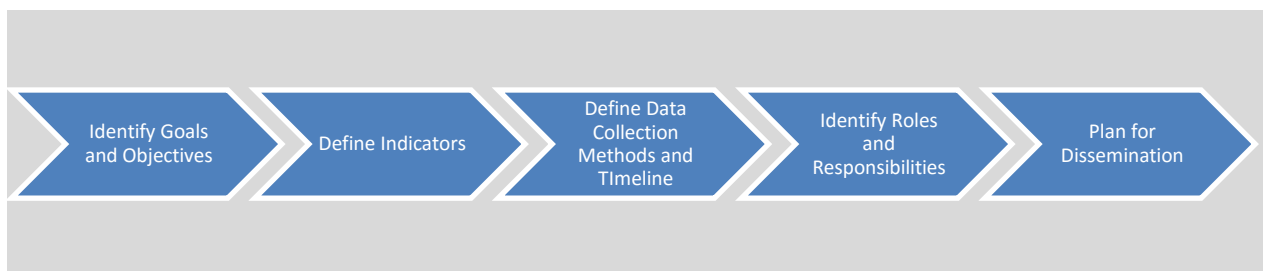
3.1. The process of monitoring

Monitoring is the systematic process of collecting, analysing, and using information to track a progress toward reaching objectives and to guide decisions. Monitoring is conducted after a beginning of an activity and continues throughout the activity’s implementation period. Monitoring is sometimes referred to as process, performance, or formative evaluation. (Adapted from Gage and Dunn 2009, Frankel and Gage 2007, and PATH Monitoring and Evaluation Initiative).

Evaluation is the systematic assessment of an activity, strategy, policy, topic, theme, sector, operational area, or institution’s performance. Evaluation focuses on expected and achieved accomplishments, examining the results chain (inputs, activities, outputs, outcomes, and impacts), processes, contextual factors, and causality, to understand achievements or the lack of

achievements. Evaluation aims at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contributions of the intervention to the results achieved (adapted from Gage and Dunn 2009, Frankel and Gage 2007). An evaluation should provide evidence-based information that is credible, reliable, and useful. The findings, recommendations and lessons of an evaluation should be used to inform the future decision-making processes regarding the results.

In general, monitoring is integral to evaluation. During an evaluation, information from previous monitoring processes is used to understand the ways in which the activities stimulated change.



3.1.1. Goals and objectives






The main goal of monitoring the implementation of the Recommendations for the Implementation of the EU Guidelines on Dual Careers of Athletes is to follow the changes at the national level due to the developed Recommendations in the implementation of the 7 EU Guidelines for Dual Careers of Athletes.

3.1.2. Monitoring indicators

The EU Guidelines recommend Member States to monitor the content of their Dual Career policies for the evaluation thereof and for future implementation activities. Indeed, monitoring on a regular basis regarding the aspects design, implementation, and evaluation of policies, actions, and services, assures quality in creating effective Dual Career support system and strategies. Despite Member States have full autonomy in sport and education, a constant monitoring of the actual Dual Career measures could support possible implementation of strategies for the development and/or maintenance of adequate support for the student-athlete. Dual Career stakeholders are urged to perform the monitoring of the Dual Career status quo at local, regional, and national levels and to disseminate the outcomes with an annual cadence. Monitoring and evaluation of the current situation of athletes' DC at the national level is planned to be carried out in accordance with the 7 Guidelines. Indicators are the Recommendations for the Implementation of the EU Guidelines on Dual Careers of Athletes developed on the WP 3.






Guideline 3

Authorities responsible for the implementation of dual careers should develop national guidelines for dual careers taking into account the EU Guidelines on Dual Careers and the specificity of the national sport and education system and cultural diversity. They should consider the use of agreements between stakeholders to promote dual careers. Where appropriate, such agreements could involve specific reward mechanisms, such as incentives for educational institutions or employers to recruit dual career athletes.

Indicators	National Status Quo				
					
Developed and published national Guidelines or Recommendations on Dual Career for athletes by responsible authorities for sport (e.g., Ministries)					
National guidelines on Dual Career for athletes are integrated in the national Sports Acts or laws					
National guidelines on Dual Career for athletes are integrated into federation's disciplinary regulations					
Guidelines are country specific, with the respective national sport and education system, responsible stakeholders as well as entities, the diversity of athletes (e.g., culture, discipline, gender, age, impairment), and the provision of reward mechanisms.					
Developed national incentives for stakeholders (e.g., media and others) to actively promote Dual Careers.					






Guideline 4

Public and private sports authorities should support the implementation of dual careers of different types of athletes in the activities of national/regional sports organisations through formal agreements which require a clear strategy, planning of activities and involvement of athletes, and make the allocation of funding conditional upon the inclusion of the dual career concept in their activities. The safety and welfare of young athletes should be a requirement of such programmes.

Indicators	National Status Quo				
					
Established national umbrella organization or determined a national authority, which takes responsibility for the existing programs					
This established national umbrella organization or determined a national authority collects information on all programs, structures and organizes the programs and distributes all resulting possibilities to the athletes					
This established national umbrella organization or determined a national authority reinforces a strategy to attract new cooperation and agreements with different stakeholders					
This established national umbrella organization or determined a national authority has business units in respective sport organizations, which hold the opportunity to work directly with the athletes regarding their Dual Careers					
Schools and universities offer distance learning systems/programs for elite athletes or individual study plans facilitating more flexibility					
Developed agenda on national level how to raise awareness of Dual Career					






Guideline 7

Sport and educational authorities should promote the implementation of the dual career concept in contracts and codes of conduct for coaches and other members of performance teams. National sport organisations and international federations, as well as universities and vocational education and training institutes, should include the dual career concept in their education programmes for these professions.

Indicators	National Status Quo				
					
Developed a national code of conduct for all stakeholders being in contact with elite athletes regarding their Dual Career					
Included module about Dual Career in the educational training of all coaches					
Included module about Dual Career in the formal education process of elite athletes through schools/universities, which provides information on all existing possibilities for elite athletes on Dual Career					






Guideline 18

Public authorities should invite chambers of commerce and businesses to actively cooperate with sport organisations to raise awareness of dual careers in the labour market and encourage partnership with the business world.

Indicators	National Status Quo				
	 				
Identified public authorities, which initiate cooperation between the business and sport sector					
Schools and universities are used as mediators					
The responsible public authority offers incentives and rewards for entities in the business sector with regards to the employment of an elite athlete					






Guideline 19

Public authorities and stakeholders in sport and education should promote balanced pathways for retiring athletes so that they can prepare for, initiate and develop a vocational career after the end of their sporting career.

Indicators	National Status Quo				
					
Existing offered pathways for retired athletes are be opened to all groups of athletes					
Determined national organization, which collects and spreads information specifically on programs for retiring elite athletes					
Determined organization has developed a structured 'safety net' (i.e., including business cooperation, an education system, etc.) for retiring athletes, which is open to all athletes					
Developed initiatives/programs based on the model help to help themselves, e.g., support start-up companies, which are conducted by retired athletes					

Guideline 32






Sports authorities should coordinate actions in cooperation with sports organisations to raise awareness among coaches, athletes and their entourage about the importance of dual careers and to support the setting up of representative athletes' committees and national athletes' organisations and their incorporation in the respective boards of sport organisations or social dialogue structures. Sport authorities should promote existing athletes' committees and organisations to spread information on dual career services to individual athletes during training and competitions.

Indicators	National Status Quo				
					
Public authorities as well as other stakeholders (sport and education) strengthen the existing athletes' committees through promoting them amongst athletes and the public					
Athletes' committees emphasize the topic Dual Career and promote the concept amongst their members					
Athletes' committees emphasize the topic Dual Career and promote the concept amongst possible employers and the public					

Elite athletes are used as role models, who pursue a successful Dual Career					
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Guideline 34

Sports and education authorities should have a monitoring and evaluation system in place, in cooperation with sports, education and athletes' organisations, to follow progress regarding the implementation of dual career policies. They should notably monitor the effectiveness and quality of the system of educational institutes with a sport profile, sport academies or sport centres run by federations, Olympic Committees or private companies and clubs. They should also support corresponding research.

Indicators	National Status Quo				
					
Determined public authority or national sport organization, gathers monitoring and evaluation information on all existing Dual Career programs					
Determined public authority or national sport organization has developed a Guideline with SMART objectives to assess (monitor and evaluate!) existing programs on Dual Career					
Public authority and determined organization use university's knowledge, as they are the experts regarding research/evaluation					
Public authorities offer funds to support the research on Dual Career					

3.1.3. Data collection methods and timeline

Monitoring of the submitted indicators will be carried out every year for at least 3 years after the end of the project.

During monitoring process, a visual five-point evaluation scale for the seven guidelines encompassing will be used:



Not existent: the indicator not considered in the country.



Weak: the indicator has been considered and legislation and policy are formulated but it is not currently in place



Need's implementation: the indicator is in place but at an initial level



Good: the indicator is in place and consolidated

Outstanding: the indicator is recognized as a best practice

Monitoring indicators and data collection methods are provided below.

Indicators for the Guideline No.3	Data source
Developed and published national Guidelines or Recommendations on Dual Career for athletes by responsible authorities for sport (e.g., Ministries)	National documents
National guidelines on Dual Career for athletes are integrated in the national Sports Acts or laws	National documents
National guidelines on Dual Career for athletes are integrated into federation's disciplinary regulations	Statutes of the federation
Guidelines are country specific, with the respective national sport and education system, responsible stakeholders as well as entities, the diversity of athletes (e.g., culture, discipline, gender, age, impairment), and the provision of reward mechanisms.	National documents
Developed national incentives for stakeholders (e.g., media and others) to actively promote Dual Careers.	National documents
Indicators for the Guideline No.4	Data source
Established national umbrella organization or determined a national authority, which takes responsibility for the existing programs	National documents
This established national umbrella organization or determined a national authority collects information on all programs, structures and organizes the programs and distributes all resulting possibilities to the athletes	Statute of the organization
This established national umbrella organization or determined a national authority reinforces a strategy to attract new cooperation and agreements with different stakeholders	Statute of the organization
This established national umbrella organization or determined a national authority has business units in respective sport organizations, which hold the opportunity to work directly with the athletes regarding their Dual Careers	Statute of the organization
Schools and universities offer distance learning systems/programs for elite athletes or individual study plans facilitating more flexibility	Schools and university websites
Developed agenda on national level how to raise awareness of Dual Career	National documents
Indicators for the Guideline No.7	Data source
Developed a national code of conduct for all stakeholders being in contact with elite athletes regarding their Dual Career	National documents
Included module about Dual Career in the educational training of all coaches	Schools and university websites
Included module about Dual Career in the formal education process of elite athletes through schools/universities, which provides information on all existing possibilities for elite athletes on Dual Career	Schools and university websites
Indicators for the Guideline No.18	Data source
Identified public authorities, which initiate cooperation between the business and sport sector	National documents
Schools and universities are used as mediators	National documents and practices
The responsible public authority offers incentives and rewards for entities in the business sector with regards to the employment of an elite athlete	National documents
Indicators for the Guideline No.19	Data source

Existing offered pathways for retired athletes are be opened to all groups of athletes	National documents
Determined national organization, which collects and spreads information specifically on programs for retiring elite athletes	Statute of the organization
Determined organization has developed a structured 'safety net' (i.e., including business cooperation, an education system, etc.) for retiring athletes, which is open to all athletes	Website of an organization
Developed initiatives/programs based on the model help to help themselves, e.g., support start-up companies, which are conducted by retired athletes	Existing practices
Indicators for the Guideline No.32	Data source
Public authorities as well as other stakeholders (sport and education) strengthen the existing athletes' committees through promoting them amongst athletes and the public	National documents, strategies
Athletes' committees emphasize the topic Dual Career and promote the concept amongst their members	Websites of Athletes' committees
Athletes' committees emphasize the topic Dual Career and promote the concept amongst possible employers and the public	Websites of Athletes' committees
Elite athletes are used as role models, who pursue a successful Dual Career	Social media, websites of Athletes' committees
Indicators for the Guideline No.34	Data source
Determined public authority or national sport organization, gathers monitoring and evaluation information on all existing Dual Career programs	National documents
Determined public authority or national sport organization has developed a Guideline with SMART objectives to assess (monitor and evaluate!) existing programs on Dual Career	National documents
Public authority and determined organization use university's knowledge, as they are the experts regarding research/evaluation	National documents
Public authorities offer funds to support the research on Dual Career	National documents

3.1.4. Roles and responsibilities

Each project partner will be responsible for the national monitoring of the indicators and the preparation of an annual report summarizing the changes that have taken place. This report will be sent to the project coordinator for the development of the final annual monitoring report.

Below is a summary of the report form to identify changes between project partners. This report will be completed using a visual five-point evaluation scale:



Not existent: the indicator is not considered in the country.



Weak: the indicator has been considered and legislation and policy are formulated but it is not currently in place



Need's implementation: the indicator is in place but at an initial level



Good: the indicator is in place and consolidated



Outstanding: the indicator is recognized as a best practice

Indicators for the Guideline No.3	Germany	Italy	Lithuania	Slovenia	Romania	Spain
Developed and published national Guidelines or Recommendations on Dual Career for athletes by responsible authorities for sport (e.g., Ministries)						
National guidelines on Dual Career for athletes are integrated in the national Sports Acts or laws						
National guidelines on Dual Career for athletes are integrated into federation's disciplinary regulations						
Guidelines are country specific, with the respective national sport and education system, responsible stakeholders as well as entities, the diversity of athletes (e.g., culture, discipline, gender, age, impairment), and the provision of reward mechanisms.						
Developed national incentives for stakeholders (e.g., media and others) to actively promote Dual Careers.						
Indicators for the Guideline No.4						
Established national umbrella organization or determined a national authority, which takes responsibility for the existing programs						
This established national umbrella organization or determined a national authority collects information on all programs, structures and organizes the programs and distributes all resulting possibilities to the athletes						
This established national umbrella organization or determined a national authority reinforces a strategy to attract new cooperation and agreements with different stakeholders						
This established national umbrella organization or determined a national authority has business units in respective sport organizations, which hold the opportunity to work directly with the athletes regarding their Dual Careers						
Schools and universities offer distance learning systems/programs for elite athletes or individual study plans facilitating more flexibility						
Developed agenda on national level how to raise awareness of Dual Career						
Indicators for the Guideline No.7						
Developed a national code of conduct for all stakeholders being in contact with elite athletes regarding their Dual Career						
Included module about Dual Career in the educational training of all coaches						

Included module about Dual Career in the formal education process of elite athletes through schools/universities, which provides information on all existing possibilities for elite athletes on Dual Career						
Indicators for the Guideline No.18						
Identified public authorities, which initiate cooperation between the business and sport sector						
Schools and universities are used as mediators						
The responsible public authority offers incentives and rewards for entities in the business sector with regards to the employment of an elite athlete						
Indicators for the Guideline No.19						
Existing offered pathways for retired athletes are be opened to all groups of athletes						
Determined national organization, which collects and spreads information specifically on programs for retiring elite athletes						
Determined organization has developed a structured 'safety net' (i.e., including business cooperation, an education system, etc.) for retiring athletes, which is open to all athletes						
Developed initiatives/programs based on the model help to help themselves, e.g., support start-up companies, which are conducted by retired athletes						
Indicators for the Guideline No.32						
Public authorities as well as other stakeholders (sport and education) strengthen the existing athletes' committees through promoting them amongst athletes and the public						
Athletes' committees emphasize the topic Dual Career and promote the concept amongst their members						
Athletes' committees emphasize the topic Dual Career and promote the concept amongst possible employers and the public						
Elite athletes are used as role models, who pursue a successful Dual Career						
Indicators for the Guideline No.34						
Determined public authority or national sport organization, gathers monitoring and evaluation information on all existing Dual Career programs						
Determined public authority or national sport organization has developed a Guideline with SMART objectives to assess (monitor and evaluate!) existing programs on Dual Career						

Public authority and determined organization use university's knowledge, as they are the experts regarding research/evaluation						
Public authorities offer funds to support the research on Dual Career						

3.1.5. Dissemination

Monitoring dissemination will be carried out at two levels. Each project partner prepares a national report after the annual evaluation and publishes it on their website and on social media.

After receiving the annual monitoring reports, the project coordinator prepares a summary report with a comparison of the project countries and publishes it on the project page, on social media, to the social partners.

The final annual monitoring report will also be presented at the annual EAS conference.

Chapter 4. Dual Career of Athletes in the Media

Media plays a modulating role for the development and sustainability of national culture, including Dual Career (Capranica & Guidotti, 2016; European Commission, 2012). In the last decades, an increasing and multidisciplinary research interest in the field of Dual Career of European student-athletes has been observed and the scientific contributions have been systematically identified and analysed (Guidotti et al., 2015; Stambulova & Wylleman, 2015, 2019). Despite the important breakthroughs on the development of a European Dual Career discourse at the micro (individual), meso (interpersonal), macro (social) and global (policy) dimensions of Dual Career, a deep understanding of the relation between DC and media is still lacking. To provide an empirical and theoretical basis for further developments of Dual Career in the media, the need for an adequate understanding of the image of student-athletes created by media has deemed relevant. Therefore, a systematic review of the existing scientific literature and a desk research of the frequency and quality of reporting in writing on Dual Career in the media have been accomplished. In fact, a systematic literature review allows to condense the available research and to highlight theories, practices, and contexts (Hawker et. al., 2002), whereas a desk research encompassing a three-year archival analysis of newspapers coverage and representation of student-athletes in the partner countries allows to take a more wholistic view of the actual media discourse on Dual Career.

4.1 A Systematic Literature Review on Media and Dual Career

To gain sound information from the extant scientific literature, a systemic approach was deemed relevant to gain a comprehensive understanding of the most salient theories, concepts, and key factors and their interrelationships pertaining Dual Career (Khan et al., 2013). Thus, different keyword combinations were applied to maximize the effectiveness of the searching process on four primary electronic literature databases (i.e., Scopus, Sportdiscus, PsycARTICLES, and Web of Science).

Despite the initial search for the scientific literature identified, no scientific contribution specifically focusing on the relationship between Dual Career and media, whereas 14 articles indirectly related to media and Dual Career were considered. Based on the central focus of the research, three main categories were conceptualized: (1) Media representations, (2) Media consumption, (3) Social Media.

The main focus of the scientific contribution included in the media representations category was on post-retirement athletes and the media representations of an athlete identity in combination with motherhood, which resulted also informative for the topic of Dual Career. Furthermore, one article addressed the problem of an obsessive pursuing of sports career at the expense of all other developments, partly also caused by mass media narratives. The main finding was the need to promote a holistic approach to the media featuring of Dual Career, especially in the context of facilitating smooth transitions during and after elite sport career. Media representations on Dual Career should consider several sports and academic achievements to ensure a holistic, gender

neutral, attentive report on the challenges and problems athletes face in combining sport and education as well as at the end of their competitive years.

The articles classified in the media consumption category identified TV as the primary source of sports information, followed by the usage of multiple sources, internet, social media, newspapers and very limited usage of the radio. These studies were important for understanding the specific functions of each type of media. Whilst the retention of information seems best achieved in print media, social media demands the acknowledgement of the interaction with the audience. This knowledge is relevant and useful when making decisions on the best option for the promotion of Dual Career stories and a most efficient retention of information.

The papers included in the social media category were further divided into articles that focused on student athletes' usage of social media, articles that addressed the relationship between social media and sport management, articles on social media in the context of public relations and collegiate athletics, and article that established a link between social media and public sphere in the context of sport. The main findings allowed to highlight several mechanisms, which can help an efficient communication. Twitting resulted quite appropriate to consistently provide opinion leaders even in absence of strong ties with the audience.

Overall, this systematic literature review highlights the need of further research on the media representation of European student-athletes, which could contribute to raising the awareness of the Dual Career phenomenon. Furthermore, the need of a student-athletes' involvement in the promotion of Dual Career during sport and academic events emerged, taking also into consideration the distinctive functions of the different social media when designing messages to ensure interactivity and content co-creation.

4.2 A Desk Analysis of Newspaper Coverage of Dual Career

In the last decades, the amount of sport-related news has increased in both the traditional media and in the new media, with newspapers retaining a leadership role in the sport discourse and in the societal culture (Clavio, 2020; Rowe, 2017). Thus, the EdMedia desk research was primarily dealing with the types of journalistic texts and the content of journalistic discourse on Dual Career in the partner countries over the last three years, encompassing the number of articles, the journalistic genre, and the focus of articles by means of a critical discursive analysis.

During the 2017-2019 period, a total of 93 articles (Italy: n=29; Germany: n=24; Spain: n=16; Romania: n=9; Lithuania: n=8; and Slovenia: n=7) were retrieved and analysed. 66 were newspaper articles, 25 were framed as journalistic interviews and 2 were represented as advertisements. The text analysis identified 37 articles with a focus on sport, 8 articles primarily focused on education, and 48 articles mainly focused on Dual Career. Whilst Italian and Spanish articles showed a focus on Dual Career, their German counterparts mostly focused on sport. Articles were coded in 7 categories: 1) adjustments and coordination of Dual Career commitments (n=66); 2) feature of education (35); 3) feature of career path (n=32); 4) feature of sports (n=28); 5) student-athletes' role model (n=18); 6) national guidelines on Dual Career (n=18); and 7) support of family to dual career athletes (n=13).

The descriptive statistics and the content analysis of the desk research of the newspapers representation of student-athletes and Dual Career in the partner countries resulted in unique findings. Despite the limited overall newspaper coverage, the main findings of the desk research analysis showed that Dual Career was unanimously represented positively in the light of the athletes' giving a relevant importance to education. Conversely, a lack of efforts to seriously address the necessary Dual Career measures was observed. Furthermore, female student-athletes tended to receive more coverage.

In presence of different national approaches, a systematic framework in media representation of Dual Career could be difficult. To be protagonists of the development of a sport culture of sports journalist need to offer their readers, listeners and/or viewers a holistic perspective of the athletes, going beyond a mere description of sports events. Therefore, media is urged to increase the delivery of examples of good practices in Dual Career as well as a narration of the athletes' challenges in combining sport and education. Indeed, sport bodies and educational institutions should also stimulate media to increase its crucial role in raising the awareness of Dual Career in the general population, as well as help student-athletes developing appropriate competences to deliver positive messages to inspire future generations of talented athletes.

Chapter 5. Monitoring of Strategy and Action Plan of Raising Awareness on Dual Career through Media

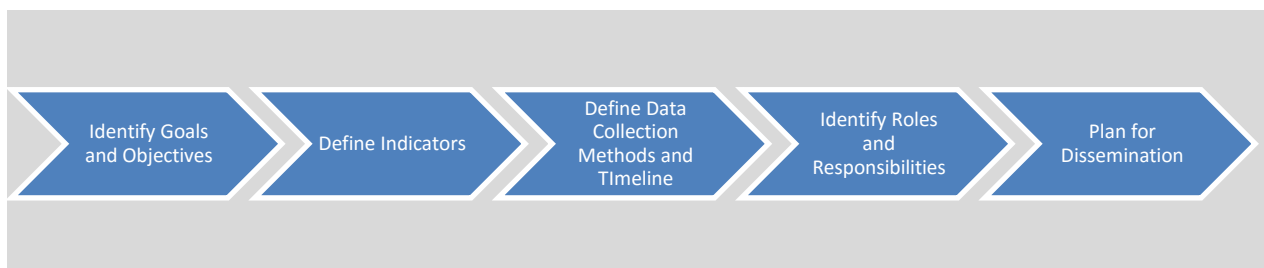
This document provides a clear strategy and guidelines for the development of dual careers for athletes at the national level in each country. Through this document, you will learn how to put the proposed EU guidelines on dual careers into practice. The Strategy and Action plan (<https://www.lsu.lt/en/project-edmedia/reports/>) set out how to shape the image of the athlete through a variety of media. The identification of the strengths and weaknesses of the current situation also shows the most important parts of the EU Guidelines for the Implementation of Dual Careers for Athletes that have the greatest impact. Much of the information is dedicated to building a positive image of dual-career athletes.

5.1. Process of Monitoring

Monitoring is the systematic process of collecting, analysing, and using information to track a progress toward reaching objectives and to guide decisions. Monitoring is conducted after a beginning of an activity and continues throughout the activity's implementation period. Monitoring is sometimes referred to as process, performance, or formative evaluation. (Adapted from Gage and Dunn 2009, Frankel and Gage 2007, and PATH Monitoring and Evaluation Initiative).

Evaluation is the systematic assessment of an activity, strategy, policy, topic, theme, sector, operational area, or institution's performance. Evaluation focuses on expected and achieved accomplishments, examining the results chain (inputs, activities, outputs, outcomes, and impacts), processes, contextual factors, and causality, to understand achievements or the lack of achievements. Evaluation aims at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contributions of the intervention to the results achieved (adapted from Gage and Dunn 2009, Frankel and Gage 2007). An evaluation should provide evidence-based information that is credible, reliable, and useful. The findings, recommendations and lessons of an evaluation should be used to inform the future decision-making processes regarding the results.

In general, monitoring is integral to evaluation. During an evaluation, information from previous monitoring processes is used to understand the ways in which the activities stimulated change.



5.1.1. Goals and objectives

This monitoring aims to assess how nationally changing media content about the DC of Athletes and its image.

5.1.2. Monitoring indicators

Performance indicators measure the overall achievement of the defined communication objectives and therefore the outcome to which extent the objectives are met in a specific time-period. They should be assessed on a regular interval level throughout the planning as well as the implementation phase. At best, all performance indicators measure absolute values, in expression being objective. However, in some cases alternative (subjective) measures are needed, which must be treated with caution.



Germany

Quantitative performance indicators	Amount
Number of articles on DC in media	
Klicks on DC platforms	
Number of followers in social media	
Search requests on DC	
Number of cross-sectional studies with elite athletes, stakeholder of DC and the population of a country	
Number of financial partnerships / business cooperation, which raise money and the amount / sum of funds	
Number of DC programs, which are offered	
Number of business partners / cooperation / business programs on DC	
Number of crimes referring to elite athletes	
Number of educational programmes, which are set-up especially on that topic	
Number of DC programs and advice offices	

Qualitative performance indicators	Yes	No
Determine/Check if there is a clear authority in charge		



Italy

Quantitative performance indicators	Amount
Number of articles on DC in media	
Klicks on DC platforms	
Number of followers in social media	
Search requests on DC	
Number of cross-sectional studies with elite athletes, stakeholder of DC and the population of a country	
Number of financial partnerships / business cooperation, which raise money and the amount / sum of funds	
Number of DC programs, which are offered	
Number of business partners / cooperation / business programs on DC	
Number of crimes referring to elite athletes	
Number of people belonging to the 'DC team' of an athlete	

Qualitative performance indicators	Yes	No
Determine/Check if there is a clear authority in charge		



Lithuania

Quantitative performance indicators	Amount
Number of articles on DC in media	
Klicks on DC platforms	
Number of followers in social media	
Search requests on DC	
Number of cross-sectional studies with elite athletes, stakeholder of DC and the population of a country	
Number of financial partnerships / business cooperation, which raise money and the amount / sum of funds	
Number of DC programs, which are offered	
Number of business partners / cooperation / business programs on DC	
Number of educational programmes, which are set-up especially on that topic	

Qualitative performance indicators	Yes	No
Determine/Check if there is a clear authority in charge		



Romania

Quantitative performance indicators	Amount
Number of articles on DC in media	
Klicks on DC platforms	
Number of followers in social media	
Search requests on DC	
Number of crosssectional studies with elite athletes, stakeholder of DC and the population of a country	
Number of financial partnerships / business cooperation, which raise money and the amount / sum of funds	
Number of DC programs, which are offered	
Number of business partners / cooperation / business programs on DC	
Number of crimes referring to elite athletes	
Number of educational programmes, which are set-up especially on that topic	

Qualitative performance indicators	Yes	No
Determine/Check if there is a clear authority in charge		



Slovenia

Quantitative performance indicators	Amount
Number of articles on DC in media	
Klicks on DC platforms	
Number of followers in social media	
Search requests on DC	
Number of crosssectional studies with elite athletes, stakeholder of DC and the population of a country	
Number of financial partnerships / business cooperation, which raise money and the amount / sum of funds	
Number of DC programs, which are offered	
Number of business partners / cooperation / business programs on DC	
Number of educational programmes, which are set-up especially on that topic	
Number of people belonging to the 'DC team' of athletes	

Qualitative performance indicators	Yes	No
Determine/Check if there is a clear authority in charge		



Spain

Quantitative performance indicators	Amount
Number of articles on DC in media	
Klicks on DC platforms	
Number of followers in social media	
Search requests on DC	
Number of cross-sectional studies with elite athletes, stakeholder of DC and the population of a country	
Number of financial partnerships / business cooperation, which raise money and the amount / sum of funds	
Number of DC programs, which are offered	
Number of business partners / cooperation / business programs on DC	
Number of educational programmes, which are set-up especially on that topic	
Number of people belonging to the 'DC team' of athletes	

Qualitative performance indicators	Yes	No
Determine/Check if there is a clear authority in charge		

5.1.3. Data collection methods and timeline

Monitoring of the submitted indicators will be carried out every year for at least 3 years after the end of the project.

The main method of data collection is quantitative.

The main sources of data collection are media related websites. Each partner is empowered to select the most appropriate sources for monitoring.

5.1.4. Roles and responsibilities

Each project partner will be responsible for the national monitoring of the indicators and the preparation of an annual report summarizing the changes that have taken place. This report will be sent to the project coordinator for the development of the final annual monitoring report.

Indicators	Germany	Italy	Lithuania	Slovenia	Romania	Spain
Number of articles on DC in media						
Klicks on DC platforms						
Number of followers in social media						
Search requests on DC						
Number of cross-sectional studies with						

elite athletes, stakeholder of DC and the population of a country						
Number of financial partnerships / business cooperation, which raise money and the amount / sum of funds						
Number of DC programs, which are offered						
Number of business partners / cooperation / business programs on DC						
Number of crimes referring to elite athletes						
Number of educational programmes, which are set-up especially on that topic						
Number of DC programs and advice offices						
Determine/Check if there is a clear authority in charge						

5.1.5. Dissemination

Monitoring dissemination will be carried out at two levels. Each project partner prepares a national report after the annual evaluation and publishes it on their website and on social media.

After receiving the annual monitoring reports, the project coordinator prepares a summary report with a comparison of the project countries and publishes it on the project page, on social media, to the social partners.

The final annual monitoring report will also be presented at the annual EAS conference.

Chapter 6. The Ed Media Educational Platform for Deliberately Shaping a Positive Image of Dual Career of Athletes

Athletes have a tremendous potential to promote positive values in our society based on the widespread assumption that sport is conceived of a self-evidently a good thing (Coalter, 2007; Mac Intosh et al., 2020). Opposed to merely consuming information generated by others, technology facilitates interactivity and co-creation of information that allows for the development and sharing of content, profoundly impacting the delivery and consumption of sport (Filo et al., 2015). In fact, social media have provided athletes with new opportunities to share personal and professional stories of family and friends and other non-sports related news, manage their personal image and brand, and develop deeper interactions with fans (Hambrick et al., 2010; Hayes et al., 2019). Despite social media has become a predominant communication tool for young athletes who frequently engage in social networks and blog daily, it carries both benefits and risks manifested through criticism, threats, and anger, (Sanderson, 2018, Clavio, 2020). Therefore, athletes should take very seriously their social media image and be educated to take responsibility of the consequences of inappropriate messages.

One of the main problems of athletes is that their sports career is destined to an end, presenting them challenges when trying to enter the labour market in absence of a proper education. Despite pursuing an education during a sport career also presents several challenges, successful student-athletes have opportunities of continuing a rewarding working career and a relevant social role, inspire other athletes, help the development of a Dual Career culture in society, and raise the awareness of prospective employers on their skills. Conversely, student-athletes typically use their social media to promote their sporting performance, not considering their educational performance, wasting precious opportunities to raise the awareness on the relevance of dual-career. Thus, there is a necessity to educate student-athletes in the correct use of social media for promoting both their sport and educational achievements and in balancing their dual career life. Furthermore, the athletes' sports (e.g., clubs, federations, Olympic Committee) and academic (schools and universities) entourage could invest in the media image of their student-athletes and in educational programmes to enhance their positive testimonies and to prevent personal and institutional risks (Kluch & Wilson, 2020; Hooper, 2017).

To help student-athletes being aware of their potential in social media and how to use this means of communication properly, the Ed Media educational programme was developed <https://www.lsu.lt/en/project-edmedia/>, encompassing three main sections (Figure 1). The first section is informative for organizations, sports clubs, universities, and media specialists; the second section is specific for athletes using social media and conferences or events relevant to Dual Career; and the third section is interactive allowing student-athletes to interact with individual, groups, or institutions through positive social media profiles.

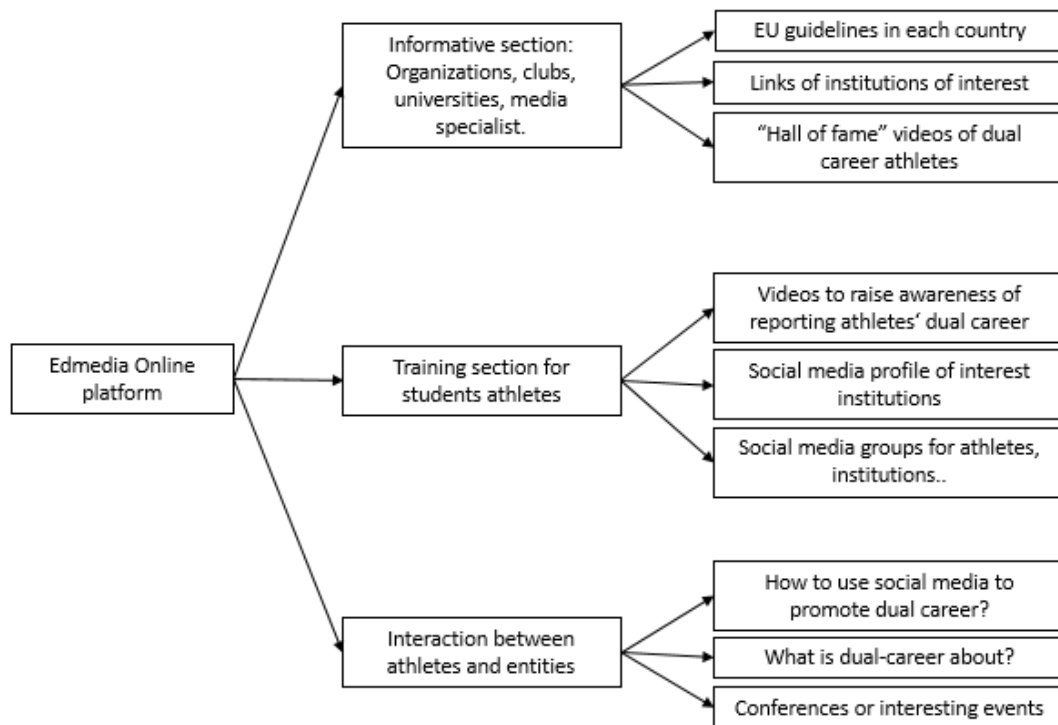


Figure 1. Structure of the Ed Media educational programme for promoting dual career through social media.

6.1. Informative Section for Organizations, Clubs, Universities, Media Specialists

This section aims to inform the athletes' sport and academic entourages as well as the media on Dual Carer to increase their awareness of the importance of supporting student-athletes. Thus, the state of the art of the EU Guidelines in the Ed Media partner countries is posted. Moreover, links to academic institutions and sport bodies supporting Dual Careers are presented. Furthermore, some videos of German, Italian, Lithuanian, Slovenian and Spanish former and actual student-athletes and policy makers discussing Dual Careers issues are presented. Four main questions have been addressed:

1. What keys would you highlight to explain your academic and sporting success?
2. How do you think social media can help you promote a Dual Career?
3. What are your prospects after finishing a sports career?
4. What advice would you give to all athletes to embark on a Dual Career?

6.2. Training Section for Student-Athletes

This section aims to educate students' athletes to use different social media. Videos to show how to use different social media: Facebook, YouTube, Instagram, Tik Tok, and Twitter. Specifically, three social media videos have been developed to help student-athletes using social media as follows:

- First video: It explains what this social network is suitable for and the main advantages and disadvantages of using it.
- Second video: Some tips are presented to help student-athletes attracting the attention of people through the different social media.
- Third video: Some recommendations are presented to help students-athletes using social media to raise the awareness on the importance of promoting Dual Careers.

The content of this video aims to engage student-athletes to use different social media for the promotion of their dual-career. Thus, some specific tips to improve their dual-career visibility. Through each social media are given. Finally, some information about conferences or relevant events related to dual career to be held in the partner countries are presented.

6.2. Interaction Between Athletes and Other Entities

The Ed Media educational programme has an interactive section where student-athletes will have the opportunity to interact with different stakeholders through different social media profiles and groups. In fact, athletes should value their power to influence society through social media. As they usually have many followers on social networks, their posts and opinions are very popular. Therefore, they should use their opinions to advocate people to support the student-athletes and to recognize its importance. In having the "power" to influence, the student-athletes social media messages should also be directed towards other athletes urging them to follow Dual Career, as well as to urge different institutions to implement their policies in support of Dual Career. What they post today on their social media can change their future.

Conclusions

Within the framework of this project, the dual career of athletes has been assessed and its management is reflected in national legislation, the life of athletes and the media. The main discrepancies between the Recommendations and their implementation in the project partner countries were identified. To reduce these discrepancies, a Strategy and Action Plan have been developed, which pay special attention to communication about the dual career of athletes.

However, the Strategy and Action Plan are not enough to make a positive difference. To this end, this document, the monitoring handbook, has been developed with the aim of developing a tool to periodically monitor and evaluate change based on key internationally agreed criteria. These criteria will not only help to identify change at the national level, but will also make it possible to compare changes between EU countries.

The main criteria for success is the growing change in society's attitude towards the dual career of athletes and its significance for the life of an athlete.

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