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# Ecology of Dual Careers Work Package 4 Report

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## Executive Summary

This report provides a summary of work package 4 which covers aim 4 of the Ecology of Dual Career ERASMUS+ project - To disseminate the project findings and provide implementation guidelines to national governing bodies, DCDE stakeholders, dual career service providers, and dual career researchers on the development and optimization of the DCDEs.

To reach this aim, the project team hosted three multiplier sport events across the project, hosted national events in the in participating countries, presented research to academic and practitioner audiences across the world. The project team has also written reports and journal articles of the research findings.

The current report provides a detailed outline of the steps taken by the project team to achieve the aim as outlined in this executive summary.

## Introduction and Background

Over the past 30 years, there has been an increase in the focus of research which has looked to understand the development pathway for athletes. This literature (e.g., Henriksen, Stambulova, & Roessler, 2011; Morris, Tod, & Eubank, 2016; Torregrosa, Ramis, Pallarés, Azocar & Selva, 2015) has identified that in order to become successful, elite athletes need to spend a significant amount of time investing in their sport, potentially making sacrifices in other spheres of their lives. While there are benefits to making some sacrifices (e.g., potential elite performance), research has also identified that there are a number of pitfalls to this. For example, previous literature (e.g., Park, Lavalley, & Tod, 2013) has identified that athletes may suffer from identity foreclosure (i.e., commitment to an identity before exploring other options, such as career exploration, talent development, or joining social clubs or interest groups), deterioration of relationships with family members, burnout, and difficulties planning ones future when preparing for retirement from sport (Cecić Erpič, Wylleman, & Zupančič, 2004; Sorkkila, Aunola & Ryba, 2017). Athletes may suffer negative consequences as a result of these challenges, such as poor mental health, difficult adjustment to life outside of their sport, and potential negative behaviors (e.g., drug and alcohol abuse). In order to try and prevent such difficulties and support athletic and personal development, a number of initiatives have been implemented, including facilitation and development of support programs for dual career athletes. According to the recent ‘Dual Career Development and Transitions’ special issue in *Psychology of Sport and Exercise* and the papers contained within (e.g., Debois, Ledon & Wylleman, 2015; Tekavc, Wylleman, & Cecić Erpič, 2015) and guidelines on dual career provision (e.g., EU Guidelines on Dual Careers of Athletes; European Commission, 2012) athletes who take part in a dual career (i.e., combining elite sport competition with education or work) may receive many benefits of doing so, including a more balanced lifestyle, enhanced employment prospects, and better career/retirement planning.

Research (e.g., Stambulova & Ryba, 2013; Wylleman & Reints, 2010), however, has also indicated that this combination of high-level sport and education or work is one of the main challenges facing talented and elite athletes in the Member States in Europe because it involves athletes balancing a number of domains of their life and needing to give appropriate attention to each of these areas to be successful. To conceptualize further, Wylleman, Reints and De

Knop (2013) indicated that the dual career ‘education and sport’ pathway is not uniform and consistent, but actually consists of a series of different stages and transitions (see Figure 1). Within each developmental stage and transition, athletes will experience several demands and challenges that may hinder athletic and personal development (Morris, Tod, & Oliver, 2016). From a holistic perspective, research has indicated that dual career athletes may not only be faced with challenges at academic and athletic level, but throughout their dual career, including at psychological, psychosocial, and financial levels (Wylleman et al., 2013).

Considering these potential challenges of undertaking a dual career, greater academic focus on understanding this process has aimed at helping to facilitate and develop better dual career provision for high-level athletes who are combining their career with education or a vocation (e.g., Baron-Thiene & Alfermann, 2015; Sorkkila et al., 2017). Over the past 10 years there has also been a significant focus by the European Union on supporting and developing athletes who are considered to be undertaking a dual career. This has been emphasized by the development and implementation of European Union (EU) Guidelines on Dual Careers of Athletes (European Commission, 2012), which highlighted the need for cross collaboration and an inter-ministerial approach to supporting talented dual career athletes across Europe. In addition, there have been a number of ERASMUS+ projects (e.g., Gold in Education and Elite Sport, Study on Minimum Quality Requirements for Dual Career Services, and Be a Winner in Elite Sport and Employment Before and After Athletic Retirement) which have focused on understanding dual career athletes’ experiences of combining their sport with their academic / vocational pursuits.

Although providing a solid basis to study dual careers, previous and current ERASMUS projects and current research in the area of dual career athletes has primarily focused on understanding, promoting, and developing the key individual competencies (i.e., knowledge, skills, experience, and attitudes) required by dual career athletes to succeed in both their education / vocation and (post-)athletic career. It has been suggested, via the holistic ecological approach (HEA) to talent development (Henriksen & Stambulova, 2017; Henriksen et al., 2011), that the environment athletes are in can also have an effect on their development. The links and dialogue taking place within these environments can be fundamental to athletic

development (Henriksen et al., 2011). Research (e.g., Henriksen et al., 2011) has also suggests that some talent development environments are better than others in helping the athletes negotiate the demands of an athletic career and manage the transitions they encounter, providing appropriate cultures, social support, and facilities to aid athletes as they develop. This research indicates that, independent of athletes having the pre-requisite key competencies to be successful, they may encounter challenges with the environment which they cannot control. Indeed, it has been highlighted that coaches and practitioners working with elite athletes need to be sensitive to and analyze the overall strategies they use to develop talent, and not just focus on individual athletes and the development of their key skills (Larsen, Alfermann, Henriksen, & Christensen, 2013). As a result, to advance current knowledge and supplement the work which has already been carried out, the mission of the current Ecology of Dual Career project is to (1) develop a comprehensive understanding of the DCDEs across Europe, and (2) provide guidelines for the development and optimization of DCDEs supporting talented and elite athletes' in their pursuit of sporting and academic excellence.

To achieve the Project mission, there are four aims:

1. To identify and classify different types of DCDEs across Europe and define criteria of their effectiveness and efficiency.
2. To identify factors contributing to the effectiveness and efficiency of DCDEs through exploration of selected DCDEs in participating countries by exploration of their structure, dual career arrangements, organizational culture, and the role of dual career service providers.
3. To develop and test a DCDE monitoring tool (DCDEM) aimed at assisting stakeholders when checking the current status of their DCDE in relation to their structure, dual career arrangements, organizational culture, and the role of dual career service providers and helping them develop strategies to optimize their environments.
4. To disseminate the project findings and provide implementation guidelines to national governing bodies, DCDE stakeholders, dual career service providers, and dual career researchers on the development and optimization of the DCDEs.



This report provides a summary of work package 4 which covers aim 4 of the Ecology of Dual Career ERASMUS+ project - To disseminate the project findings and provide implementation guidelines to national governing bodies, DCDE stakeholders, dual career service providers, and dual career researchers on the development and optimization of the DCDEs. The report provides a summary of the aims of the work package, outlines the approach taken to reach this aim.

### Ecology of Dual Career Project Dissemination

<b>Project objective</b>	<b>Dissemination mechanism</b>	<b>Activity</b>
To develop a comprehensive understanding of the dual career development environments (DCDEs) across Europe	Academic publications	See Academic Publication Summary
	The promotion of dual careers on environment websites	See Online Output Summary
	Social media posts/pictures about project events which disseminate findings	See Online Output Summary



Presentations at academic conferences to disseminate the project findings	Ronkainen, N. J., Korhonen, N., Nikander, A., Saarinen, M., & Ryba, T. V. (July 2019). <i>Uncovering basic assumptions of the dual career philosophy: A Finnish case of dual career development environment</i> . Abstracts of 15th European Congress of Sport and Exercise Psychology (p. 275). Münster, Germany.
	Ryba, T. V. (September 2019). <i>Dual Career projects' updates</i> . Paper presented at the Ministry of Education and Culture, Helsinki, Finland.
	EASM conference: presentation K. de Brandt on ECO-DC project findings from Belgium
	Dual Careers in Sport – Latest Research Findings from Across Europe Symposium at FEPSAC conference, Munster, Germany by whole project, including: Introduction to Current Dual Career Research in Sport Psychology (R. Morris & E. Deason) Exploring Dual Career Development Environments in Sport: A European Taxonomy of Practice (E. Deason & R. Morris) “Support Upon Request”: Exploring a Dual Career Development Environment at a Swedish University (L. Linnér, N. Stambulova, & K. Lindahl)

		<p>Testing the Waters of Dual Career: An Ecological Assessment of a Catalonia Water Sports Club (Y. Ramis, J. Mejías, A. Jordana, J. Pons, J. Muñoz &amp; M. Torregrossa)</p> <p>Optimizing student-athletes’ dual career ‘elite sport and higher education’ pathway at the Vrije Universiteit Brussel (K. De Brandt, P. Wylleman &amp; P. De Knop)</p> <p>Uncovering basic assumptions of the dual career philosophy: A Finnish case of dual career development environment (N. Ronkainen, N. Korhonen, A. Nikander, M. Saarinen, &amp; T. V. Ryba)</p> <p>Investigation into dual career environment of four female volleyball clubs: Preliminary analysis of the micro-level (S. Cecić Erpič &amp; J. Tekavc)</p> <hr/> <p>Dual Careers in Sport – Latest Research and Practice Symposium at DSEP conference, Solihull, UK by UK partners, including:</p> <p>Introduction to Current Dual Career Research in Sport Psychology and an introduction to the Eco-DC project (R. Morris)</p> <p>A European Taxonomy of Dual Career Development Environments across Europe (R. Morris)</p>
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		<p>European Case Study Analyses of Dual Career Development Environments: Findings from a UK University Scholarship System (E. Cartigny)</p>
		<p>International Applied Psychology Congress in Montreal, Canada presentation by N. Stambulova on European DC research, 25-29/6/2018.</p>
		<p>International Sport Science Congress in Singapore keynote and two workshops on holistic ecological approach including DCDEs by N. Stambulova, 5-8/11/2018</p>
		<p>International Sport Psychology Conference in Jyväskylä, Finland, keynote on DC and wellbeing including environmental influences by N. Stambulova, 21-22/11/2018</p>
		<p>International Congress on Mental Strength, Gävle, Sweden keynote on Athlete career excellence including DC and DCDEs by N. Stambulova 14-16/6/2019</p>
		<p>European Athlete as Student (EAS) Conference, Falun, Sweden L. Linner keynote on Ecology of Dual Career including WP2 DCDE case study, N. Stambulova keynote on European DC research including ECO-DC and K. Lindahl keynote on Swedish DCDE system. 18-19/9/2019</p>

	<p>Research seminar, Halmstad University, Halmstad, Sweden L. Linner's presentation on DCs including ECO-DC/DCDEs, 10/10/2019 and 25/10/2019</p> <p>Association for Applied Sport Psychology (AASP) annual conference, Portland, OR, USA. N. Stambulova promoted ECO-DC project in the panel discussion on Athletes' mental health, 23-26/10/2019.</p> <p>8th International congress of Slovenian Psychological Association – Symposium on new trends in researching dual careers (chair: S. Cecić Erpič) Levac, U., &amp; Cecić Erpič S. Trenerjevo zaznavanje okoljskih vidikov dvojne kariere: Kakšno okolje spodbuja dvojno kariero mladih športnikov? 09/2019</p>
Poster presentations to non-academic audiences	Ryba, T. V. (September 2019). <i>Dual Career in Finland</i> . Interactive poster presented at the European Researchers' Night [Open Science event] in the University of Jyväskylä, Jyväskylä, Finland.
Presentations to practitioner audiences of the project findings	Saarinen, M., & Ryba, T. V. (May 2018). <i>Suomalaiset kaksoisuran kehitysympäristöt [Dual career development environments in Finland]</i> . Paper presented at National Sports Education Days [urheiluoppilaitospäivät], Tampere, Finland.

		<p>Nikander, A., Korhonen, N., &amp; Ryba, T. V. (May 2019). <i>Dual Career Development Environment (DCDE)</i>. Paper presented at KIHU's social science department's development day. KIHU: Research Institute for Olympic Sports, Jyväskylä, Finland.</p>
		<p>Ryba, T. V. &amp; Aunola, K. (November 2019). <i>Dual Career projects at JyU</i>. Paper presented at the Dual Career seminar. KIHU: Research Institute for Olympic Sports, Jyväskylä, Finland.</p>
		<p>Presentation by Koen during DC platform for HE institutions organized by Sport Vlaanderen</p>
		<p>Presentation during the ICDC Conference on Dual Career from Spanish Partners, 28/11/2018</p>
		<p>Presentation during the Hand Ball For Dual Careers from Spanish partners, 12/6/2019</p>
		<p>Swedish Sports Confederation, education on Dual Careers for DCSP at Boson. N. Stambulova presentation on ECO-DC project, L. Linner presentation on ECO-DC, DCDE and DC-ESF models and Swedish case study, N. Stambulova presentation on essential features of DCDEs, and N. Stambulova,</p>

		L. Linner, & K. Lindahl three workshops based on ECO-DC project materials, 25-26/11/2019.
		Presentation and workshops of project findings to sport psychology doctoral candidates, Liverpool John Moores University, UK. 28/11/2019.
		Presentation of the cross-cases analysis results and promotion of the Eco-DC project at the TASS research forum in London, UK, 2/12/2019.
		Cecić Erpič, S. (april 2019). Novi trendi v proučevanju dvojne kariere. Paper presented at the Ministry of Education, Science and Sport, Ljubljana, Slovenia.
		Educational modules - Module Three - Assessing 10 essential features of your DC environment: The dual career environment monitoring tool in practice – module presented to students of Faculty of Sport, UL. Module presented by S. Cecić Erpič – 23 implementations
	Multiplier Sport events host by the project	See Multiplier Sport Event Summary
To provide guidelines for the development and optimization of	Communication of project findings to DCDE stakeholders	Meetings with Gymfed, Belgium a sports club (Sofie-Simon-Koen)
		Distribution of project aims to National Olympic Committee and all dual career stakeholders in Finland

DCDEs supporting talented and elite athletes' in their pursuit of sporting and academic excellence		International visit from Shanghai University of Sports to Halmstad University, Halmstad, Sweden, 21/10/2019
		Nikander, A., Korhonen, N., & Ryba, T. V. (May 2019). <i>Dual Career Development Environment (DCDE)</i> . Paper presented at Elite Sports School's annual development day. Vuokatti-Ruka Sports Academy, Sotkamo, Finland.
	Meetings with Sports organisations	Monthly meetings with Swedish Sports Confederation throughout 2018 and 2019.
	Development of educational modules based upon the project findings	See Educational Modules Summary
	Development of DCDE summaries for transnational athletes	See DCDE Summaries for Transnational Athletes

### Academic Publication Summary

Work Package	Publication Title	Progress
WP1	A Taxonomy of Dual Career Development Environments in European Countries	Published: Morris, R., Cartigny, E., Ryba, T. V., Wylleman, P., Henriksen, K., Torregrossa, M., Lindahl, K., & Cecić Erpič, S. (2020). A Taxonomy of Dual Career Development Environments across Europe. <i>European Sport Management Quarterly</i> .
	Spanish national taxonomy	Manuscript in development
	A UK Taxonomy of Dual Career Development Environments	Submitted to Peer Review process in <i>Sport, Exercise and Performance Psychology</i>
	A Finish Taxonomy of Dual Career Development Environments	Manuscript in development
	Methods and Criteria Employed in the Evaluation of the Effectiveness and Efficiency of Dual Career Development Environments	Manuscript in development
WP2	Belgian Case study	Manuscript in development
	A holistic ecological approach to sport and study: The case of an athlete friendly university in Denmark,	Published: Henriksen, K., Storm, L., Kuettel, A., Linnér, L., & Stambulova, N. (2020). A holistic ecological approach to sport and study: The case of an athlete friendly university in Denmark, <i>Psychology of Sport and Exercise</i> .
	Finnish case study	Manuscript in development



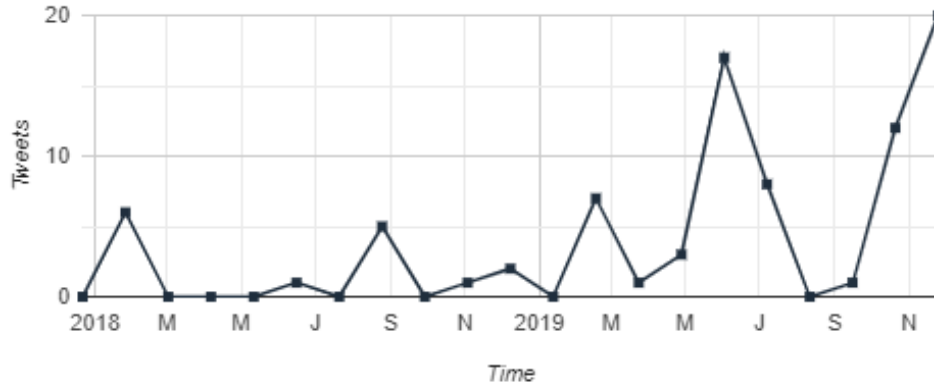


	Slovenian case study	Manuscript in development
	Spanish case study	Manuscript in development
	Swedish case study	Manuscript in development
	UK case study	Manuscript in development
	Cross-case analysis	Manuscript in development
WP3	Development and validation of DCDEM	Manuscript in development
WP4	Recommendations	Manuscript in development

## Online Output Summary

TWEETS	TIMEFRAME	REACH	IMPRESSIONS	TOTAL RT'S	TOTAL FAVES	REPLIES
84	731 days	137	8,244	360	985	16

### Number of Tweets and Facebook Posts



### Hashtag and Word Cloud

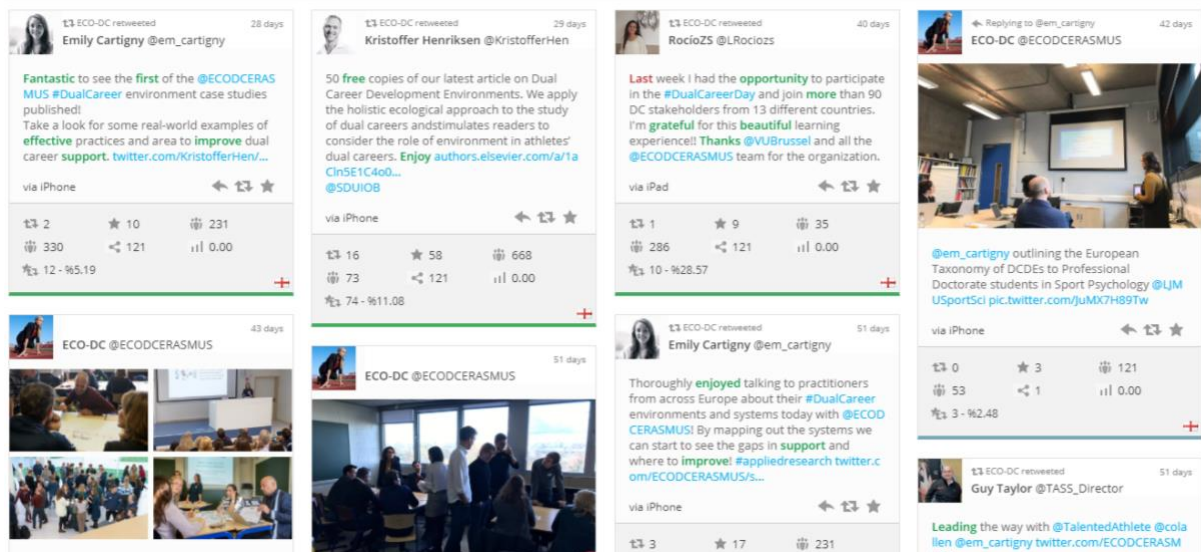
Hashtag and Word Cloud:

- #dualcareerday
- #workingweekends
- #gees
- #ecologydc
- #sportcoaching
- #dualcareer
- #ineofwork
- #erasmus
- #dualcareers
- #coaching
- #coachathlete
- #dualcareerathletes
- #sportinfoday
- #carreradual
- #eusport

Word Cloud:

- career
- dual
- project
- study
- event
- part
- great
- outlining
- sport
- day
- today
- last
- results
- case
- ecological
- take
- environments
- multiplier
- environmental
- barcelona
- jornada
- careers
- first

### Twitter And Facebook Summary





## Ecology of Dual Careers - Erasmus Project

Published by Emily Cartigny [?] · 28 August 2018 · 

The project team are visiting Denmark this week and sharing the current findings at a dual career conference hosted by University of South Denmark.



In case you missed our #dualcareer event last week, all presentations can be found on our website - [dualcareers.eu/findings/](http://dualcareers.eu/findings/) under the heading Multiplier Sport Events Thank you for joining us! @EuSport @EUERasmusPlus [pic.twitter.com/351hE3qMas](https://pic.twitter.com/351hE3qMas)

via Twitter Web App

8 21 121  
53 121 0.00  
29 - 23.97


2nd workshop on taxonomy of dual careers... [pic.twitter.com/eg23kcOH30](https://pic.twitter.com/eg23kcOH30)

via iPhone

1 3 121  
53 121 0.00  
4 - 3.31

330 121 0.00  
20 - 8.66

ECO-DC @ECODCERASMUS 51 days



Some engaging conversation as part of workshop 1 of the ECO-DC multiplier sport event [pic.twitter.com/Rwx100b7no](https://pic.twitter.com/Rwx100b7no)


via iPhone

3 10 121  
53 121 0.00  
13 - 10.74

via iPhone


3 6 1117  
418 121 0.00  
9 - 0.81

ECO-DC @ECODCERASMUS 51 days



Natalia Stambulova outlining the cross case analysis which took place as a consequence of the 7 case studies carried out in 7 countries within the @ECODCERASMUS project [pic.twitter.com/Wg3NAE4nKZ](https://pic.twitter.com/Wg3NAE4nKZ)

ECO-DC retweeted Dr Robert Morris @DrRobMorrisStir 51 days




@MikTorregrossa and Andreas Kuttie outlining the development of the DCDE monitoring tool as part of the @ECODCERASMUS project [pic.twitter.com/2igDxwU9jq](https://pic.twitter.com/2igDxwU9jq)

via iPhone

2 10 1719

ECO-DC @ECODCERASMUS 51 days




ECO-DC retweeted Dr Robert Morris @DrRobMorrisStir 51 days

@em\_cartigny and @colallen starting the 1st workshop on the dual career landscape...

via iPhone

2 4 1719  
3383 121 0.00  
6 - 0.35





## Ecology of Dual Careers - Erasmus Project

Published by Robert Morris [?] · 15 February 2019 · 



A year on post is now live on the website! Take a look at what we have achieved so far... <https://dualcareers.eu/2019/02/one-year-on/>



DUALCAREERS.EU

### One year on...

As we approach the half way point of the Ecology of Dual Career project...

The collage features several tweets and photos:

- Tweet 1:** @em\_cartigny ECO-DC @ECODCERASMUS (51 days ago). Includes a photo of a presentation slide titled "Dual Career Development Environments in Europe: Background and Objectives for Athletes".
- Tweet 2:** @colallen ECO-DC @ECODCERASMUS (51 days ago). Text: "@colallen outlining the @TalentedAthlete approach to a combined dual career system".
- Tweet 3:** Louise Storm ECO-DC @ECODCERASMUS (51 days ago). Text: "Louise Storm discussing the shift from individual to environmental understanding of dual careers in sport".
- Tweet 4:** Sofie Smismans ECO-DC @ECODCERASMUS (51 days ago). Text: "Sofie Smismans outlining the key features of a successful Flemish dual career development environment".
- Tweet 5:** @KoenDeBrandt ECO-DC @ECODCERASMUS (51 days ago). Text: "@KoenDeBrandt outlining student-athletes' dual career at the @TopsportVUB".
- Photos:** Several photos showing presentations in a lecture hall, a group of people in a meeting, and a person speaking at a podium.



## Ecology of Dual Careers - Erasmus Project

Published by Emily Cartigny [?] · 21 August 2018 · 

For a full overview of the project and the project team, why not visit our website...

<https://dualcareers.eu/about/>



DUALCAREERS.EU

### Project Outline – Dual Careers

It has been suggested that, in addition to individual attributes and...

Nov Lifestyle advisors, coaches, managers and teachers this is the **last** chance to take part in our survey and to **gain** some ideas on how to evaluate the #dualcareer environment you work in #ErasmusPlus#EU sport surveymonkey.co.uk//ECO-DCERASMU...

via Twitter Web App

ECO-DC @ECODCERASMU

Are you a coach working with dual career or student-athletes? We particularly need the **help** of coaches from the UK or Europe to take part. #coaching #sportcoaching #coachathlete #dualcareerathletes #evaluatingenvironments @UKCoaching @CoachingFamily twitter.com/ECODCERASMU/s...

via Twitter Web App

ECO-DC @ECODCERASMU

@LJMU @TalentedAthlete @TopsportVUB @SportVlaanderen @teamdanmark @GPEUAB You can take part if you are a key stakeholder in a dual career development environment. This may include, but is not exclusive to, being an athlete, a coach, a parent, or support staff in a dual career development environment.

via Twitter Web App

ECO-DC @ECODCERASMU

@LJMU @TalentedAthlete @TopsportVUB @SportVlaanderen @teamdanmark @GPEUAB This study aims to develop and test a DCDE monitoring tool (DCDEM). The tool is

ECO-DC @ECODCERASMU

The program for our packed DUAL CAREER DAY at @VUBBrussel is now **available!** There are still a couple of spots left - Register for free at [spmb.research.vub.be/en/dual-career-day](https://spmb.research.vub.be/en/dual-career-day)...

via Twitter Web App

ECO-DC @ECODCERASMU

@LJMU @TalentedAthlete @TopsportVUB @SportVlaanderen @teamdanmark @GPEUAB The questionnaire is also **available** in Slovenian - [surveymonkey.co.uk/r/ECO-DCERASMU...](https://surveymonkey.co.uk/r/ECO-DCERASMU...) Finnish - [surveymonkey.co.uk/r/ECO-DCERASMU...](https://surveymonkey.co.uk/r/ECO-DCERASMU...) Swedish - [surveymonkey.co.uk/r/ECO-DCERASMU...](https://surveymonkey.co.uk/r/ECO-DCERASMU...) Dutch - [surveymonkey.co.uk/r/ECO-DCERASMU...](https://surveymonkey.co.uk/r/ECO-DCERASMU...) Spanish - [surveymonkey.co.uk/r/ECO-DCERASMU...](https://surveymonkey.co.uk/r/ECO-DCERASMU...) Catalan - [surveymonkey.co.uk/r/ECO-DCERASMU...](https://surveymonkey.co.uk/r/ECO-DCERASMU...) Danish - [surveymonkey.co.uk/r/ECO-DCERASMU...](https://surveymonkey.co.uk/r/ECO-DCERASMU...)

via Twitter Web App



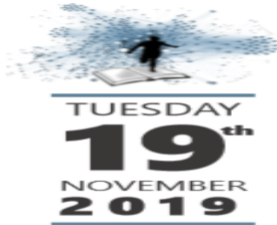
**Ecology of Dual Careers - Erasmus Project**  
Published by Emily Cartigny [?] · 26 September 2019 ·

Join us on the 19th Nov for an exciting day of presentations, workshops, panel discussions and networking, hosted by the Ecology of Dual Career project group at VUB - Vrije Universiteit Brussel! We will be sharing and discussing our work on optimising dual career environments.

Attendance is free, but we do ask that you register here: <https://spmb.research.vub.be/en/dual-career-day/>

#dualcareer #dualcareerdevelopmentenvironments #optimisesupport #lifeoutsidesport #practitionerdevelopment #EU sport #ErasmusPlus

# SAVE THE DATE



**Ecology of Dual Career Dissemination Conference**  
Hosted at the Vrije Universiteit Brussel, Belgium

Join us at our Multiplier Sport Event where we will share our findings from our Erasmus+ project to explore dual career development environments across Europe.


Our project has developed a comprehensive understanding of the dual career development environments (DCDEs) across Europe, and provides implementation guidelines to national sport federations, DCDE stakeholders, dual career development project researchers on the development and optimisation of DCDEs supporting talented and elite athletes' in their pursuit of sporting and academic excellence.

Register for free at <https://spmb.research.vub.be/en/dual-career-day/>

For more information regarding the Ecology of Dual Careers project, please visit [www.dualcareers.eu](http://www.dualcareers.eu)

Co-funded by the Erasmus+ Programme of the European Union 

ECO-DC @ECODCERASMU



WE NEED YOU!

If you are involved in a dual career environment (school, university or sport program that supports dual career athletes) we need you!

Test out your environment's **success** factors by following the link: [surveymonkey.co.uk/r/ECO-DCERASMU...](https://surveymonkey.co.uk/r/ECO-DCERASMU...)

More info in comments #dualcareer pic.twitter.com/qV1YDnPgZ

via Twitter Web App

designed to assist dual career stakeholders (e.g., service providers, lifestyle advisers) in identifying strengths and **weaknesses** of their DCDE environment.

via Twitter Web App

ECO-DC @ECODCERASMU

SAVE THE DATE

**Ecology of Dual Career Dissemination Conference**  
Hosted at the Vrije Universiteit Brussel, Belgium

Join us at our Multiplier Sport Event where we will share our findings from our Erasmus+ project to explore dual career development environments across Europe.

Our project has developed a comprehensive understanding of the dual career development environments (DCDEs) across Europe, and provides implementation guidelines to national sport federations, DCDE stakeholders, dual career development project researchers on the development and optimisation of DCDEs supporting talented and elite athletes' in their pursuit of sporting and academic excellence.


Register for free at <https://spmb.research.vub.be/en/dual-career-day/>

Join us on the 19th Nov for an **exciting** day of dual careers!  
Register **free** here: [spmb.research.vub.be/en/dual-career-day/](https://spmb.research.vub.be/en/dual-career-day/)

#TopsportVUB  
#EU Sport  
#dualcareer #dualcareerdevelopmentenvironments #optimisesupport #lifeoutsidesport #practitionerdevelopment #EU sport #ErasmusPlus pic.twitter.com/4gC8zZ8rWr

via Twitter Web App

ECO-DC retweeted Libby Mitchell @LibbyMitchell\_



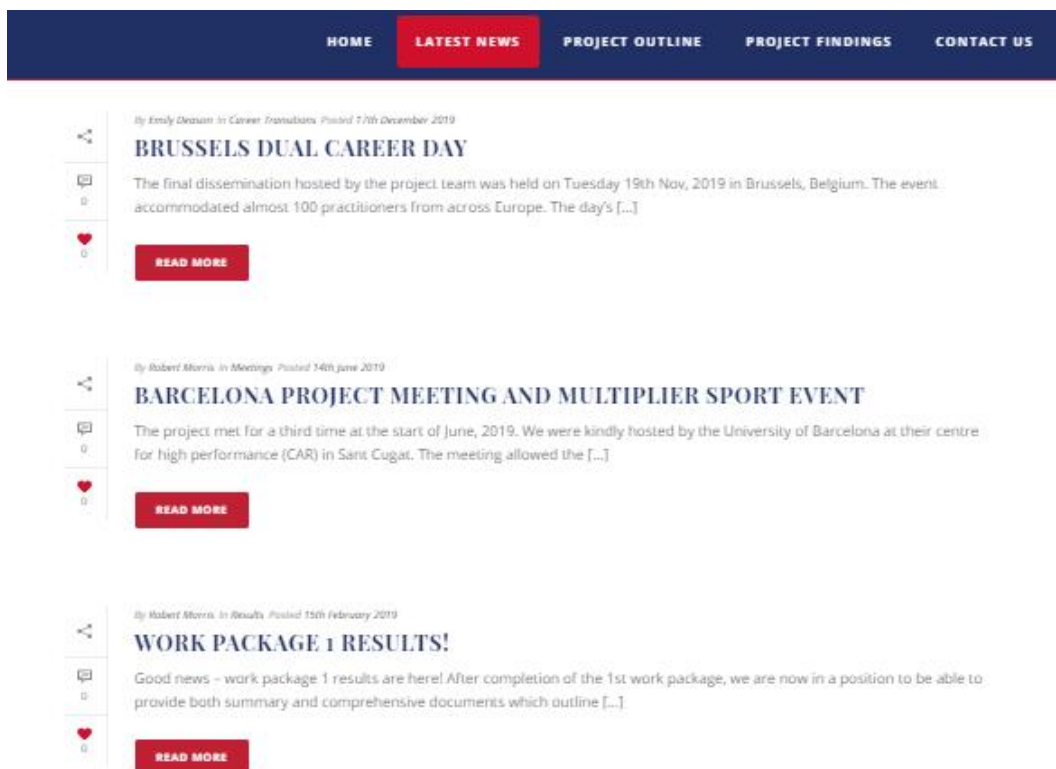
Great to hear from the dual career @EU ErasmusPlus project about their latest findings across Europe. Some really **interesting** & unique insights into the factors behind **successful** dual career environments #fepsac2019 pic.twitter.com/AzrnEiFJuc

via iPhone

@SasaCecicErpic also presents preliminary results from the Slovenian case study in @ECODCERASMU pic.twitter.com/30qTUKUeD

## ECO-DC Website

The website was used to update the DCDE network on the latest findings of the project and events that the project team were involved in, including academic and practitioner conferences, multiplier sport events, and academic publications. The website was accessible through [www.dualcareers.eu](http://www.dualcareers.eu) throughout the project. A legacy website is being developed which will be hosted on the Liverpool John Moores University website and will hold all of the results from the project for the foreseeable future.



## Multiplier Sport Event Summary

The project team organised 3 Multiplier Sport events to disseminate the research findings Europe. The events were well attended and well received by dual career service providers and dual career researchers.

### Odense Multiplier Sport Event

29/08/2018

The project team's time in Odense also provided the opportunity to host a multiplier sport event, at the University of Southern Denmark on Tuesday 28th August 2018. The event accommodated over 60 practitioners and academics from across Denmark and Europe to hear presentations which discussed the dual career approach in Denmark, an overview of the Erasmus+ projects that cover dual careers, an insight into the current ecology of dual career project, the findings from the project so far, and the development of the Swedish Dual Career Guidelines. The event concluded with a panel discussion, where delegates presented some insightful and perceptive questions to the project team

### Barcelona Multiplier Sport Event

04/06/2019

The project team hosted a multiplier sport event at CAR on Tuesday 4th June, 2019. The event accommodated over 50 practitioners and academics from across Spain. For the first half of the day, the project team provided presentations including an overview of the Erasmus+ projects that cover dual careers, an insight into the current ecology of dual career project, and the current findings from the project including an overview of four of the partner case studies of DCDEs. The second half of the day was designated to presentations from Spanish researchers and practitioners which discusses dual career and dual career environments in the Spanish context.

### Brussels Multiplier Sport Event

19/11/2019

The final dissemination hosted by the project team was held on Tuesday 19th Nov, 2019 in Brussels, Belgium. The event accommodated almost 100 practitioners from across Europe. The day's program included the project team provided presentations on the Eco-DC Erasmus+





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project, including the project findings and case studies. The second half of the day was designated to three practical workshops developed by the project and based on the findings.

## Educational Modules Summary

The following section outlines three educational modules that were developed based on the results of the Eco-DC project. Module one is based on work package 1 and aims to support dual career support providers to understand the different DCDEs that they work and the dual career landscape for the athletes that they work with. Module two is based on work package 2 and aims to support dual career support providers to understand the DCDE in which they are embedded, including its features, structures and philosophies. Finally, Module three is based on work package 3 and aims to support dual career service providers to evaluate the effectiveness of the environment in which they work using the DCDEM tool.

## Module One - Exploring the dual career landscape

*Aim:* for practitioners to identify their dual career landscape (i.e., the dual career environments they work within and with, across the athletic lifespan) and understand the challenges this presents of dual career athlete but also the implications for the support they provide,

*Resources needed:* big sheets of paper, marker pens, post it notes

Introduction - 5 mins

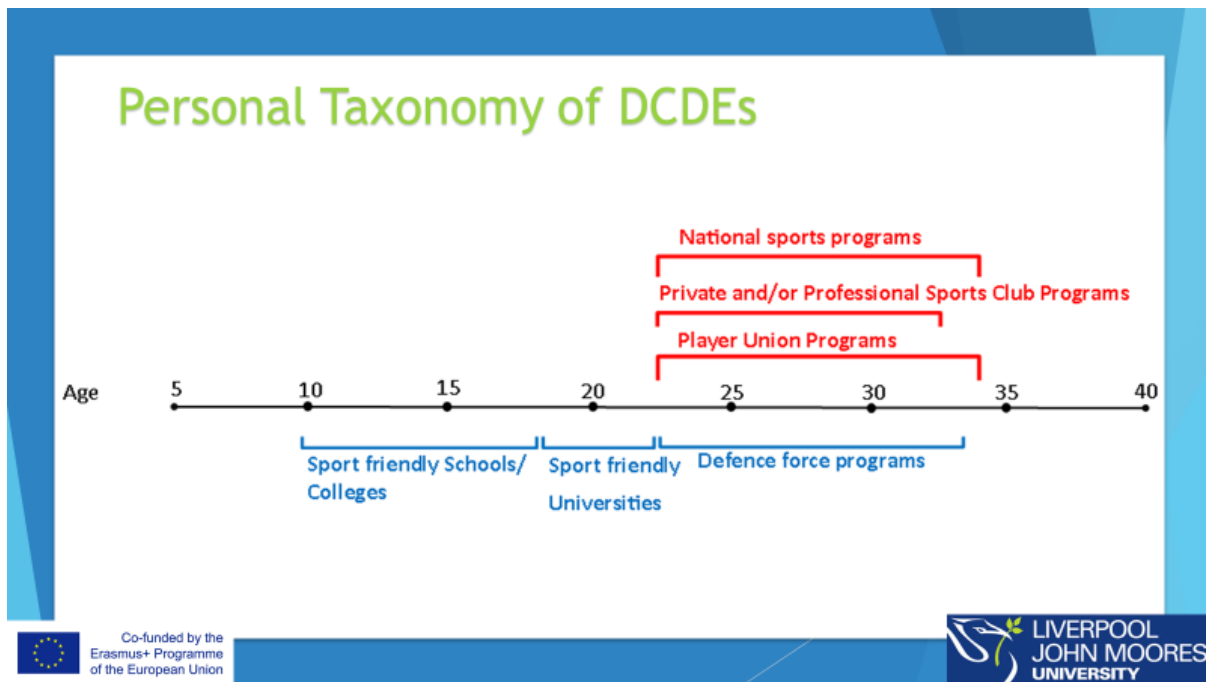
Match DCDE types with descriptions



Activity 1 - 10mins

Pick one sport to focus on – draw a taxonomy of the dual career development environment that exist within this sport across the athletic lifespan

Add key features of these environments – what type of support, (de)centralised, stakeholders, levels of communication between sport and education, key age, sporting and education brackets



### Activity 2 - 10mins

On post it notes identify the key challenges that some of the features of the different DCDEs might present

Knowledge share of practices that support athletes to cope with these challenges

### Activity 3 - 10mins

Consider the pathway as a whole: are there any gaps support across the pathway?

Discuss what might be the challenges of moving from one environment to another - how does the support differ? how do we prepare DC athletes for that?

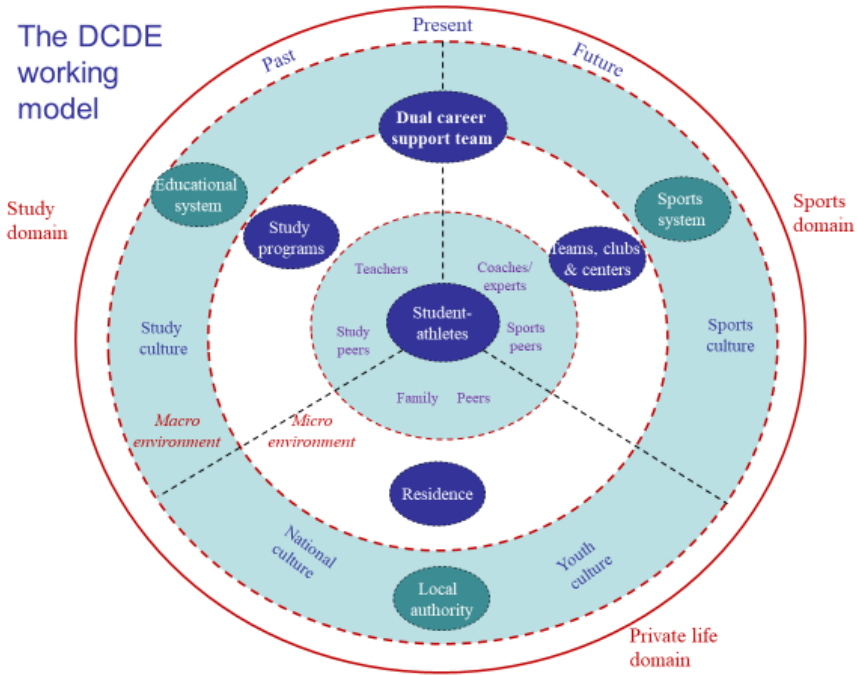
Identify the transitions that occur during the pathway - how does the support prepare DC athletes for these?

### Conclusion - 10mins

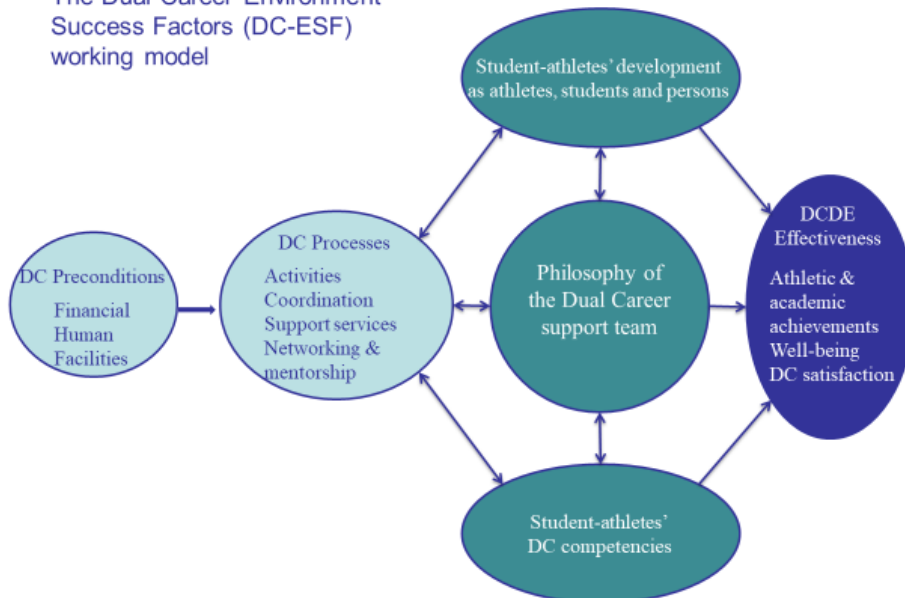
If more than one group, share findings between groups and discuss.

## Module Two - What makes your DC environment effective?

*Resources needed:* Two Holistic Ecological working models



**The Dual Career Environment Success Factors (DC-ESF) working model**









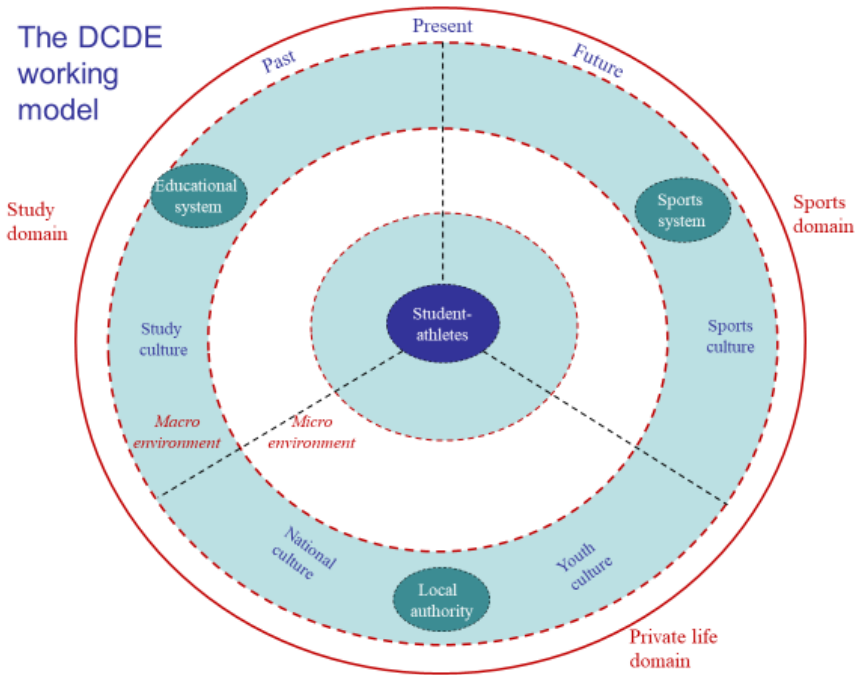
Introduction – 10 mins

Outline the Danish Case study of AU Elitesport.



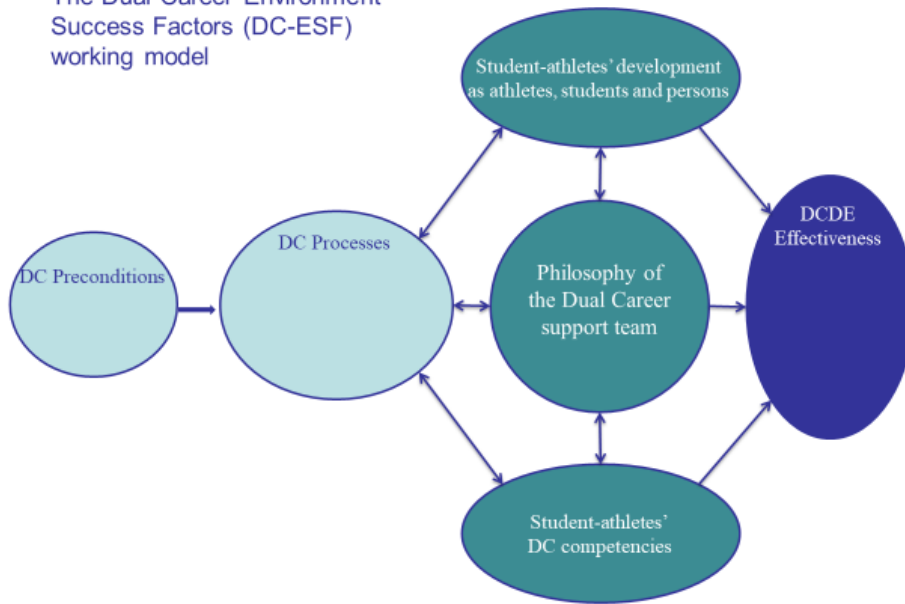
# AU Elitesport

ambitioner		"Sporting ambitions without losing the opportunity for higher education"	sporten.	
<b>Rådgivning og støtte</b> 	<b>Atleter på Aarhus Universitet</b> 	<b>Kriterier for optagelse</b> 		
<b>Dual Career på Aarhus Universitet</b> Sportslige toppræstationer hos danske student-athletes i 2016 Undersøgesrapport / december 2016 	<b>Team Danmark samarbejde</b> 	<b>Kontakt os</b> 		

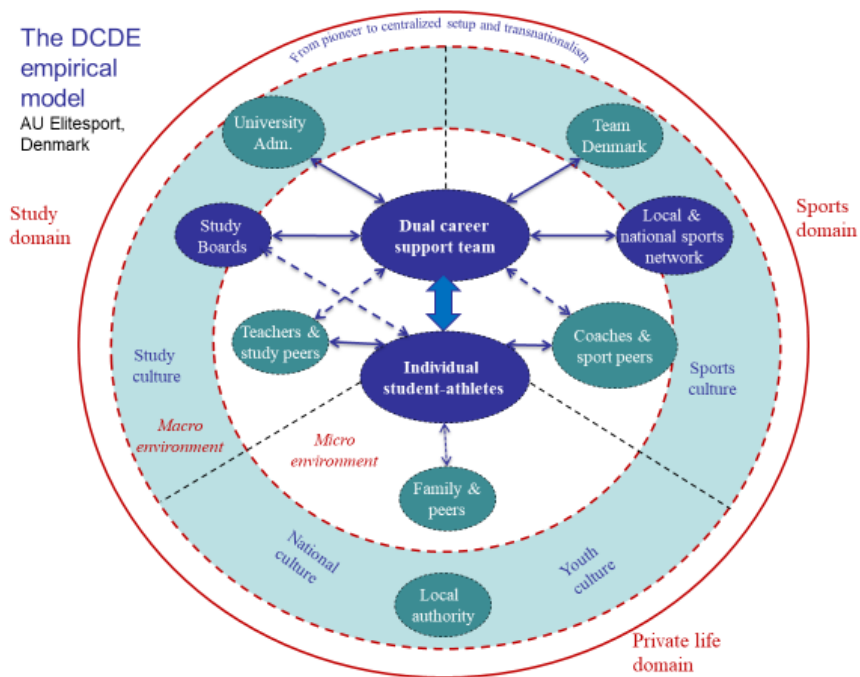


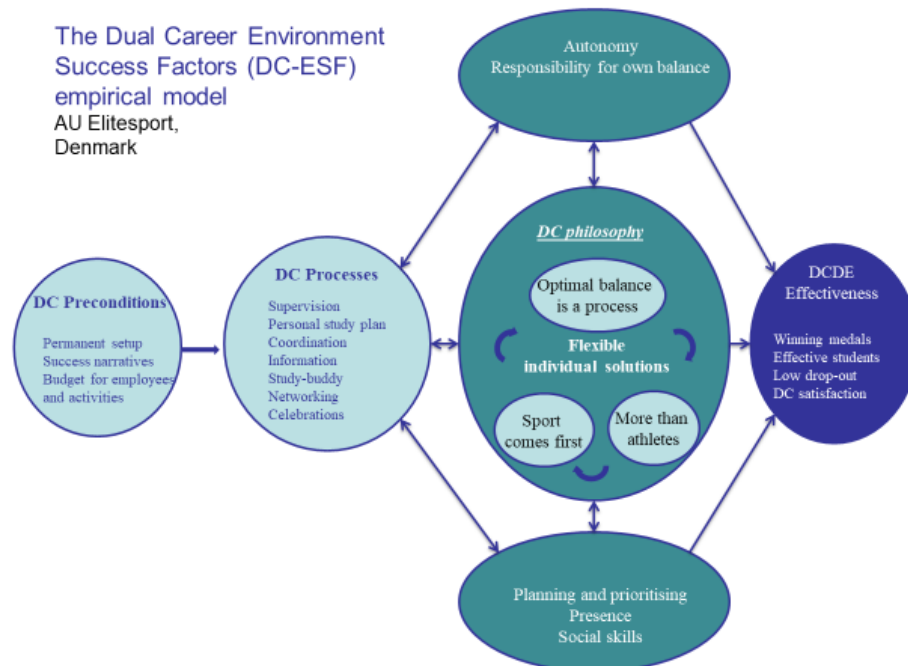


The Dual Career Environment Success Factors (DC-ESF) working model



The DCDE empirical model  
AU Elitesport, Denmark





## Key features of AU Elitesport

- Flexible individual solutions, and a strong relationship between DC support team and the student-athlete.
- The optimal balance is a process.
- DC is everybody's business, but a few peoples' responsibility.
- Developing DC competences and autonomy to take responsibility.
- Mentorship - A community of narratives is a 'glue'.
- Shared DC philosophy, which integrates the sports, study and private domain.

### Activity – 30 mins

In groups, think about the DCDE you work within, including the key stakeholder, feature, processes philosophies and effectiveness of that environment. Use the two holistic ecological models to develop models of your own environment.





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### Conclusion – 10 mins

If more than one group, compare the different models you have created and the differences between environments.

## Module Three - Assessing 10 essential features of your DC environment: The dual career environment monitoring tool in practice

*Aim:* To gain a better understanding of the essential features of a DC environment and identify their own DC environment's **main strengths, weaknesses and needs** using the DCDEM (Dual Career Development Environment Monitoring Tool)

*Resources needed:* Laptop or tablet; Excel Spreadsheet, List of Features of successful DCDEs.

### Intro – 5 mins

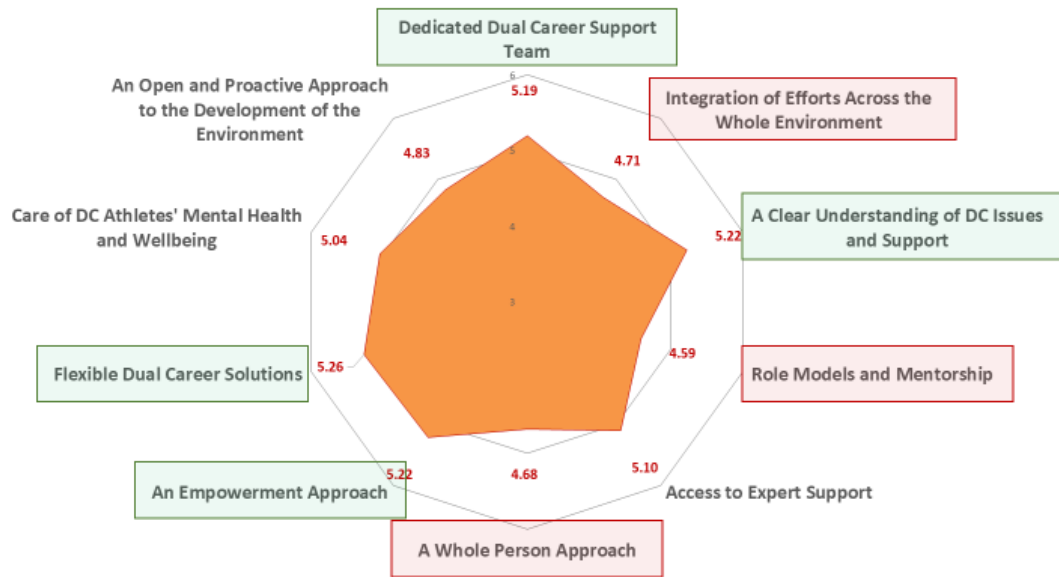
The 10-feature structure as an evidence base to structure and operationalize your work within the DC environment. The DCDEM is a self-assessment/reflection tool that can be used by DCDEs to identify strengths-weaknesses-needs and facilitate the conversations between DC stakeholders. If the DCDEM is taken by different stakeholders in the environment it can provide a 360°: comparison of views within the DC environment. This evaluation can support the development of a strategic plan of action to optimize the environment

### Activity 1: Evaluate your own DCDE using the DCDEM – 20mins

1. Open the Excel-file and go to the first tab 'Questionnaire'
2. Think of your own DC environment
3. Answer the 50 statements with 1 (Very Strongly Disagree) - 7 (Very strongly agree)

N.B.: In case a statement is not applicable, leave the cell blank.

Once complete, the graph should look like this:



### Activity 2: reflect on your DCDEM profile – 10 mins

Take your time to go through the profile output. Think about the main **strengths & weaknesses** of your DCDE – What are you doing well? Where do you need to optimize? Where do we need to **focus** on? Which **concrete actions** can we take to optimize a feature?

### Activity 3: Discuss your findings – 20 mins

In groups, discuss your environments in-depth - What are the main **strengths & weaknesses** of your environment? Where do you need to **focus** on? Which **concrete actions** can you take to optimize this feature? Try to share knowledge of practices you've used to solve similar situations.

## DCDE Summary for Transnational Athletes – Belgium

### Belgian Case Study – Elite Sport School of Gymnastics

The studied DCDE, GymFed - Topsport Atheneum Voskenslaan – Boarding School Questopia (Ghent, East-Flanders, Belgium), can be categorized as an Elite Sport School in a state-centric regulation (Aquilina & Henry, 2010). This means that the Elite Sport School is part of a structural collaboration, set by decree, between the Flemish education sector and sports sector. The Flemish elite sport school for gymnastics is a purposefully developed and centralized system (i.e. sport, education and housing close to each other) for talented and elite gymnasts who wish to combine their athletic career with secondary education. The support provision for student-athletes includes a combination of sport, academic, and private life support. The sport support, provided by the Sports Federation, includes quality coaching from a team of 17 coaches with each week at least 12h of sport-specific training, modern sport facilities (i.e., gymnastics hall, fitness room), and access to sport science and (para)medical experts (i.e., doctors, physiotherapists, sport psychologist, nutritionist). The academic support, directed by the Elite Sport School, includes an adapted and flexible timetable for studies (i.e., 20 hours of education a week instead of 32 hours), and legitimate absences for training, competition and training-related travel (A-status student-athletes maximum 90 half days legitimate absence). Private life support is mainly provided by the boarding school and includes the safeguarding of student-athletes' rest periods, study time and free time in order to ensure a balance for student athletes between multiple life domains.

The key features that make the Elite Sport School Gymnastics an effective DC environment include:

- I. Stakeholders of different domains (i.e. sport, school, boarding school) share the same mission and vision (P.16): “Everyone is very aware of the goal that those student-athletes have and tries to do everything so they can achieve their goals.”;
- II. There is a focus on gymnasts' wellbeing (e.g., the boarding school ensures a warm and fun environment incl. emotional support);
- III. The DCDE puts emphasis on pupil-gymnasts school performances and support their transition into higher education;

- IV. The DCDE delivers gymnasts that perform well on the international stage (e.g., they produced a World champion);
- V. There is a strong focus on athletes' development of competencies such as self-discipline, work ethic, coping with setbacks and perseverance;
- VI. A flexible DC system and programme is in place, including legitimate absences from school in function of training and competition, a modular study system, and online learning possibilities;
- VII. A perceived low number of gymnasts dropping out;
- VIII. The access to and proximity of high-quality facilities (i.e., one of the best gymnastics hall in Europe; boarding school, school and gymnastics hall are located next to each other).

The efficiency of processes taking place in the DCDE is ensured by: a) A strong triangle of three key stakeholders from different domains (i.e., the elite sport school coordinator, the director of the boarding school, and the technical director of the gymnastics federation) who are in close communication in order to ensure continuous and efficient support, and; b) Clear DC policies and procedures set by decree (e.g., matched timetables for sport, study and private time; legitimate absences from school) and the use of innovative time efficient tools (e.g., modular study system, online learning possibilities).

## DCDE Summary for Transnational Athletes – Denmark

### The context: Denmark and Danish sports and educational systems

In Denmark dual-career is in general highly accepted and valued as a part of the good life as an elite sport athlete. The most typical dual career environments in Denmark are the sports friendly schools and universities. In general, the dual career environments are embedded in the regular educational system in Denmark and in most cases, they are a flexible version of the set-up that all other students are enrolled in. Denmark has 8 public universities not all of them provides specific support for elite athletes. Danish education aims to ensure that all people acquire knowledge and competencies which will qualify them to take active part in the knowledge society and contribute to its further development. Education is open to all and generally free of charge.

### The Dual Career support unit “AU elite sport”

AU Elitesport is a unit at Aarhus University providing support services for elite level student-athletes from multiple sports and educations. AU Elitesport is situated in the second largest city in Denmark, Aarhus, which also is well-known for a strong elite sport milieu. The unit has existed since 2011. The recent statement from December 2018 counts 290 student-athletes and 56 of the them are supported by Team Denmark. Currently most athletes come from handball, sailing, football, orienteering and track and field (in total approx. 35 various sports). And the most frequent studies are medicine, business economics, law, engineering, and sports science (in total more approx. 50 various educations). The philosophy among the dual career support providers is should be possible to combine any type of sport with any type of study. AU Elitesport is a highly flexible set-up with a big variety amongst their dual career athletes. Therefore, the support service is also experienced in providing support for student-athletes from multiple sports and multiple higher educations.

In order to be accepted as a student-athlete at AU Elitesport, athletes must be at the highest national or international elite level in their sports. The level criteria are operationalized differently in different sports, and coaches help in the assessment of the athletes’ applications.

This DCDE is not situated in one specific location, and the athletes do not necessarily meet or know each other. Instead, the student-athletes are part of a virtual community bound by shared narratives.

The dual career support service consists of a three persons teams (including the manager) providing support for the student-elite athletes – one is a split position partly providing support for student-athletes and partly student-entrepreneurs. The DCDE also contains the strong relationships to other units within the university system and to the local and national sports systems. The main task for this group of people is to provide support for student-athletes planning their everyday life. This support involves communication with study boards/committees that are responsible for the study programmes at the various departments. Furthermore, the DC team provide supervision and advice so the student-athletes can combine any sport with any study in an efficient way. The team consists of people with experience from elite sport and having a relevant education (psychology, social science, sports science).

The characteristics of AU Elitesport (Henriksen, Storm, Kuettel, Linnér, & Stambulova, 2020) as a DCDE are, (a) centred on a DC support team that serves to integrate the sport and study domains and to some degree the private domain by supporting communication and coordination between the different parts; (b) benefits from the DC support team's placement as a central unit in the university system and its strong ties with key sport organizations such as Team Denmark (national elite sport organisation), and the legitimacy from both the study and sport domain that comes with it; (c) is dependent on the extensive but also informal network inside the university and local and national sport systems of the head of the DC support team; (d) is focused on providing individual solutions for each athlete and facilitating the athlete's choice through stories of solutions that worked for other student-athletes; (e) is virtual in the sense that the student-athletes may never meet, but the stories create narrative resources that enable the student-athletes' feelings to be a part of the environment; (f) teaches student-athletes planning, prioritization and social skills and to be present and autonomous and take responsibility for balance in their DC endeavour; (g) is deeply rooted in a shared DC philosophy that puts sport first, and recognizes that finding a good balance is a process, and that the student-athletes must be seen as whole persons.

## DCDE Summary for Transnational Athletes – Finland

### A summary of a case study: Finnish Dual Career Environment for student athletes attending sports academy

The Finnish case study was conducted in a winter sports academy that began its activities in the late 1970's as a sport friendly upper secondary. The academy is one of the best sports academies in Finland, they have formerly received an award for their efforts, and the number of student athletes also tells a tale of prosperity as in 2016, they had 162 athletes, which is roughly half of all the students enrolled in the upper secondary (KIHU, 2017). They currently have 22 teachers and 19 coaches working in the school. We focused our efforts on observing the skiers in the environment, whom likely form the largest sport in the environment as 48 out of the 134 student athletes admitted 2016-2018 were skiers (KIHU, 2018). Four out of the 19 coaches in the environment are skiing coaches, each of them a well-respected mentor and former elite athlete that personally sees to 15 student athletes and offers an average of one instructed training sessions per day.

Some student athletes have morning practice, which typically begins by 9. These athletes arrive at school by lunch, which is held at around 11. The exact time varies by year, but all students will finish lunch by 12 o'clock when classes begin. Student athletes that do not attend morning practice start their school day at 9 o'clock and, whereas the top-notch training facilities of the environment are located nearby the dormitories, the school building is roughly seven kilometres away. This means that student athletes who live in the dormitories must depart for school by 8:25 to make it on time and especially the athletes relying on public transportation will only arrive at school shortly before classes begin. Considering that lunch is served at 11, it is a good idea to have breakfast before school starts, although teachers are typically flexible and will not punish students for being a little late. Fortunately, school days are not very long as they tend to end by 15:10, although classes on Tuesdays may be longer, if the class agrees to it. Moreover, those who rely on public transportation generally leave school early in order to make it to evening practice on time as practice is held at 16-18, although it should be noted that not all student athletes have evening practice. They may also occasionally have a physiotherapy class at 19. This leaves the student athletes' evening relatively free with some free time before bed, which may feel hectic to some students. However, the length of one's



school day ultimately depends on their chosen courses and the year they are in; it is possible to start later or finish earlier in the day. That is why it is important to pay close attention when planning one's schedule, although it is not an issue for new student as they will follow a pre-planned route for their first year of school and student counsellors will help students plan their schedule even later on.

When student athletes are facing hardships, they typically turn to their coaches for assistance, regardless of the nature of the issue. Coaches offer support and help the athletes with sports and school; they are the people the student athletes themselves named as key persons in their environment. However, this left the coaches feeling overworked and although the athletes did not mention them, the teachers are also an extremely important part of the environment as they work very hard and long hours to ensure every student athlete graduates. In order to guarantee the flexibility of their class, many teachers were willing to reschedule and remake assignments and tests for their students, sometimes with little to no warning. Both the coaches and the teachers agreed that sports come first, and they are the focus of the environment and both worked towards that common goal in their respective domains. The importance of sports is especially visible in that the access to and the number of sports related services, such as physiotherapy and testing, is excellent in the environment. Moreover, the academy has close ties with the Olympic Committee, the Finnish Ski Association, and the research facility located in the vicinity of the academy, although some services, such as access to the environment's mental trainer, are limited to coaches and elite athletes. Although there is no DC support team available in the environment, which is the norm in Finland, the student athletes do receive support from different parties: the dormitory mother, who helps the student athletes in matters related to the dormitory and drives them to services such as the doctor's office, teachers, who take care of the student athletes' educational needs and offer support if they are reached out to, and coaches, who help student athletes any way they can. Additionally, student athletes take sport and life skills lectures, which aim to help them learn to manage and balance their lives themselves, and they can also discuss matters and receive help directly from the principal, if they so wish.

Considering the current standard of an effective dual career development environment (DCDE), the Finnish environment studied fulfils the criteria: there had been no dropouts and,



out of the 162 student athletes in the school in 2016, a reasonable amount had found athletic success (KIHU, 2017). We did, however, find that the key persons in the environment were overworked and that sports dominated the environment as it encroached on the other domains and was openly given priority to. The different domains worked well on their own, yet we feel that if the communication between them were to be improved, the workload of the key persons would lessen and there would be more room for improving the overall balance of the environment.

## DCDE Summary for Transnational Athletes – Slovenia

### PK Olimpija

Swimming club Olimpija was founded in 1975 in Ljubljana. It is a public sport club, founded by the city of Ljubljana. Since its beginnings, it was focused on two aspects – competitive elite level swimming of different age groups and recreational swimming with swimming own school to popularize sport. The club aims at best results in elite sport and is proud of its athletes' achievements. It's very elite sport oriented, focusing on the competitive sport and results at the highest levels. It is family friendly club, offering swimming for everyone. Apart from the competitive sport, they offer swimming school, non-competitive youth swimming, recreational swimming for adults, and veteran competitive swimming.

The club is financed from the public sources (municipality of Ljubljana, Ministry of Sport and Education, Olympic Committee) as well from the private sources (parents).

In 2019, PK Olimpija has 142 members and 106 of them are registered as competitive swimmers. That makes Olimpija the third largest elite level competitive swimming club in Slovenia. 39 swimmers are categorized by the Olympic Committee of Slovenia: 1 international-level, 1 perspective, 26 national-level and 11 junior-level swimmers currently train in PK Olimpija. 18 of them compete at the senior level and 15 at junior level. Since its beginnings, 8 swimmers from the club competed in Olympic games, placing the club among the best elite level swimming clubs in Slovenia. Out of current 6 Slovenian international level swimmers, one is training in Olimpija. The athlete is training with the coach, participant of this study. The club employs 6 coaches. One coach, the participant in this study, is in charge of the elite level swimmers.

### ŠD Riba

ŠD Riba was founded in 2002 in Ljubljana. It is a private sports entity, founded by two former swimmers. Riba started as a recreational club, offering swimming school lessons for children and at the same time, recreational swimming for adults. Soon they added competitive selections and currently have five groups of athletes that compete at various levels. Majority of athletes compete in junior selections and there is only one group of athletes who are approaching transition to the senior level (majority of swimmers in the eldest group is in high school, aged

between 14 and 18). The club promotes dual career of athletes, being aware that even the best swimmers in the group probably would not proceed to the elite level and competitions of the highest ranks. As one of the two owners of the club is a sport psychologist herself, dual career and athletes' wellbeing is indeed taken care off.

Majority of the finances comes from the private sources (tuition from the recreational groups finance also the competitive groups in order to lower the financial input of athletes' parents). The club also gathers funds from the public sources The club is financed from the public sources too (municipality of Ljubljana, Ministry of Sport and Education).

In 2019, ŠD Riba has 72 registered competitive swimmers and is among the smallest clubs with competitive elite groups in Slovenia. Only 6 athletes are categorized by the Olympic Committee of Slovenia: 3 as national-level and 3 as junior-level swimmers. The club employs 3 coaches. One coach, the participant in this study, is in charge of the eldest group of competitive swimmers.

### **Bežigrad Gymnasium**

Bežigrad Gymnasium (high school) is one of the best high schools in Slovenia, attracting the students with highest academic achievements. It is situated in Ljubljana, named after the Bežigrad district in Ljubljana, where it is located. It is a selective coeducational state secondary school for students aged between 15 and 20. It is famous for its quality and for eminent alumni and is regarded as one of the top high schools in Central Europe. The students achieve very good results in the general high school graduation exam (matura exam), which places school in the group of the best high schools in the country.

The school offers many extracurricular activities and students compete in various disciplines, mainly in the field of knowledge and science. School offers two programs – general gymnasium and an international school. Besides that, students can choose to finish school with an international diploma as school offers also a program registered at the International Baccalaureate Organisation.

In the 2018/19 school year, 224 vacancies were open for enrolment in the first year of the high school program and 18 places for the sport class in gymnasium. There are approximately 1050



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students at the school. The school enrolls one sport class each year. The entry requirements for sport class are sports achievements. Based on the achievements in sport, students are given A, B, and C statuses. Students have to be recognized as elite athletes by the national sport federations.

## DCDE Summary for Transnational Athletes – Spain

### Case study of a multisport water club

Multisport club specialized in water sport (i. e., swimming, synchronised swimming and water polo). Among its most important achievements are 57 Olympic and Paralympics athletes who have won 11 medals (two gold, eight silver and one bronze), 10 world championships, 20 European championships and seven European feminine water polo championships. The club owns a school, which offers the primary education stage (10 to 12 years old), and the mandatory secondary education stage (12 to 16 years old). The school has approximately 160 students, most of them being students-athletes in the club. The school is located within the club's infrastructures.

Students-athletes<sub>1</sub> are both an athlete of the club and a student of the club's own school. When studying and training, student-athletes develop certain characteristics that allow them to combine both activities in such a way that they can perform well in both domains. Accordingly, time management is fundamental in terms of having enough time to rest and/or to study. This benefit from, and appreciation for, the time also demonstrates a commitment to develop both careers in the best possible way, not using sport as an excuse for the bad performance in the academic domain, or vice versa.

The combination of education and sports is supported by the whole club structure, which provides several services for student-athletes so they can perform the best way possible both in sports and in education. There are key agents in our environment that influence student-athletes' dual career development. The role and functions of these agents are detailed below.

**Coach:** This agent from the sports domain is probably the one who spends more time with the student-athlete and it could be argued that it is also the one with the greater influence. Coaches are highly valued within the environment, especially for being willing to work with both, the academic and the sports coordinator for the benefit of the student-athletes. Nonetheless, the main criticism is that they are only concerned about the sports domain, not paying much attention to the reality of the student-athlete outside the training space. The sport psychologist summarizes all this by saying: "the coaches are very good (...) what they lack is this psychological part".

**School's Sports Coordinator:** This agent has the main function of connecting the club's demands and schedules with the school. The head of studies is the one who checks if those demands can be met or not, and how. In this sense, the coordination between the school's sport coordinator and the head of studies is what allows student-athletes the flexibility to have a more comfortable combination of academic and sports commitments.

**Sport psychologist:** This agent takes care of individual cases that are more related to sport performance, like athletes' mental block in competition, lack of concentration or different types of relaxation strategies, among others. The work of the sport psychologist goes beyond the sports domain, and together with the clinical psychologist, they work dealing with cases that need other points of view.

**Teachers:** They have a close relationship with student-athletes due to their daily contact at classrooms. Being a teacher in this school means that they need to deal with the fact that in this environment the academic domain is adapted to the sports domain. In this sense, teachers must have flexibility and be aware of the athlete-students sport demands. Having this in mind, the communication between the club and the teacher is essential for making it possible to reschedule exam dates. Sometimes this communication is not as good as the teachers wish.

**Academic coordinator:** This agent is a teacher who, besides playing the teacher role, also deals with the task of knowing when student-athletes have competitions and sends them school's work (online), so they can study while they are in pre competition meetings or team stages. Apart from this task, the academic coordinator is aware of what happens to the student-athletes, he/she is the one who receives whatever demand from the student-athletes -only if it is related to the academic domain-, and then talks with any of the psychologists or coaches, depending on the matter of the demand.

**Clinical Psychologist:** This agent deals mainly with learning difficulties and behavioural problems. Specifically, gives guidance for teachers and parents along with individual attention to students regarding behavioural, motivational or emotional issues. Together with the sport psychologist and other collaborators, the clinical psychologist is in charge of a programme for the attention to diversity, which helps in the detection of learning problems in the school. In

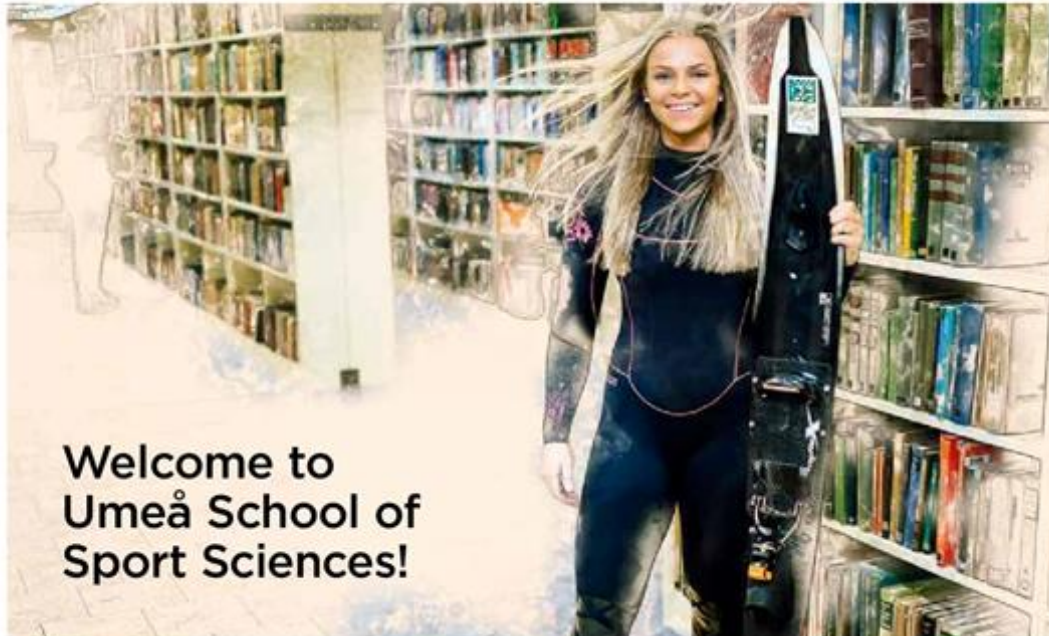
the case of finding problems, they meet with the family and refer the student to external professionals if necessary.

**Peers (club and school):** As for the teammates, these not only support each other, but also are sometimes role models for those younger student-athletes who deal with the demands of a dual career. In this regard, there are some teammates studying at the university, which demonstrates to the rest that developing a dual career is possible. Student-athletes who do not attend classes in the club's school, have the difficulty that most of the schools are not very sensitive with their sports practice. Having a school within the club allows student-athletes to get to know each other and know the reality of other sports too, because in the same class there are student-athletes that practice water polo, swimming, synchronized swimming, even tennis and basketball.

It is important to emphasize that this is a traditional club characterized both for the practice of their members and the development of an elite sport environment in some Olympic sports (e.g., swimming, water polo). Accordingly, it is very different from professional clubs with only professional athletes such as professional football clubs, and it is also different from clubs that promote sports at a recreational level. The club is very proud and promotes the combination of this two different environments and realities of sport, becoming a relevant identity trait that influences their values.



## DCDE Summary for Transnational Athletes - Sweden



Umeå University are one of the first National Sports University in Sweden. The sports educational programmes at Umeå School of Sport Sciences (USSS) are diverse and first class. The scientific research is active and in some areas it is actually defining the international frontline. In close cooperation with the local municipality, which actively supports sports through modern sports centers, good cooperation with sports organizations and IKSU Sports centre on campus, Umeå School of Sport Sciences is creating Sweden's broadest knowledge and development center within the sports sector.

#### UMEÅ UNIVERSITY HAS:

- The most students among Swedish universities within the sports area.
- Sweden's broadest educational options within the sports area.
- Four faculties and a School of Education with research and education within the sports area.
- A policy for combining competitive sports and academic studies.

All students studying at any sports related educational programme are organized by the USSS. The same goes for elite athletes at all of Umeå University's different departments, whether they study in an educational program or take individual courses.

The works of USSS has three themes: Sports educational programmes, Sport scientific research and Dual carrier for athletes. USSS works with sports for anyone for exercise purposes, competitive sports and public health. The three themes are all equally important and are mutually dependent on each other.

As a student at USSS you will spend much time at IKSU Sport. This is the largest facility in northern Europe for exercise and wellness, situated right at the university campus. It comprises 21 000 square meters with activities ranging from group training, gym and swimming to gymnasiums, beach volleyball, golf and a 14 meter wall for climbing.

As student in USSS you can participate different seminars aimed at the sports students, teachers, scientists and the voluntary sector of Umeå. The purpose of the seminar activities is strengthening (the) fellowship between students and teachers, contributing to professional development and widening the contacts between academic and sporting life.

Keep up-to-date with seminars and other events through our website: [www.umu.se/en/ih](http://www.umu.se/en/ih)

#### ELITE ATHLETES

Umeå University was the first Swedish university to introduced a policy for combining competitive sports and academic studies - dual careers. At Umeå University you can prepare yourself for life after your sports career while still being active in competitive sports. According to the university policy, if you are a student in competitive sports you can have your studies fitted to your specific conditions as an elite athlete, irrespective of your sport and choice of studies. In order to do this, you as a student engaged in competitive sports need to sign an agreement with the university through USSS. In the agreement your and the university's obligations respectively are stated.

#### UMEÅ - THE CITY OF SPORTS

The city of Umeå is special... "Umeå breathes sport". Few cities offer the same opportunities or are as active as we are - Umeå is truly a city of sports!

- About 240 sports associations are creating sporting opportunities for everyone - children and youths, for exercise and competitive purposes.
- Top modern facilities, including the three general sporting centers (Dragonen, IKSU and Gammliä) as well as many special sports facilities enable activities in all fields of interest.
- Local, national and international sport events every week.
- Umeå University and Umeå School of Sports Sciences is an invaluable resource for the sports movement, and offers fantastic opportunities of education and research within the sports sector.

FOR MORE INFORMATION: [www.umu.se/en/ih](http://www.umu.se/en/ih) or contact Pernilla Eriksson, Assistant Director at: [pernila.eriksson@umu.se](mailto:pernila.eriksson@umu.se)



UMEÅ SCHOOL OF SPORT SCIENCES  
UMEÅ UNIVERSITY



Riksidrottsuniversitet



## Välkommen till Idrottshögskolan vid Umeå universitet

Umeå universitet är fr o m hösten 2015 ett av landets första Riksidrottsuniversitet (RIU).  
Idrottsutbildningarna vid Idrottshögskolan i Umeå är många och förstklassiga, forskningen är aktiv och inom en del områden världsledande. Tillsammans med en kommun som aktivt stöder idrotten bli a med moderna idrottscenter, goda samarbeten med idrottens organisationer och IKSU Sport på Campus skapar vi Sveriges bredaste kunskaps- och utvecklingscenter inom idrottsområdet.

### UMEÅ HAR:

- Flest studerande i landet inom idrottsområdet
- Sveriges bredaste utbildningsutbud inom idrottsområdet
- Fyra fakulteter och Lärarhögskola med forskning och utbildning inom idrottsområdet.
- Policy för kombinationen elitidrott och studier.

Alla studenter som läser idrottsrelaterade program eller idrottsmärkta fristående kurser vid Umeå universitet organiseras inom Idrottshögskolan. Detsamma gäller elitidrottande studenter vid universitetets samtliga institutioner, oavsett om ni läser på ett utbildningsprogram eller fristående kurser.

Idrottshögskolans verksamhet består av framförallt tre delar; Utbildningar med relevans inom idrottsområdet, idrottsforskning samt möjligheten att kombinera elitidrott med studier. IH arbetar med bredd- och motionsidrott, elit- och tävlingsidrott samt folkhälsa. Alla delar är lika viktiga och förutsätter varandra. Som student vid IH kommer du att tillbringa mycket tid på IKSU Sport – norra Europas största motions- och friskvårdsanläggning som finns på campus. 21 000 m<sup>2</sup> med allt från gruppträning, gym, simhall till bollhallar, beachvolleyhall, golf och klätternvägg.

Du som student vid IH kan delta på olika idrottsseminarier. Seminarieverksamheten syftar till att främja samhörigheten, bidra till kompetensutveckling samt vidga kontaktytorna mellan akademi och idrottsrörelse.

Håll dig uppdaterad om vilka seminarier och andra arrangemang som är på gång via vår hemsida: [www.umu.se/ih](http://www.umu.se/ih) eller Facebook: [www.facebook.com/idrottshogskolan.umu](http://www.facebook.com/idrottshogskolan.umu)

### ELITIDROTTARE

Umeå universitet var det första lärosäte i landet som antog en universitetsövergripande policy för kombinationen elitidrott och studier. Vid Umeå universitet är det möjligt för dig som elitidrottare att förbereda Dig för livet efter idrottskarriären samtidigt som du är aktiv. Enligt universitetets policy kan Du som elitidrottande student – oavsett studieval och oavsett idrottsgren – få dina studier anpassade efter de förutsättningar du har som elitidrottare.

Det krävs dock att Du som elitidrottande student skriver under en överenskommelse med universitetet via Idrottshögskolan, i denna överenskommelse preciseras universitetets samt dina åtaganden.

### IDROTTSSTADEN UMEÅ

Det är något speciellt med Umeå... "Umeå andas idrott". På städer har samma möjligheter och är lika aktiva som vi – Umeå är en riktig idrottsstad!

- Cirka 240 idrottsföreningar skapar möjligheter till idrott för alla - barn och ungdomar, bredd/motion och elit.
- Toppmoderna anläggningar, med bland annat tre idrottscentra (Dragonen, IKSU och Gammlia) och flera specialidrottsanläggningar möjliggör aktiviteter för alla intressen.
- Lokala, nationella och internationella idrottsevenemang varje vecka.
- Umeå universitet och Idrottshögskolan är en ovärderlig resurs för idrotten, och erbjuder fantastiska möjligheter till utbildning och forskning inom idrottsområdet.

FÖR MER INFORMATION: Idrottshögskolan, [www.umu.se/ih](http://www.umu.se/ih)  
Pernilla Eriksson, biträdande föreståndare, [pernilla.eriksson@umu.se](mailto:pernilla.eriksson@umu.se)



**IDROTTSHÖGSKOLAN**  
UMEÅ UNIVERSITET



**Riksidrottsuniversitet**



## DCDE Summary for Transnational Athletes – United Kingdom

### LJMU SPORT SCHOLARSHIP SCHEME

Our Sports Scholarship scheme is one of the leading initiatives the UK.

We aim to help talented students fulfil both their sporting, academic and personal potential.

#### WHO IS ELIGIBLE?

- We support current and prospective LJMU students, who are elite athletes competing in any recognised BUCS, World University Games, Commonwealth games and Olympic games sport.

#### WHERE IS SUPPORT DELIVERED?

- Liverpool John Moores University Campus
- 13 Lifestyles Gyms and Fitness Centres, courtesy of Liverpool City Council

#### WHAT SUPPORT DO THEY RECEIVE?

You'll receive:

- Cash bursaries for competition and training-related travel, accommodation, kit and equipment
- Access our specialist sports science expertise, including fitness tests and profiling, strength and conditioning, physiotherapy, nutrition, psychology and lifestyle advice

#### THE CITY OF LIVERPOOL

##### SPORT

With two large football clubs based in the city, it's not surprising Liverpool is a hub for sports fans and athletes alike.

The region is also home to England's Golf Coast, the world-famous Grand National Festival at Aintree, a number of top rugby teams including St Helens (Saints) and hosts regular large-scale sporting events at the arena such as boxing, MMA and gymnastics.

##### LIFE

With two large football clubs based in the city, it's not surprising Liverpool is a hub for sports fans athletes alike.

The region is also home to England's Golf Coast, the world-famous Grand National Festival at Aintree, a number of top rugby teams including St Helens (Saints) and hosts regular large-scale sporting events at the arena such as boxing, MMA and gymnastics

#### HOW DO I TO APPLY?

Fill out the application form, here:

<https://www.ljmu.ac.uk/discover/your-student-experience/sports-clubs-and-societies/sports-scholarships>



## Recommendations for DCDEs and DC Stakeholders

The project outlines a number of recommendations of DCDE, sport, and education policymakers:

- (1) The results of WP1 support sport national governing body (NGB) policy that promotes diverse DCDEs that suit different athlete needs and DCDEs that extend across the talent development pathway.
- (2) From WP2, the results suggest a 10 shared features of successful DCDEs that organisations should implementing through policy: the implementation of dedicated DC support team, policy to facilitate an integration of efforts across the whole environment, policy to enable a clear understanding of DC issues and support from across the environment (e.g., dual career training), practice that promote role models and mentorship, ensuring access to appropriate expert support, a philosophy that emphasises the recognition of the whole person, a philosophy that empowers athletes to take responsibility and make informed decisions for themselves, flexible practices and policies, practices and policies that ensure the care of DC athlete's mental health and wellbeing, and, open and proactive approach to the development of the environment.
- (3) From WP3, the results provide a tool that environments can use to assess the effectiveness of the environments they work within. The tool also supports the identification of practices than can be improved.
- (4) Finally, WP4 and the continued dissemination of project findings through the project lifespan, meant that the applicability of the results could be enhanced through feedback from significant DCDE stakeholders.

## EU Guideline Implementation

The ECO-DC project has helped in the implementation of a number of the guidelines that are outlined in the EU Guidelines on Dual Careers of Athletes (European Commission, 2012), thus helping to promote and support good governance in sport and the dual careers of athletes. The guidelines covered by the Project are as follows:

**Guideline 1.** Talented and elite athletes in amateur and professional sports, including athletes with a disability as well as retired athletes, should be recognised as a specific population group in the relevant policy areas. This status should be: (a) Developed and recognised through cooperation between stakeholders in elite sport including the athletes' representing organisations, education, employers and business, as well as governmental agencies (ministries responsible for sport, education, employment, defence, home affairs, economy, health and finance); (b) Integrated in the institutional regulations and policy plans of sport bodies and educational institutes, in the social dialogue between employers and employees in professional sports and in the dialogue between executive boards and athletes' committees of sports organisations in amateur sport; (c) Supported by specification of pathways for late and early specialisation high-performance sport and for athletes with a disability, in particular where pathways for able-bodied athletes cannot be used.

The Eco-DC project explored identifies 8 different types of environments that support dual career athletes. Of these types it was evident that there is a lack of dual career environments that support early specialisation sport and athletes after retirement. The Eco-DC project would also add the need to develop environments that provide adapted support for a vocation. The project also identified that an integration of efforts between the stakeholders in this environment enables successful support of dual career athletes.

**Guideline 2.** Public authorities responsible for policy domains involved in the provision of sport, education, training, social and financial support and employment should consider the establishment of interdepartmental bodies or mechanisms to ensure the coordination, cross-sectoral cooperation, implementation and monitoring of dual career policies for talented and elite athletes including retiring elite athletes.

The Eco-DC supports this guideline and identified combined dual career systems that aim to facilitate the communication between sport organisations and education or vocational institutions. In other DCDE types, the athlete was often left to coordinate their dual career with the various organisations.

**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.

The Eco-DC project has developed national taxonomies of DCDEs, national case studies and national data from the DCDEM of environment effectiveness. This information can be used to develop national guidelines on dual career, including the areas not currently supported by DCDEs and the areas to optimize DCDE effectiveness.

**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.

The results from ECO-DC identified and classifying different types of DCDEs, which support school-athletes, university-athlete and athletes in a vocation, and providing criteria of effectiveness and efficiency of these, including formal agreements and policies for flexible dual career solutions. Furthermore, *an awareness for mental health and wellbeing* was identified as a factor of successful DCDEs and an area that requires improvement within DCDEs across Europe.

**Guideline 5.** Responsible sports authorities should recognise sport academies and high performance training centres as part of a coherent system of provisions for dual career athletes, including student-athletes from abroad, based on agreements between stakeholders, and secure the implementation of dual career services in these institutes.

The ECO-DC developed European and national taxonomies of DCDEs that outline the system of environments that support dual career athletes. The project, via an educational module, also encourages sports systems to conduct similar analysis of environments within their talent pathway in order to identify potential gaps in support.

**Guideline 6.** Sport academies and high-performance training centres should only be recognized and supported by public and private sport authorities if some minimum requirements have been fulfilled: (1) Combination between sports training and general education in the framework of a lifelong learning strategy; (2) Qualified staff (including specific qualification for disabled athletes); (3) Supporting services including medical, psychological, educational and career assistance; (4) Quality criteria for safe and accessible sport facilities and services; (5) Transparency about rights of athletes (e.g. internal code of behavior, ombudsperson); (6) Collaboration with athletes' social support network (e.g. parents).

The ECO-DC provides recommendations, tools and educational modules that support DCDEs, sporting organizations and educational institutions to develop taxonomies of DCDE support, identified factors of successful DCDEs and evaluated current DCDE effectiveness.

**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.

The ECO-DC supports this guideline by outlining one of the criteria for effective DCDEs as policies for DC solutions.

**Guideline 8.** Sport and public authorities should support stakeholders in dual careers to ensure that through supporting services and structures: (a) Expertise on dual career topics is available and accessible to all stakeholders involved; (b) Dual career support (including support for career transitions and crisis-management and coping interventions) is available to all recognised talented, elite and retired athletes; (c) The quality and content of supporting services meet the demands of athletes.

The ECO-DC provide recommendations to DCDE stakeholders on factors that lead to successful dual career environments and tools to evaluate support services.

**Guideline 10.** Public authorities and stakeholders should develop a framework for dual careers in sport and schools in which specific arrangements (e.g. flexibility, adapted curriculum, elearning, supplementary tutoring, the use of facilities and sport services and supporting services) are included

The ECO-DC provides recommendations of effective practices for DCDEs, including flexible DC solutions, and access to expert support.

**Guideline 11.** Educational and sport authorities could consider setting up specific opportunities for early specialisation sports in the school education system for young athletes under strict conditions that protect and safeguard the physical and mental development of young athletes, preferably in close cooperation with local clubs and with a transparent monitoring system and

**Guideline 12,** public authorities and stakeholders should develop a framework for dual careers in sport and vocational education and training (VET) institutes in which specific arrangements (e.g. flexibility, adapted curriculum, e-learning, supplementary tutoring, the use of facilities and sport services and supporting services) are included.

The ECO-DC also identified a European need to develop support opportunities for early specialization sports and vocational dual careers.

**Guideline 14.** Educational and sports authorities should encourage stakeholders in sport and institutes of higher education to develop and implement dual career pathways, including the content of the curriculum and the use of facilities and supporting services.

The Eco-DC project provides intellectual outputs and educational modules that support DC stakeholders to develop an implement DCDEs that support the talent pathway. Within Europe, areas that could be improved, include early specialization environments, vocational environments and post athletic environments.

**Guideline 15.** Public authorities should support the development of an accreditation system for educational institutes with a sport profile and involved in dual careers of student-athletes, taking account of the specific characteristics of the different types of education.



The DCDEs taxonomies, developed as part of the Eco-DC project, can support the identification of different types of educational dual career support and the different types of DCDEs these educational programs might interact with.

**Guideline 21.** Sports, health and educational authorities should jointly support the development of health and psychological assistance, preventive and education programmes for athletes in the areas of life skills, injury prevention, healthy living, nutrition and recovery techniques as an element of the educational part of the dual career.

The ECO-DC identifies *access to expert support* as one of the key factors of effective DCDEs.

**Guideline 24.** Public authorities and sport stakeholders should set up, or further develop, a coherent system of financial support for student-athletes in which the different stages of the dual career are recognised.

The ECO-DC supports the identification of different types of DCDEs and their key features, including ways of financing.

**Guideline 27.** The European Commission is called upon to stimulate cooperation between national sport training centres and educational institutes from different Member States in order to support the development and availability of dual career policies for student-athletes from other Member States.

The ECO-DC identified different types of existing DCDEs across Europe, including the features of communication between sporting institutions and educational institutions. Furthermore, the project recommends that DCDEs support transnational athletes through descriptions of their environment to prepare athletes for cultural transition.

**Guideline 28.** The European Union is called upon to consider creating opportunities within its programme for education and training to provide financial and organisational support for the development and implementation of dual career mobility networks of cooperating sports organisations and educational institutes on behalf of student-athletes who move from one Member State to another and **Guideline 33** The European Commission is called upon to support one or more European dual career networks bringing together stakeholders representing athletes, sports organisations, educational institutions, supporting services, national authorities,

coaches and businesses, in order to further the dissemination and implementation of these Guidelines.

The ECO-DC, through dissemination activities, has supported the creation of a network of a European DCDEs Network.

**Guideline 30.** Sports and education authorities, sports organisations and educational institutes should promote regular internal control and external monitoring of dual career facilities and supporting services including sport and academic results, qualifications and further education of staff, safety and accessibility of facilities and services, and functioning of internal codes of behaviour.

The ECO-DC provides a tool for internal and external evaluation of DCDEs, the DCDEM.

**Guideline 31.** Sports authorities and national sport bodies should consider developing a national quality label for dual career services and facilities with reference to a European framework. The European Commission is called upon to support the development of a European quality framework for dual career services and facilities in collaboration with the representative bodies in this field.

The ECO-DC identifies and classifies of the different types of DCDEs in Europe and the set of criteria of their effectiveness and efficiency.

**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.

The ECO-DC provides implementation strategies for practitioners, including the promotion of dual career.

**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.

The ECO-DC provides DC stakeholders with guidelines, recommendations and tools to evaluate the network of DCDE's within their context, the DCDEs' criteria of effectiveness and efficiency, the factors that support successful DCDEs, and the practices via the DCDEM.

**Guideline 35.** The European Commission is called upon to support research regarding the international dimension of dual career programmes, in particular regarding the effects of transitions in athletes' lives, the safeguarding of the development of young athletes in early specialisation sports, the effectiveness of measures and supporting services in the Member States, and the re-entry process of European athletes into the labour market.

The ECO-DC provides a whole package for dual career researchers who wish to study DCDEs from the holistic ecological approach, including: DCDE definition, identification and classification of the different types of DCDEs across Europe, criteria for DCDE effectiveness and efficiency, and the DCDEM tool for research purposes.

## Conclusion

This report has provided a summary of work package 4 which covers aim 4 of the Ecology of Dual Career ERASMUS+ project - To disseminate the project findings and provide implementation guidelines to national governing bodies, DCDE stakeholders, dual career service providers, and dual career researchers on the development and optimization of the DCDEs. The dissemination of the project findings was an ongoing process through the project lifetime. To achieve the aim, the project team used a variety of way, including dissemination events, practitioner and academic presentations, practitioner and academic publications, online outputs.

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