

Hochschulsport Hamburg welcomes you to the

EAS.CONFERENCE

the first virtual EAS Conference

2020



Agenda

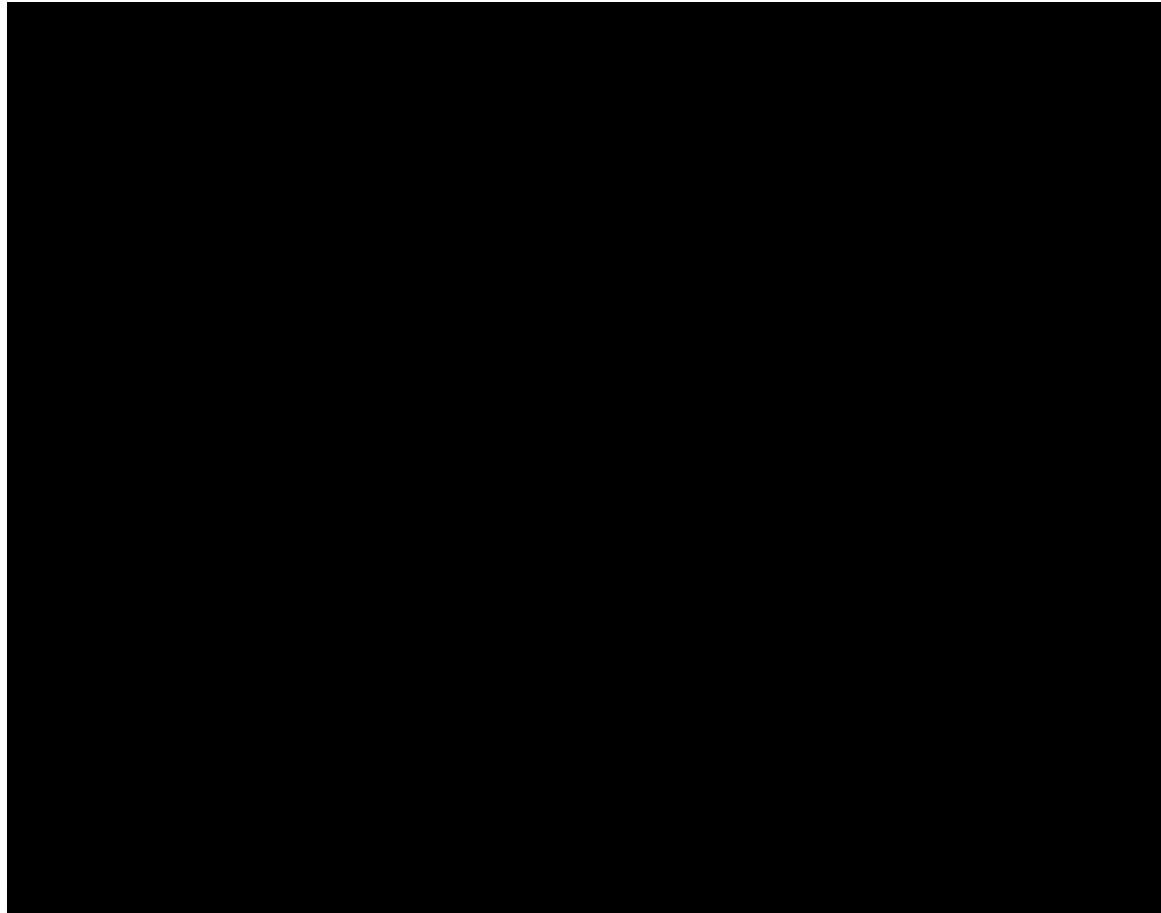
Speakers

Registration

• 17. September 2020, 10 am. - 6.30 pm.

**DUAL CAREER-
THE EUROPEAN
PERSPECTIVE**

Migration: Potential and challenge



Migration within the EU:

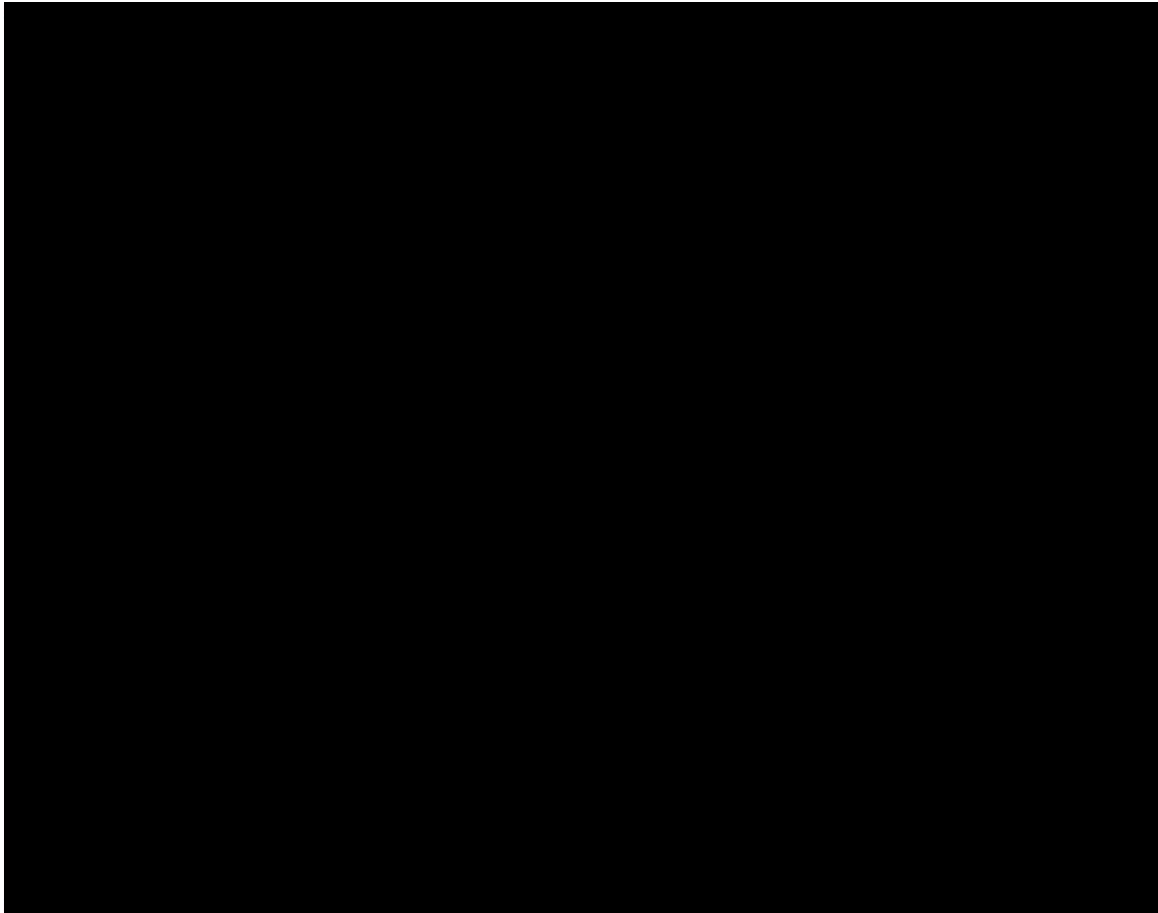
- Easy
- Beneficial (for education *and* sports)

Dual Career structures:

- Differ between countries
- Restricted to national borders

(Almost) no services supporting **Dual Career across borders**

Migration: Potential and challenge



Coordinator:

AUT: University of Salzburg + *KADA*
+ *Olympic Training Centre Rif*

Partners:

FIN: Lapland University + *NOC*

DEU: Hochschulsport Hamburg + *adh*

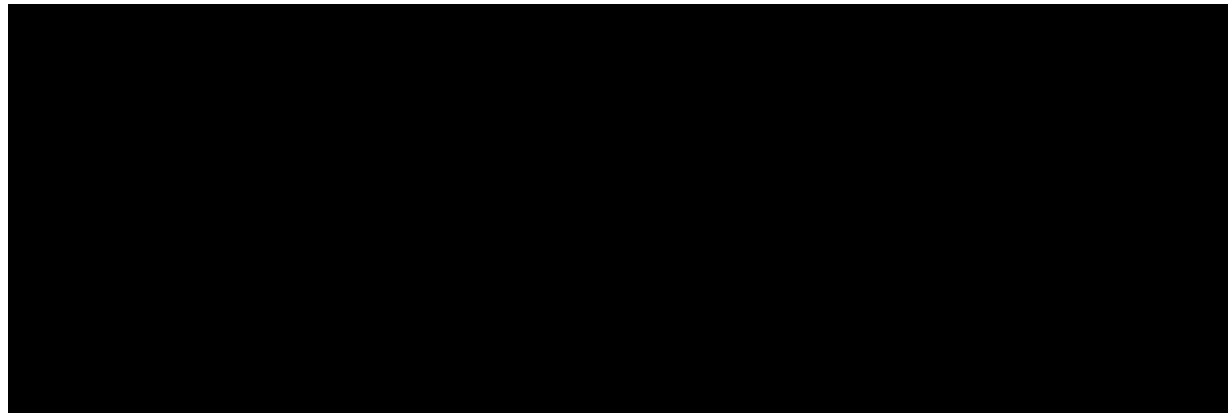
SVN: University of Ljubljana + *EUSA*

ITA: University of Cassino + *ROC*

EAS

AMiD goals

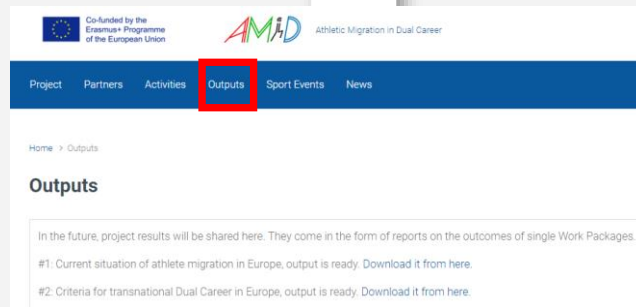
1. Raise awareness + knowlegde of Dual Career and migrating athletes
2. Build network
- 3. Develop + implement + assess applicable support structures**
4. Practical tools for stakeholders (student-athletes, universities, sports institutions)



Two main activities

Current state analysis (2018-2019)

- General literature review
- Country-specific situations (problems, practices, needs)



- **AMiD questionnaire**

Migration phase (2019-2020)

- Recruitment of migrating student-athletes
- Supporting their Dual Career migration
- **AMiD interview**
(evaluation of the support and experience)

1) AMiD questionnaire

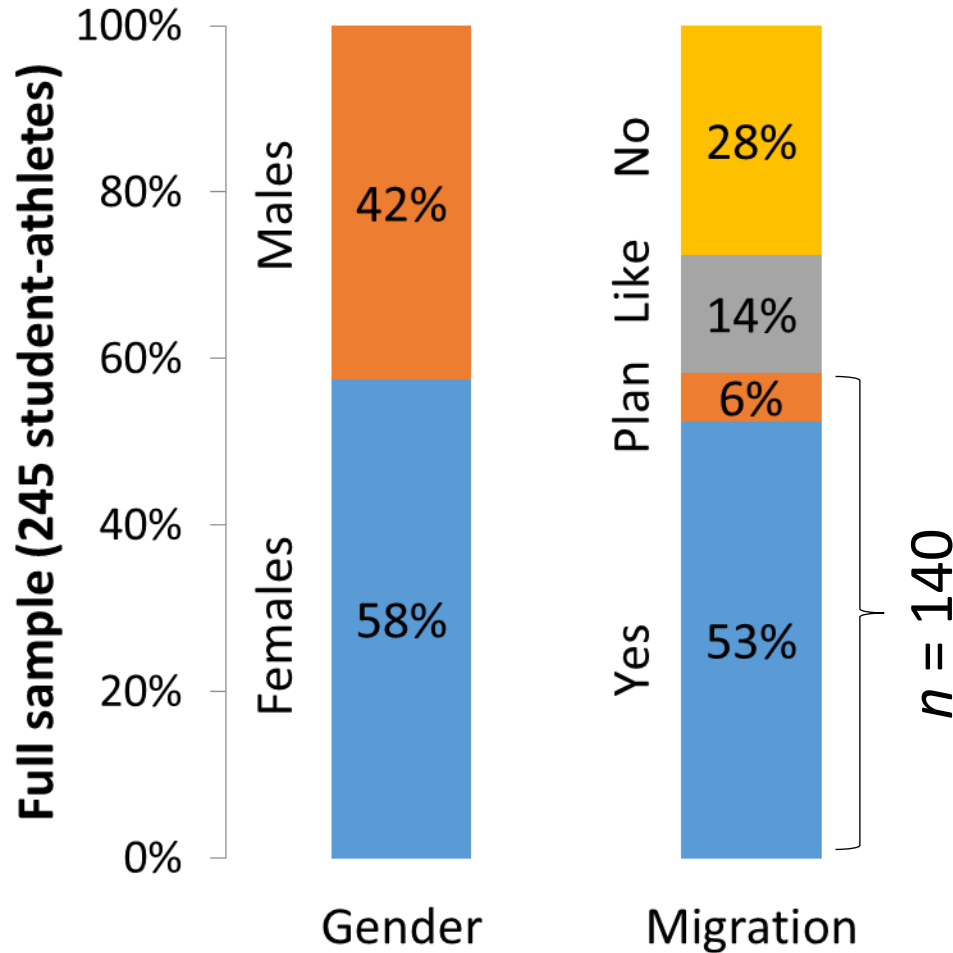
ITEM	TEXT	ANSWER TYPOLOGY
Item 1	Are you able to meet the requirements for students at your university (i.e. attendance to class and exam sessions)?	Scale (1-5)
Item 2	Do you feel the university education prepares you to enter the labor market after graduation?	Scale (1-5)
Item 3	Characteristics of sports and academic careers (state and practices)	Scale (1-5)
Item 4	How do you rate your efforts to successfully combine your studies?	Scale (1-5)
Item 5	Do you think that your dual career is a mutually consistent combination of your studies and your sport?	Scale (1-5)
Item 6	Do you think that your dual career is a mutually consistent combination of your studies and your sport?	Scale (1-5)
Item 7	Do you think that your dual career is a mutually consistent combination of your studies and your sport?	Scale (1-5)
Item 8	Is the development of your sports career successful?	Scale (1-5)
Item 9	Do you think that your involvement in sport is negatively affecting your study outcomes?	Scale (1-5)
Item 10	Challenges	Scale (1-5)
Item 11	Do you think that your involvement in sport is negatively affecting your study outcomes?	Scale (1-5)
Item 12	Please indicate possible improvements of dual career programs for student-athletes needed in your sport environment.	Open comment
Item 13	Does faculty staff support you in combining your sport and education?	Scale (1-5)
Item 14	Support services and their effectiveness (finances, tutoring, organisation, material...)	Scale (1-5)
Item 15	Does faculty staff support you in combining your sport and education?	Scale (1-5)
Item 16	Does faculty staff support you in combining your sport and education?	Scale (1-5)
Item 17	Does faculty staff support you in combining your sport and education?	Scale (1-5)
Item 18	Does faculty staff support you in combining your sport and education?	Scale (1-5)
Item 19	Does faculty staff support you in combining your sport and education?	Scale (1-5)
Item 20	Does faculty staff support you in combining your sport and education?	Scale (1-5)
Item 21	If yes, have your sport performance and success in competitions decreased?	Scale (1-5)
Item 22	Do you experience decreased efforts in your study (i.e. attendance to class or less study time) due to your sport involvement?	Dichotomous (Yes/No)
Item 23	If yes, have your sport performance and success in competitions decreased?	Scale (1-5)
Item 24	Is there any concerning or lacking support at your university regarding dual career?	Dichotomous (Yes/No)
Item 25	If yes, are you satisfied with the support provided?	Scale (1-5)

(Fuchs et al., 2016)

- $n = 245$ student-athletes
- FIN, DEU, SVN, AUT, ITA
- 10-50 items
- Likert-scale (1-5), dichotomous (Y/N), closed response, open response
- Validation at national levels
- Back-translation method (Su & Parham, 2002)
- Statistics: Kruskal-Wallis

Results: Characteristics

1) AMiD questionnaire

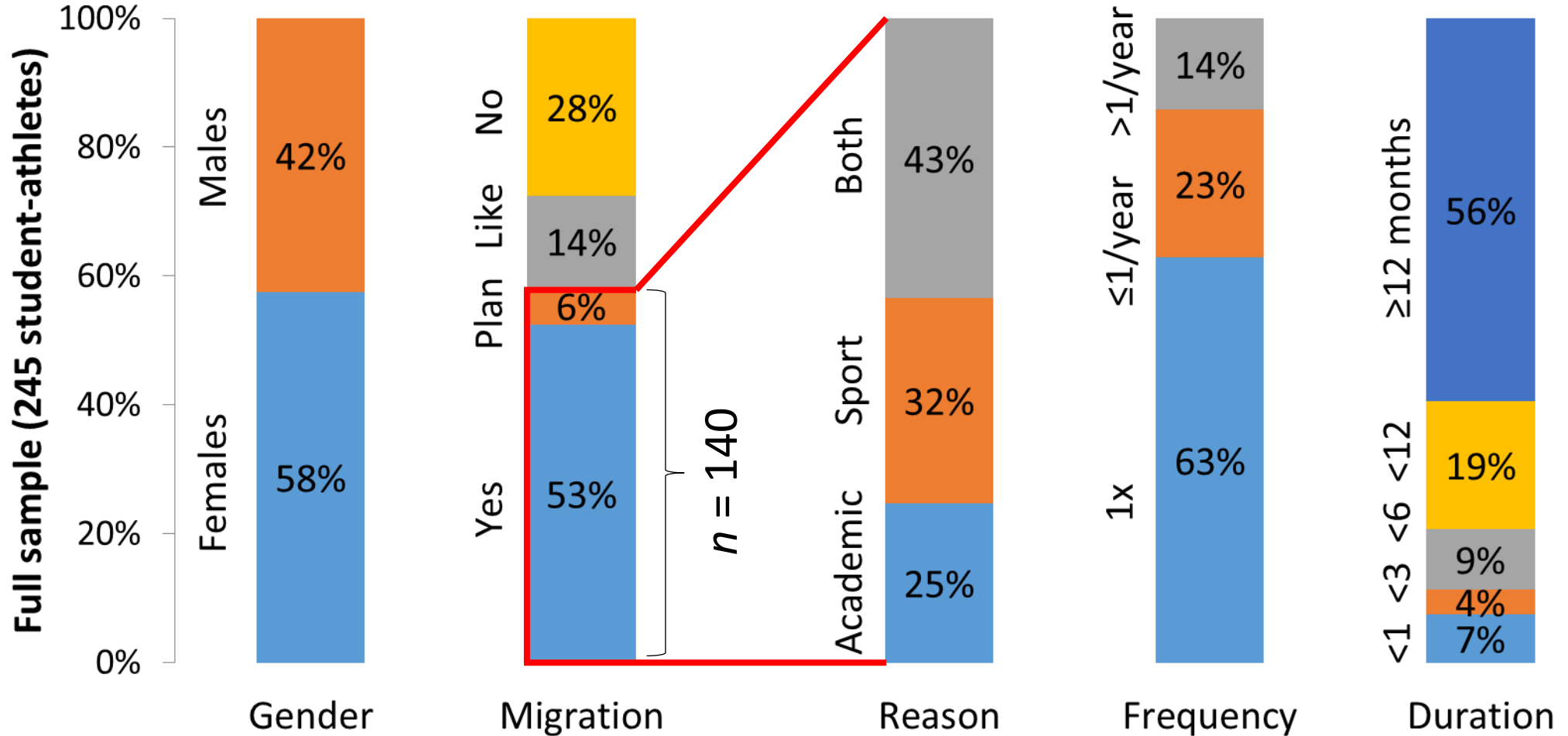


Age:
23.4 ± 4.0 years

Sports commitment:
17.4 ± 8.7 hours/week

Results: Characteristics

1) AMiD questionnaire

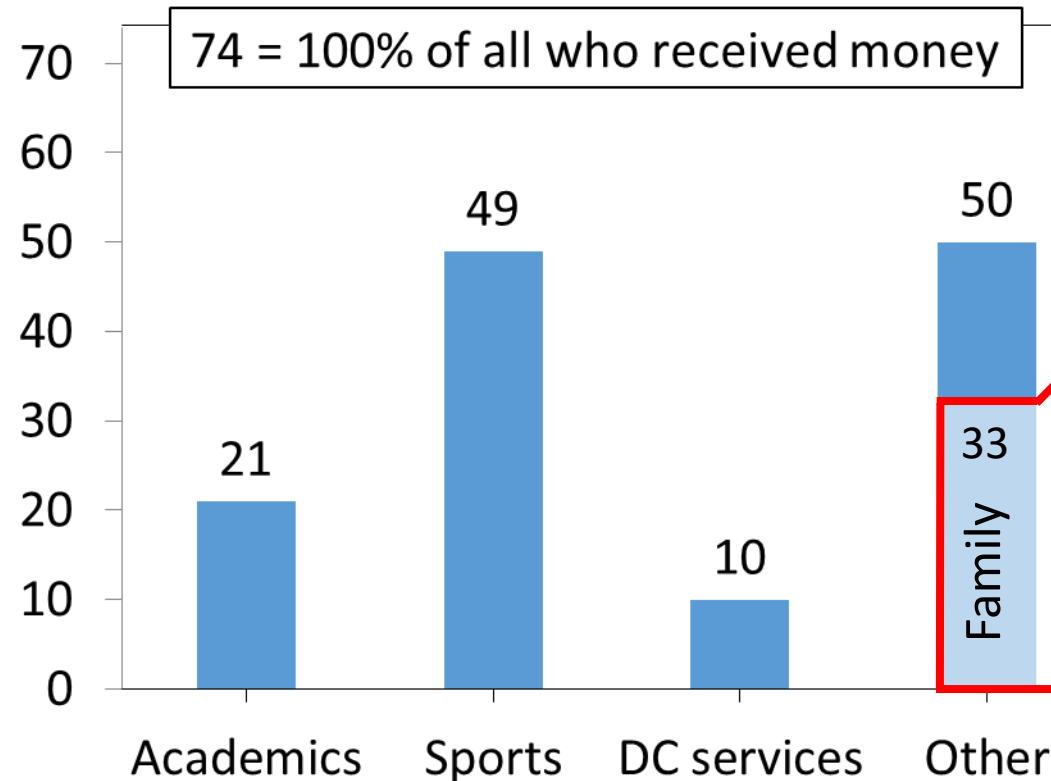
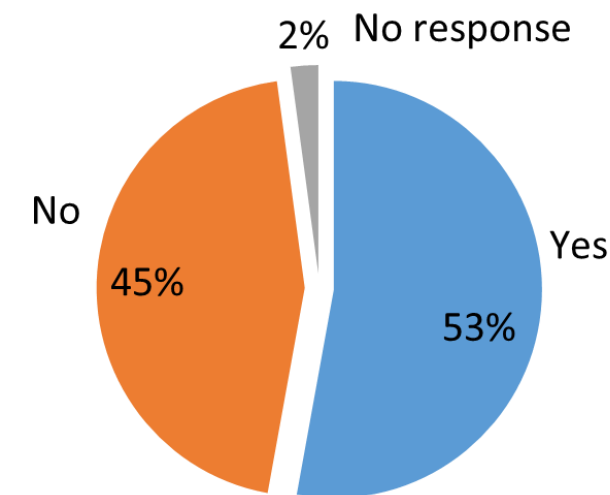


Results: Money, money, money

! The only effect of gender: Higher ratio receiving financial support in males (65%) compared with females (46%) ($p < .05$, $\text{Chi}^2 = 4.63$). No difference in helpfulness (4.1 ± 1.0 pt).

1) AMiD questionnaire

Financial support received



Family

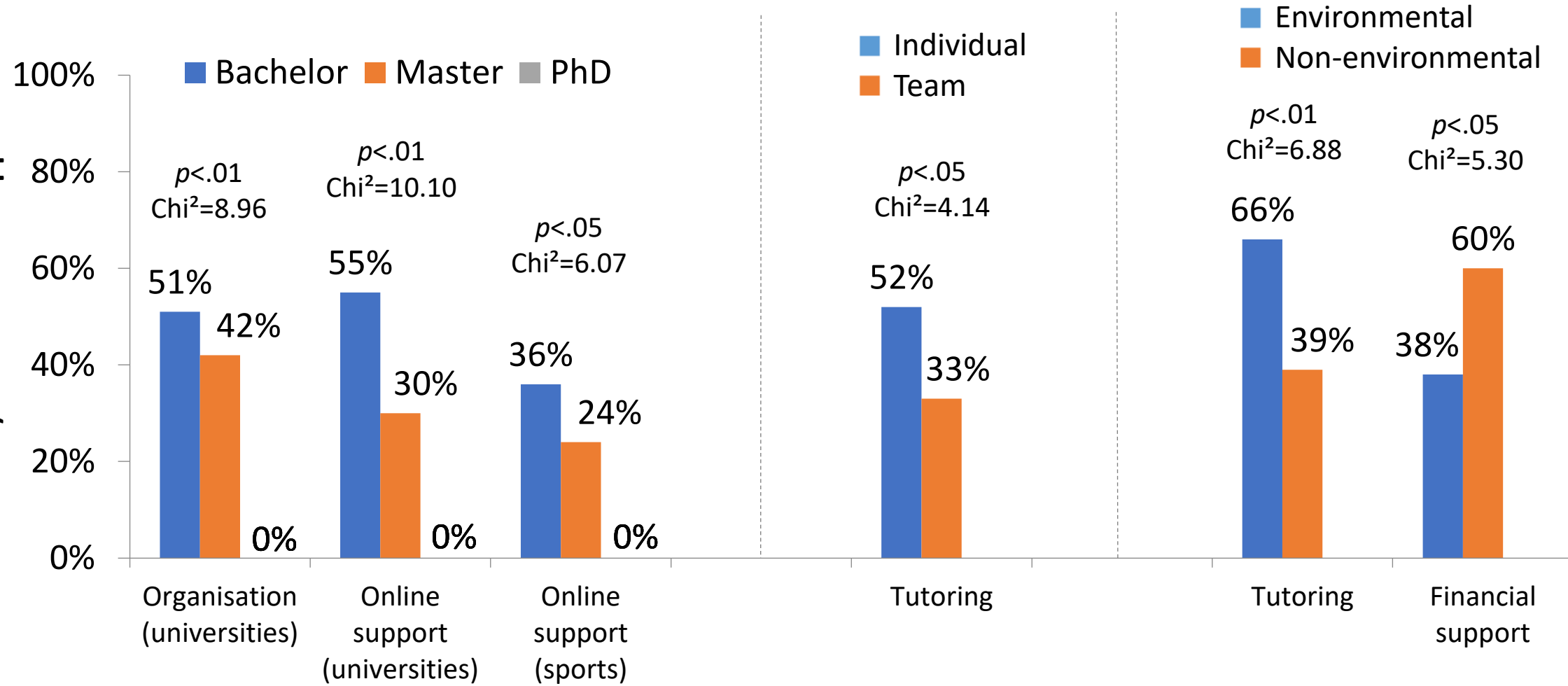
The only support: 3
 More helpful*: 13
 Comparable*: 10
 Less helpful*: 1
 No response: 6

* in comparison with other financial support

Results: Differences between...

1) AMiD questionnaire

% of persons within a sub-group (e.g. bachelor students) who received support



2) Methods

2) Migration phase

5 participants per country = 25 in total

- 18-30 years
- Enroled in European universities
- At least 10h training per week
- Migration within EU borders

Recruitment via:

- Academic network
- Associated partners
- Federations, clubs
- *Letter of Support*

- Questions
- 1 Motivation
 - 2 Preparation
 - 3 Success
 - 4 Support
 - 5 Good/Bad
 - 6 Recommend

- Personal data collection
- Selection of services

Migration period

Semi-structured Interview

Qualitative Content Analysis
(Mayring, 2010; Schreier, 2014)
Coding and clustering

2) Results: Q2-5

Q2: How did you prepare?

Networking (39%), external help (26%), organisation (26%), ..., no preparation (17%)

Q3: How successful was your exchange?

Training quality and sports (78%), academics (57%), ...

Q4: What kind of support did you receive?

Financial (87%), organisational (61%), ..., lack of support (13%)

Q5: What was good, what was bad?

Organisational challenges (57%), ..., academic challenges (35%), sports challenges (13%), ...

General findings and conclusions

High ratio of migrating student-athletes

Almost no effect of gender

Individual + Environmental: Deficits in financial support

Team + Non-environmental: Deficits in tutoring

All services helpful across sample characteristics

Attention:

Help from others during preparation

Organisation is a major challenge

Increased difficulties and reduced success in academics

Thank you for your attention!

Presenter: Philip X. Fuchs

Title: The AMiD Project (2018-2020): Overview and Findings

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