ABSTRACT



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

Despite Dual Careers (DC) of athletes and mobility of students being priorities in the funding policies of the European Commission, migrating DC athletes face several challenges at sport and academic levels. The objectives were to provide guidelines for implementing DC migration interventions at European level.

A systematic literature review (n=14) was performed, and a 50-items questionnaire was administered to 245 student-athletes. Further analyses involved subjects who experienced DC migration (n=140). Subsequently, a migration intervention was assessed via qualitative content analysis of semi-structured interviews (n=23).

The evidence highlighted a DC migration towards friendly DC environments (e.g. American colleges) meeting the student-athletes' desire to attain high-quality education, to live in another country, and to practice sports at high levels.

The only gender difference emerged in a higher ratio receiving financial support in males (65%) compared to females (46%) (p<.05, χ^2 =4.63). Differences between study levels were found in organisation (p<.01, χ^2 =8.96) and online support (p<.01, χ^2 =10.10) from universities and online support from sports (p<.05, χ^2 =6.07). Tutoring was more often reported in individual (52%) compared to team (33%) sports (p<.05, χ^2 =4.14) and in environmental (66%) compared to non-environmental (39%) sports (p<.01, Chi²=6.88). All support services, if received, were comparably helpful (3.9±0.9 pts).

Considering the pervasive globalisation of sport and education, DC migration can contribute to the development of a European sport culture. Team and non-environmental sports are urged to implement tutoring support, whereas educational institutions should adopt DC policies and services to avoid decreases in academic performances, which occur more frequently than in sports performances. Finally, DC tutors should provide organisational support especially during the preparation of DC migration.

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