

IL DOPPIO PERCORSO DI CARRIERA DEGLI ATLETI: UNA REVISIONE NARRATIVA DELLA
LETTERATURA

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ABSTRACT

The "dual career", designed to combine a high-level sporting commitment with a university career, makes it possible, on the one hand, to protect the right to study of professional athletes and, on the other, to follow a university pathway that is useful for subsequent employment opportunities at the end of a competitive sporting career. Within the Dual Career Pathway, the added value is represented by an individualised project of accompaniment, orientation and monitoring of the academic pathway in order to obtain an adequate level of training and build a solid professional future post-athlete. This paper, following a review of the regulations governing the figure of the student-athlete, identifies the main didactic-educational strategies and methodologies useful for effectively managing the Dual Career pathway.

La "doppia carriera", pensata per coniugare l'impegno sportivo di alto livello con la carriera universitaria, permette da un lato di tutelare il diritto allo studio degli atleti professionisti, dall'altro di seguire un percorso universitario utile per i successivi sbocchi occupazionali al termine della carriera sportiva agonistica. All'interno del Percorso Dual Career il valore aggiunto è rappresentato da un progetto individualizzato di accompagnamento, orientamento e monitoraggio del percorso accademico al fine di ottenere un livello di formazione adeguata e costruire un solido futuro professionale post-atleta.

Il presente lavoro, in seguito ad una rassegna delle norme che disciplinano la figura dello studente-atleta, individua le principali strategie e metodologie didattico-educative utili per gestire efficacemente il percorso Dual Career.

KEYWORDS

Dual Career, Educational Strategies, Sport and Training
Doppia Carriera, Strategie educative, Sport e formazione

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Introduction¹

Reconciling the sporting and training life of top-level athletes is an issue that the European Commission addressed as early as 2012, recognising the athlete as a subject entitled to training and proposing guidelines concerning the development of both political and educational best practices. These practices originate to support dual careers in top-level sports, and are primarily aimed at governments, sports organizations, and educational institutions, which must promote pathways for the development of dual careers as set out in the objectives of the 'Strategy for Growth - Europe 2020' (European Commission 2015), objectives that originate essentially for the prevention of school and university drop-outs and to foster increased employability after a sporting career. In order to effectively pursue a dual career, athletes not only need to be strongly motivated to rely on personal resources, but also need a supportive environment based on a well-structured system of cooperation at interpersonal (relationships with parents/guardians, colleagues, teachers, coaches, sports managers), organisational (organisation of sports clubs/federations and educational institutions) and global (international, national, regional, local policies) levels (Fig. 1). Therefore, sectors such as education, labor, health and welfare, finance, stakeholders in the sports sector, such as sports organizations, sports centers and coaches play a key role in the successful implementation of the programme (Capranica 2016).

¹ This article is the result of a study designed and shared between the authors. The Authors intellectually contributed to the manuscript, read the manuscript, and approved the presentation in the same way.

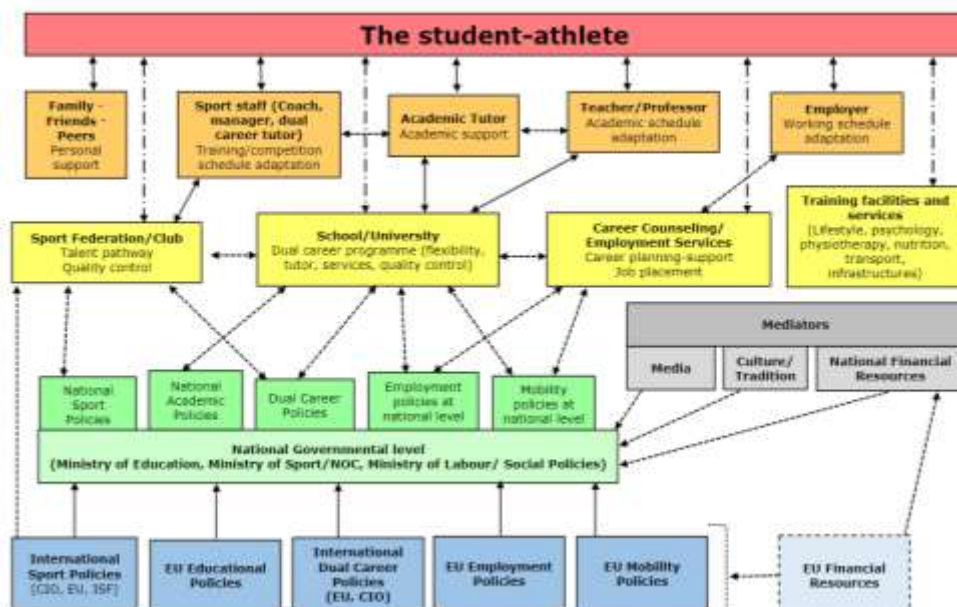


Figure 1: Relationships between European dual career stakeholders (Capranica & Guidotti, 2016).

Encouraging and providing for the exchange between the different stakeholders is the European Commission itself, which states that: *“talented and elite athletes in amateur and professional sports, including athletes with disabilities and retired athletes, should be recognized as a specific population group in relevant policy areas. This status should be developed and recognized through cooperation between stakeholders in elite sport, including organizations representing athletes, education, employers and businesses, as well as government agencies”* (European Commission, 2016). Read from an educational perspective, it is necessary to consider the totality of the person and his or her horizon of meaning, in this way the concept of education is considered according to a broad and global vision that sees the collaboration of different educational figures.

The objective and basis of the Dual Career programme is sporting success and the protection of the rights of the athlete, seen as a person, with needs and requirements to be respected and guaranteed. The programme, according to the European Guidelines, is activated from the moment an athlete is recognized as a talented athlete with the potential to develop an elite career, in other words capable of obtaining a professional contract with a sports organization or employer (European Commission, 2016). Providing support to athletes through Dual Career means activating a customized programme, which is tailor-made for the individual, building not only a sports programme, but above all a programme and a life project.

The Life Project, especially for disabled athletes, is a guide to living one's life in accordance with one's needs, interests, characteristics and talents. It has an individual basis and then opens up to the community, to the social sphere, it extends over the vast horizon of life and it is therefore essential, in planning, to seek and establish educational alliances to ensure the Global Development of the Person. The Life Project is a pedagogical approach according to which each person designs his or her own life, understands what he or she can become and be by experiencing along the way and redesigning himself or herself along the way. A Life Project is composed of a series of proposals aimed at the realization of the Individual in awareness of his or her potential and limitations. It must be prepared by taking a global view of the person in consideration of his or her needs, peculiarities, feelings and, above all, uniqueness (Nigris, 2018). The overall development of the person, his or her integral promotion, is the motive and goal of all human beings, always, without exception. It follows that such a course cannot be designed extemporaneously, but requires an educational, scientific and concrete reflection that takes into account the different figures surrounding the athlete, who is the fulcrum around which the programme revolves (Yale, 2020). Therefore, Dual Career is crucial for the integrated development of individual athletes in sport, education and employment in the post-sports career.

A well-designed dual career programme can lead athletes to excellence in an integrated personal development perspective (Ryba, et al. 2015). As far as institutions are concerned, to ensure the training and education of the athlete, in order to foster the development of knowledge, skills and abilities that can be transferred to other contexts of life, the status of student-athlete must be integrated into institutional regulations and strategic programmes to ensure the possibility of a successful dual career (de Subijana, Barriopedro, & Conde, 2015). Institutions, by activating the Dual Career programme, must consider the centrality of the student, who is not a passive protagonist of the teaching-learning process, but is an integral and active part of the process, contributing to the identification of objectives and, above all, to the success of the programme by collaborating with teachers and instructors (Yale, 2019).

Dual Career places institutions in a position to reorganize their teaching practices and educational methodologies in order to guarantee and offer a model of integration between education and sport. Some didactic practices to be taken into consideration may be:

- The practice of cooperative learning allows for a 'common construction' of 'objects', procedures, concepts. It is not just 'working in groups', it addresses learners as a group of people working together towards a common outcome.
- Peer education. In this educational methodology, peers would be models for the acquisition of knowledge and skills of various kinds and for the modification of

behavior and attitudes, generally related to 'being well', effective models often equivalent to professionals.

- Flipped Classroom. The Flipped Classroom teaching approach is to get pupils to study before lecturing in class, including through videos. This approach, by flexibly allocating time and space for the transmission of knowledge, makes it possible to 'free up' an incredible amount of time in the classroom and, therefore, to be able to take greater care of the moment of real, meaningful learning with the support of a teacher-facilitator. The flipped classroom involves reversing the place where one lecture (at home instead of at school) with the place where one studies and does one's homework (at school and not at home), one can use a structured e-learning platform such as Moodle, Edmodo or the G-Suites Classroom.

1. Analysis of the Dual Career for athletes students legislation

In 2013, an agreement between the Italian Ministry of Education and the Italian National Olympic Committee (C.O.N.I.) established the Sports-oriented High Schools, which aim to enhance sports culture in secondary school (Presidential Decree No. 52/2013). However, no specific dual career is guaranteed and student-athletes must individually negotiate a flexible pathway in relation to their sporting needs. In the school context, Law No. 107 of 13 July 2015 identified, among the priority educational objectives, the protection of the right to study of students practicing competitive sport (Article 1, paragraph 7). In implementation of the provisions of art. 1 paragraph 7 g) concerning the right to study of student-athletes on 24 July 2015, the Italian Football League Series A presented the "WebSport 3.60" Project to the General Directorate for School Regulations in order to reduce the school drop-out of student-athletes.

The first year the experimentation involved student-athletes of the Football League Serie A, then it was acknowledged by the MIUR (Italian Ministry of University and Research), which with Ministerial Decree no. 935/2015 extended it to student-athletes of all sports disciplines, starting an experiment for the three-year period 2015-2018 with the aim of "identifying actions aimed at providing educational support to school institutions that have, among their enrolled students, students engaged in sports activities of a competitive nature" (MIUR, 2018). With Ministerial Decree No. 279 of 10 April 2018, an experimental programme is proposed for an innovative type of training obviously intended for high-level student athletes, an opportunity provided by state and peer secondary education institutions throughout the country. The aim is to support schools to promote the right to study and the educational success of all students. Joining this project is done through an online procedure on a dedicated platform. In the 2021/22 school year, there were 1974 schools participating in the experimental project with 27,577 students, 124 of whom were involved in Paralympic sports. The regions with the highest number of participating students are Lombardia with 18%, Lazio with 13% and Emilia Romagna

with 11% of the total. The schools with the highest incidence are: scientific high schools with 36%, technical high schools with 26%, and sports-oriented high schools with 14%. Analyzing the sports aspect, the largest number of applications came from athletes registered with the FIGC (Italian Football Federation), followed by the FIP (Italian Basketball Federation), the FIN (Italian Swimming Federation), the FIPAV (Italian Volleyball Federation) and the FIDAL (Italian Athletics Federation), which together account for over 60% of the total.

However, the significant figures recorded for other sports disciplines are also evident, testifying to the growing interest in this project (MIUR, 2022). The class council identifies for each student athlete the internal project contact person called the school tutor and associates him/her with the external project contact person, i.e. the sports tutor who is designated by the relevant sports club. The school tutor for acquiring data on the Personalized Training Project (P.T.P.) for each discipline has a tool within the portal for sharing didactic information and also on the didactic methodological intervention and the personalization of tests. Obviously, the P.T.P. can be updated and modified during the course of the school year in relation to the different educational or sporting needs that arise; the class council is then required to report to the families on the teaching methodology and the customization of the tests.

The student-athlete project also includes an inclusion plan for Paralympic student-athletes who already benefit from a plan for inclusion, i.e. the Personalised Education Plan (P.E.P.), drawn up in accordance with law 170 of 2010 or the Individualized Education Plan (I.E.P.) for pupils certified with law 104 of 1992, in order to facilitate the educational process and the compilation of the P.T.P.

Transversal Skills and Orientation Tracks (TSOT) are also part of the P.T.P., which make it possible to relate the sports activities practiced by high-level student athletes to school-to-work alternation activities. In addition, a special *“Convention will have to regulate the relations between the school and the host structure, identified as the body, federation, club or sports association recognized by CONI that follows the student's athletic pathway, which will designate the external tutor with the task of ensuring the link between the latter and the school institution. Particular attention should be paid to specific training on health and safety in the environments in which athletic activities take place and to the specific risks associated with the use of sports tools and equipment”* (Ministry of Education and Merit, 2021).

With regard to the methodology of administering teaching activities, some secondary schools have opted to set up classes dedicated to pupils with sports cards, modulating the school timetable over five days from 8 a.m. to 12 noon in presence and the remaining hours in asynchronous mode; providing dispensatory measures (excused absences) and compensatory measures (programmed questions, notes, cards, links to video lectures). From a methodological point of

view, we are increasingly convinced that, compared to a transmissive, institutional didactic paradigm, which privileges student-teacher interaction, a constructivist model should be preferred, in which particular attention is paid to the collaborative relationship between peers, and individual learning is not only enhanced by participation in a group, but it is the group itself that learns, in a perspective in which knowledge is distributed to varying degrees among the participants rather than concentrated in a single reference source (Manca,Sarti,2002).

2. Educational Methodologies and Strategic Skills

Institutions, according to the European Commission (2016), should include in their programmes the status of Student-Athlete to whom they guarantee quality training through the Dual Career programme. It is about promoting the total development of the Person's personality and talents, placing them at the center of the teaching/learning process, which is designed, in collaboration with the various figures that revolve around the student-athlete, taking into account their needs and requirements.

Moreover, within the Dual Career programme, the student does not have a passive role or preferential treatment compared to the rest of the students, but is an active part of a programme that allows him/her to acquire and develop knowledge, skills and abilities that will enable him/her to assert him/her in different social, sporting and work contexts. It is, therefore, a matter of activating individualized teaching, which allows the student-athlete to achieve learning objectives common to all students, but through a different pathway, which enhances the individual while respecting needs and requirements. Therefore, from a didactic-educational point of view, collaboration between the various educational figures is necessary, it is a matter of creating educational alliances through which to build a solid educational network for the student-athlete. Educational alliances make it possible to develop and share projects and works.

The family is the focus from which the necessary input is made to create and establish an educational alliance with the other figures (coaches and teachers) surrounding the student-athlete. In particular, as far as the teaching/learning process is concerned, dialogue and collaboration with the family are strictly necessary. The school is defined as the educational environment par excellence. An inclusive school is a place where each pupil can find his or her own dimension because it is made for the pupil and not vice versa. In literature, we can refer to Don Milani (1967) who states that equality must be placed at the level of opportunity. It is not a matter of emphasizing and radicalizing differences, but of grasping the difference in order to understand the need and respond appropriately by offering the same opportunities (Cambi, 2014). In this way, relational pedagogy comes fully into play in the relationship between educator and student, fostering a

personal, affectively and culturally meaningful connection, a living relationship. Relationships must be given due importance, since a healthy and meaningful emotional relationship motivates learning and the development of knowledge, skills and competences. From an educational point of view, when implementing a Dual Career programme, it is necessary to reformulate teaching methods and strategies. Some effective methodologies can be:

1. Cooperative Learning: this is a specific teaching methodology through which students learn in small groups, in a mutually supportive relationship in which everyone is responsible for the course. It is an approach to teamwork that minimizes the occurrence of unpleasant situations and maximizes the learning and satisfaction that comes from working in a high-performance group. Cooperative learning is not simply a synonym for students working in groups, but a learning exercise only qualifies as cooperative learning to the extent that the following five elements are present:
 - Positive interdependence: group members necessarily have to rely on each other to achieve the goal. If group members are unable to fulfil their task and role, the consequences will spill over to the rest of the group.
 - Individual responsibility: all students in a group are held responsible for doing their part of the work.
 - Face-to-face interaction: although some of the group work can be broken down and done individually, some must be done interactively, with group members providing each other with feedback, reasoning and stimulating conclusions and, perhaps most importantly, teaching and encouraging each other.
 - Appropriate and purposeful use of collaborative skills: students are encouraged and helped to develop and implement skills such as leadership, decision-making, communication, conflict management skills and developing trust in others.
 - Group processing: group members set group goals, periodically evaluate their performance as a group to identify changes to be made to function more effectively in the future and the improvements and results achieved.
2. Peer Education: this is a methodology that is spreading especially for the prevention of risk behavior, as it actively involves children directly in the school context, with the aim of changing specific behaviors and developing life skills, i.e. those everyday life skills necessary for each of us to be mentally well. In this educational methodology, peers would be models for

the acquisition of knowledge and skills of various kinds and for the modification of behavior and attitudes, generally related to “being well”, effective models often equivalent to professionals. The peer is not a teacher, he is not an expert in precise scientific knowledge, but he knows how to manage relationships: his role is one of mediation and that is why he is perceived as part of the group. The peer educator is an ordinary young person with a heightened awareness of the communication processes occurring in the peer group. One of the strengths of peer education is the reactivation of socialization within the class group. The peer alone does not transform anything, but is the very stimulus of participation: the class, during the interventions, is involved and exhorted in the elaboration of experiences. Peer education gives, for example, teenagers the opportunity to find a space where they can talk about themselves and compare their experiences “as equals”. It slowly brings life into the school: it is the peers who convey and share experiences, doubts and uncertainties with peers. The children involved have the perception of experiencing an informal moment of life within the normal course of teaching.

3. Flipped Classroom: “Flipped Classroom” is one of the methods that has contributed most to the active involvement of students and their learning. It was introduced in the 2007/2008 school year by chemistry teachers Aaron Sams and Jonathan Bergmann at Woodland Park High School, in the state of Colorado, Flipped Learning consists of the reversal of traditional teaching times in order to foster learning and student engagement (Mosa, & Tosi, 2016). The motivation behind this new methodology stems from very common circumstances: the prolonged absence of many students unable to attend classes at school. From this very real problem, the two American professors were able to seize a new opportunity to experiment with the use of information technology that was already becoming widespread at the beginning of the new millennium: they began video-recording their chemistry lectures, then making them available on their own website, thus enabling the absent ones to keep up with their colleagues in the classroom. The availability of online lessons consequently freed up a lot of classroom time that could thus be used for numerous new activities such as in-depth discussions, debates, and clarifications of lesson content that had already taken place. The didactic time, in this way totally 'reversed', increased the effectiveness of teaching and the pupils showed that they liked this novelty compared to the traditional roles in the classic frontal lesson (Nuzzaci, 2022). The characteristic feature of this methodology is that it allows the children to study before class, also by means of videos. It may seem trivial, but this approach, by flexibly assigning

the knowledge transmission phase to other times and spaces, allows for an incredible amount of time to be 'freed up' in the classroom and, therefore, for more attention to be paid to the moment of real, meaningful learning, with the support of a teacher-facilitator. The flipped classroom consists, in fact, in reversing the place where lessons are taught (at home instead of at school) with the place where studies and homework are done (at school and not at home). The use of technological tools favors and characterizes the implementation of this methodology, which for the student-athlete can be a source of benefit, as studying in the classroom reduces the amount of time spent studying at home, where he or she can follow the lesson at any time; In this way, the student-athlete reduces the time spent studying at home but increases the quality of time for learning.

3. University and work: European Union projects

At the academic level, the student-athlete project is strongly considered. Universities apply different eligibility criteria for dual career services and some offer scholarships for student-athletes (Guidotti et al., 2014). On a working level, the Italian Army recruits elite athletes who compete at international and national level through public competition. Therefore, army athletes have the opportunity to combine elite sport with a military career. In addition, CONI (Italian National Olympic Committee) and 27 National Sports Federations provide flexibility and athletic leave of 45 days to its employee-athletes who are members of National Teams to prepare and compete in athletic events. (CONI, 2010). In addition, CONI in cooperation with Adecco (employment agency) provides resources and training for former elite athletes entering the labor market through the Athlete Career programme. There are currently several projects aimed at disseminating and supporting dual careers (Table 1):

- Project E.M.P.A.T.I.A. 'Education Model for Parents of Athletes in Academies', consists of an educational website gathering information, tips and documents as support for parents and empowerment of dual-career athletes; the site is divided into four sections: 'WHY, WHAT, HOW, WHERE' where parents and guardians can interact. The EMPATIA educational platform was developed within the framework of European funding through Erasmus+, ten universities and sports institutions from six Member States: France, Ireland, Italy, Malta, Portugal and Slovenia.
- Project 'MORE THAN GOLD' started as an EU-funded partnership with Erasmus+, its aim was to prepare European guidelines for higher education institutions to support dual careers and recommendations for their implementation on the ground. The project involved the University of Chieti-Pescara 'D'Annunzio', the University of Riga (Latvia), the University of Coimbra (Portugal), the University of Iasi (Romania), the Catholic University of Murcia (Spain), and the European Athletes as Students Network.

- “ED Media” within the Erasmus+ programme, is a project targeting both athletes and sports organizations that aimed to positively encourage dual careers in implementation of European guidelines by generating research data collected in all partner countries. The data collection produced an analysis of the situation in the various countries, following which recommendations were drawn up for the implementation of the EU guidelines, strategy and action plan. The work was carried out from 01/01/2019 to 30/09/2021 as collaborative partnerships, involving 7 countries: Germany, Slovenia, Malta, Italy, Romania, Spain.
- BRAVA-DC (BRAnd Value Alignment through Dual Career), on the other hand, is a project that aims to improve the European working environment in order to make the path of dual-career athletes less tiring and more effective. The aim is also to implement the EU guidelines on DC in the workplace by facilitating appropriate strategies and Corporate Social Responsibility policies. This project, as well as the previous ones, is co-funded by the European Union's Erasmus+ Programme, through the collaborative sport partnerships; coordinated by the University of Limerick, it includes European Athlete as Student -EAS(MLT), European Platform for Sports and Innovation -EPSI (BEL), EUSA Institute (SLO), Foundation Human Age Institute (ITA), University of Ljubljana (SLO), University Roma Tre (ITA), Elite Sports Academy Aarhus - ESAA (DEN), University of Nis, Faculty of Sport and Physical Education (SRB).
- EL CAMP: A Self-employment Career Option for Elite Athletes: Innovative Sport-focused Entrepreneurship Bootcamp, coordinated by Collective Innovation AS (Norway) in collaboration with European Paralympic Committee (Austria), Fundacion Universitaria San Antonio (Spain), Hogskolen I Molde (Norway), Lietuvos Sporto Universitetas (Lithuania), Olimpijski Komite Slovenije Zdruzenje Sportnih Zvez (Slovenia). ELCAMP's overall objectives are to support the implementation of EU guidelines for dual careers for athletes through the development of a sport-focused entrepreneurship programme and to contribute to innovative approaches to entrepreneurship through a training programme, training modules, toolkit and learning platform, mentoring and online networking.
- PARA-LIMITS: Dual Career of Student-Athletes with Disabilities as a Tool for Social Inclusion, coordinated by the Fundacion Universitaria San Antonio (Spain), in collaboration with Collective Innovation AS (Norway), European Paralympic Committee (Austria), Fundacion Once Para la Cooperacion Inclusion Social de Personas (Spain), Instituto Politecnico de Viseu (Portugal), University of Study of Roma “Foro Italico” (Italy), Universitatea Nationala De Educatie Fizica Si Sport Din Bucuresti (Romania), University of Limerick (Ireland) e EAS (Malta). The main objectives are: to detect the needs and barriers that student-athletes with disabilities have in combining their sports and university commitments; to adapt the Dual Career model to elite athletes with disabilities in order to promote their social integration and support their

transition to the labour market at the end of their sports career; create an innovative course for university staff to act as sports tutors for student-athletes with disabilities.

PROJECTS	AIMS	PARTNERS	EUROPEAN FUNDINGS
E.M.P.A.T.I.A	educational website gathering information, tips and documents as support for parents and empowerment of dual-career athletes	Ten universities and sports institutions from six Member States: France, Ireland, Italy, Malta, Portugal and Slovenia.	Erasmus+
MORE THAN GOLD	Its aim was to prepare European guidelines for higher education institutions to support dual careers and recommendations for their implementation on the ground	University of Chieti-Pescara 'D'Annunzio', University of Riga (Latvia), the University of Coimbra (Portugal), University of Iasi (Romania), Catholic University of Murcia (Spain), European Athletes as Students Network.	Erasmus+
ED Media	It is a project targeting both athletes and sports organizations that aimed to positively encourage dual careers in implementation of European guidelines by generating research data collected in all partner countries	7 countries: Germany, Slovenia, Malta, Italy, Romania, Spain	Erasmus+
BRAVA-DC	It is a project that aims to improve the European working environment in order to make the path of dual-career athletes less tiring and more effective	Coordinated by the University of Limerick, it includes European Athlete as Student - EAS(MLT), European Platform for Sports and Innovation -EPSI (BEL), EUSA Institute (SLO), Foundation Human Age Institute (ITA), University of Ljubljana (SLO), University Roma Tre (ITA), Elite Sports Academy Aarhus - ESAA (DEN), University of Nis, Faculty of Sport and Physical Education (SRB).	Erasmus+
EL CAMP	ELCAMP's overall objectives are to support the implementation of EU guidelines for dual careers for athletes through the development of a sport-focused entrepreneurship programme and to contribute to innovative approaches to entrepreneurship through a training programme, training modules, toolkit and learning platform, mentoring and online networking.	coordinated by Collective Innovation AS (Norway) in collaboration with European Paralympic Committee (Austria), Fundacion Universitaria San Antonio (Spain), Hogskolen I Molde (Norway), Lietuvos Sporto Universitetas (Lithuania), Olimpijski Komite Slovenije Zdruzenje Sportnih Zvez (Slovenia).	Erasmus+

PARA-LIMITS	coordinated by the Fundacion Universitaria San Antonio (Spain), in collaboration with Collective Innovation AS (Norway), European Paralympic Committee (Austria), Fundacion Once Para la Cooperacion Inclusion Social de Personas (Spain), Instituto Politecnico de Viseu (Portugal), University of Study of Roma "Foro Italico" (Italy), Universitatea Nationala De Educatie Fizica Si Sport Din Bucuresti (Romania), University of Limerick (Ireland) e EAS (Malta).	The main objectives are: to detect the needs and barriers that student-athletes with disabilities have in combining their sports and university commitments; to adapt the Dual Career model to elite athletes with disabilities; create an innovative course for university staff to act as sports tutors for student-athletes with disabilities.	Erasmus+
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Table 1 - European Union projects.

Conclusions

This paper analysed the current legislation on Student-Athlete Status as a reference for all those involved in dual careers. Certainly, a comprehensive and integrated support system for student athletes is desired to improve dual-career conditions and prevent dropouts from sport in order to support themselves financially. Fostering education at higher levels also means providing for higher employability. The Dual Career programme is aimed at improving the well-being of student athletes, for the smooth achievement of educational and sporting goals. The results of this work show that there is a notable increase in the number of participating students, which confirms the attention paid to this educational project and at the same time the schools' commitment to personalising the educational pathway. Furthermore, it is clear from the analysis of the data that the teaching methodology needs to be constantly reformulated and updated, in order to put in place the most appropriate methodologies and strategies to manage the dual career programme and to enable active participation, an inclusive course where the teacher does not give the lecture "ex cathedra" but encourages everyone's involvement.

In conclusion, the Dual Career programme aims to encourage the development of the dual career of the student-athlete in order to ensure that the latter can fully develop his or her personal potential, so that he or she can find a place within society and affirm his or her identity. Therefore, institutions collaborating with other figures surrounding the student-athlete, such as parents and coaches, can implement a successful dual career programme by constantly reformulating and updating teaching methodologies and intervention strategies.

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