



**Title of the project:** Developing an innovative European Sport Tutorship model for the dual career of athletes - ESTPORT

**Coordinating organization:** UCAM Fundación Universitaria San Antonio

**Venue:** University of Rome "Foro Italico"

**Reference number:** 557204-EPP-1-2014-1-ES-SPO-SCP

**First monitoring partner meeting for the Erasmus+ Sport project "Developing an innovative European Sport Tutorship model for the dual career of athletes – ESTPORT"**

Meeting minutes:

**Friday, 22/01/2016**

9:30-10:00 Official Welcome from Emanuel Isidori, Vice-rector for International Affairs and Cooperation Dr. of the University of Rome Foro Italio. Dr. Isidori reads out words of greetings from the rector of the University of Rome "Foro Italio" Dr. Fabio Pigozzi.

Greetings and Introduction by the project coordinator Dr. Antonio Sánchez Pato.

Greetings from Agata Dziarniwska, Seconded National Expert Policy from the European Commission.

Presentation of the student-athletes from Malta, England, Italy, Spain and Greece.

9:50-10:00 Distribution of the certificates to the partners from the prize won for the best R&D sport project in the region of Murcia 2016.

10:00-10:20 Presentation on the project updates 2015 by Dr. Antonio Calderón.

- Project activities and partnership has improved over the last year, all activities haven been implemented on time according to the project description
- The development and distribution of the questionnaire was successful and the partners have received many responses
- UCAM representatives Dr. Antonio Sánchez Pato and Dr. Antonio Calderón have presented the ESTPORT Project during the biggest student-athlete conference in Amsterdam in September 2015



- The first workshop about pedagogical and legal aspects was celebrated by all partners in April/May 2015
  - The second workshop about new technologies in the Dual Career was celebrated by all partners in October/November 2015
- 10:20-10:30 Presentation on the project updates 2015 by Dr. Emanuele Isidori.
- The work done have been focused on the monitoring on best practices and the analysis of foreign universities
  - Both workshops have been successfully implemented
  - The questionnaire showed the complexity in defining the student-athlete identity
- 10:30-10:45 Presentation on the project updates 2015 by Dr. Andrew Decelis.
- The first workshop was focused on connecting relevant stakeholders and the identification of student-athletes
  - The questionnaire was filled out by 25 student-athletes
  - The second workshop dealt with the videoconferencing of lectures and the Pilot project of connecting tutors with student-athletes
- 10:45-11:00 Presentation on the project updates 2015 by Dr. Julie Brunton.
- One issue was the identification of student-athletes through the promotion of a new tutorship model
  - The first workshop was dedicated to identifying student-athletes and potential sport tutors
  - 3-4 student-athletes have been present
  - The second workshop was focused on the support for Dual Career athletes and was attended by 12 student-athletes
- 11:00-11:10 Presentation on the project updates 2015 by Charalambos Samantzis.
- The first workshop was the first Dual Career workshop ever celebrated in Greece and was attended by 100 student-athletes
  - The second workshop was attended by 180 student-athletes
  - End extensive marketing strategy produced articles, newsletters, social media content as well as audiovisual productions like videos and youtube clips
- 11:10-11:15 Presentation on the project updates 2015 by Darren Hempson.
- The project logo was developed
  - The website was developed (38.000 views, 11.000 returned views)
  - Twitter and Facebook account have been developed
  - The next step will be the website translation by every partner



11:15-11:20 Video presentation of the video developed  
for the student-athlete conference in Amsterdam by UCAM

[https://www.youtube.com/watch?v=pl8QM2\\_fekI&feature=youtu.be](https://www.youtube.com/watch?v=pl8QM2_fekI&feature=youtu.be)

11:20-12:00 Coffee break

12:00-12:30 Presentation of the financial management by David Heiser.

- explanation of the financial reporting procedure was given (project budget, staff cost calculation, time-sheet management, invoices and proof of payments, eligible cost)
- the partnership was informed and agreed on the budget amendment process to transfer funds from travel and subsistence to other cost in order to make funds for student-athletes and invitees eligible
- the partnership agreed on the staff changes presented to the European Commission
- the partnership agreed on the payment periods. Every partner will have to send the relevant financial report and supporting documents to UCAM until the 15.02.2016. UCAM will revise the documentation and no errors are detected, the payment will be issued to each partner until the 28.02.2016. UCAM will send a reminder with all relevant supporting documents to the partners in advance.

12:30-13:00 Presentation of Agata Dziarniwska on the EC sport policy.

- Dual Career is a specific topic under the EC framework
- The translation of the "EU Guidelines on Dual Career of Athletes (2012)" is a priority, UCAM offered to translate the Guidelines to Spanish
- There will be another info day from the EC in Brussels on the 03.03.2016
- The EC has raised the budget for Dual Career projects and more Dual Career projects have been approved in the last call
- As a follow-up project for ESTPORT there is the possibility to apply for the label of a certified quality tutorship center in dual career or to work on a project about the classification of the student-athlete topic

13:00-15:00 Lunch

15:00-17:30 Project Workshop results

- All partners have an open discussion in the form of a round table including the participation of the student-athletes



UCAM's conclusions are that the sport tutor has to be competent in the sport context and best be a former athlete

- The academic context has to be taken into account as well so the tutor best be a professor or has an academic position
- The direct contact with the sport tutor is important and can be achieved through tools like a virtual campus platform and it has to be a bilateral communication of the tutor and the student-athlete
- Malta is asking if the communication is best achieved through email or by a personal meeting, UCAM points out that the common practice is a skype meeting since many student-athletes are not residing in Murcia
- Leeds is asking how the time-management for the student-athletes work, UCAM points out that there is a preparation meeting in the beginning of the year
- Foro Italico is proposing the problem of different learning styles and there should be a research about their effect on the student-athletes

Malta's conclusions are that the time-management of the student-athletes is very individual

- They agree that the tutor has to have experience in sport
- They argue that different subjects/courses have different necessities and requirements and the questions arises how to find the right support for every career
- The internal regulations are an obstacle for the balance of exams and competitions (june is a crucial month for both) and the solution could be to talk to the federations to change competition times

Foro Italico' conclusions have been the detection of pressure between the excellence both in athletics and academic which might result in a decreasing focus on academics

- The right answer would be a holistic approach to enjoy both as full careers
- One problem was the unclear definition of the student-athlete
- There are legal restrictions by the government to implement tutorship model

Thessaly's conclusions are that in Greece there haven't been any dual career system implemented so far which means there is no institutional framework

- The high workload of the student-athletes are a topic
- The student-athletes are described as occupationally isolated from the other students and most of them are not currently job-seeking



UCAM points out that there has to be a definition of what level a student-athlete is as well as the need to write down the rules institutionally to implement the sport tutorship model successfully

Leeds' conclusions are that in order to compare the success of the tutorship model scientifically there have to be ground rules for every institution on how to categorize the levels of the student-athlete

- Another important point was on how to spread the message of an existing tutorship model

All partners agree that a virtual platform is the only possibility for accommodating the needs of the student-athletes. Furthermore the partners agree that a compulsory presence rule is a problem and it has to be taken into account that the tutorship model represents a higher workload for the professors as well. Foro Italico is referring to free video conference applications to accommodate low resource universities.

All partners see it essential that a leadership is necessary to obligate all teachers to use the tools available.

- On the subject of the survey results UCAM states that most responses said that they see themselves as students first because of economic necessity, a university degree gives security
- Thessaly's findings include that there is no scholarship for the student-athletes and the respondents see themselves mainly as students
- Malta states very low expectations of the athletic level when it comes to economic terms and one of the main problems is the low flexibility in combining training with the university schedule
- Leeds' findings show that the respondents are unsure on how to access any help or support and that the prime support is given by families and coaches
- Foro Italico detects a strong interference with studies and athletics whereas the main focus is on the studies. It is said to be very hard to combine the two careers and that the support of the coaches are low regarding the academic career

17:30 Coffee break

17:45 Presentation of the sport tutorship model

- Thessaly implemented a "permanent student survey" to overcome the absence of the institutional framework. One problem is the



missing staff possibilities and that the existing profile of the tutor was not adequate. For example it should be expected that the tutor knows about relevant student employment fairs and the labour market in general. Furthermore, an elaborated evaluation phase has preceded the implementation.

- Malta's objective is to influence the policy on the university level to further influence the government and the education policy. As one of the main problems the identification of the student-athlete was mentioned. The person of the sport tutor should be an academic with a profound knowledge of the sport world, have social skills and is willing to do extra work next to his academic work.

All agree that incentives from the universities to pay some extra incentives to the sport tutor can come from the indicated budget line for "Sport Tutor"

- Leeds started with 12 student-athletes in their tutorship model while collecting more data about the students. The next step will be the institutional policy development.
- Foro Italico states that it is essential to first teach the sport tutors on how to tutor before implementing the sport tutorship model. The goal is to come from an informal practice to a formal protocol.

18:30 Presentation Dissemination and Communication by Europa Community Limited

- The website (<http://sporttutorship.eu/>) was updated, errors were fixed and the design was updated
- Twitter and Facebook account include retweets from the UK national agency and the office Erasmus+ platform
- Dissemination templates have been sent to the partners to gather information about their activities and are to be reviewed by the partners in the partner area on google drive until (28.02.2016)
- Fotos or other material is to be uploaded by the partners into google drive
- All missing information are to be provided by the 30.04.2016 by the partners
- Europa Community Limited will send monthly email reminders to the partners
- The partners are to create a contact list of 30-50 relevant contacts by April 2016
- All partners are obligated to increase their twitter and facebook activities
- The student-athletes are urged as well to be active on the social networks



19:00

End of the conference day

**Saturday 23/01/2016**

9:15

Start of second day

Round table with the student athletes with questions from the project survey

- Most of the student-athletes consider themselves sport amateurs because: professional athletes are paid, others describe themselves as professional because they invest most of their time in sport, compete in international competitions or because athletics is a part of their lifestyle, one said he considers himself semi-professional because he dedicates his life to both sport and academics
- Most student-athletes agree that their studies interfere with their sports and vice versa
- The most difficulties to adjust the sport with the academic life are the international travels, not being able to attend the classes, less training during exam periods and most of the students agreed that with the implementation of the sport tutor their problems were resolved better
- The biggest barriers between the sport and academic life are the societies approach towards athletes, low flexibility of academic schedule, tiredness from practice and the lost rhythm of the course due to absence in class.



11:45            Elaboration of the index for the handbook

1. INTRODUCTION
  2. ESTPORT ON DUAL CAREER
  3. THE STUDENT-ATHLETE
  4. SPORT TUTORSHIP PROJECT
  5. HOW TO IMPLEMENT ESTPORT
    - Developing your S-A scheme
    - How to select tutors
  6. BARRIERS AND SOLUTIONS
  7. ADAPTING LEARNING AND TECHING TO S-A
    - Technology, software tools, changing exams etc. having a MOODLE site
  8. BEST PRACTICES: CASE STUDIES
  9. Main RELATIONSHIPS: STAKEHOLDERS
    - Federations
    - Authorities
  10. MAIN RESULTS AND FUNDING OF THE SURVEY
  11. ANNEX
    - Questionnaire
- As deadline for the presentation of the handbook content the partners agreed on the 01.06.2016

13:45            Preparation of the evaluation visits by Europa Community Limited

- The partnership will elaborate a questionnaire that will be asked to relevant stakeholders during the evaluation visits which have to be filled out before the visit. The elaboration should be finished by the end of February 2016.
- The partners will fill out a doodle calendar to determine the best dates for the evaluation visits
- In case the visit is not at the same time as a project workshop the partners will organize a small event for the evaluation visits with stakeholders and student-athletes
- The video and photo equipment will be provided by Europa Community Limited

14:00            Official end of the conference





## Participants of the Monitoring Meeting

NAME	ORGANIZATION
Emanuele Isidori	Università degli Studi di Roma "Foro Italico"
Alessandra Fazio	Università degli Studi di Roma "Foro Italico"
Emilia Angelillo	Università degli Studi di Roma "Foro Italico"
Maria Luigia Belcore	Università degli Studi di Roma "Foro Italico"
Carlotta Andracchio	Università degli Studi di Roma "Foro Italico"
Oliver Mallia	University of Malta
Andrew Decelis	University of Malta
Edward Cariana Dingli	University of Malta
Tamara Vella	University of Malta
Julie Brunton	Leeds Trinity University
Samantha Thackray	Leeds Trinity University
Ellie Barker	Leeds Trinity University
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