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# Developing an innovative European Sport Tutorship model for the dual career of athletes #ESTPORT





# Conclusions Ws1

## “Dual career: Pedagogical and Legal perspective”

### 1 The athlete-students claim:

- To manage the methodologies and tools to the requirements from each sport and grade.
- Teachers know the environment from sports and athletes.
- Flexible tools that allow a flow interaction with teacher.
- To work to improve the athletes organization and planning capacities to favor the sport and academic performance.



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# Conclusions Ws1

## “Dual career: Pedagogical and Legal perspective”

2 The governments should:

- To make aware the importance of formations since beginning.
- To help athletes to find a first work.
- To make a regulation clear and explicit on dual career athlete-student at university level.



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# Conclusions Ws1

## “Dual career: Pedagogical and Legal perspective”

3 The regulation on dual career athlete-student at university level should display:

- To recognize their experiences as athletes.
- To make a personal sports tutorship body
- To coordinate the government at administrative, sports, and educational (university) level.
- To earmark money to fund the study of athletes-students.
- To provide access to social security (as amateur athletes).
- To create titles adapted to athletes-students.



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# Conclusions Ws1

## “Dual career: Pedagogical and Legal perspective”

3 The regulation on dual career athlete-student at university level should display:

- To create a body to certify the right dual career.
- To create a certify as Sport University.
- To certify the universities focused on athletes-student dual career.
- To provide legal profit to universities that support athletes-student dual career.
- To determine the athletes aim to be funded by the dual career sport program at university level.



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# Conclusions Ws2

## “Dual career: New technologies in dual career”

- 1 News technologies are key tool in dual career. They have not limits, the limits is determined by user
- 2 It is necessary an online platform that allow the access to: athletes, teacher, coach and sport tutor.



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# Conclusions Ws2

## “Dual career: New technologies in dual career”

3 The athlete-students claim an online platform that allows:

- To access to information quickly and in short time periods.
- To adapt it to mobile tools.
- To train the stakeholder to use the platform.
- To differentiate different alumni types: online, face-to-face classes.
- To generate reports to the stakeholder.
- To show the athlete planning as athlete and student.



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# Conclusions Ws2

## “Dual career: New technologies in dual career”

4 The athletes-student perceives the sport as a vehicle to study at university.

5 Universities can beneficiate of the imagen from athletes.



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[Developing an innovative European Sport Tutorship model for the dual career of athletes #ESTPORT]





# Conclusions Ws2

## “Dual career: New technologies in dual career”

### 6 The athlete-students claim:

- A mobility practices through Sport-Erasmus Program according to: sport type, athlete level, planning time, athlete time, and resources in the home university.
- A personal tutor as athletes and not only a sport tutor.
- How organize and combine studies and sport to feel an assurance environment.
- To be integrated in an athlete-student virtual community.



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# Conclusions Ws2

## “Dual career: New technologies in dual career”

6 The athlete-students claim:

- To have access to recorded classes and document in several languages.
- Not have to assist to face-to-face classes.
- A body in the university to coordinate teachers with athlete-students.
- They can help their classmates by their experience and knowledge.



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