# Results from the FISU dual career questionnaire – Torino 2025 FISU World University Games Winter

## Countries: respondents came from 25 out of 51 countries

## Number of respondents: 220 (of 1615 athletes, 13.6%)

| | |
|---|---|
| ▪ People's Republic of China | 31 (14.1%) |
| ▪ Czech Republic | 26 (11.8%) |
| ▪ France | 20 (9.1%) |
| ▪ Poland | 20 (9.1%) |
| ▪ United States of America | 17 (7.7%) |
| ▪ Spain | 15 (6.8%) |
| ▪ Hungary | 14 (6.4%) |
| ▪ Italy | 12 (5.5%) |
| ▪ Switzerland | 8 (3.6%) |
| ▪ Germany | 7 (3,2%) |
| ▪ Canada | 6 (2.7%) |
| ▪ Slovenia | 6 (2.7%) |
| ▪ Sweden | 6 (2.7%) |
| ▪ Türkiye | 5 (2.3%) |
| ▪ Croatia | 4 (1.8%) |
| ▪ Argentina | 4 (1.8%) |
| ▪ Austria | 4 (1.8%) |
| ▪ Liechtenstein | 4 (1.8%) |
| ▪ Chinese Taipei | 4 (1.8%) |
| ▪ Estonia | 2 (0.9%) |
| ▪ Australia | 1 (0.5%) |
| ▪ Brazil | 1 (0.5%) |
| ▪ Chile | 1 (0.5%) |
| ▪ Gibraltar | 1 (0.5%) |
| ▪ Netherlands | 1 (0.5%) |

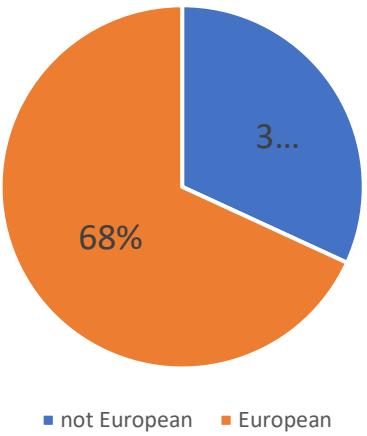



Figure 1: Countries classified according to political borders (European/not European)

## Demographic aspects

Gender of respondents
120 female and 100 male athletes; n = 220 (of 220)

Sport
*(Question: I participated in the 2025 FISU World University Games Winter in the sport) n = 220 (of 220)*

- Alpine Skiing 39
- Ice Hockey 30
- Cross-Country Skiing 28
- Snowboard 25
- Figure Skating 21
- Ski Mountaineering 19
- Biathlon 18
- Freestyle Skiing 9
- Short Track Speed Skating 9
- Curling 7
- Para Alpine Skiing 6
- Para Cross Country Skiing 5
- Ski Orienteering 4

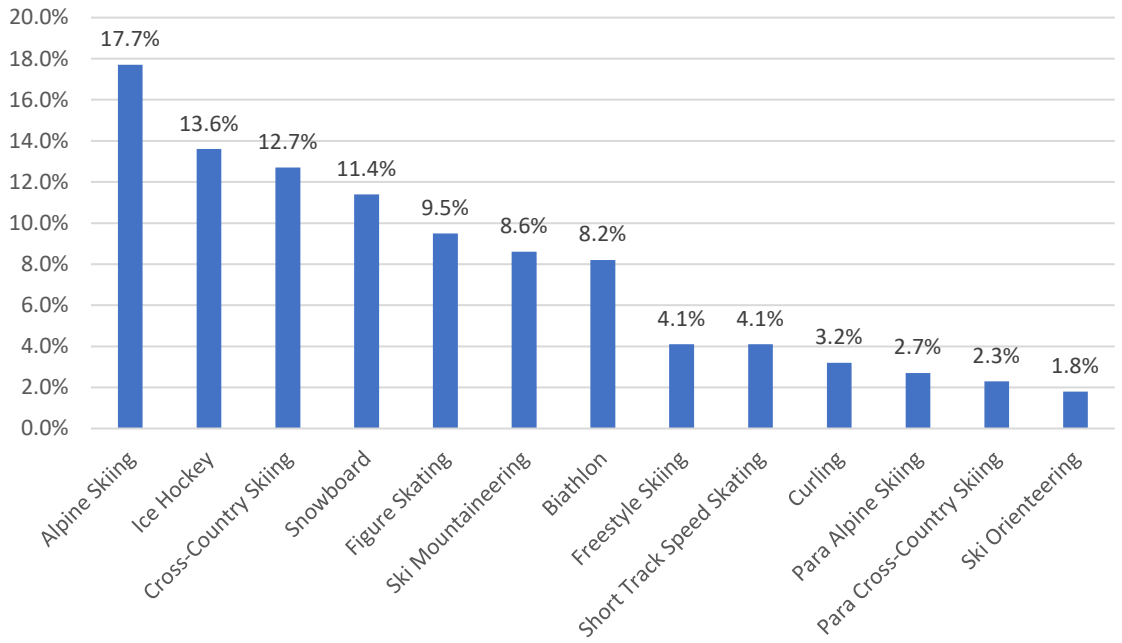



Figure 2: Sport

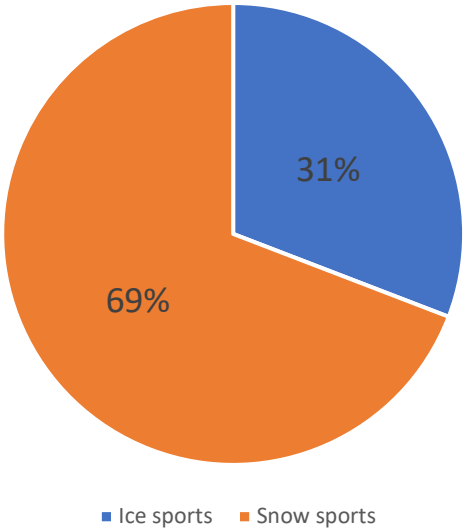



Figure 3: Sports disciplines classified into snow and ice sports

Academic level
*(Question: I am enrolled at university level for) n= 211 (of 220))*

- Bachelor studies 74.4%
- Master studies 12.8%
- PhD studies 0.5%
- Other 12.3%

Major
*(Question: My major is in the field of) n = 212 (of 220)*

- Sport Science/Physical Education 32.5%
- Economics 13.2%
- Engineering Sciences 11.8%
- Human medicine and Health Sciences 8.5%
- Mathematics and Natural Sciences 4.7%
- Social Sciences 4.2%
- Law 4.2%
- Literature/Language Studies and foreign Languages 2.4%
- Agricultural, Forestry and Nutrition Sciences, Veterinary Medicine 0.9%
- Art 0.9%
- Humanities 0.5%
- Other 16.0%

University semester

*(Question: Which university semester are you in? (Please add up all semesters you have studied at universities, i.e. semester in your current course of studies, in your previous course of studies, semester abroad and semester on leave)) n = 212 (of 220)*

| | |
|---|---|
| 1 | 20.8% |
| 2 | 10.8% |
| 3 | 16.5% |
| 4 | 14.2% |
| 5 | 7.1% |
| 6 | 11.3% |
| 7 | 6.1% |
| 8 | 7.1% |
| 9 | 1.9% |
| 10 | 1.9% |
| 11 | 0.9% |
| 13 | 0.5% |
| 16 | 0.5% |
| 17 or more | 0.5% |

Years of international competitions

*(Question: In which year did you start to compete in international competitions?) n = 178 (of 220)*

| | |
|---|---|
| 2015 | 9.0% |
| 2016 | 3.9% |
| 2017 | 5.1% |
| 2018 | 16.9% |
| 2019 | 16.9% |
| 2020 | 6.7% |
| 2021 | 7.8% |
| 2022 | 5.6% |
| 2023 | 9.0% |
| 2024 | 1.1% |
| 2025 | 18.0% |

Experience in international competitions

*(Question: In which other international competitions than the Torino 2025 FISU World University Games Winter have you already competed? (Multiple answers possible)) n = 220*

| | |
|---|---|
| Other continental and international competitions | 58.2% |
| Junior World Championships | 43.2% |
| World Cups | 22.3% |
| World Championships | 20.0% |
| Youth Olympic Games | 14.1% |
| Previous Winter Universiades / World University Games | 11.8% |
| Olympic Games | 5.5% |
| None | 18.6% |

Approximate sports hours per week

*(Question: How many hours per week are you on average actively engaged in elite sports (training, competition, physiotherapy etc.) in the most intense part of the season? Enter the number of hours per week) n = 193 (of 220)*

- 10 and less 24.4%
- 11-20 44.0%
- 21-30 19.7%
- 31-40 7.3%
- 41-50 2.6%
- 51 and more 2.1%

Approximate university hours per week

*(Question: How many hours per week are you on average actively engaged in university studies during the semester? Enter the number of hours per week) n = 192 (of 220)*

- 10 and less 33.9%
- 11-20 34.4%
- 21-30 19.3%
- 31-40 8.3%
- 41-50 2.1%
- 51 and more 2.1%

Absence days from university

*(Question: How many days of absence from university did you have in 2025 due to training sessions and/or competitions?) n = 184 (of 220)*

- 0-7 26.1%
- 8-14 19.6%
- 15-21 12.0%
- 22-30 12.0%
- 31-50 8.7%
- 51-70 7.6%
- 71-100 5.4%
- 101-200 4.3%
- 201 and more 4.3%

Reasons for starting university (athletes who marked 4 or 5)

*(Question: The reason(s) you applied to start a university education was/were, because... (1 = strongly disagree ... 5 = strongly agree)?) n = 184 (of 220)*

- … you want to be prepared for life after a sporting career 83.1%
- … you want to develop myself personally 81.0%
- … you want to be able to realize a certain career wish 71.2%
- … your studies open up a greater professional diversity for you 69.5%
- … you don't earn enough money in sports to be able to make a living after […] 69.5%
- … you would like to have a (mental) occupation beside the sport 51.8%

Academic performance (athletes who marked 4 or 5)

*(Question: How do you rate the academic performance you have achieved so far in your studies? (1 = strongly disagree ... 5 = strongly agree)?) n = 184 (of 220)*

- My academic achievements correspond to my own demands 65.2%
- Compared to my fellow students, I would have to invest more time in my studies 41.8%
- My academic achievements are better than I originally expected 38.0%
- Compared to my fellow students, I have achieved better academic results 32.6%
- I am one of the best students of my year 26.1%

Expected extra time

*(Question: Considering the standard period of study in your university and major, are you expecting to need extra time to complete your studies?) n = 170 (of 220)*

- Yes, about 1 semester more 14.1%
- Yes, about 2 semester more 22.4%
- Yes, more than 2 semester 12.9%
- No, I will finish on time 37.6%
- No, I will finish earlier than the standard period of study 3.5%
- I don't know 9.4%

Dual career situation (athletes who marked 4 or 5)

*(Question: Concerning my dual career situation ... (1 = strongly disagree ... 5 = strongly agree)) n = 164 (of 220)*

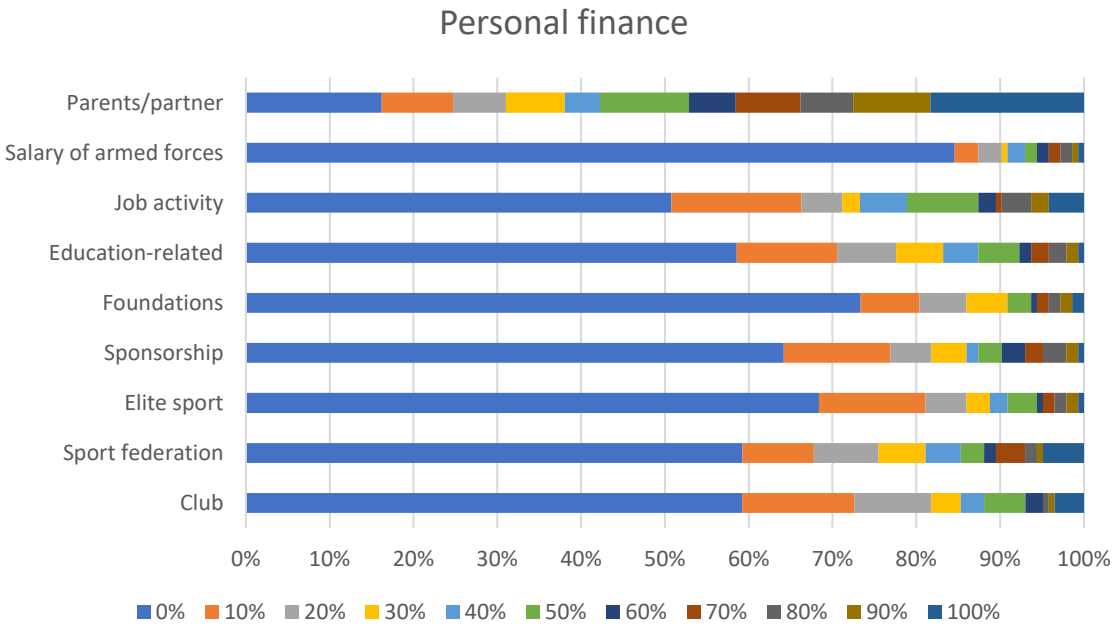
- … it takes a lot of planning to balance my studies and elite sport 71.3%
- … it is difficult for me to find time for learning […] 58.0%
- … the courses in my studies overlap with my training and competition times 57.9%
- … elite sport restricts my regular participation in study courses 56.7%
- … despite my commitment to elite sport, I take exams at the university at the planned times 48.8%
- … it is very difficult for me to combine elite sport and studies 40.3%
- … I always have a contact person if there are problems with the combination of elite sport and studies 38.4%

Belonging to other institutions

*(Question: Do you belong to one of the following institutions besides your studies?) n = 211 (of 220)*

- No 90.5%
- Military/Army 3.8%
- Public Administration 2.4%
- Customs 1.4%
- Border Police/Police 1.4%
- Fire Service 0.5%

Personal finance
*(Question: How do you finance yourself? (Multiple answers possible) n = 142 (of 220)*




*Parents / partner includes also spouse partner, relatives and friends*
*Salary of armed forces includes also police, customs and border guard*
*Sponsorship includes also advertising contracts*
*Sport federation includes also the National Olympic Committee*

Figure 4: Personal finance

## Problems in combining sport and education

Problems in the combination of elite sport and studies (athletes who marked 4 or 5)
*(Question: I face the following problems by participating in both elite sport and university education (1 = strongly disagree…5 = strongly agree) n = 170 (of 220)*

- Limited spare time 76.9%
- Long absence from university classes (competitions, trainings camps) 57.7%
- Missing university tests and exams 53.9%
- Missing single university classes due to competitions and trainings sessions 52.1%
- Overload through double burden 51.4%
- Extension of the study time 50.6%
- Financial uncertainty 46.8%
- Reduced training sessions due to university education 42.6%

## Athletes‘ knowledge of Dual Career system in the country

Familiarity with Dual Career policies

*(Question: Are there any policies or initiatives to facilitate the combination of elite sport and studies in your country?) n = 156 (of 220)*

- Yes 61.5%
- I don’t know 22.4%
- No 16.0%

Responsibility for Dual Career policies

*(Question: Which organisation/s is/are responsible for the dual career policies and programmes in your country? (Multiple answers possible)) n = 157 (of 220)*

- Universities 52.2%
- I don’t know 36.9%
- National University Sport Federation 22.3%
- National Sport Federation 15.3%
- Government/Governmental departments 15.3%
- National Olympic Committee 10.8%
- Dual Career organisation 6.4%
- Other 2.5%

## Dual Career support

Type(s) of support

*(Question: What type(s) of support is/are available to elite athletes who combine sport with study in your country? (Multiple answers allowed)) n =157 (of 220)*

- Educational flexibility 56.1%
- Contact person at the university 39.5%
- I don’t know 27.4%
- Financial support 26.1%
- Sport facilities at/close to the university 25.5%
- Contact person at a sport organisation 15.9%
- Legal aspects 5.1%
- Other 4.5%

Importance of improvement (athletes who marked 4 or 5)

*(Question: How important do you consider the improvement of the following aspects in the dual career system of your country in the future? (1 = unimportant ... 5 = very important)) n = 156 (of 220)*

- Educational flexibility 79.8%
- Financial support 79.5%
- Contact person at a sport organisation 73.7%
- Contact person at the university 73.1%
- Sport facilities at/close to the university 66.7%
- Legal aspects 51.9%

Type(s) of support at sport level

*(Question: As an elite athlete you receive support at the sport level with regard to (Multiple answers possible)) n = 150 (of 220)*

- Coach (Strength, Conditioning, Recovery) 65.3%
- Physiotherapy 42.0%
- Medical Support 40.0%
- Sport facilities of the highest international training level 34.7%
- Sport Psychologist 30.0%
- Accommodation 24.7%
- Contact person at a sport organisation 24.0%
- Nutritionist 23.3%
- Restaurant, serving healthy, fresh and well-prepared food 18.7%
- Rooms to study – ICT and Internet equipped – and to relax 14.7%
- Career counselling 12.0%

Importance of support services at sport level (athletes who marked 4 or 5)

*(Question: How important are the following support services at the sport level to you? (1 = unimportant ... 5 = very important)) n = 150 (of 220)*

- Coach (Strength, Conditioning, Recovery) 84.0%
- Physiotherapy 79.3%
- Medical support 76.6%
- Restaurant, serving healthy, fresh and well-prepared food 74.0%
- Sport facilities of the highest international training level 73.3%
- Sport Psychologist 67.3%
- Contact person at a sport organisation 66.0%
- Nutritionist 64.7%
- Accommodation 62.6%
- Career counselling 53,3%
- Rooms to study – ICT and Internet equipped – and to relax 48.0%

Provider of support at sport level

*(Question: At sport level, who provides support for your dual career (Multiple answers possible)) n = 150 (of 220)*

- Coach 72.7%
- Sport managers and officials 25.3%
- Sport Psychologist 24.7%
- Medical doctor 15.3%

Support at university level

*(Question: As an elite athlete you receive support at the university level with regard to (Multiple answers possible)) n = 143 (of 220)*

- Flexible class attendance 47.6%
- Flexible exam sessions 44.1%
- Sport facilities 35.0%
- Extended term-time 34.3%
- Long-distance learning 32.9%
- Contact person at the university 31.5%
- Scholarships 29.4%
- Individual study schedules 25.2%
- Flexibility in the university entry-requirements 24.5%
- Elite sport development programmes 19.6%
- Alternative access to delivery of courses 18.2%
- Individual or small group tutoring 16.8%
- Rooms to study – ICT and Internet equipped – and to relax 16.1%
- Accommodation 14.0%
- Career counselling 13.3%
- University catering, serving healthy, fresh and well-prepared food 12.6%
- Programmes tailored to retiring athletes 7.0%
- Encouraged employability (of the individual) linked to industry-recognized providers 5.6%

Importance of support services at university level (athletes who marked 4 or 5)

*(Question: How important are the following support services at the university level to you?) n = 143 (of 220)*

- Flexible class attendance 90.9%
- Flexible exam sessions 90.2%
- Alternative access to delivery of courses 81.1%
- Long-distance learning 81.1%
- Scholarships 80.4%
- Individual study schedules 78.3%
- Extended term-time 78.3%
- Elite sport development programmes 77.7%
- Contact person at the university 77.6%
- Sport facilities 74.2%
- Restaurant, serving healthy, fresh and well-prepared food 73.5%
- Flexibility in university entry-requirements 68.6%
- Accommodation 65.1%
- Career counselling 61.6%
- Rooms to study – ICT and Internet equipped – and to relax 58.8%
- Encouraged employability (of the individual) linked to industry-recognized providers 57.4%
- Programmes tailored to retiring athletes 56.7%
- Individual or small group tutoring 52.6%

Provider of support at university level

*(Question: At university level, who provides support for your dual career? (Multiple answers possible)) n = 143 (of 220)*

- Professors/Academic staff 51.7%
- University administrative staff 37.1%
- University sport staff 32.9%
- Other 17.5%
- Specific (dual) career counsellor 13.3%

Provider of support at personal level

*(Question: At personal level, who provides support for your dual career? (Multiple answers possible)) n = 143 (of 220)*

- Parents 95.8%
- Sport teammates 52.4%
- Friends 51.0%
- Sister/brother/relatives 39.9%
- Classmates 30.8%
- (Spouse) partner 23.1%
- Other 2.8%

Income of Household

*(Question: If you think about the overall income of your household, how easy or difficult is it to make ends meet every week?) n = 140 (of 220)*

- Very difficult 12.1%
- Difficult 10.7%
- Somewhat difficult 31,4%
- Somewhat easy 27.9%
- Easy 12.1%
- Very easy 5.7%

Worries about Financial Situation

*(Question: Are you currently worried about your financial situation?) n = 140 (of 220)*

- Extremely worried 7.9%
- Quite worried 20.0%
- Somewhat worried 37.9%
- Not very worried 22.9%
- Not at all worried 9.3%
- Prefer not to answer 2.1%

Financial Situation Comparison

*(Question: If you compare your financial situation to that of three years ago, do you think that your financial situation has become) n = 140 (of 220)*

- Much worse 4.3%
- Worse 15.0%
- Neither better nor worse 50.0%
- Better 25.0%
- Much better 5.7%

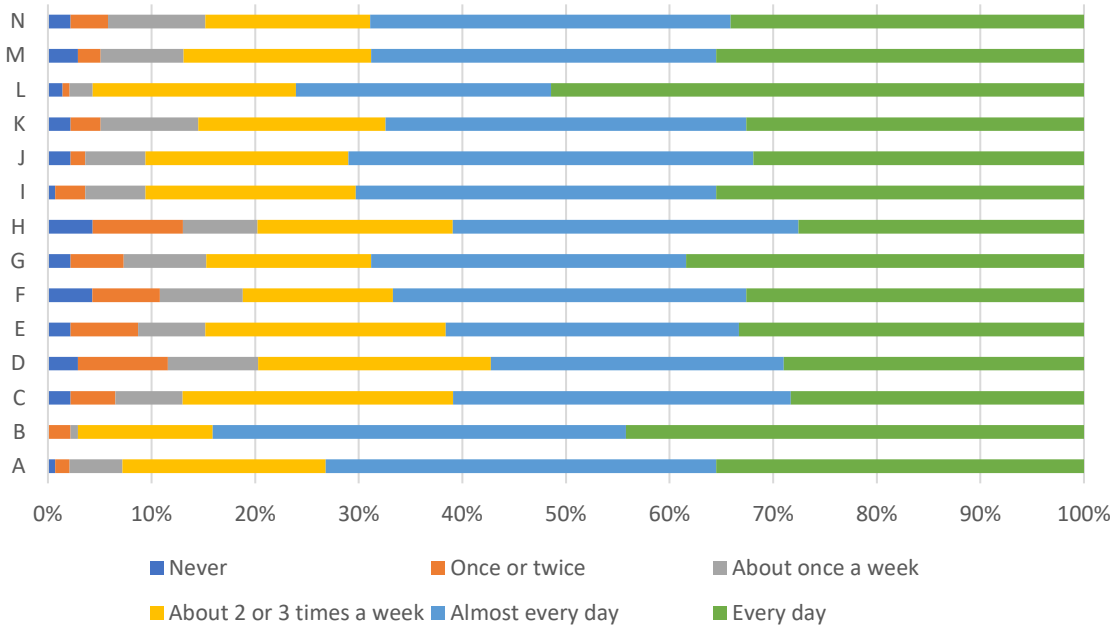
Future Financial Situation

*(Question: In three years from now, do you think that your financial situation will be) n = 140 (of 220)*

- Much worse 2.9%
- Worse 11.4%
- Neither better nor worse 28.6%
- Better 44.3%
- Much better 12.9%

Feelings about Participation

*(Question: During the past month, how often did your participation in sport make you feel…:) n = 138 (of 220)*

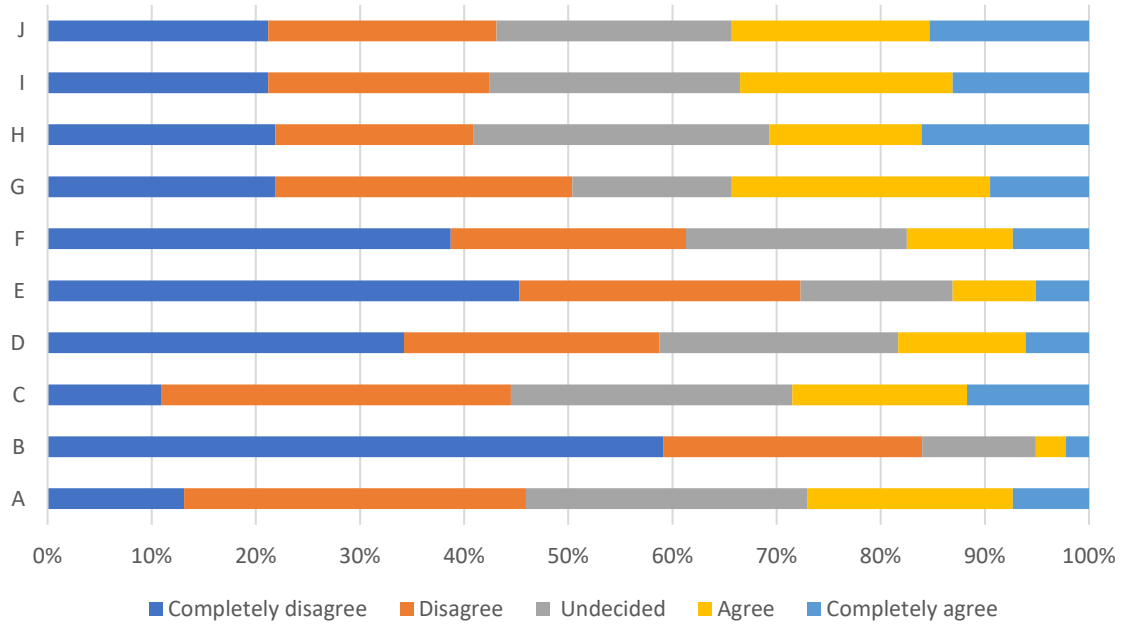



A) …happy
B) …interested in your sport
C) …satisfied
D) …that you had something to contribute to your team or sport community
E) …that you belonged to your team or sport community
F) …that your team or sport community is a good place for all participants
G) …that people in your sport are basically good
H) …that your sport is organized makes sense to you
I) …that you like most parts of your athletic personality
J) …good at managing the daily responsibilities of your sport
K) …that you have warm and trusting relationships with others in your sport
L) …that you had sport experiences that challenged you to grow and become a better person
M) …confident to think or express your own ideas and opinions to people in your sport
N) …that you have a sense of direction or meaning within your sport

Figure 5: Feelings about participation in sport

Describe Situation

*(Question: Choose the alternative that best describes your situation: (estimation from previous month))*
*n = 137 (of 220)*

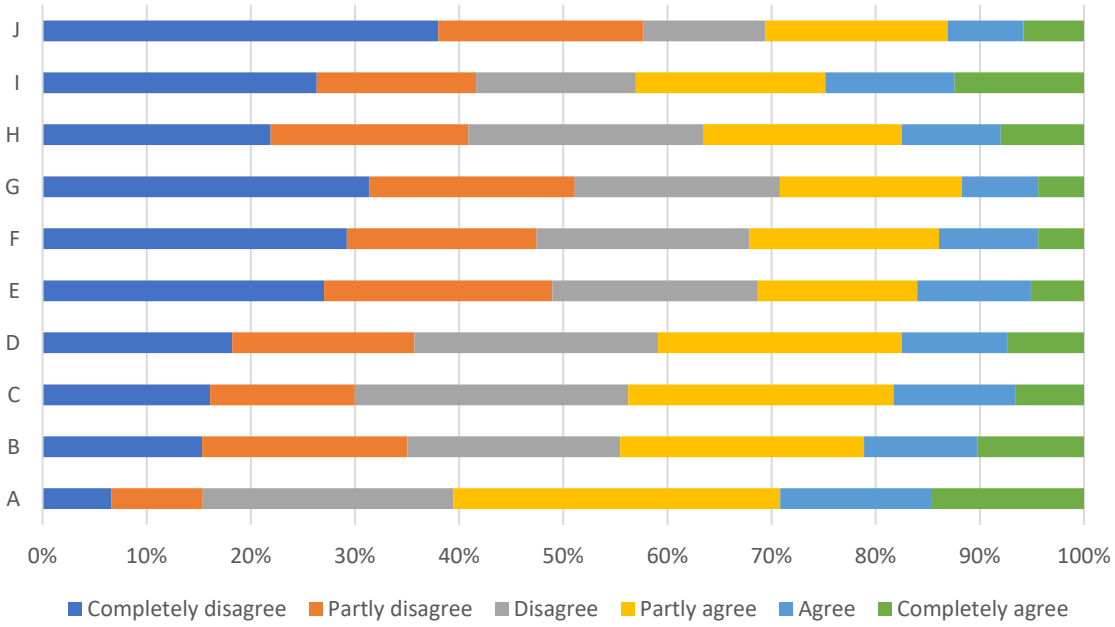



A) I feel overwhelmed with my sport
B) Sport doesn't interest me anymore
C) I often have feeling that I am not doing well in my sport
D) I often sleep poorly because of matters relate to my sport
E) I feel I am losing interest in my sport
F) I often wonder whether my sport has any meaning
G) I often feel like I am not doing my best in my sport
H) I worry a lot over matters related to my sport during my spare time
I) I used to achieve more in my sport
J) The pressure of my sport is affecting other parts of my life

Figure 6: Description of situation in sport

Alternative describe situation

*(Question: Choose the alternative that best describes your situation: (estimation from previous month))*
*n = 137 (of 220)*




A) I feel overwhelmed by my studies
B) I feel a lack of motivation in my studies and often think of giving up
C) I often have feelings of inadequacy in my studies
D) I feel that I have less and less to give in my studies
E) I often sleep badly because of matters related to my studies
F) I feel that I am losing interest in my studies
G) I'm continually wondering whether my studies have any meaning
H) I brood over matters related to my studies a lot during my free time
I) I used to have higher expectations of my studies than I do now
J) The pressure of my studies causes me problems in my close relationships with others

Figure 7: Description of situation in studies

Wishes for future dual career
*(Question: With regards to dual career, what do you wish for the future in your country?)*

Summary of the responses

1. More financial support (most frequently mentioned)

- Increased financial support for athletes, especially for training costs, travel expenses, nutrition, equipment, and living expenses.
- More scholarships and financial assistance provided by universities, sport organisations, or governments.
- Many athletes stated that they currently rely on their own financial resources or support from their families to continue their sporting careers.
- Winter sports (e.g., biathlon, cross-country skiing, ski mountaineering) were especially described as lacking sufficient funding and recognition.

2. Better support from universities

- Greater understanding and recognition of the challenges faced by student-athletes.
- More flexible study schedules, adapted examination regulations, and opportunities to extend study periods.
- Improved communication between universities, sport organisations, and athletes.
- Development of specific Dual Career programmes at universities.
- More academic guidance through mentors or designated support persons.

3. Stronger recognition of the “student-athlete” status

- Athletes wish for official recognition of their specific situation as both students and high-performance athletes.
- More respect and understanding for the demands of combining education and elite sport.
- Dual Career should be viewed as an opportunity and strength rather than a problem.
- More visibility and role models of successful Dual Career athletes.

4. Stronger cooperation between sport organisations and educational institutions

- Improved collaboration between national federations, universities, governments, and regional organisations.
- Sport organisations should actively support athletes’ educational pathways.
- Clearer information about available support systems and opportunities.
- More consistent structures, so that support does not depend on the country, university, or individual sport organisation.

5. More support from coaches and sport federations

- Greater understanding from coaches regarding athletes’ academic goals.
- More trust that studying and competing at an elite level can be successfully combined.
- Less pressure to focus exclusively on sport.
- Athletes wish federations would actively encourage Dual Career pathways instead of discouraging further education.

6. Improved infrastructure and training conditions

- More and better sporting facilities (e.g., ice rinks and training venues).
- Better access to equipment and training resources.
- Development of stronger support and development programmes for young and elite athletes.
- Greater recognition and investment in less established sports.

7. More equality and accessibility

- Equal support for all athletes, not only the most successful or officially recognised ones.
- More opportunities for athletes from lower-income backgrounds.
- Better access to both sport and education regardless of financial situation or sport discipline.

8. Greater social and political recognition

- Increased awareness of Dual Career among society and institutions.
- Stronger governmental support for elite sport.
- More appreciation of the challenges and efforts involved in balancing education and sport.
- Creation of a culture where pursuing both academic and athletic careers is considered possible and valuable.

9. Personal goals of athletes

- Successfully completing their studies and continuing their academic development.
- Achieving further progress in their sporting careers.
- Remaining connected to sport in the future, for example as coaches, sport scientists, or in other sport-related professions.
- Becoming role models for future generations by demonstrating that both education and elite sport can be pursued simultaneously.