

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%)

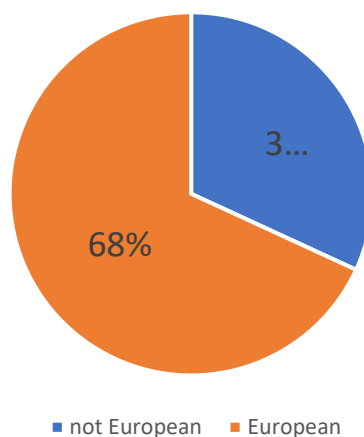


Figure 1: Countries classified according to political borders (European/not European)

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

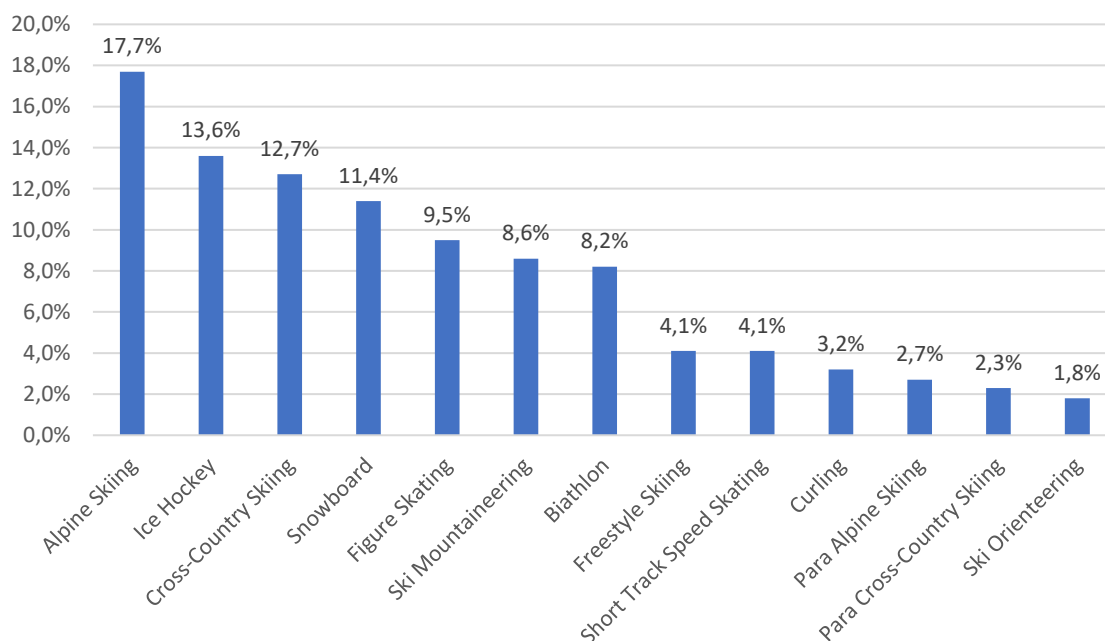


Figure 2: Sport

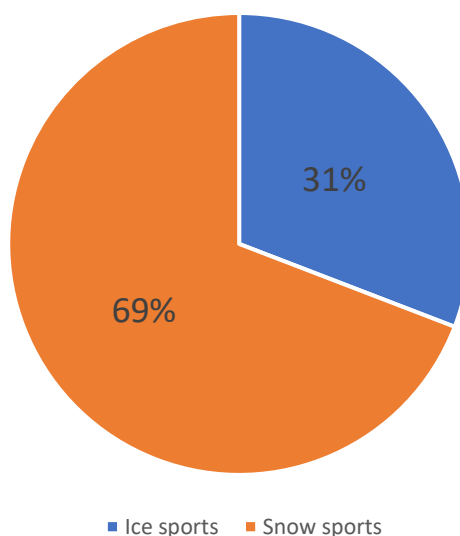


Figure 3: Sports disciplines classified into snow and ice sports

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 2018 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%
▪ 200 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% |

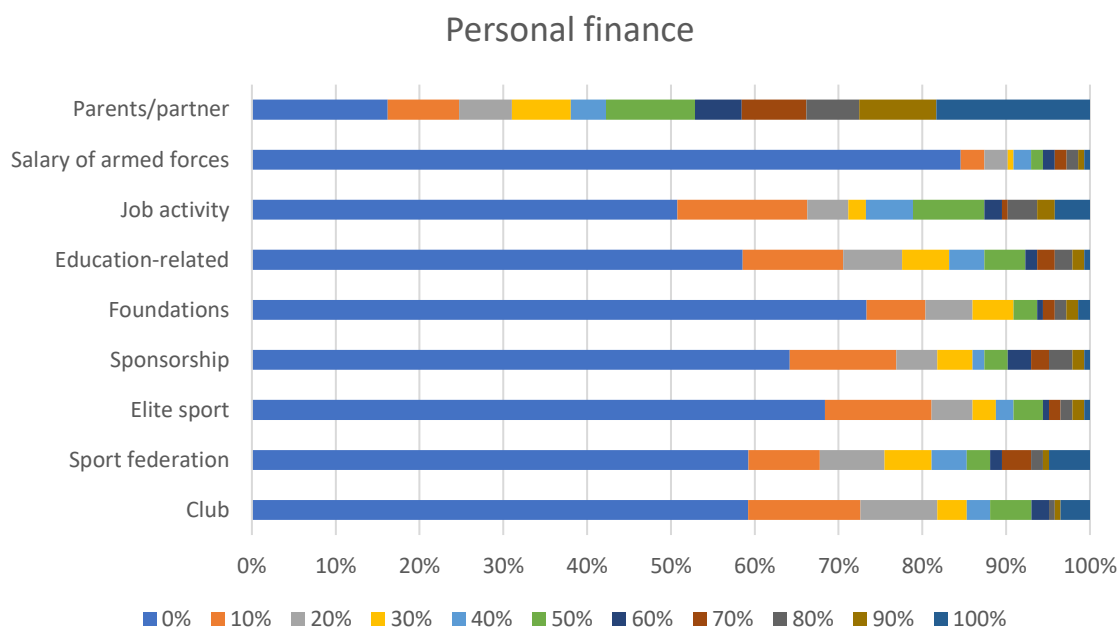
Belonging to other institutions

(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%

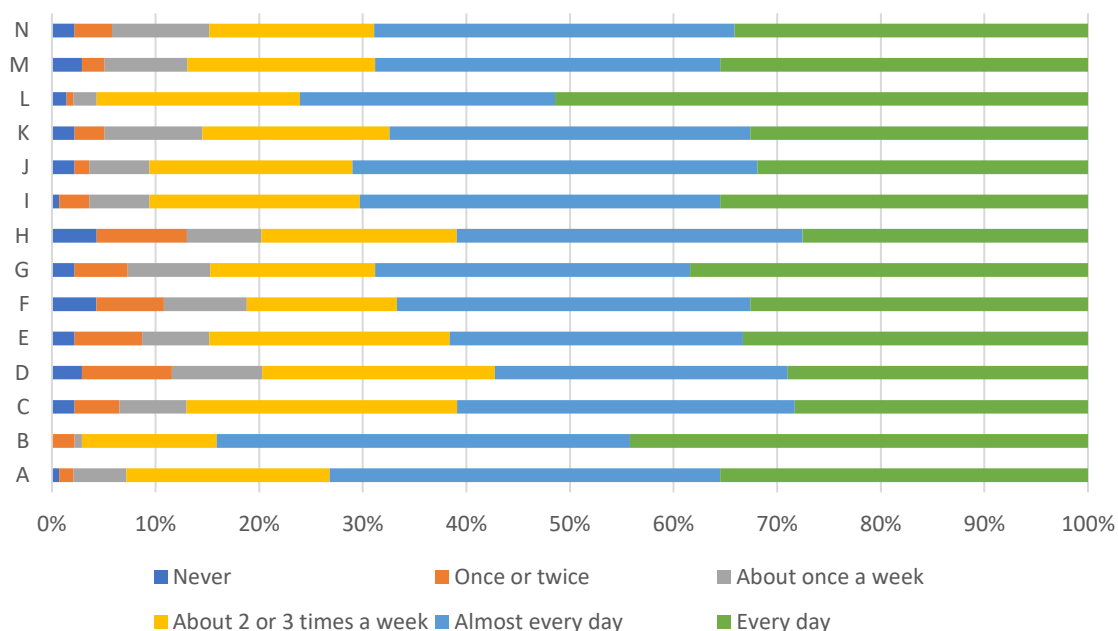
Future Financial Situation

(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)

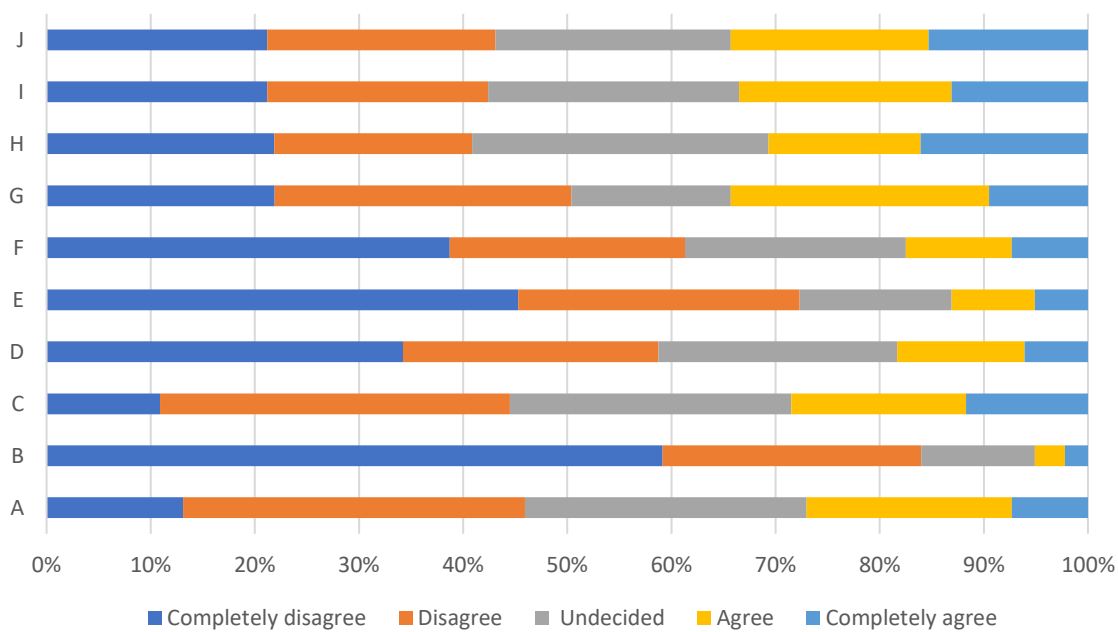


- A) ...happy
- B) ...interested in your sport
- C) ...satisfied
- D) ...that you had something to contribute to your team or sport community
- E) ...that you belonged to your team or sport community
- F) ...that your team or sport community is a good place for all participants
- G) ...that people in 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)

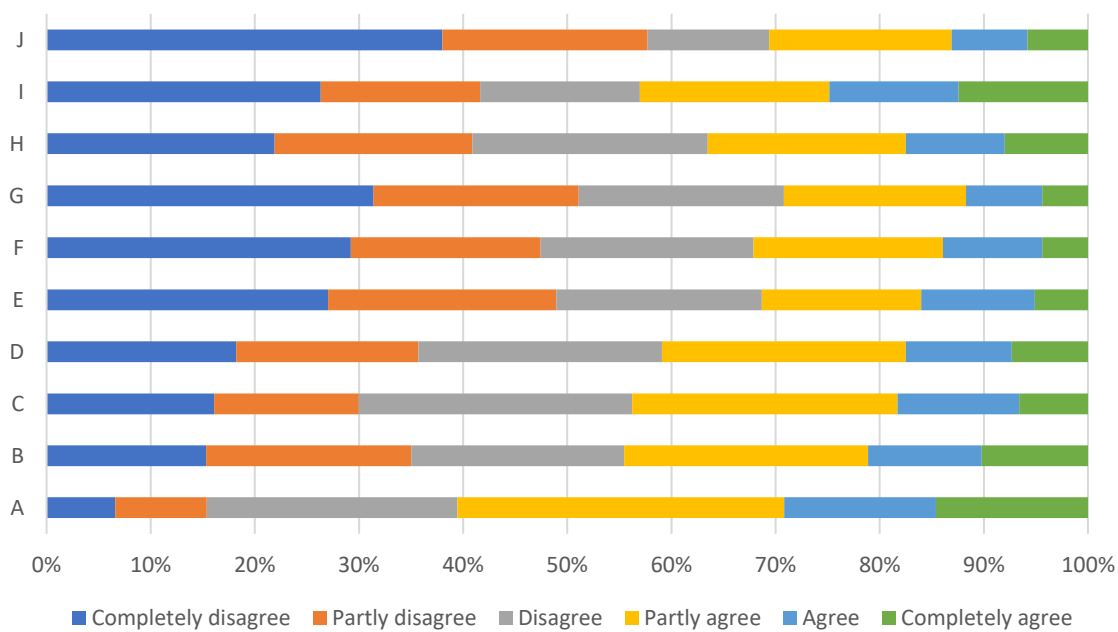


- A) I feel overwhelmed with my sport
- B) Sport doesn't interest me anymore
- C) I often have feeling that I am not doing well in my sport
- D) I often sleep poorly because of matters relate to my sport
- E) I feel I am losing interest in my sport
- F) I often wonder whether my sport has any meaning
- 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.