

SOCIAL INCLUSION THROUGH SPORT

VALUES

ACTION

GUIDELINES

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Co-funded by the
Erasmus+ Programme
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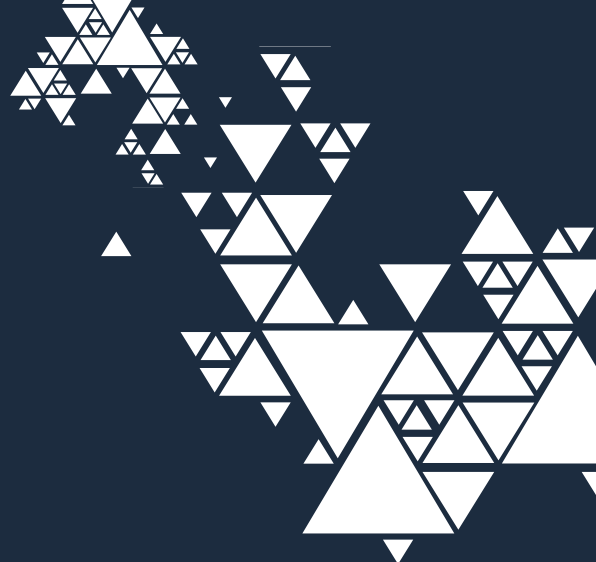
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SOCIAL INCLUSION THROUGH SPORT
VALUES



PREFACE

Yves Le Lostecque

Dear friends of sport and healthy lifestyle,

In my capacity as a Head of Erasmus Mundus and Sport Unit of the EACEA, it is my great pleasure to congratulate the authors of these action guidelines for an excellent work in spreading ideas on social inclusion through sport values. I was delighted to learn about a concept of the Erasmus+ project called Coubertin Academy - Social Inclusion through Sport Values, where traditional elements meet novelties of a current digital era. As a former Head of the European Commission's Sports Unit, I had the honour of following the work of the Presidencies of the Council of the European Union from 2013 to 2020. During the fifteen Presidencies, when I was responsible for developing EU sports strategies, I witnessed different national approaches and attitudes of the EU Member States.

In view of the above, I am pleased to note that this publication links two important topics of the Slovak and Estonian Presidencies of the Council of the European Union: education in and through sport, together with health enhancing physical activities. In Bratislava, during the Slovak Presidency conference on education in and through sport in 2016, we had the opportunity

to discuss the legacy of Baron Pierre de Coubertin, the father of the modern Olympic Games. A year later in Estonia, during the European Week of Sport, three EU commissioners signed the Tartu Call for Healthy Lifestyle, mobilizing three Commission's departments and policies in order to make Healthy Lifestyle a reality in Europe.

In view of this, I am delighted to see in this publication how the implementation of the relevant sports policies proposed during the Slovak and Estonian Presidencies of the Council of the European Union has successfully entered practical life. In addition, I was happy to learn that this project also addressed the Polish Presidency's topic on volunteering in sport, as I consider volunteering to be a key pillar of current sporting progress. Thanks to the invitation of the Slovak project coordinator, I had an opportunity to personally participate in one of the project activities on promoting EU values in 2021. An engaging online presentation on the potential of sports values in today's global world was a huge inspiration for me. I really appreciated the virtual car ride from Germany to Tokyo, which took us with this project even beyond the borders of the European Union.

This excellent publication is full of relevant information and ideas. Anyone who is interested in these topics can find it on the following pages. This project shows, if needed, that sport and its small collaborative partnerships are an important part of the European Union's Erasmus + programme. EU funding can provide as much support to stakeholders as these action guidelines show.

I am glad that the project partners can declare through this booklet that the mission of the project is fulfilled and present its results to the general public. Given the fact that, despite the Covid-19 pandemic, they were able to achieve their goals within the planned time horizon, I have no doubt that the sustainability of the project will be as successful as their work throughout the project. Therefore, allow me to wish the authors and all stakeholders good luck in the planned follow-up activities.

Finally, I consider that the SPORT VALUES AWARD, will be clearly a highlight of this project. I hope that in this ceremony will echo a phrase of the founder of the Olympics, Baron Pierre de Coubertin, who said "The most important thing in the Olympic Games is not winning but taking part; the essential thing in life is not conquering but fighting well."

SOCIAL INCLUSION THROUGH SPORT
VALUES



FOREWORD

Elena Malíková

Dear sport friends, dear ladies and gentlemen,

I am very proud that you can hold this publication in your hands. It reflects the very best of activities linked to the international project entitled Coubertin Academy - Social Inclusion through Sport Values. Without exaggerating, it was the most challenging project of my life, thus I am more than happy that we succeeded in our efforts, and you can read these lines.

Firstly, I am glad that together we overcame all the obstacles connected to the Covid-19 pandemic, which broke out right at the beginning of the project. Thanks to willingness of all involved entities, we were able to adapt our work programme and replace some transnational project meetings by different means of communication. Virtual sessions, presentations, online platforms, bilateral discussions, and above all a huge improvisation became part of our new project reality. I am also pleased that we found a way to cope with heterogeneous entities, different backgrounds, and cultural environments of the project partners. Mutual understanding and tolerance helped us to solve tough situations, which occurred during the project lifetime, and a contribution of every single person

working on project activities was very much appreciated.

Finally, intergenerational dimension was a challenging issue we were dealing with this project too. Thus, I am grateful for nice moments and respect we paid to each other, which turned into a real project triumph, celebrating social inclusion through sport values, and promoting active ageing.

The project results were designed in a way that any school or sport club willing to develop a similar topic could find in this publication an inspiration for their activities. Good practice from Estonia, Poland and Slovakia were presented with passion and motivation to give anyone a chance to draw up similar activities within their own institutions. Moreover, you can find in the next pages also other valuable contributions from project partners, such as examples from international projects, Sakura Challenge, inspirational story from Germany or views on social inclusion through sport values, just to mention a few of them. The project highlight with international dimension entitled SPORT VALUES AWARD was just like an icing on the cake. It is and will be freely accessible even after the project lifetime for anyone interested to participate in this unique competition.

In light of above mentioned all of us got with this project rich and colourful cross-cultural experience, we became familiar with different cultures, and we understood sport virtues in even wider dimension we used to before. Combining learning with health enhancing physical activities, intergenerational dimension, working and enjoying sport activities together, we lived in reality what we were talking about - values of equality, fairness, respect for persons, understanding, and excellence, emphasised by Pierre de Coubertin, which span nearly 3 000 years of Olympic history. It was simply joy found in effort.

In conclusion, I would like on behalf of all the project partners to acknowledge the support of the European Commission and EACEA. We were delighted for getting a chance to develop this wonderful project. We found Erasmus+ Programme of the European Union as a prestigious, interactive, and attractive educational opportunity, which enriched our lives. We strongly believe that project outcomes on spreading sport values will be in favour of our countries as well as the European Union. We hope that our work on social inclusion through sport values will also contribute to developing multiculturalism and international understanding beyond the European Union.

"My idea of social inclusion through sporting values is linked to the fundamental essence of sport as a whole. Sport brings all generations and all people together. We share the joy and love we experience in sport. Sport can evoke in each of us different feelings, but its essence is always the same."

SOCIAL INCLUSION THROUGH SPORT VALUES

Chapter

ONE

Recalling EU Policies



RECALLING EU POLICIES

These Action Guidelines were worked out within the project entitled Coubertin Academy – Social Inclusion through Sport Values, which was co-funded by the Erasmus+ Programme of the European Union.

The project was interlinked with the national perspective of sport policies in Estonia, Poland and Slovakia, while taking into account the policies developed on the international levels. It focused on both non-governmental and governmental levels, striving to diminish a barrier between those two sectors in the field of sport and foster mutual discussions. Of particular note was the recent attention some governments across the world given to social inclusion through sport values. The project provided a deliberate, evidence based, but practical strategy in integrating sport in order to achieve more effective educative and social outcomes.

The project Coubertin Academy – Social Inclusion through Sport Values focused on a topic of social inclusion through sport values and allowed involved organisations to:

- develop new international cooperation and reinforce

already existing networks,

- increase capacity of involved organisations to operate at transnational level,
- exchange good practices, confront ideas and methods in several areas relating to sport and physical activity,
- bring fresh thinking to the delivery and practice of sport in order to develop its educative and social potential.

The European policies in the field of sport, which were basis for the project Coubertin Academy – Social Inclusion through Sport Values were the following:

- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions entitled “Developing the European Dimension in Sport”, 2011
- Council Recommendation on Promoting health-enhancing physical activity across sectors, 2013
- Council Conclusions on maximising the role of grassroots sport in developing transversal skills, especially among



- young people, 2015
- Tartu Call for Healthy Lifestyles, 2017
- Council Conclusions on promoting the common values of the EU through sport, 2018

The project was recalling that the European Union is a common space to build a prosperous and peaceful area of co-existence and respect for diversity based on the common values of the EU namely respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities recognised by Article 2 of the Treaty on the European Union. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail. The project was considering that values lie in the core of the European Union. The Council Conclusions on promoting the common values of the EU through sport (2018) aim to strengthen mutual understanding of the concept of common values among Member States, develop the sense of belonging

to the European Union as well as promote, where appropriate, those values outside the EU, while creating a solid basis for people-to-people dialogue across the European borders. Organised and non-organised sport, alongside with education, youth work and culture, can play a role to promote the common values of the EU.

In accordance with the Council Conclusions on promoting the common values of the EU through sport (2018) all major international organisations dealing with sport, such as UNESCO, the Council of Europe, the International Olympic Committee, the International Paralympic Committee and the World Anti-doping Agency acknowledge that sport can teach values such as fairness, teambuilding, democracy, tolerance, equality, discipline, inclusion, perseverance and respect that could help to promote and disseminate common values of the EU.

The needs analysis of the project Coubertin Academy – Social Inclusion through Sport Values was based on a summary of





activities held during the Slovak Presidency focused on better use of the potential of sport to achieve social outcomes that are consistent with and align with EU policy initiatives. The Slovak Presidency has developed discussions on this issue during the conference on education in and through sport and informal meeting of EU directors of sport.

Sport can contribute to building and developing civil society and social sustainability. There is a need to foster a common sense of belonging among Europeans – political as well as cultural. Since sport is a universal language understood by all, communicating and emphasising common values through sport, using innovative methods of non-formal and informal learning, can contribute to preventing intolerance, social exclusion, including gender stereotyping and misogyny, racism, xenophobia and marginalisation. Recently the Member States of the EU dealt specifically with a topic of social inclusion through sport values during the Maltese Presidency of the Council of the European Union 2017.

The project Coubertin Academy – Social Inclusion through Sport Values was a follow up of the mentioned activities that align with cutting edge thinking, established literature sources, and the base of genuine and adequate needs analysis. With the project, the objectives and activities of all the participating organisations and target groups were taken into the consideration.

Sport can reinforce values in a natural way and in a positive atmosphere. Values such as mutual respect, fair play, friendship, solidarity, tolerance and equality should be natural to all those involved in sport in clubs, schools, in recreational sport and in professional sport.

Sports contribution to social cohesion and building inclusive,

strong communities, if infused with the values of equality, can also contribute to the development of an efficient, democratic and just society. Sport instructors and coaches can play a role to reinforce the common values of the EU through sport.

The project aimed at ensuring the continuity of the European Commission Preparatory actions in the field of sport, in particular promote social inclusion through sport values. It might help the creation and development of transnational networks in the field of physical education.

The project fostered synergy with, and between, local, regional, national and international policies to promote sport and physical activity and to address sport-related challenges such as establishing stronger links between education and sport, its social and ethical values and its contribution to holistic wellbeing. It included local and regional sport clubs as indicated in requirements for small collaborative partnerships.

The project addressed White Paper on Sport of 11 July 2007, which was one of the European Commission's main contributions to the theme of sport and its role in the daily lives of European Union citizens. Moreover, it also addressed current EU sport policies, notably topics of education in and through sport discussed during the Slovak Presidency 2016 as well as the topic of social inclusion in sport discussed under the Maltese Presidency 2017 and promoting the common values of the EU through sport approved under the Bulgarian Presidency 2018. In order to provide complexity of information within these guidelines, all three above mentioned documents are to be found in this publication.



Slovak Presidency of the Council
of the European Union

Conference “Education in and through Sport” BEYOND BORDERS

18-19 July 2016
Bratislava

Conference Conclusions



Bratislava, Slovakia, 19 July 2016

.....

The Ministry of Education, Science, Research and Sport of the Slovak Republic organised in the framework of the Slovak Presidency of the Council of the European Union the international conference “**Education in and through Sport**” – **BEYOND BORDERS** held from 18 until 19 July 2016 in Bratislava.

The conference became a discussion platform for governmental and non-governmental authorities and experts from Europe and beyond, offering opportunities to share ideas, knowledge and experience on the Slovak Presidency priority theme “Development of Sports Diplomacy and

Education in and through Sport”.

THE PARTICIPANTS OF THE CONFERENCE “EDUCATION IN AND THROUGH SPORT” – BEYOND BORDERS HELD ON 18 – 19 JULY 2016 IN BRATISLAVA, SLOVAKIA

1. RECALLING the Article 165 (2) and (3) of the Treaty on the Functioning of the European Union (TFEU) Union action shall be aimed at developing the European dimension in sport, by promoting fairness and openness in sporting competitions and cooperation between bodies responsible for sports, and by protecting the physical and moral integrity of sportsmen

and sportswomen, especially the youngest sportsmen and sportswomen; and the Union and the Member States shall foster cooperation with third countries and the competent international organisations in the field of education and sport, in particular the Council of Europe.

2. BEARING IN MIND

- that sport is often a tool to support economic cooperation and understanding between nations and cultures and its potential is used to initiate contacts with countries where economic cooperation has not yet been established;
- examples where international cooperation in sport on non-governmental level was used to sign governmental agreements.

3. TAKING INTO ACCOUNT that successful athletes have huge impact to promote their countries abroad in a very effective and friendly way. The same concerns international sporting events which offer to the host nation significant opportunities to present the country.

4. CONSIDERING that sports diplomacy has enormous potential to contribute to the image of a country, it uses universal passion for sports as a way to transcend linguistic and sociocultural differences and bring people together. It also has strong potential in improving the cooperation of countries.

5. EMPHASISING that the main role of sport diplomacy is development of sport on the international level. It is mostly done by international sport organisations, but also by governmental organisations and national sport organisations. There is also strong influence by successful athletes, who promote sport and sport-related activities worldwide.

6. BEING AWARE of sport values which are differently interpreted at different time and are influenced by society development. Values of equality, fairness, justice, respect for persons, rationality and understanding, autonomy and excellence emphasised by Pierre de Coubertin span nearly 3 000 years of Olympic history.

7. UNDERLINES THE FOLLOWING:

Sports diplomacy is an inseparable part of public diplomacy which is a long term process of communication with

national and foreign public with the aim of heightening the attractiveness and credibility of a country. Public diplomacy is considered as a symbiosis of cultural, economic and sports diplomacy. It helps to achieve the foreign policy goals in a subtle and comprehensive way for general public. Sport plays bigger role in today's society than ever before and sports diplomacy on non-governmental level is focused mainly on four areas:

1. development of sport worldwide;
2. representation of the national federations and other sport organisations in regional, European and international federations and sport structures;
3. hosting international sporting events;
4. promotion of sports interest of the country abroad

8. ARE CONVINCED THAT

International sport plays a significant role in international politics. Through the means of sports diplomacy it is possible to communicate special messages, to ease tension between states but also escalate conflicts, to support the creation of national consciousness and to point out the world biggest problems.

In long term, it is education that is going to foster integrity of sport and provide the answer to dark sides of sport. In this regard, athletes' oriented approach in education is needed in order to use better educational potential of sport. Physical, health, psychological, and social benefits of participation are key elements of the impact of sport on personal development. They often overcome the love of winning.

Prompt reactions are particularly important in order to ensure concrete actions in development of human recourses in sport with due regard to the respective sphere of competence of the EU and of the Member States, as well as to the principle of subsidiarity.

THEREFORE INVITE THE EU MEMBER STATES TO CONSIDER

9. How to better use the potential of sport and go beyond borders of up-to-date approach, focusing on values education

through sport as well as successful athletes as envoys of sport values and good will.

10. Better coordination of efforts towards systematic approach to sports diplomacy facing more efficiently current challenges regarding radicalization, xenophobia and migratory crisis.

11. The opportunities to re-activate international support for

network of ambassadors for sport, tolerance and fair play

12. Participate in an informal ad-hoc task group hosted by Slovakia which shall contribute to the preparation of systematic approach to sports diplomacy in the framework of the EU by collecting and exchanging best practices on the role of sports diplomacy in society and examining of empirical evidence of values education through sport and development through sport.



“In my opinion, social inclusion is sharpened through sporting competitions, developing friendship and determination, meeting other people from abroad, developing in competition, working with other schools or countries.”

SOCIAL INCLUSION THROUGH SPORT VALUES

Chapter

TWO

**Good Practice from Estonia,
Poland and Slovakia**



GOOD PRACTICE

from Estonia, Poland and Slovakia

Examples of good practice were collected by the project consortium which consisted of five entities - Slovak Pierre de Coubertin Committee (Slovakia) as project coordinator and four partner organisations: Sport Club VEGA (Slovakia), Fundacja Forum Rozwoju Młodych (Poland), Ülenurme Gymnasium (Estonia) and ŠK Mladost (Slovakia).

Good practice focuses mainly on three Member States of the European Union that participated in the project “Coubertin Academy – Social Inclusion through Sport Values”, namely Estonia, Poland and Slovakia. Given examples are related to the activities, where project partners were involved. In addition, it deals with contributions on good practice of various third countries to the European Union. The reasons are simple: the project activities were carried out during several major sport events, including the Olympic and Paralympic Games 2020 in Tokyo (postponed to 2021 due to Covid-19 pandemic). Moreover, thanks to a long-standing cooperative and working relationship with the New Zealand

Centre of Olympic Studies, University of Canterbury, which is recognised as one of the leading Olympic Studies Centres in the world, the authors decided to deal with good practice



examples from this country as well.

In light of this information, the project itself genuinely focused both on strategies and documents of the European Union and beyond it. This was especially so in terms of understanding culturally responsive strategies on social inclusion through sport value and how holistic movement practices better capture the educative and social value of sport.

Finally, good practice develops and explores already existing initiatives to promote the common values of the European Union. It includes sport as part of external relations to promote the common values of the European Union, for example through including mobility and capacity building or supporting sport integrity. Also, it integrates it in the discussions and High-Level Dialogues with third countries. As an example, the authors of these guidelines wanted to mention the Olympic and Paralympic Games 2020 in Tokyo (postponed to 2021 due to Covid-19 pandemic) that took place during the project timeline. This major sport event was in a centre of activities held in the project countries within this project. Though the project itself was not taking place outside the European Union, it encouraged sport organisations to promote the involvement of third countries in sports events and initiatives. The project aimed to disseminate good practice

and initiatives among Member States as well as outside the European Union as a tool to promote common values of the European Union.

The project invited the sports movement to take the opportunity of hosting major international sport events and existing initiatives by sports organisations to promote the common values of the European Union. It actively participated in structured dialogue initiatives in order to better communicate their policies with the governments and EU institutions.

The project considered better understanding of common values of the European Union through sport in the educational programs and training methodology for PE teachers, coaches, support staff, volunteers, and other relevant actors. It uses innovative methods of non-formal and informal learning to transfer the common values of the European Union through sport. The participation continues developing mutually enriching relations and exchanges between grassroots sport organisations from the European Union countries and third countries, sharing values and principles, and illustrating the diplomatic value of such people-to-people relations.



GOOD PRACTICE FROM ESTONIA

Ülenurme Gymnasium is a general education school with a total of 1122 students (as of autumn 2020). The school is located 2 km from the border of Tartu.

The motto of the school is "Learn and develop" and the common values are health and health-promoting work in the school community, tolerance and cooperation, and entrepreneurship.



Ülenurme Gymnasium - general education school in Tartu, Estonia

Network of Health Promoting Schools

Ülenurme Gymnasium has been a member of the network of health promoting schools since 1993.

Belonging to the network creates good preconditions for effective cooperation in the area, provides an opportunity

to exchange good practices and experiences with other members of the network, offers the opportunity to participate in various network events, as well as enables and motivates others to set an example and guide health and well-being.

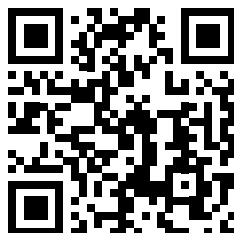
The aim of the Health Promoting School movement is to promote a healthy lifestyle in schools and also in the area and to create a safe social and physical environment, where students, teachers, the principal and other members of the school family have a pleasant and good school environment in which to study and work. All school family members contribute to shaping it.

International School Olympics

School Olympics is an educational and inspiring sporting event that popularises sports and brings together students, teachers and parents. It also follows the principles of the Olympic Charter in terms of their spirituality, content and rituals. The International Olympic Committee has recognised it as one of the best Olympic education programs in the world. Ülenurme Gymnasium has organised International School Olympics every other year since 1998. Besides the international and local student delegations, every time there is also a well-known athlete invited to meet students and

participate in the ceremonies – for example, in 2018 the school had the honour to welcome Mr Gerd Kanter, an Estonian discus thrower and an Olympic Winner. The idea was proposed by the Estonian Olympic Academy, that holds a School Olympic Games project contest every year to support the best projects with a sum of up to 640 Euros.

Mr Gerd Kanter, an Estonian discus thrower and an Olympic Winner sharing his experience with students and carrying the Olympic Fire in 2018 International School Olympics.



QR code opens link to 2018 School Olympics video



Competitions and awards at the school Olympics 2018

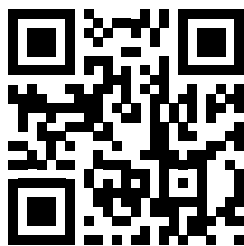
To learn more about this programme, go to the webpage: <https://olympiaharidus.eu/en/kooliolumpiamangud>



The International Network of Pierre de Coubertin Schools

The International Network of Pierre de Coubertin Schools that has schools from five different continents was established in 1997. Ülenurme Gymnasium has been part of it since 2003.

Every two years representatives of these schools (students aged 16 to 18) meet at a Youth Forum. There participants discuss the ideas of the pedagogue, historian and the founder of the International Olympic Committee Pierre de Coubertin about international friendship, respect and excellence. They test their knowledge about Olympics and the Olympic education, as well as compete in different sports. During the week they get to know different cultures and have workshops in different fine arts.



SCAN ME
QR code opens link
to 2017 Youth Forum
video

The International Youth Forum

of Coubertin Schools took place in Ülenurme, Estonia, from August 19 to 26, 2017. The 11th Youth Forum in Estonia hosted 24 different delegations with 150 participants, including the representatives of the IOC and representatives of the Pierre de Coubertin Committee. The Youth Forum motto was "Kalokagathia – the harmony of body and mind".

The Mobility Lab of University of Tartu and the Schools in Motion Network

Starting from 2019, Ülenurme Gymnasium belongs to the Schools in Motion Network. Under the leadership of the Mobility Lab of University of Tartu and in cooperation with schools, effective solutions are being sought to make school days more mobile and to bring more joy to each student.

The purpose of the Mobility Lab is to contribute to the improvement of the physical activity of the population. Adequate physical activity helps maintain and strengthen both our physical and mental health. It is very important that people of all ages move sufficiently.



In 2017, Ülenurme Gymnasium hosted the 11th International Pierre de Coubertin Schools Youth Forum with 24 different delegations. ○

The main focus of the Mobility Lab is the development and implementation of the science-based Schools in Motion programme, which received the **#BeActive Education Award** in 2019. The aim is to offer Estonian schools, students, teachers and parents ideas and solutions:

- so that children of different ages can move more and sit less;
- to make the breaks between lessons more exciting;
- to be more active in lessons;
- so that the school building and its surroundings encourage movement;
- so that the lesson plan allows for a wider range of activities;
- so that movement is not just about sport.

To learn more about activities and ideas of the School in Motion, go to the webpage: **www.liikumakutsuvkool.ee** (<https://www.ut.ee/en/news/new-university-tartu-lab-creates-solutions-increasing-active-movement>)

The teachers at Ülenurme Gymnasium also participated in a survey of school staff conducted in January 2020 by the Mobility Lab of University of Tartu, which revealed that the staff's daily physical activity is more than worrying. The survey showed that on average during one week survey, the participants from Ülenurme were active for about 244 minutes from the time the device was used to measure and record activity. One week's survey showed that they were inactive for as long as 579 minutes.

The school has already taken first steps to improve its staff activity in the form of hikes and various challenges, the participation of which has been numerous.

Students regularly have active outdoor breaks where they play, climb and act under the supervision and guidance of older classmates and/or teachers. Dance breaks are very popular as well. Every free moment is used to play table tennis.

Students have a climbing wall, mind game walls and corners, obstacle courses in the corridors, hanging and jaw lift bars on the walls and a boxing bag for bursts of emotion. In the courtyard they can play basketball and ride scooters.

Ülenurme Gymnasium students' research papers and practical work

In Estonia every high school student has to do either a research paper or a practical work and write a paper about it to graduate from secondary school. Students can choose what they want to do and on what topic. Here are some examples.

Research papers:

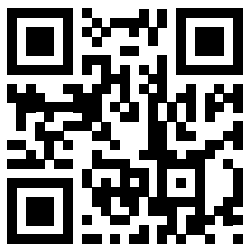
1. The technical accuracy of world record attempts in the technical sports of the decathlon (2017, Kalk)
The purpose of this research was to find out if the world record attempts in the technical sports of the decathlon are technically accurate or the record was set despite differences in the techniques and copying these events' techniques is productive for athletes. To achieve the purpose, the author of this research analysed the world record attempt videos of the technical sports in decathlon (100 m, 110 m hurdles, discus throw, javelin throw, shot put, 400 m, long jump, high jump, pole vault) by comparing them with the modern descriptions of the techniques.
2. Analysis of the diets of 18-20-year-old athletes and non-athletes. (2017, Korss & Subbotšev)
The aim of this research was to study the diets of young Ülenurme athletes and non-athletes; to clarify which factors have had an effect on their eating habits; how informed young people are about dieting recommendations and how well they follow those recommendations; as well as to study what young people think about Estonians' dieting in general.
3. Analysis and possible prevention of the most frequent leg injuries among the Tartu Jalgpallikool Tammeka main and double women's team (2017, Oras)
The goal of this research was to find out the most frequent leg injuries among the Tartu Jalgpallikool Tammeka main and double women's team. Another goal was to find out the players' knowledge about preventing injuries.
4. The development of physical abilities and indicators of two youngsters during the training period of two months (2017, Pärsikivi & Tuusis)

The purpose of the current study was to find out the development of physical abilities and indicators of two youngsters during the training period of two months. The process took place during the period of 09.02.2016-08.04.2016. To achieve the goal a training routine was compiled and before starting the routine analysis tests were made to compare the results. At the end of the training period confirmatory tests were carried out and compared with the initial results.

5. The study of 7-12-graders' mobility on their school road (2018, Tamberg)
The purpose of this study was to find out how the students of Ülenurme Gymnasium arrive at school in the mornings and if the means of transport is justified. The additional goals were to find out the most popular way of travelling to school, how students actually travel and why this option has been chosen.
6. The sporting habits of 10th-12th-grade students of Ülenurme Gymnasium in the 2017/2018 school year (2019, Püvi & Kubpart)
The objective of the current research was to find out how many of the 10th-12th-grade students of Ülenurme Gymnasium do active sports, which the most popular sports events among students are and how many times a week they do sports.

Practical work:

Ülenurme Gymnasium students like to organize different sports events as their practical work. Events from students to students are quite popular. For example, in the 2019/20 school year a basketball dexterity competition, an indoor hockey tournament, an indoor football tournament, a dance competition and a Valentine's Day volleyball tournament were held. The 2020/2021 school year started off with sportive breaks between classes, which were organized to 2th-5th graders by 12th graders.



QR code opens link to sportive breaks between classes video in Ülenurme Gymnasium Instagram

Ülenurme Gymnasium Volunteers

SCULT is an International Sport Volunteers Movement, connecting bright-eyed volunteers of all ages, sport event organisers and sport clubs, locally and internationally.

SCULT Fest is an annual Sport Organisers Inspiration Day held in Tallinn University, Estonia. The day culminates with the SCULT Awards Ceremony,

celebrating the most outstanding efforts by sport volunteers, brands and organisations globally.

SCULT FEST 2017 was held in Tallinn University on November 3, 2017. There the Sports Volunteers of the Year were announced both in Estonia and internationally. The young people of Ülenurme Gymnasium were awarded with the title "Estonian Involver of Sport Volunteers".



Ülenurme Gymnasium received an award "Estonian Involver of Sport Volunteers"

Ülenurme Gymnasium students have been mainly involved in the organization of Club Tartu Marathon events as volunteers by helping in snack/drink stations and luggage storage. For years they have also participated in the campaign "Let's do it" by giving an effort to clean up the country from litter.

GOOD PRACTICE FROM POLAND

FRM Foundation was established on the 8th of August 2017. It is worth emphasizing that the main goals of the Foundation are, among others: promoting employment and vocational activation of young people and other people, supporting the development of communities and local communities, promoting children and youth, including children's and youth's rest, promoting protection of human rights and freedoms and civil liberties as well as supporting democracy development, organizing projects for teaching, education, education and upbringing, creating optimal conditions for young people to develop in the scientific and professional fields, activities for the integration and reintegration of people at risk of social exclusion into society, cooperation with national and international organizations for the good of the human family.

1. DeBBaty project

Since 2018, the FRM Foundation has been the organizer of the DeBBaty project, a debating competition for high school students. The FRM Foundation actually took the project to the national level by inviting 8 different cities from Poland to participate in the debating competition and moving the big competition finally to the walls of the SGH in Warsaw. The FRM Foundation's mission is to continuously improve and following this, this academic year DeBBats welcomed 3 more cities on board, providing a top-level experience for young people from 12 cities in Poland.

We reached more than 22,700 people and encouraged more than 600 people to engage in virtual discussions and exchange views through our Facebook profile. Through our

monthly email newsletter sent out, we were able to connect with over 400 students in the every academic years. And thanks to our fruitful collaboration with the media, local communities learned about us from more than 60 newspaper articles and about 10 TV or radio interviews.

2. Trainings and workshops for high school students

However, the initiatives of the FRM Foundation are not only about debating. Above all, the Foundation has organized over 66 trainings for high school students and about 12 business and self-development workshops for project team members. By organizing such workshops, the Foundation aims to teach Polish youth how to develop themselves and build local and even wider communities with healthy relationships between everyone. In this way, we hope to increase social maturity among young people.



3. “Sport Tolerance Fair Play“

The current members of the FRM Foundation are a generation that has grown up under the author's program “Sport Tolerance Fair Play” implemented by Dorota Idzi. The original program “Sport Tolerance Fair Play” is carried out as an annual sport event for children in primary schools, No. 341 in Warsaw (public, inclusive) and Primary School no. 2 in Nowa Ruda (public). During the events participated over 1500 primary school students participants. Auspices of the “Sport Tolerance Fair Play” events are Polish Ministry of Sport and Tourism, Polish Olympic Committee, Fair Play Club at the Polish Olympic Committee and Polish Women's Sport Association.

The aim of the event is to popularize among children the values of education through sport and to encourage them to practice sport as a factor of proper development. Shaping positive sport values by observing fair play rules. Elements of Olympic education and promotion of fair play rules have been introduced through the Olympic Appeal and Fair Play Code.

The Fair Play Code developed by Zofia Żukowska is as Action Guidelines of the “Sport Tolerance Fair Play” program:

For me Fair Play is...

- ...my idea for success in life and in sport, but not at any cost.
- ...the joy of movement and competition, respect for the better.
- ...my way to be myself in life and in sport, in contact with others.
- ...kindness to people, help and cooperation in sports and in the life of my class, school, and my family.
- ...equal opportunities in the game, play, competitions, and friendly competition.
- ...me and you, it's us and them, it Fair Play Code as Action Guidelines: For me Fair Play is... concerns us all.



- ...about following the rules of the game and rules every day - in life and in sports fighting.
- ...about taking care of my health and that of my colleagues, my family and friends, during work and leisure.
- ...about respecting people, nature and the environment.
- ...my fight against disloyalty, injustice and fraud in life and sports.

Each "Sport Tolerance Fair Play" sports event consists of four parts:

a / Inspiring meeting with the Sports Star

The athletes participating in the events were Olympic Games medallists, World and European championships medallists or outstanding coaches:

- **Robert Korzeniowski** - 4-time gold medallist of the Olympic Games in 50 km Walk,
- **Otylia Jędrzejczak** - Olympic Games gold medallist in swimming,
- **Aleksandra Socha** - European Championship gold medallist,
- **Kajetan Broniewski** - Bronze medallist of the Olympic Games in rowing,
- **Danuta Dmowska** - Gold medallist of the World Fencing Championships,
- **Adam Krzesiński** - Silver medallist of the Olympic Games in fencing,
- **Jerzy Engel** - Coach of the Polish National Football Team,
- **Paweł Słomiński** - Coach of the Polish Swimming Team.

b / Art contest c/ Sports Knowledge Contest

The contests tested the knowledge about the achievements of Poles in the summer and winter Olympic Games and Olympic education.



d / Sports competition

The rivalry was in both individual and team competitions. The selection of sports competitions and sports disciplines changed every year depending on the level of advancement and sports skills of children. The jury supervised the course of the sports competition. The jury consisted of event organizers, school representatives, athletes - Olympians.

Sport, Tolerance, Fair Play – Awards:

- diplomas for all participants
- medals in individual competitions
- team classification trophies for all classes
- trophies in the classification of the 3 best athletes in each class A, B, C, D, E
- trophies for FAIR PLAY students (one student each from class A, B, C, D, E)
- material prizes in the competition - "Sports Knowledge Competition"
- material prizes as consolation prizes
- statuettes in an art competition

Sport, Tolerance, Fair Play – Results:

1. **Promotion of the Olympic Values which follows the principles of the Olympic Charter in terms of their**



spirituality, content and rituals.

2. **Promotion of the Sport Values, such as tolerance, fair play, friendship, excellence, respect for rules, respect with others, teamwork, etc.**
3. **Better social inclusive skills through sport values among children, teachers and parents.**
4. **Popularisation of different sports disciplines and physical activities among kids**
5. **Promotion of education through sport in Primary Schools**
6. **Promoting and emphasizing the importance of fair play in everyday life and in sports.**



GOOD PRACTICE FROM SLOVAKIA

Good practice from Slovakia presented during the transnational project meeting of Coubertin Academy – Social Inclusion through Sport Values stemmed from previous multicultural experience of the Slovak entities involved in the project. Activities developed during the project lifetime were built on the outcomes of previous international projects that always brought an added value to the results that would not be attained by activities carried out solely at national level. Hereby we would like to introduce the most significant projects organised within the framework and under the auspices of the Slovak project partners.

Coubertin Academy for Sport, Tolerance and Fair Play

Project entitled Coubertin Academy for Sport, Tolerance and Fair Play addressed all primary schools in Slovakia and directly involved more than 250 of them by fulfilling tasks of social inclusion through sport values. It was organized under the auspices of the Slovak Ministry of Education. Its aim was to develop and make more evident the values that sport might promote such as Fair play, respect for diversity, friendship, tolerance and mutual understanding that are important for personal and collective development. Each participating school was supposed to send to the project coordinator a summary of their projects with a description of tasks that were supposed to be fulfilled. The summaries were required to be sent both in Slovak and English for an

evaluation by an international jury. Based on the summaries the best ten



schools were selected. Representatives of the best schools - teachers and pupils - were invited to participate at the international forum under the name Coubertin Academy in Bratislava which was the final part of the project. Participants had to fulfil the new tasks and the winning school was awarded a special award given by Ms Katarína Rácz, Ambassador for Sport, Tolerance and Fair play of the Council of Europe.

Olympism

International project entitled Olympism of Sport Club VEGA was organised in cooperation with the Bernolákovo Primary School on the first and the second grade focused on not only sport-oriented children but also on a support of physically inactive children to start with sport through social inclusion. The project involved eight European countries and was the first international project in the field of sport of the Bernolákovo Primary School.

School Pentathlon for Sport, Tolerance and Fair Play

Nationwide project with multicultural aspects entitled School Pentathlon for Sport, Tolerance and Fair Play was linked to education through sport and organized under the auspices of the European Fair Play Movement, the International Modern Pentathlon Union and the Slovak Ministry of Education. Participants understood that sports involvement is linked to a number of important benefits like enhanced confidence, academic involvement and success, teamwork, and social skills. They also became familiar with understanding of social inclusion through sport values. The project activities were focused apart from PE lessons on all the other subjects, including mathematics, geography, history, etc. Participants had to fulfil tasks both on national and international levels and the winner was awarded by participation at the European Fair Play Movement Congress.



Chapter

THREE

**Examples
from International Projects**

EXAMPLES

from International Projects

Youth Forums of Pierre de Coubertin Schools

Youth Forums of Pierre de Coubertin Schools organised biannually in different countries by the International Pierre de Coubertin Committee. Recently the forums were organised by partner organisations in Estonia and Slovakia and in both countries, they marked an incredible attention and appreciation. Participants from all over the world discuss during those forums the ideas of the French pedagogue, historian and founder of the International Olympic Movement

Pierre de Coubertin about international friendship, respect, Fair play and excellence. Also, they test their knowledge about Pierre de Coubertin, the ancient and modern Olympics and the Olympic Movement, as well as compete in different sports. During the week students (age 16 to 18) get to know different cultures and have workshops in different fine arts. Integral part of the Youth Forums of Pierre de Coubertin Schools is an aspect of social inclusion through sport values. Each participant is obliged to participate in a social activity of his/her own choice and inform about it the International Pierre de Coubertin Committee.



Japanese successful case study - I'mPOSSIBLE

Representatives of the project Coubertin Academy – Social Inclusion through Sport Values attended during a project lifetime numerous conferences and online meetings on a topic of social inclusion through sport values.

Very inspirational was for instance a session of the International Olympic Academy for National Olympic Academies Directors. Notably a presentation of Miki Matheson from Japan on an education programme I'm POSSIBLE was very informative. Using the Paralympic values, such as courage, determination, inspiration and equality, in a framework of the education programme I'mPOSSIBLE, was very stimulating for the further work of project Coubertin Academy – Social Inclusion through Sport Values. Information about this project is available on <https://im-possible.paralympic.org/about-im-possible> and briefly listed as a Japanese example of a successful case study in these guidelines.

Aim

I'mPOSSIBLE is an education programme developed by the Agitos Foundation, the International Paralympic Committee's (IPC) development arm, to spread the Paralympic values and the vision of the Paralympic Movement to young people throughout the world. Through education of inclusion and the Paralympic values, I'mPOSSIBLE aims to challenge and change the perceptions of how young people perceive people with an impairment, thus bringing about a more inclusive society.

Impossible to I'mPOSSIBLE

The name 'I'mPOSSIBLE' is inspired by an iconic moment from the Sochi 2014 Paralympic Winter Games. During the Closing Ceremony, the word 'Impossible' appeared floating from the roof the stadium. Paralympic Rowing champion Alexey Chuvasev climbed a 15-meter long rope to reach the top of the lettering and dropped an apostrophe between the letters 'I' and 'm', changing it to 'I'mPOSSIBLE' and showing the world that people can achieve anything they want.



Young learners

I'mPOSSIBLE aspires to open the eyes of young people that they can achieve seemingly impossible things with their lives by using the Paralympic values: Courage, Determination, Inspiration and Equality.

Target audience

I'mPOSSIBLE is designed for teachers to engage young learners between the ages of 6-12 years. It provides a range of easy-to-use lesson ideas introducing learners to the Paralympic values, Para sports and inspirational achievements from around the world. Wherever possible, differentiated activities have been provided for younger learners, aged 6-8 years.

What's inside

I'mPOSSIBLE toolkit offers the following materials:

- Teacher handbook
- 15 easy-to-use lesson plans (two themes: Paralympic values and Para sport). Each 45-minute lesson plan includes:
 - supporting teacher and ready-to-use learner-facing resources
 - activities, quizzes, challenges, PowerPoints and stories about Para athletes
 - discussion questions that challenge perceptions of people with an impairment
- Six short, inspirational films

What's needed

Most units only require basic resources like pencils, crayons, writing paper, chalk boards and access to display boards for sharing ideas and exhibiting completed work. Access to digital devices and the internet certainly has the potential to enhance and further learning but it is not required. The practical Para sport units require access to basic sports equipment and appropriately sized indoor or outdoor playing areas; however there are also suggestions provided for low-cost/no-cost do-it-yourself (DIY) alternatives to make sports equipment.

Delivery ideas

I'mPOSSIBLE is designed to be flexible so that it can be adapted to the individual circumstances of schools and other youth organisations around the world. Schools can choose how to deliver the programme according to the resources and time they have available, or use one of the delivery ideas listed below. The activities are cross-curricular and could fit into lessons on Physical Education, Sociology, Geography, Literacy, Personal Social Health Education etc.



Delivery examples

- Full programme - Start at the beginning with theme 1 and deliver the full programme in the order provided over successive days or weeks, before doing the same for theme 2.
- Flexible approach - Choose activities or lessons from both themes and teaching units that align with your curriculum and teach them in any order over successive days or weeks. We would recommend undertaking at least one unit from the Paralympic values theme and one unit from the Para sport theme.
- Week of activities - Devote a week to activities related to the programme.

Teacher Training

National Paralympic Committees (NPCs) are encouraged to run one-day training sessions with teachers and youth/athlete leaders or volunteers who will be delivering I'mPOSSIBLE. The training sessions will explain the values that underpin I'mPOSSIBLE and the key objectives of the programme, as well as workshoping the best ways to deliver it to learners. The teacher training guidance can be used as a resource to facilitate the training. Additional supporting presentations and videos are also available. Please contact the Agitos Foundation directly to access these resources.

Impact

It is anticipated that NPCs around the globe will take up I'mPOSSIBLE and implement it in collaboration with Education Ministries across their countries, spreading the Paralympic values and Para sport opportunities to youngsters.

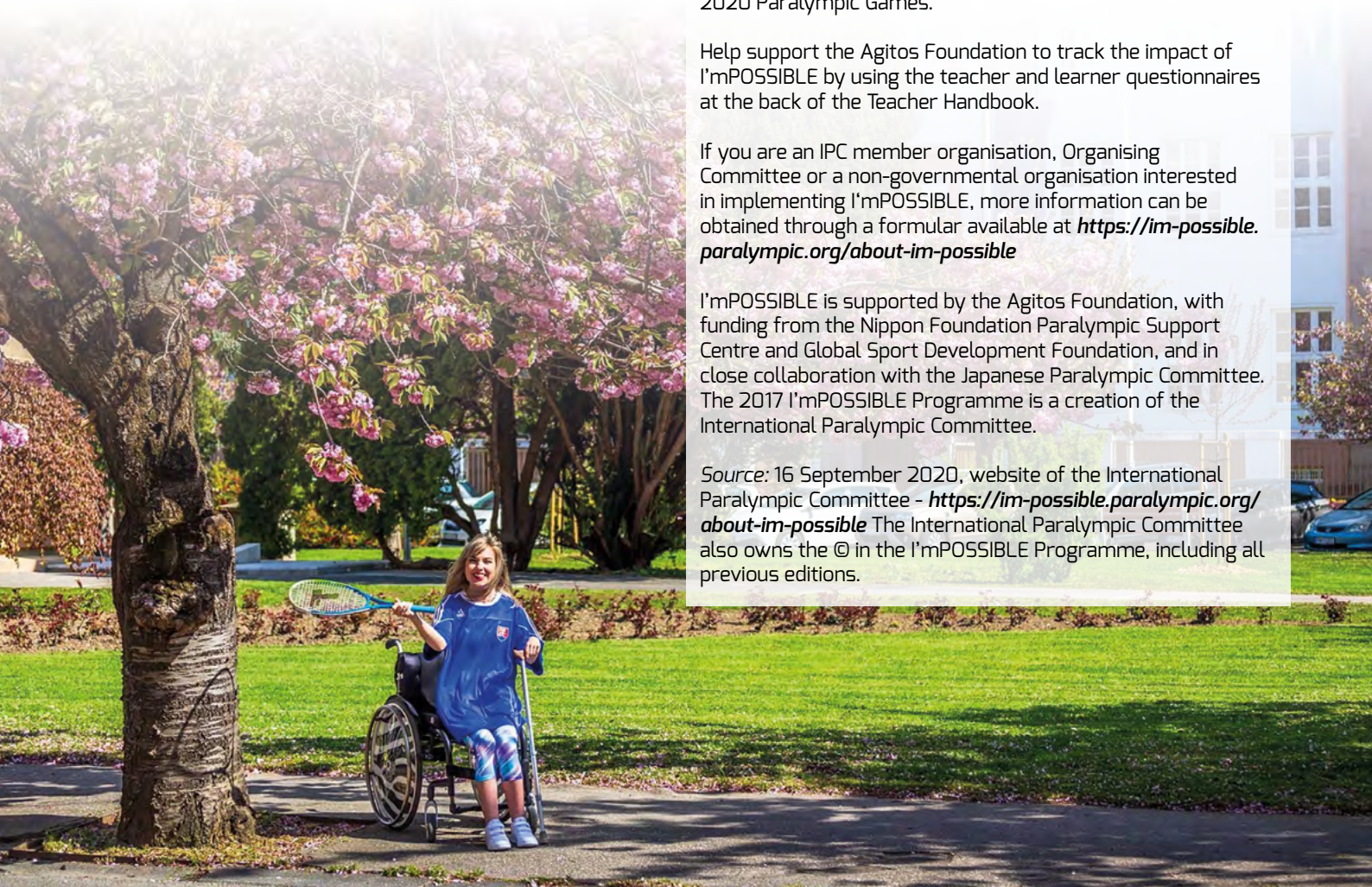
As a successful case study, I'mPOSSIBLE was launched in Japan in February 2017 in collaboration with the Tokyo 2020 Olympic and Paralympic Games Organising Committee, Japanese Paralympic Committee and the Nippon Foundation Paralympic Support Centre. This partnership has already helped to distribute teaching materials to over 23000 schools across Japan and will continue with teacher training and further schools engagements in the lead up to the Tokyo 2020 Paralympic Games.

Help support the Agitos Foundation to track the impact of I'mPOSSIBLE by using the teacher and learner questionnaires at the back of the Teacher Handbook.

If you are an IPC member organisation, Organising Committee or a non-governmental organisation interested in implementing I'mPOSSIBLE, more information can be obtained through a form available at <https://im-possible.paralympic.org/about-im-possible>

I'mPOSSIBLE is supported by the Agitos Foundation, with funding from the Nippon Foundation Paralympic Support Centre and Global Sport Development Foundation, and in close collaboration with the Japanese Paralympic Committee. The 2017 I'mPOSSIBLE Programme is a creation of the International Paralympic Committee.

Source: 16 September 2020, website of the International Paralympic Committee - <https://im-possible.paralympic.org/about-im-possible> The International Paralympic Committee also owns the © in the I'mPOSSIBLE Programme, including all previous editions.



“According to me, social inclusion is interconnected with sports competitions, determination, inspiration, getting to know new people from other countries, friendship, developing competitions, collaborating, and improving in the English language.”

SOCIAL INCLUSION THROUGH SPORT VALUES

Chapter

FOUR

Sport Values Award



SPORT VALUES AWARD

Sport Values Award - practical experience serving as an example for schools and sport clubs which intend to develop a topic of social inclusion through sport values.

Sport Values Award is sports - knowledge competition organized in a framework of a transnational project Coubertin Academy - Social Inclusion through Sport Values focuses on the general sporting public. The competition consists of an online section, where participants record their achievements individually in a form available on www.coubertin.online. The top ten participants from the online section have an opportunity to measure their strength in direct confrontation and take part in finals consisting of running at 800 m and swimming at 100 m.

Time horizon

The competition symbolically begins on 9 September during the Pentathlon Pierre de Coubertin Day, organized worldwide by the International Union of Modern Pentathlon. The conclusion of the online competition is on 30 September, the day of the end of the European Week of Sport, held annually from 23 to 30 September under the auspices of the European Commission. The finals for the top ten take place annually in mid-October.

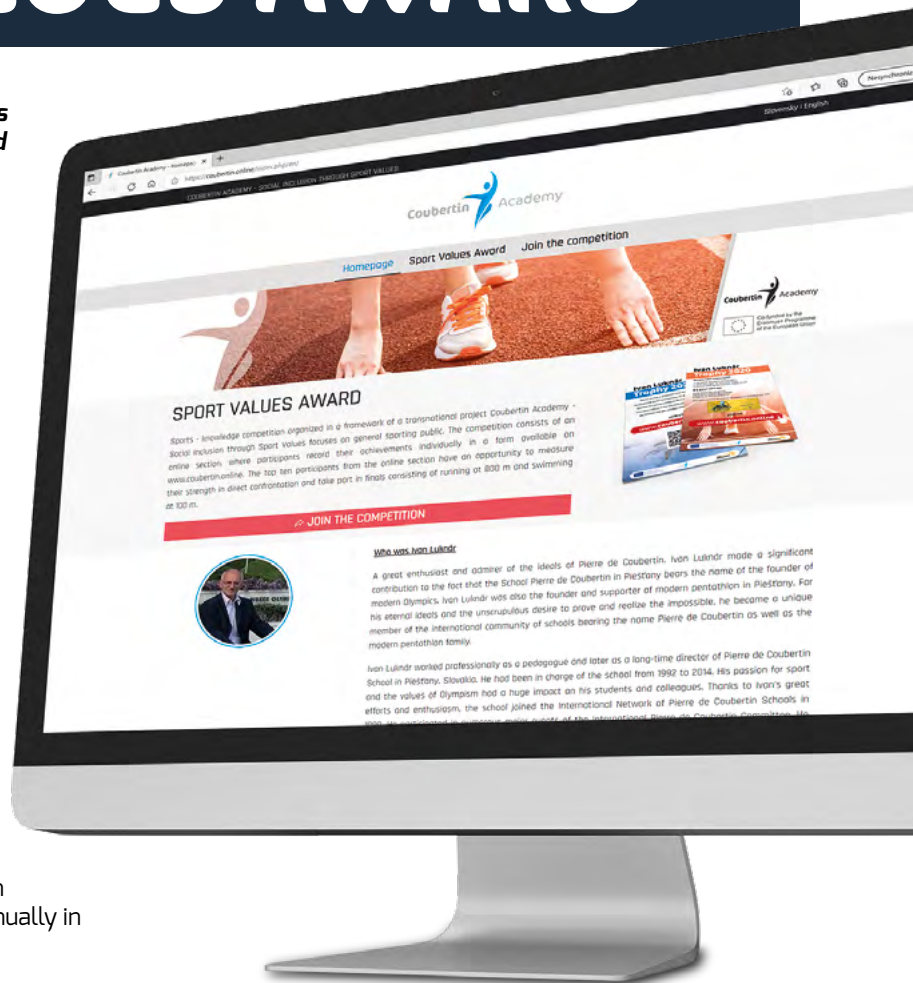
Online section


The online section consists of three sequences: a knowledge quiz, sports results in running and swimming, and aspects of social inclusion. Participants record their achievements individually in the form available at www.coubertin.online. The competition starts with a knowledge quiz containing 15 questions on the values of sport and European Union. In the first sequence, participants select the correct answer from

the three listed options.

Subsequently, in the second sequence, each participant puts into the form his/her best time achieved in running at 800 m and swimming at 100 m.

Finally, in the third sequence, each participant briefly describes his/her view on a concept of social inclusion





through sport values. For inspiration, this sequence provides examples of good practice by other participants from abroad. The range for this sequence is between 70 and 300 characters, including spaces, which is about 10-50 words. The online section is based on confidence and value of Fair play as general principles. Each task has its own scoring, which takes into account the age differences of participants and thus allows them equal competition.

Evaluation, finals and awards

After completing the online section, each participant will receive by e-mail correct answers of the knowledge quiz and information about their overall ranking in the competition. The top ten participants have an opportunity to take part in finals consisting of running at 800 m and swimming at 100 m. The times from direct confrontation during the finals are converted into scoring, with the aim of equal competition of participants of all ages.

The finals are scheduled to be held annually for mid-October. The overall winner with the highest number of points will receive Sport Values Award. In addition, the best representative from Gymnázium Pierra de Coubertina in Piešťany will be awarded by Ivan

Luknár Trophy, in memory of whom the transnational project Coubertin Academy – Social Inclusion through Sport Values was dedicated. All participating finalists will receive valuable prizes.

The awards ceremony is attended by significant guests,



supporters, and stakeholders of the project partners, such as representatives of the European Commission, French Embassy in Slovakia, International Union of Modern Pentathlon, Slovak Olympic Academy, Ministry of Education, Science, Research and Sport of the Slovak Republic and many others.

Test Phase of the Competition

Before the official launch of the competition, relevant stakeholders tested partial sequences on a selected sample of participants from Gymnázium Pierra de Coubertina in Piešťany during the period between 9 and 30 September 2020. Further testing comprised sport entities, including sport clubs and federations in Slovakia and Ülenurme Gymnasium from Estonia. After closure of an online part, there were data analyses of scoring system. Consequently, the competition was adapted to international standards and recently is available also in other language versions, English included.

The rectified version of the competition allows active participation of representatives from both sport and education sectors. Participants might be for instance athletes from the sport clubs, pupils, students, educators from any school etc.

In 2020, the dates of the online part were extended, and exact dates of the finals were determined depending on the relevant measures in 2021 on pandemic situation due to Covid-19. Participants could repeat the online part and re-enter their results should they wished to rectify them. Their updated versions were considered. Everybody was sincerely invited to join.



Chapter

FIVE

**Inspirational Story
from Germany**



INSPIRATIONAL STORY

from Germany

By Car to Tokyo Virtual Stop in Piešťany

As part of the current international activities of Gymnázium Pierra de Coubertina in Piešťany, an online presentation on Olympic values and the power of sport took place in April and May 2021 with the project Coubertin Academy – Social Inclusion through Sport Values. At the same time it was a pilot project of the Slovak Olympic Academy within the framework of the prepared educational activities. Therefore, in addition to the students and teachers of Gymnázium Pierra de Coubertina in Piešťany, the participants of the OVEP webinars, which are organized by the Slovak Olympic and Sport Committee, were also invited.

The main speaker was René Beck from Germany, who talked about his intention to travel from Leipzig to the Olympics in Tokyo by a Land Rover called "Barney", which was adapted for this long journey. Of the planned visit to 22 countries and the 15,000 km route, only part of the journey was finally completed due to the pandemic - the first wave of the pandemic caught them in Croatia, the second one in Turkey, each time making them return to Germany. However, his journey, originally leading through the Balkan Peninsula, Persia and Central Asia, was continuing virtually in 2021 and Piešťany was one of the online stops.

Sports manager René Beck lectures around the world about Olympic ideas, raising awareness of the geopolitical impact



ROUTE

FROM LEIPZIG TO TOKYO BY LAND
22 COUNTRIES, 15.000 KM



Illustration: Freie Presse / Tilo Steiner

of the Olympic Games. Through his activities, he wants to contribute to international understanding and tolerance.

As we learned during his presentation, he was supported not only by NGOs, educational institutions, sports enthusiasts or sponsors, but also by government institutions, even German diplomatic missions in the countries he passed through.

René Beck's engaging storytelling was illustrated with amazing photographs and stories from the trip. During the presentation, enriched with video inputs, he also answered a number of curious questions concerning not only the journey itself but also an extensive and thorough preparations for it. Among other things, there was a seemingly simple question about choosing a car - why not a new one. Although the answer may seem obvious - lack of money, it eventually surprised many. As the route also led through poorer countries and inhospitable areas, it was important that the car should be repaired in any possible way and did not have unnecessarily complicated electronics.

The participants of this interesting virtual international event in Piešťany were notably Gymnázium Pierra de Coubertina in Piešťany as well as other Slovak schools from all over the nation. Moreover, important foreign guests took part as well, including representatives of the European Commission and members of the project team of a transnational project called Coubertin Academy - social inclusion through sports values, co-financed by the Erasmus+ Programme of the European Union.

In response to the presentation, one of the students stated that "they were thrilled by such a different view of life, excited that it was not only hurried, without interest in others." More details are also available on the website of the of the International Olympic Academy Participants Association at <https://ioapa.org/road2tokio/>.



In the end, René Beck shared his new challenges and plans for the future. One of the most attractive is a bike trip along the so-called Iron Curtain Trail. Students and participants in Piešťany were particularly interested in this activity and Eva Corticelli, the initiator and coordinator of the presentation, already registers the first Slovak cycling enthusiasts from among the students wanting to join René at least for a certain part of his venue. We keep our fingers crossed for everyone and invite others to join.

"By organising sporting events, athletes get to know each other more and can get to know other countries, make new friendships, learn how to cooperate and act in accordance with Fair Play."

SOCIAL INCLUSION THROUGH SPORT VALUES

Chapter

SIX

Sakura Challenge 2021



SAKURA CHALLENGE

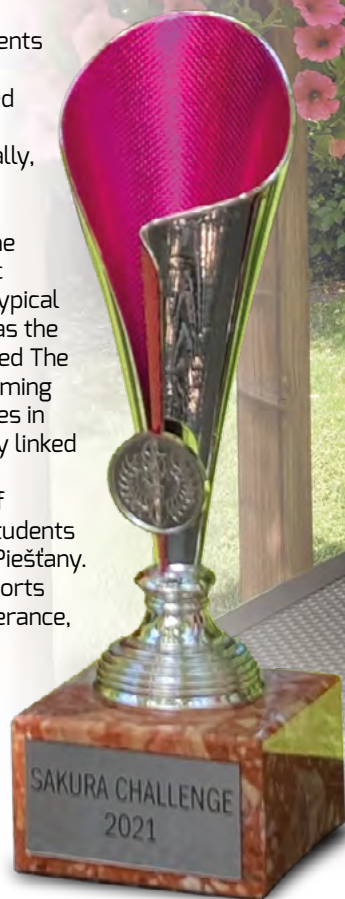
2021

Sakura Greeting to Olympic Japan

Sakura challenge represents a photo contest with a motive of cherry blossom blooming. It was open for a general public and project partners of the project Coubertin Academy – Social Inclusion through Sport Values had an opportunity to share information about it with their members, stakeholders, athletes, students or any other target group they worked with. Many of them actively participated and captured nice pictures that were relevant to the competition status. Finally, they won great prizes!

When Japan is mentioned, many imagine cherry blossom blooming. The Olympic torch in the shape of sakura leaves, a typical symbol of the country of rising sun, was the inspiration for a photo competition called The SAKURA Challenge. Thanks to the upcoming Summer Olympic and Paralympic Games in Tokyo, its theme for 2021 was naturally linked to Japan and sporting values. Cherry blossom blooming, so typical of Piešťany, also appealed to pupils and students of Gymnázium Pierra de Coubertina in Piešťany. With their photo lens, they captured sports values, such as friendship, respect, tolerance, or joy found in effort.

Initiator and coordinator of the whole event, Eva Corticelli, told us that they also gained inspiration from the results of the transnational project Coubertin's Academy - social





inclusion through sports values, in which the school participated. This project, co-financed by the

European Union through the Erasmus + program, aims to reach the younger generation, promote various forms of inclusion through sport and explain the values of the European Union. And young artists have really succeeded in this through their contributions.

Many participants in the photo competition added interesting stories to the photos. Rebecca, for example, wrote that sakura is also associated in Japanese culture with the term "mono no aware," an empathy for things that she thinks is important to mention, because being empathetic is the key to a long-lasting friendship.

Photos submitted to the competition are published on the Facebook page of Gymnázium Pierra de Coubertina in Piešťany. They were evaluated by an expert jury and

awarded during the Olympic Day 2021 as well as Park Foto Exhibition in September 2021. The stories captured in the photographs travelled not only to various countries of the European Union, which are part of the worldwide network of Pierre de Coubertin schools but also to the Japanese Olympic Committee. The best photographs were exhibited to the public in Piešťany during the Park Foto exhibition. Their authors received valuable prizes. In addition, motifs of Japan and sports values decorated the new premises of Gymnázium Pierra de Coubertina in Piešťany.

Combining art and sport is also a current challenge for the Slovak Olympic Academy. After all, art belongs to sport in the same way as sport to art. The SAKURA Challenge photo competition is one of its pilot activities related to culture and sports. Thanks to the photos, enchantment with blossoming cherries accompanied us throughout the 2021. We enjoyed them a lot.

Regarding the Sakura challenge you can get more information on the Facebook page VALUES: <https://www.facebook.com/SportValuesOfficial/>



**The Sakura Challenge
2021 Winning Photo**



SOCIAL INCLUSION THROUGH SPORT VALUES

"In my opinion, sport, especially team sports, has an exceptional ability to bring different people from different countries and speaking different languages together, while creating an exceptional atmosphere. Although they may all be different, with different opinions and feelings, everyone feels the same way for a while thanks to sport."

Chapter

SEVEN

**Views on Social Inclusion
through Sport Values**

VIEWS ON SOCIAL

Inclusion through Sport Values

A notion of social inclusion was a key element of the entire work within the project Coubertin Academy – Social Inclusion through Sport Values. In this respect, we firstly present within these guidelines a theoretical outcome linked to the European sport policies in the field of sport which was Council Conclusions on sport as a platform for social inclusion through volunteering. Consequently, we provide English translations of selected answers on social aspects from the testing phase of sport - knowledge competition on social inclusion through sport. The project authors did their best to implement into practical life this key element and now it is up to the reader of these guidelines to judge how successful their work was.

Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on sport as a platform for social inclusion through volunteering

THE COUNCIL OF THE EU AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES, MEETING WITHIN THE COUNCIL,

RECALLING THAT:

1. Sport is the largest social and voluntary activity in Europe. Many people take an interest in it and sport plays an important role in bringing people together from different backgrounds.
2. European societies are facing challenges to remain cohesive and inclusive. Volunteering in sport as an engagement in society may support social integration, contributes to active citizenship and can be used to tackle social exclusion (1).
3. Volunteering in sport can create a stronger sense of belonging to society among vulnerable members of society. This can help contribute to promote active citizenship. These Council conclusions recognise the diversities within European society and aim to address groups at risk of marginalisation, namely migrants and refugees (2), seniors, persons with disabilities and vulnerable young people (3).

ACKNOWLEDGING THAT:

4. Even with only a slow recovery from the economic and financial crisis, a number of EU Member States have continued to fight poverty and social exclusion (4). Social inclusion requires equal treatment of all groups within society and a special focus on participation.
5. Conflicts, crises and unstable situations in third countries have resulted in an unprecedented increase in numbers of migrants and refugees (5) in Europe since 2010, sparking a migrant and refugee crisis in Europe, with EU Member States struggling to cope with the influx.
6. The joint declaration of the Council, the Commission and

the European Parliament on the EU's legislative priorities for 2017 aims at addressing the most urgent challenges the EU faces today. The joint declaration sets out six specific areas which should be treated as a priority. Addressing the social dimension of the EU and reforming and developing EU migration policy are amongst these six priority areas (6).

7. Volunteering in sport can reach people at international, national, regional and local level, encourage active citizenship and can also be a powerful social tool in many areas. It can be used to help integrate the increasing migrant population, combat social exclusion or increase solidarity between generations, as well as contribute to gender equality. It plays an integral part in creating social cohesion and inclusive communities. In this regard, local authorities, in cooperation with sport clubs, associations and other entities who use sport as a method in their work, play a crucial role.
8. Seniors represent an important and growing part of European society, economy, culture and lives. A combination of factors such as low income, poor health, old age and/or gender-based discrimination, reduced physical or mental capacity, unemployment, isolation, abuse, and limited access to services can all play a part in increasing the risk of poverty and social exclusion (7) for some within this group. Volunteering in sport can extract those affected from their isolation and lead them to share their experience, supporting an intergenerational dialogue.
9. Volunteering in sport, in addition to developing a variety of skills and competences, provides young people with opportunities in non-formal and informal learning through which they can acquire positive social attitudes based on values developed through sport (8). Volunteering in sport can also serve as a safety net for young people out of education or employment and on the margins of society (9).

10. Equal opportunities for persons with disabilities enables them to participate as sport volunteers on an equal basis with others (10). All persons with disabilities should have the right to full access to sports activities including being a volunteer (11).

RECOGNISING THAT:

11. According to the Eurobarometer 2014, 7 % of EU citizens say that they engage in voluntary work that supports sport activities (12). The survey shows that a third of the respondents spend more than six hours a month volunteering, with 8 % giving 21 hours or more.
12. Volunteering plays a key role in including people within a community by strengthening the role of active citizens, increasing employability, and promoting values and intercultural dialogue. Voluntary activities in sport can take different forms and can be performed occasionally (for example, the preparation and organisation of local, regional, national and international sporting events) or on a more regular day-to-day basis (for example, activities carried out in running various sports bodies or associations active in the field of sport) (13).
13. There remains a lack of evidence to support policies in the area of social inclusion and volunteering in sport. To date there has been no systematic, cross-national study with a focus on the political conditions, economic and social implications and structural characteristics of sport associations, federations, clubs and other entities that promote social inclusion and volunteering in sport (14) (15).
14. The European Solidarity Corps aims at allowing more young people to participate in a wide range of solidarity activities through volunteering, employment, traineeships or apprenticeships, to help address challenging situations across Europe. It can help them to develop competences they need both on the labour market and for an active citizenship. This, in turn, could contribute to promoting social inclusion and European values (16).

INVITE MEMBER STATES TO:

15. Explore and endorse volunteering in sport as a platform for social inclusion. This can be done through supporting

and encouraging local and regional authorities in cooperation with sport clubs and organisations, including non-governmental organisations, using sport as a method in their work to provide access to those people who are socially excluded. This would serve to promote and develop innovative ways in which to encourage social inclusion of minorities and vulnerable groups, including isolated seniors, vulnerable young people, persons with disability, migrants and refugees, by promoting volunteering in sport, thereby equipping such minorities with new skills and instilling in them sport as a lifestyle.

16. Promote volunteering in sport amongst people from all spheres of society including migrants, senior citizens, persons with disabilities and vulnerable young people.
17. Develop and promote volunteering in sport as a valued educational concept to be included across the different levels of informal and non-formal learning, involving youth and sport organisations and other civil society stakeholders and strengthening cooperation amongst them. This could involve educational programmes in cooperation with sports organisations which highlight the benefits of physical and mental well-being as well as the importance of volunteers within sport.
18. Promote volunteering through the organisation of major sport events in partnership with the sport movement. Major sport events can offer a great opportunity to create suitable conditions to train volunteers, helping them acquire necessary competences.

INVITE THE EUROPEAN COMMISSION TO:

19. Support the exchange of good practices and knowledge relating to volunteering in sport across all EU Member States, in view of the contribution and impact that volunteering in sport has on social inclusion.
20. Consider supporting transnational initiatives (e.g. exchange of good practice, studies, networks, projects) focusing on the implementation of national and international strategic actions on social inclusion within the framework of EU funding programmes, especially Erasmus+ and the European Social Fund, with a focus on volunteering in sport.

INVITE THE EUROPEAN COMMISSION AND MEMBER STATES WITHIN THEIR RESPECTIVE SPHERES OF COMPETENCE TO:

21. Consider the European Week of Sport as an initiative to promote volunteering in sport and engage individuals from all parts of society. It can be a means to reach all sections of society through activities in deprived areas and attracting sports volunteers within these areas.
22. Promote the recognition and validation of non-formal and informal learning gained through volunteering in sport, in particular through the use of European tools and guidance (17) that can facilitate validation and improve comparability, transparency and better recognition of acquired learning outcomes. The aim would be to examine how to reinforce the status of volunteers in order to ensure recognition of the competences they have acquired.
23. Promote use of the Structural and Investment Funds and the Cohesion Fund for infrastructure as well as other programmes for sport clubs to improve prevailing social conditions especially in those areas with a high concentration of groups at risk of marginalisation.
24. Promote the concept of the European Solidarity Corps among sport organisations and encourage them to take part in this initiative, so that young people who are active in the field of sport can have better access to this programme.

INVITE THE SPORTS MOVEMENT TO CONSIDER:

25. Encouraging the inclusion of migrants and refugees, seniors, persons with disabilities, vulnerable young people in various volunteering roles within grassroots sports activities through the organisation of small and major sports events and making the entry into the field of volunteering in sport within grassroots sport more accessible in order to empower these individuals.
26. Developing cooperation with sport organisations, youth organisations and other non-governmental organisations on how to promote, engage and retain volunteers in order to maximize opportunities for volunteering in sport, for instance in the framework of major sport events.

27. Creating learning and training opportunities to improve the skills of sports organisation staff volunteers including migrants and refugees, senior citizens, persons with disabilities, vulnerable young people and other minorities, while at the same time addressing the capacity building of those responsible for recruiting and managing diverse groups of volunteers.
 28. Encouraging equal opportunities in sports clubs, including the equal treatment of groups at risk of marginalisation in respect of membership and participation as club volunteers.
 29. Promoting the involvement of seniors in sport clubs and the integration of senior volunteers, using their valuable life experience within sports structures at all levels.
- (1) Social exclusion is understood to mean the process which pushes people to the edge of society, which limits their access to resources and opportunities, curtails their participation in normal social and cultural life, leaving them feeling marginalized, powerless and discriminated against.
 - (2) This document refers to the integration of migrants and refugees in line with the Conclusions of the Council and the Representatives of the Governments of the Member States on the integration of third-country nationals legally residing in the EU adopted on 9 December 2016 (15312/16).
 - (3) Groups that experience a higher risk of poverty and social exclusion than the general population. Ethnic minorities, migrants, disabled people, the homeless, those struggling with substance abuse, isolated elderly people and young people all often face difficulties that can lead to further social exclusion, such as low levels of education and unemployment or under employment.
 - (4) Social Policy Reforms in the EU: A Cross-national Comparison Social Inclusion Monitor Europe (SIM) – Reform Barometer. Jan Arpe, Simona Milio, Andrej Stuchlik (Eds.)
 - (5) White Paper on the future of Europe – Reflections and scenarios for the EU27 by 2025, p. 4 ‘The refugee crisis

which saw 1,2 million people coming to Europe in 2015, is of a scale unprecedented since the Second World War' (see also footnote 3).

- (6) Joint declaration on annual inter institutional programming for 2017 – Approval, doc. 15375/16
- (7) Active Senior Citizens for Europe – A Guide to the EU (2012) AGE Platform Europe.
- (8) OJ C 372, 20.12.2011, p. 24.
- (9) Promoting Inclusion and Fundamental Values through Formal and Non-Formal Learning: EU Level measures to implement the Paris Declaration.
- (10) OJ C 326, 3.12.2010, p. 5.
- (11) COM(2010) 636 final - European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe.
- (12) Sport and Physical Activity Special Eurobarometer 412 (2014)
- (13) Expert Group on Human Resources Development and Sport. Recommendations to encourage volunteering in sport, best practices on legal and fiscal mechanisms.
- (14) Project 'Social Inclusion and volunteering in sports clubs in Europe' (SIVSCE) with the support of the Erasmus+ Programme of the European Union (2015-2017).
- (15) European Sport Inclusion Network (ESPIN) - Promoting Equal Opportunities of Migrants and Minorities through Volunteering in Sport.
- (16) Article 2 of the Treaty on European Union.
- (17) Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (OJ C 398, 22.12.2012, p. 1).

ANNEX

The following key documents highlight the importance of volunteering in sport as a tool for social inclusion:

1. The Europe 2020 Strategy and one of its seven flagship

initiatives, which emphasizes the need for growth and job creation that will help people who are on the poverty line and socially excluded to live in dignity and take an active part in the society (7110/10).

2. Council conclusions of 18 November 2010 on the role of sport as a source of and a driver for active social inclusion (OJ C 326, 3.12.2010, p. 5).
3. Communication on EU Policies and Volunteering: Recognising and Promoting Cross-border Voluntary Activities in the EU (COM(2011) 568 final).
4. Council conclusions on the role of voluntary activities in sport in promoting active citizenship (OJ C 372, 20.12.2011, p. 24).
5. Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (OJ C 398, 22.12.2012, p. 1).
6. The EU Work Plan for Sport 2014-2017 (OJ C 183, 14.6.2014, p. 12).
7. Sport and Physical Activity Special Eurobarometer 412 (2014).
8. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A New Skills Agenda for Europe: Working to strengthen human capital, employability and competitiveness (doc. 10038/16).
9. The Conclusions of the Council and the Representatives of the Governments of the Member States on the integration of third-country nationals legally residing in the EU adopted on 9 December 2016 (doc. 15312/16).
10. Joint declaration on annual interinstitutional programming for 2017 (doc. 15375/16).
11. Investing in Europe's Youth
 - (a) Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Investing in Europe's Youth (doc. 15420/16).

- (b) Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions — A European Solidarity Corps (doc. 15421/16).
12. Expert Group on Human Resources Development and Sport. Recommendations to encourage volunteering in sport, best practices on legal and fiscal mechanisms (December 2016).
13. European Sport Inclusion Network (ESPIN) – Promoting Equal Opportunities of Migrants and Minorities through Volunteering in Sport.
14. COM(2010) 636 final — European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe.



Views on Social Inclusion through Sport Values by participants of the testing phase of sport - knowledge competition on social inclusion through sport

“ In my opinion, sport, especially team sports, has an exceptional ability to bring different people from different countries and speaking different languages together, while creating an exceptional atmosphere. Although they may all be different, with different opinions and feelings, everyone feels the same way for a while thanks to sport. ”

“ My idea of social inclusion is to give everyone the opportunity to participate in sporting events regardless of social status. ”

“ For me it is for example, volunteering during the organisation of sports games. ”

“ Social/community integration through sport, determination, inspiration and friendship ambience. ”

“ Based on sports, people can get into society if they are good at some sport, such as basketball or running... they may receive, for example, a scholarship... ”

Based on sports, people can get into society if they are good at some sport, such as basketball or running... they may receive, for example, a scholarship...

Concerning social inclusion through sport values, I believe that it also includes physical education lessons in the spirit of the values promoted by Pierre de Coubertin.

Everyone should have the same opportunity to choose what he or she enjoys. However, it is often about sports equipment and equipment. My idea would be that there could be created a school (internet) marketplace where we could exchange our sporting things or donate them to those who need it or who can not afford it.

Through sporting events, athletes come together, learn to collaborate, communicate with each other, compete and play.

Thanks to sporting events, athletes come together, bring together and work together. They learn to compete in a spirit of Fair Play, make new friendships with people from other countries.

More support from the state and schools. Volunteering at sporting events.

E.g. volunteering in the organisation of sporting events.

“

Sport is important for everyone and everyone deserves the opportunity to compete. Everyone, whether socially limited or disabled, has the right to be treated in the same way as a healthy person in certain respects.

”

My idea of social inclusion through sporting values is linked to understanding of different countries, getting to know new people, overcoming ourselves, improving my skills, preparing for teamwork and a better view of sport.

”

“

Through the organisation of sporting events, people meet in the spirit of fair play and through competition they develop themselves.

”

“

In my opinion, social inclusion is mainly through sporting competitions. Thanks to social inclusion, we learn mutual respect, cooperation, determination, the ability to play, overcome obstacles and meet new people.

”

“

My idea of social inclusion through sporting values is linked to the fundamental essence of sport as a whole. Sport brings all generations and all people together. We share the joy and love we experience in sport. Sport can evoke in each of us different feelings, but its essence is always the same.

”

“

By organising sporting events, athletes get to know each other more and can get to know other countries, make new friendships, learn how to cooperate and act in accordance with Fair Play.

”

“

Organisation of sporting activities in the spirit and form of the Olympic Games.

”



“

In my opinion, social inclusion is sharpened through sporting competitions, developing friendship and determination, meeting other people from abroad, developing in competition, working with other schools or countries.

”

“

According to me, social inclusion is interconnected with sports competitions, determination, inspiration, getting to know new people from other countries, friendship, developing competitions, collaborating, and improving in the English language.

”

“

Through sports competition, people can meet people of other countries and nationalities. It develops friendship and of course Fair Play. I think sport is vital for all spheres of people's lives.

”

“

My idea of social inclusion through sporting values are, for example, volunteering during the organisation of sporting events in the spirit of the values promoted by the French Baron Pierre de Coubertin.

”

“

My idea of social inclusion through sporting values, for example, is the behaviour of athletes respecting the values promoted by Baron Pierre de Coubertin as competitiveness, honesty, and overall respect for fair play ideas.

”

“

In my opinion, a great example of inclusion through sporting values is the International Youth Forum of Pierre de Coubertin Schools, mentioned in the previous knowledge quiz. When behaving in accordance with principles they promote, perhaps we would then not have to deal with such frequent issues of racism or bullying in our society.

”

“

Through sport, we can enrich our knowledge, skills, and competences. In addition, we get to know a lot of new and interesting people, mainly from abroad. It also includes getting to know different cultures and their characters.

”

“

Linking the values of sport to any form of integration into society.

”







"Everyone should have the same opportunity to choose what he or she enjoys. However, it is often about sports equipment and equipment. My idea would be that there could be created a school (internet) marketplace where we could exchange our sporting things or donate them to those who need it or who cannot afford it."

SOCIAL INCLUSION THROUGH SPORT VALUES

Chapter

EIGHT

**EU Added Value
and Visibility**



EU ADDED

Value and Visibility

The project Coubertin Academy - Social Inclusion through Sport Values followed several EU policies in the field of sport and in this regard its activities were not designed solely for the national level of a particular EU member state. At the same time, it stemmed from multicultural experience and was built on previous international projects that always brought an added value to the results that would not be attained by activities carried out solely at national level.

Presented activities and overview of good practices in participating countries brought a strong cross-cultural dimension. The project outcome included international cooperation of involved entities as well as vast dissemination of information about Erasmus+ programme. Thus, share of

experience of all the participating organisations in relevant issues was the basic condition of added value at EU level. The project results focused on the international cooperation that needed activities beyond the national levels. It had a strong multicultural dimension that would not be achieved by national level activities.

Indeed, the most concrete aspect of 'added value' were overt strategies that actually addressed, confronted and materialised the discussions, debates and policy formations by the numerous EU high level discussions around the importance of sport. Of particular note was the inclusion of 'joy' as one of the integrated concepts. Here, the Greek philosophers Aristotle, along with Epicurus, who both argued



that the greatest virtue for individuals and collectives was the pursuit of joy and happiness in ethical ways, influenced us. Recent studies indicated that the construct of joy can be both from individual sensemaking embodiment and through institutionalisation endeavours. We were mindful that both these would need be specific outcomes. And both, along with the promotion of wellbeing would add value to the 'population happiness index' that UNESCO promotes. Finally, the project coordinator and the partners have a rich experience and strong belief that such synergies and added

value are the way forward in development of sport policies, joyful populations and community wellbeing. Moreover, they hope that the project contributed to the practical implementation of the recent European sport policies, notably those linked to sport values and social inclusion. In order to promote the EU work in the field of sport and make it visible to general public, the most relevant EU sport documents linked to the project Coubertin Academy - Social Inclusion through Sport Values are part of these guidelines.

Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council on promoting the common values of the EU through sport

The Council of the European Union and the representatives of the Governments of the Member States meeting within the Council

Recalling that:

1. The European Union is a common space to build a prosperous and peaceful area of coexistence and respect for diversity based on the common values of the EU namely respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities recognised by Article 2 of the Treaty on the European Union. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.
2. According to Article 165 of the Treaty on the Functioning of the European Union the Union shall contribute to the promotion of European sporting issues, while taking account of the specific nature of sport, its structures based on voluntary activity and its social and educational function.
3. The European Union Third Work Plan for Sport (2017-2020) adopted in May 2017 which defined Social Inclusion as a key topic under the priority theme Sport and Society, putting Promotion of the common values of the EU

through Sport as one of its key tasks.

4. The Council Recommendation on promoting common values, inclusive education to be adopted in May.
5. Sport is part of the European Union's Erasmus+ programme since 2011. Since the first programme started thirty years ago, more than nine million Europeans have been able to benefit from the opportunity to study, train, teach, or volunteer, in another country and in so doing strengthening their awareness of the values they have in common.
6. The recent EU initiative promoting solidarity among young Europeans, cooperation and partnership in the field of youth through different solidarity activities including sport.
7. The political background as set out in the annex.

Considering that:

8. Values lie in the core of the European Union. The present Conclusions aim to strengthen mutual understanding of the concept of common values among Member States, develop the sense of belonging to the European Union as well as promote, where appropriate, those values outside the EU, while creating a solid basis for people-to-people dialogue across the European borders.

9. The European Union and its Member States are currently facing significant economic, political and social challenges which vary from Member State to Member State. Sport can contribute to ensure sustainable development and to adequately tackle the overarching socioeconomic and security-related challenges facing the EU.
 10. The White Paper on the future of Europe emphasises that the “European values that we hold dear remain the same. We want a society in which peace, freedom, tolerance and solidarity are placed above all else. These values bind Europeans together and are worth fighting for.
 11. The European Commission’s White Paper on Sport (2007) which highlights the important contribution of sport to economic and social cohesion and more integrated societies by using the potential of sport for social inclusion, integration and equal opportunities; and also stressing among other things that racism and xenophobia and the exploitation of young players are incompatible with the common values of the EU.
 12. The 2018 European Year of Cultural Heritage aims to raise awareness of common history and values and to encourage people to explore the rich and diverse European cultural heritage, of which traditional sports and games are part.
 13. Organised and non-organised Sport, like education, youth work and culture, can play a role to promote the common values of the EU.
 14. All major international organisations dealing with sport, such as UNESCO, the Council of Europe, the International Olympic Committee, the International Paralympic Committee and the World Anti-doping Agency, acknowledge that sport can teach values such as fairness, teambuilding, democracy, tolerance, equality, discipline, inclusion, perseverance and respect that could help to promote and disseminate common values of the EU.
- as to provide equal opportunities to engage in sport and avoid discrimination and social exclusion.
16. Sport can contribute to building and developing civil society and social sustainability. There is a need to foster a common sense of belonging among Europeans – political as well as cultural. Since sport is an universal language understood by all, communicating and emphasising common values through sport, using innovative methods of non-formal and informal learning, can contribute to preventing intolerance, social exclusion, including gender stereotyping and misogyny, racism, xenophobia and marginalisation.
 17. Sport can reinforce values in a natural way and in a positive atmosphere. Values such as mutual respect, fair play, friendship, solidarity, tolerance and equality should be natural to all those involved in sport in clubs, schools, in recreational sport and in professional sport.
 18. Sport’s contribution to social cohesion and building inclusive, strong communities, if infused with the values of equality, can also contribute to the development of an efficient, democratic and just society. Sport instructors and coaches can play a role to reinforce the common values of the EU through sport.
 19. There are already existing positive initiatives at EU level that contribute to better understanding of the common values of the EU as sport projects developed and supported by the European Structural Fund and the Erasmus+ Programme.

Invite Member States to

Recognising that:

15. All people should be free to practise sport and to feel a part of society, and different sectors related to sport can do what is in their capacity to foster integration as well
20. Where appropriate, explore and support initiatives and actions to promote sport as a way for building social, civic and intercultural competences for people of all ages, gender and backgrounds. This can be done through supporting and encouraging local and regional authorities in cooperation with sport clubs, schools, youth organisations, including non-governmental organisations.
 21. Where appropriate, promote the common values of the EU in connection with major sport events organised by the sport movement often in cooperation with the public authorities. Major sport events can offer a

great opportunity to raise awareness among athletes, volunteers, as well as supporters.

22. When relevant, promote the common values of the EU to the sports movement at national level as a part of the structured dialogue.
23. Take the opportunity of international cooperation to promote and communicate at international level, where appropriate, the need to respect the common values of the EU.
24. Encourage and where possible support sport organisations in strengthening good governance, within their organisations and where appropriate address these values in their ethical guidelines or equivalent documents.
25. Encourage educational institutions to promote activities linked to common values in sport.
26. Where relevant, promote the fight against racism and xenophobia, gender stereotyping and misogyny, the exploitation of young athletes, all forms of discrimination and violence in stadiums and violations of integrity in sport. Support sport organisations in fighting these violations by for example developing and promoting initiatives engaging supporters. This could involve educational programmes or awareness-raising campaigns in cooperation with sports organisations which teach respect for human dignity, peace and non-discrimination.

Invite the European Commission

27. Develop and explore the already existing initiatives, such as European Week of Sport (EWoS) to promote the common values of the EU.
28. Include sport as part of external relations, where appropriate to promote the common values of the EU, for example through including mobility and capacity building or supporting sport integrity, as well as integrating it in the discussions and High Level Dialogues with third countries.
29. Disseminate successful projects and initiatives among Member States as well as outside the EU as a tool to

promote common values of the EU

30. Use the opportunities given by the current and future European Social Fund, the Erasmus+ Programme and future EU programmes to highlight and promote the importance of the common values of the EU.
31. Promote the role sporting organisations could play in solidarity, mobility and capacity building initiatives supported by the European Commission and make sport organisations aware of these opportunities.
32. Encourage sport organisations to promote the involvement of third countries, including candidates countries in not-for-profit sports events and initiatives.

Invite the Sports Movement to

33. Take the opportunity of hosting major international sport events and existing initiatives by sports organisations to promote the common values of the EU.
34. Actively participate in structured dialogue initiatives in order to better communicate their policies with the governments and EU institutions.
35. Consider including modules on the importance and better understanding of common values of the EU through sport in the educational programs and training methodology for coaches, support staff, volunteers and other relevant actors.
36. Encourage information campaigns and initiatives for sport spectators and supporters – so that they promote and reiterate the common values of the EU in order to tackle violence at stadiums. Involvement of grassroots level organisations is essential for this purpose.
37. Where appropriate use innovative methods of non-formal and informal learning to transfer the common values of EU through sport.
38. Continue developing mutually enriching relations and exchanges between grassroots sport organisations from EU countries and third countries, sharing values and principles, and illustrating the diplomatic value of such people-to-people relations.

Political background

1. Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the European Union Work Plan for Sport (1 July 2017 – 31 December 2020) (OJ C189, 15.6.2017, p. 5-14)
2. Council Conclusions on the role of youth work in supporting young people's development of essential life skills that facilitate their successful transition to adulthood, active citizenship and working life (OJ C189, 15.16.2017, p. 30-34)
3. Prevention of radicalisation leading to violent extremism - Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council (21 November 2016) (OJ C457, 15.12.2016, p. 3-7)
4. The role of the youth sector in an integrated and cross-sectoral approach to preventing and combating violent radicalisation of young people - Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council (30 May 2016) (OJ C213, 14.6.2016, p. 1-5)
5. Conclusions of the Council and of the representatives of the Governments of the Member States, meeting within the Council, on the role of coaches in society (OJ C423, 9.12.2017, p. 6-10)
6. Commission White Paper on Sport of 11 July 2007 (COM(2007)391 final)
7. Commission White Paper on the future of Europe (2017) (ST6952/17)
8. Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching (ST5462/18)
9. Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education
10. EP Cult Committee – European Identity Study (2017)
11. EP Cult Committee – Teaching Common Values in Europe (2017)
12. UNESCO's initiative "Values Education through Sport" (2017)
13. International Charter of Physical Education, Physical Activity and Sport, revised (UNESCO), 2015
14. Revised (Recommendation No. R (92) 13 Rev of the Committee of Ministers to Member States on the Revised European Sports Charter (2001)
15. Council of Europe, "Charter of Sports Ethics" (Revised 2010)





SOCIAL INCLUSION THROUGH SPORT VALUES

"In my opinion, a great example of inclusion through sporting values is the International Youth Forum of Pierre de Coubertin Schools, mentioned in the previous knowledge quiz. When behaving in accordance with principles they promote, perhaps we would then not have to deal with such frequent issues of racism or bullying in our society."

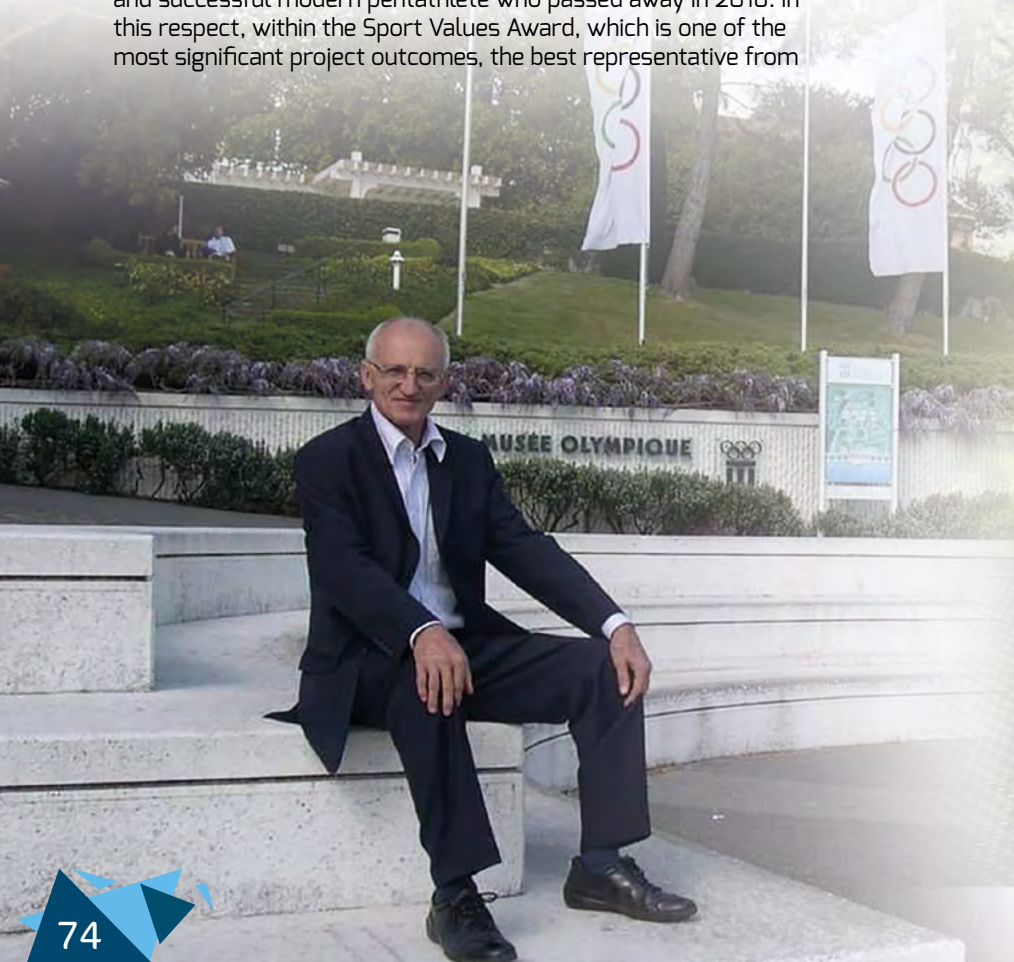
IN MEMORY

Ivan Luknár
Trophy

IN MEMORY

Ivan Luknár Trophy

With the transnational project Coubertin Academy – Social Inclusion through Sport Values, we would like to pay tribute to Ivan Luknár, a great enthusiast of the ideals of Pierre de Coubertin and successful modern pentathlete who passed away in 2018. In this respect, within the Sport Values Award, which is one of the most significant project outcomes, the best representative from



Gymnázium Pierra de Coubertina in Piešťany is awarded by Ivan Luknár Trophy.

Ivan Luknár worked professionally as a pedagogue and later as a long-time director of Gymnázium Pierra de Coubertina in Piešťany, Slovakia. He had been in charge of the school from 1992 to 2014. His passion for sport and the values of Olympism had a huge impact on his students and colleagues.

Thanks to Ivan's great efforts and enthusiasm, the school

joined the International Network of Pierre de Coubertin Schools in 1999. He participated in numerous major events of the International Pierre de Coubertin Committee. He realized one of his many dreams by having the 10th International Youth Forum of Pierre de Coubertin Schools in 2015 in Slovakia and thus writing a successful new page of the International Pierre de Coubertin Committee history.

Ivan Luknár was also a founder and supporter of modern pentathlon in Piešťany. For his eternal ideals and the unscrupulous desire to prove and realize the impossible, he became a unique member of the modern pentathlon family. Inspirator, teacher, athlete, sports figure, promoter of sports virtues, Ivan Luknár was a recognized authority not only in Slovakia but also abroad. **He will be greatly missed!**



SOCIAL INCLUSION THROUGH SPORT
VALUES

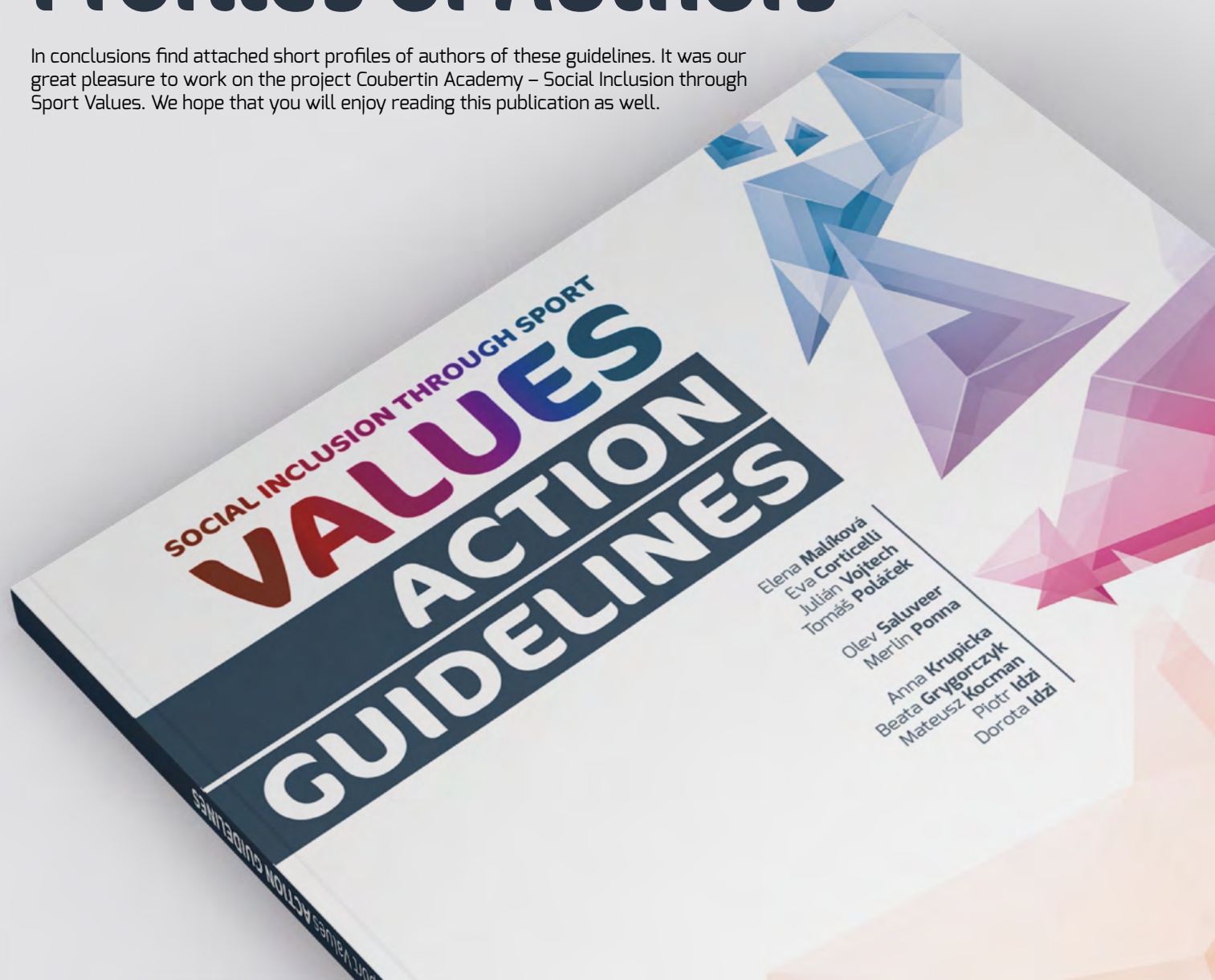
ABOUT AUTHORS

Profiles of Authors

ABOUT AUTHORS

Profiles of Authors

In conclusions find attached short profiles of authors of these guidelines. It was our great pleasure to work on the project Coubertin Academy – Social Inclusion through Sport Values. We hope that you will enjoy reading this publication as well.



Elena Malíková

GENERAL PROFESSIONAL BACKGROUND

Elena Malíková works at the Government Office of the Slovak Republic and has extensive managerial experience in civil service. Former Director of Department of Education and International Affairs at the Ministry of Education, Science, Research and Sport of the Slovak Republic (2007-2017), Chair of the Council Working Party on Sport under the Slovak Presidency of the Council of the European Union (2016), Head of Department of Education at the National Sport Centre in Slovakia (2004 - 2007).

ADDITIONAL PROFESSIONAL EXPERIENCE

Non-governmental work comprises both professional and voluntary activities, notably within the International Modern Pentathlon Union - an appointed member of the Pierre de Coubertin Committee and elected member of the Business Affairs Committee (2004-2008), Secretary General of the Slovak Modern Pentathlon Association (1993-2003), Chair of the Slovak Olympic Academy (as of 2021).

TROPHIES, AWARDS, JURY, PUBLICATIONS

Awarded by Trophy of the International Olympic Committee on Olympic sport and literature (2001), Editor-in-chief of the National Sport Centre Revue (2004-2007), Jury member of the EU #BeInclusive Award of the European Commission (2017), author of publications and press articles on sport issues and Olympic education.

INTERESTS, HOBBIES, FOREIGN LANGUAGES

Passionate for intercultural dialogue, sport diplomacy and foreign languages, fluent in English, French, Russian, with sound knowledge of Polish, German and Japanese.

SPORT RELATED ACHIEVEMENTS

Former high-level modern pentathlete, member of the national team of Czechoslovakia, later of Slovakia (1988-2000), a multiple national champion and World Cup finalist, participated in numerous foreign camps, including educational and training camps such as the Trinity University in San Antonio, Texas (1990).

EDUCATION AND QUALIFICATIONS

Graduated at the University of Economics in Bratislava, her educational background covers post-gradual French language specialisation "Le Français du sport" at the Université Michel de Montaigne in Bordeaux and studies in sports management at the University of Poitiers, France focusing on Executive Masters in Sports Organisation Management - MEMOS programme guaranteed by the International Olympic Committee.



Eva Corticelli

GENERAL PROFESSIONAL BACKGROUND

Works at Gymnázium Pierra de Coubertina in Piešťany as an English language teacher and Olympic Education and Values Promoter. Prepared students for biannual International Pierre de Coubertin Youth Forums, facilitated student participation in OCEP activities and prepared students for national Olympic knowledge competitions. Organized talks with Slovak Olympians for students of Gymnázium Pierra de Coubertina in close cooperation with the Slovak Olympic and Sports Committee.

ADDITIONAL PROFESSIONAL EXPERIENCE

Board member of the Slovak Olympic Academy and Coordinator for communication, in charge of development, innovations and cooperation within this entity. Participated in 13th International Session of the International Olympic Academy for Educators of Higher Institutes of Physical Education and 16th International Session of the International Olympic Academy for Directors of NOAs.

TROPHIES, AWARDS, JURY, PUBLICATIONS

Wrote articles for the local newspaper, school website and social media informing of student activities. Shared good practice examples within the International Pierre de Coubertin School Network during annual meetings and via annual reports. Was in charge of preparing final report on the 10th International Coubertin Youth Forum organised by Gymnázium Pierra de Coubertina in Piešťany.

INTERESTS, HOBBIES, FOREIGN LANGUAGES

Thrives in international environments. Facilitates and supports activities promoting sport, Olympic values, culture and education. Fluent in English.

SPORT RELATED ACHIEVEMENTS

Interpreter and moderator for sports and Olympics related events at the Ministry of Education, Science, Research and Sport of the Slovak Republic during a conference Education in and through Sport organized at the occasion of the Slovak Presidency of the Council of the European Union 2016.

Interpreted and moderated opening and closing ceremonies of the 10th International Coubertin Youth Forum and the opening ceremony of the European Youth Championship in rowing in Piešťany.

EDUCATION AND QUALIFICATIONS

Long Island University, Purchase, New York, USA. MSc. in Childhood and Special Education

SUNY Purchase, Purchase, New York, USA. BA in Liberal Studies.

Konzervatórium, Bratislava, Slovakia, Diploma in Music and Dramatic Arts.



Julián Vojtech

GENERAL PROFESSIONAL BACKGROUND

Julian Vojtech started a professional career at the National Sport Centre, where working from 2005 till 2008 as a Head of ICT Department. Currently a freelancer, with a close affinity to sport, working with significant sport stakeholders, such as the Slovak Olympic and Sport Committee, Slovak Olympic Academy, Slovak Pierre de Coubertin Committee, National Sport Centre, just to mention a few of them. Technically and digitally supported all the sports events organised in the framework of the Slovak Presidency of the Council of the European Union in 2016.

ADDITIONAL PROFESSIONAL EXPERIENCE

Leading and directing many national initiatives in ICT and physical education, including curriculum and qualifications development, Olympic related matters and presenting internationally and nationally. Being responsible for policy development for ICT and physical education/sport, invited to numerous international conferences abroad. Close cooperation with the Ministry of Education, Science, Research and Sport of the Slovak Republic in the field of creating unified information system for sport and physical culture.

TROPHIES, AWARDS, JURY, PUBLICATIONS

Published nationally and internationally, including publications within Erasmus + projects funded by the European Union. On the editorial board of national physical education journal of the Slovak national sport centre entitled Športinform.

INTERESTS, HOBBIES, FOREIGN LANGUAGES

Table-tennis, football, Nordic walking, nature, traveling, capturing new places through photographic lenses. Lifelong philosophy is in doing things together in a transparent and efficient way for everybody involved. Fluent in English and Russian languages.

SPORT RELATED ACHIEVEMENTS

Sport career focused on football, an expert in ICT and digital skills. Blending sport with nature, connecting sports and technology, blending real and virtual life challenges, focusing on platforms, youth, sports and education.

EDUCATION AND QUALIFICATIONS

Graduating University of Trnava in Slovakia, with specialisation on media communication and marketing, 2004. Numerous life-long learning activities within the Slovak national sport centre in the field of management, marketing, finance, media, negotiation, and presentation skills, including communication training.



A portrait of Tomáš Poláček, a young man with short brown hair, smiling and looking towards the right. He is wearing a grey t-shirt with a red and blue graphic that says "RUSSIA HOVREY" and features a circular emblem with a double-headed eagle. The background is a bright, slightly out-of-focus view of a rocky landscape seen through a window.

Tomáš Poláček

GENERAL PROFESSIONAL BACKGROUND

Junior Legal Counsel at HB Reavis, Legal Associate with a demonstrated history of working in the legal services for international clients. Skilled in M&A, Legal Advice, Legal Compliance, Corporate Law and Tax Law. Member of the Slovak Bar Association since 2018.

ADDITIONAL PROFESSIONAL EXPERIENCE

Logistically supported all the sports events organised in the framework of the Slovak Presidency of the Council of the European Union in 2016. External lecturer at Jagellonian University, Poland at the Faculty of Law and Administration. Extensive experience as legal associate at the KPMG Slovakia, paralegal at Doprastav, and Proiuris advokati.

TROPHIES, AWARDS, JURY, PUBLICATIONS

Working with significant sport stakeholders, such as the Slovak Olympic Academy, Slovak Pierre de Coubertin Committee, National Sport Centre, just to mention a few of them. Author of several publications and articles on values of sport, including Coubertin Academy – Social Inclusion through Sport Values.

INTERESTS, HOBBIES, FOREIGN LANGUAGES

Interest in cycling and long-distance running. Passionate for travelling, discovering new places and cultures. Fond of foreign languages, sports diplomacy, and writing. Fluent in English and French with basics in Russian language.

SPORT RELATED ACHIEVEMENTS

Sport enthusiast, active in multiple sports, including swimming, running, shooting and golf, with sound knowledge of the European sport policies, notably on social inclusion through sport, integrity, sport values and sport diplomacy. Voluntary activities in sports at the national and international level in various sports discipline. Active in numerous sport functions. Member of the executive boards of sporting entities.

EDUCATION AND QUALIFICATIONS

2018 - 2019 post-gradual studies at the Comenius University in Bratislava, Slovakia with a title Doctor of Law – JUDr., Law. 2016 - 2018 Master's degree in law at the Comenius University in Bratislava, Slovakia. 2013 - 2016 Bachelor's degree in law at the Comenius University in Bratislava, Slovakia. Learning activities within the Slovak national sport centre in the field of management, marketing, finance, media, negotiation, and presentation skills, including communication training.



Olev Saluveer



GENERAL PROFESSIONAL BACKGROUND

Olev Saluveer is director at the Ülenurme Gymnasium. Former director of Tartu Service School, mathematics teacher in Algeria and Estonian Puurmani Secondary School, work experience as an adult educator and expert, such as mentor at the school counselling and evaluator of Leonardo da Vinci, Comenius, and Erasmus + projects.

ADDITIONAL PROFESSIONAL EXPERIENCE

Board Member of the Estonian Lions Clubs Organization, Governor of the Estonian Lions Region and Estonian Lions Clubs Organization Chairman of the Training Committee and Trainer, an assessor of the quality program of vocational education institutions and tourism companies, Leonardo da Vinci expert in Brussels. Teacher trainer at the Tartu Service School and Ülenurme Gymnasium, organizer and trainer of training for tourism and catering teachers.

TROPHIES, AWARDS, JURY, PUBLICATIONS

Estonian Vocational Education Institutions Quality Award in 2003 and 2004 on training and evaluation process. Author of several articles on sport values, including Coubertin Academy - Social Inclusion through Sport Values. As part of the Comenius 1 cooperation project, the Coubertin Academy Handbook for Schools was completed as a result of cooperation between schools in four countries (Slovakia, Poland, Estonia, Germany), which reflects the Olympic movement through the ages, one of the authors.

INTERESTS, HOBBIES, FOREIGN LANGUAGES

Photography, skiing, traveling, and hiking, charity through the Lions movement, folk dance. Computer use and file management, word processing, spreadsheets, internet use, PowerPoint. Fluent in French, Russian with sound knowledge of Finnish, English, and German.

SPORT RELATED ACHIEVEMENTS

Active in various sport projects at the national and international level. Passionate for skiing and hiking. Knowledge of the European sport policies, notably on social inclusion through sport and sport values. The 11th Pierre de Coubertin Youth Forum 2017 Ülenurme – Estonia organiser.

EDUCATION AND QUALIFICATIONS

Graduated the master's studies at the University of Tartu - mathematician, mathematics teacher, Moscow Pedagogical Institute – French, Estonian Business School - Diploma training for the head of a vocational education institution, Open University of Tartu - school management.

In-service training includes English - Bournemouth in England, competences of advisers in educational institutions, enterprise training and assessor of external evaluators of the quality program of tourism enterprises, ICT management and comprehensive development in school.

Instituto Politecnico de Braganca in Portugal, differences at school: how to help a teacher and the principles of a democratic school structure. Lions Clubs International - Leadership Training.

Pro Consultations - development of training skills, Telford College, Edinburgh - Training of trainers, Open Estonian Foundation - Training of school leaders.



Merlin Ponna

GENERAL PROFESSIONAL BACKGROUND

Merlin Ponna is the project and development manager at Ülenurme Gymnasium. She was an Estonian representative at numerous international events linked to the activities of the International Pierre de Coubertin Committee. She was also in charge of preparation and implementation of the 11th Pierre de Coubertin Youth Forum, which was organised in 2017 in Ülenurme, Estonia.

ADDITIONAL PROFESSIONAL EXPERIENCE

Ms Ponna led expertise on behalf of Estonia within the project entitled Coubertin Academy – Social Inclusion through Sport Values, which was co-funded by the Erasmus+ Programme of the European Union. She is interested in multicultural dialogue, developing multiculturalism in general and international understanding.

TROPHIES, AWARDS, JURY, PUBLICATIONS

Author and co-editor of several articles on sport values, including Coubertin Academy - Social Inclusion through Sport Values. Active in numerous sport projects at the national and international level.

INTERESTS, HOBBIES, FOREIGN LANGUAGES

Photography, traveling, hiking, computer use and file management, word processing, spreadsheets, internet use, PowerPoint. She is passionate about sport and Olympic education and has a strong belief in power of sport, namely social inclusion through sport values. Ms Ponna is fluent in English and understands Russian.

SPORT RELATED ACHIEVEMENTS

Passionate for various sport activities, such as hiking and dancing, just to mention a few of them. Knowledge of the European sport policies, notably on social inclusion through sport and sport values. Estonian participant for the 58th International Session for Young Participants in Greek Olympia, which is annually organised under the auspices of the International Olympic Academy. Dissemination Officer within the project entitled Coubertin Academy - Social Inclusion through Sport Values.

EDUCATION AND QUALIFICATIONS

Ms Ponna studied at the University of Tartu Viljandi Culture Academy in 2010, majoring in Leisure Time Manager-Teacher. She is currently doing her MA in Educational Science.





Anna Krupicka

A Grants & Partnerships Board Member of the FRM Foundation, is a strategic consultant by profession, with finance and strategy background. Apart from her professional experience, she is experienced in multiple student projects. Since her childhood, she has had a strong interest in sports, especially in swimming, dancing, skiing, cycling, and CrossFit. She is also keen on traveling and exploring the local cuisine. Anna has a rich international educational background. She graduated with a Bachelor's degree in Finance and Accounting from Warsaw School of Economics, completing an exchange semester at Universitat Autònoma de Barcelona. Recently, she obtained a Master's degree in Strategic Management from Rotterdam School of Management. She speaks Polish, English, and Russian.

Beata Grygorczyk

Marketing and Communication Board Member of the FRM Foundation, is a marketer by profession and education with an analytical background. She graduated from the Warsaw School of Economics with a first degree in Quantitative Methods and, remaining at her alma mater, is currently completing her master's degree in Management. She gathered her experience while working on charitable initiatives such as TEDxSGH and educational projects for young people. She has had the pleasure of working for many Polish and international companies, developing her passion for marketing and innovation. Currently, apart from working for the foundation, she is also a member of the marketing team of a medtech company.

Mateusz Kocman

President and Founder of the FRM Foundation, is a strategic management consultant by profession. He graduated from the Warsaw School of Economics with a first degree in Global Business, Finance and Management and, remaining at his alma mater, is currently completing his master's degree. He gathered his first management experience while being Vice President of Warsaw School of Economics Students' Union and setting up his own project connected with Oxford Debates. He started his professional career working for a market analysis company. Then he managed the Business Development Team in a Polish company exporting energy drinks to Africa. For nearly two years, he has been a consultant in a public sector management consulting company. He is proud to have coordinated projects related to the preparation and implementation of development strategies for such Polish cities as Warsaw and Kielce.

Piotr Idzi

Board Member of the FRM Foundation, is a business development consultant by profession and education with a Finance and Management background. He graduated from the Warsaw School of Economics with a first degree in Finance & Accounting and, remaining at his alma mater, is currently completing his master's degree in Management. He gathered his experience while working on charitable initiatives such as Bieg SGH, DeBBaty and other educational projects for young people. Currently, he has been working for 3 years as a business development consultant for a leading research company monitoring fmcg products in over 150 countries.

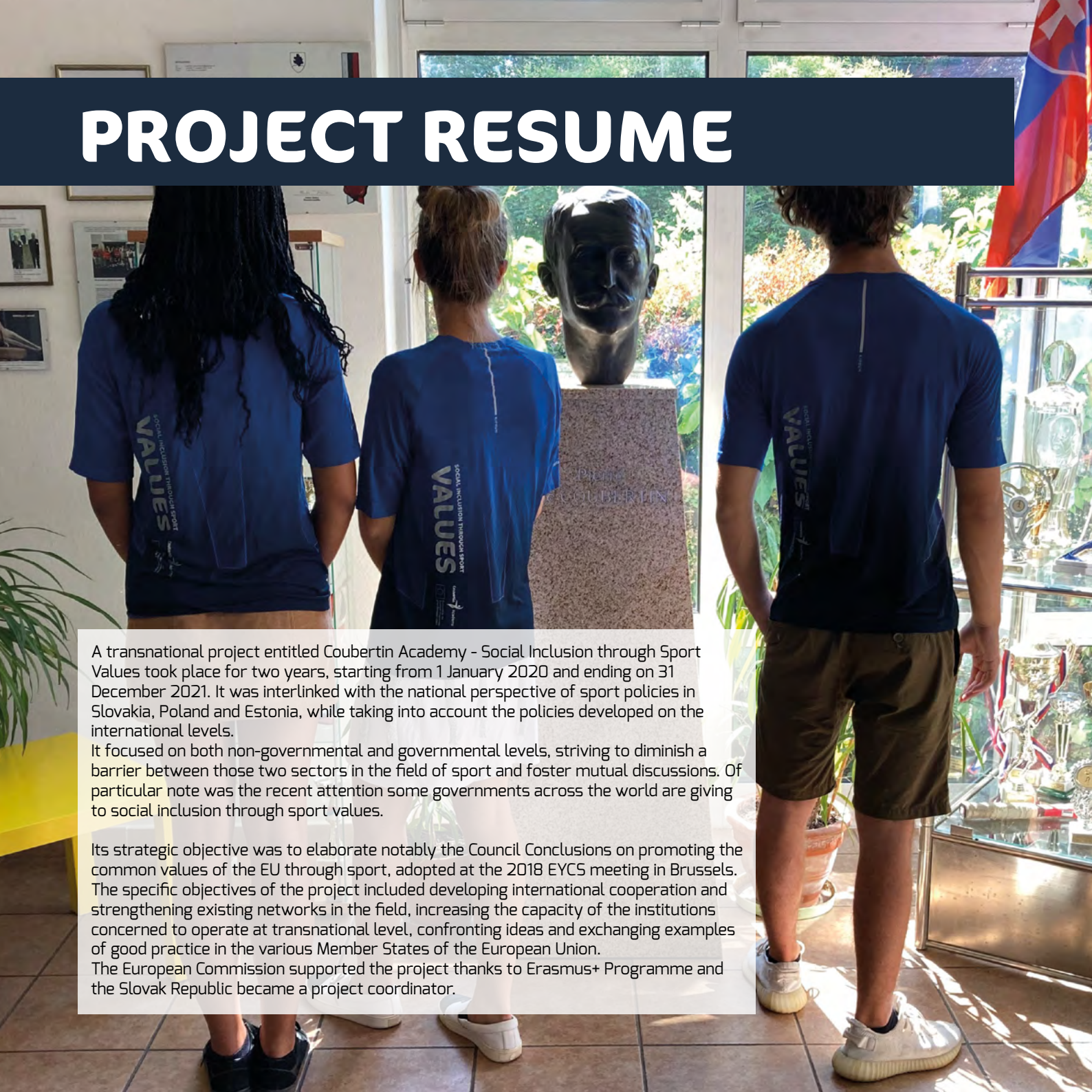
Dorota Idzi

Board Member of the FRM Foundation, Master of Physical Education (AWF-ZWWF Biała Podlaska), trainer (University of Physical Education Poznań), graduated from the Executive Masters in Sport Organization Management (University of Poitiers), and Postgraduate Public Relations Studies (University of Warsaw). An athlete, multi-medalist of the world championships (24) and Europe (12), individual world and European champion in a modern pentathlon (a total of 9 individual medals), Sydney 2000 Olympian. In 2014-2015 she was the Deputy Minister of sport, 1996-2014 she was active in the Polish Olympic Committee. Among others, she was the Vice President. In 1993-1995 member of the Council for Physical Culture at the President of the Republic of Poland, Lech Wałęsa. She has many years of professional experience in business, including the Sport Director at Pol-Kaufring Sp. z o.o., Spokesperson of Optimum Distribution Sp. z o.o., in Polish Television S.A. as a sports journalist, co-hosting the sports program "Sportowy Tydzień". She was also the Deputy Director of the Corporate Communication Department at PGE Polska Grupa Energetyczna S.A., where she was responsible for developing and implementing the sponsoring and CSR strategy for the PGE Capital Group. In addition, she ran her own business by providing consultancy services in brand marketing, sponsorship, Public Relations and unification for companies and individual clients. Six times she was awarded the "TOP 10 Best Athletes in Poland" in the "Przegląd Sportowy" plebiscite. In 1995, the Television Academy awarded her the "Wiktor - TV Award for the sports personality of the year". In 1998, she received the Fair Play distinction from the Fair Play Club of the Polish Olympic Committee. Furthermore, she received the Medal for Outstanding Sports Achievements, Golden Cross of Merit (1995) and Knight's Cross of the Order of Polonia Restituta (2001) by the President of the Republic of Poland. In the years 1997-2013, she was the head of the Polish Women's Sports Association and is now an Honorary President.

SOCIAL INCLUSION THROUGH SPORT
VALUES

PROJECT RESUME

PROJECT RESUME

A photograph showing three young people from behind, standing in a museum or gallery. They are wearing blue t-shirts with the word 'VALUES' printed vertically on the back. They are looking at a bronze bust of Pierre de Coubertin, which is placed on a stone pedestal. The bust is inscribed with 'PIERRE DE COUBERTIN'. To the right, there is a glass display case filled with various trophies and awards. A Swiss flag is visible in the background on the right. The room has large windows and a tiled floor.

A transnational project entitled Coubertin Academy - Social Inclusion through Sport Values took place for two years, starting from 1 January 2020 and ending on 31 December 2021. It was interlinked with the national perspective of sport policies in Slovakia, Poland and Estonia, while taking into account the policies developed on the international levels.

It focused on both non-governmental and governmental levels, striving to diminish a barrier between those two sectors in the field of sport and foster mutual discussions. Of particular note was the recent attention some governments across the world are giving to social inclusion through sport values.

Its strategic objective was to elaborate notably the Council Conclusions on promoting the common values of the EU through sport, adopted at the 2018 EYCS meeting in Brussels. The specific objectives of the project included developing international cooperation and strengthening existing networks in the field, increasing the capacity of the institutions concerned to operate at transnational level, confronting ideas and exchanging examples of good practice in the various Member States of the European Union. The European Commission supported the project thanks to Erasmus+ Programme and the Slovak Republic became a project coordinator.



Coubertin Academy - Social Inclusion
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SOCIAL INCLUSION THROUGH SPORT
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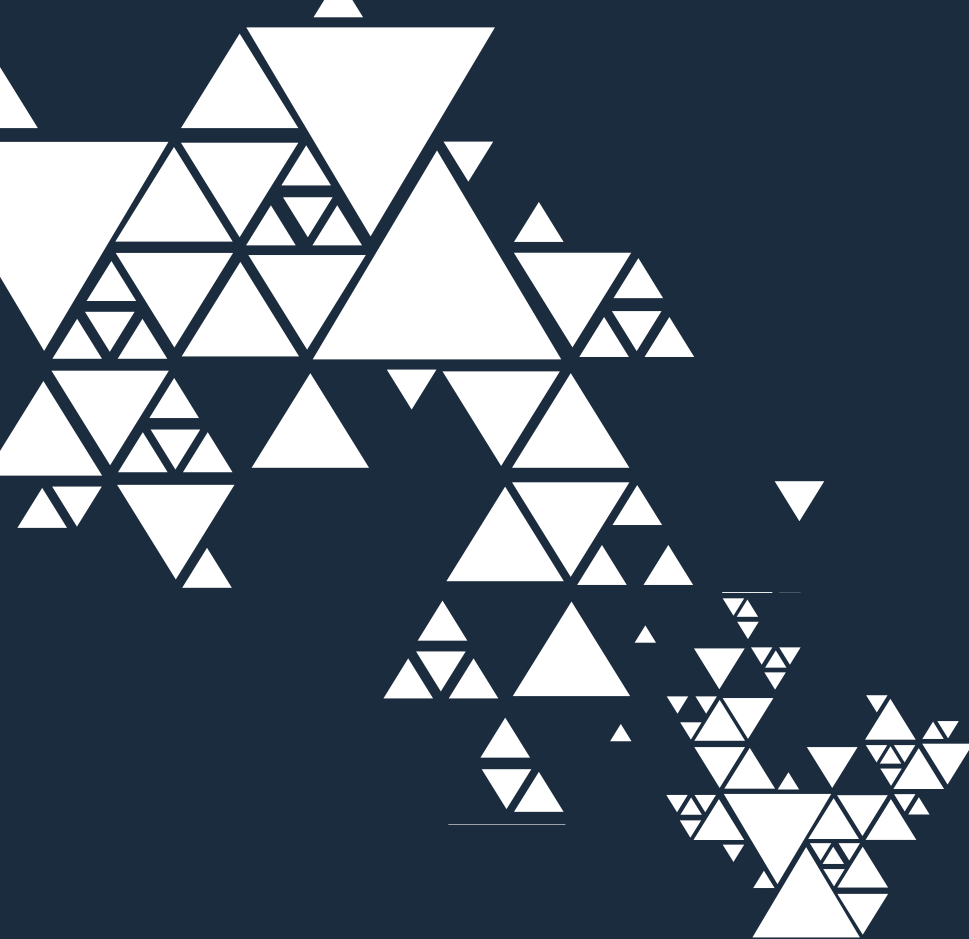
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Social Inclusion through Sport Values **ACTION GUIDELINES**



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