



**RUNSWIMLEARN!**

IN THE SPIRIT OF PIERRE DE COUBERTIN

**SPIRIT HANDBOOK**  

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**EDUCATION  
in and  
THROUGH  
SPORT**

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Co-funded by the  
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A large, light gray, stylized graphic of a swimmer in motion, positioned behind the main title. The swimmer is depicted with fluid, overlapping shapes representing the body and limbs, suggesting a powerful stroke.

# **Handbook** **SPIRIT**

**RUN•SWIM•LEARN!**  
IN THE SPIRIT OF PIERRE DE COUBERTIN

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# Preface



Dear friends

I was  
that the Erasmus+  
– Swim – Learn! In  
Coubertin capitalises on

of sport,

delighted to learn  
project called Run  
the Spirit of Pierre de  
a famous phrase of Baron

Pierre de Coubertin on winning and taking part. I absolutely agree with the founder of modern Olympics that the most important thing in sport is not winning but taking part, as an essential thing in life is not always conquering but fighting well.

In view of the above, I am pleased to note that this publication intertwines two important topics of the EU agenda, which are education in and through sport, together with health enhancing physical activities. Indeed, in current digital era, the role of sport is more significant than ever before. Needless to say that in order to keep our sport heritage alive for next generations, it is important to blend traditional elements with novelties and that is exactly what I found in a frame of this project.

In my former capacity as a Head of the European Commission's Sports Unit, I had a chance to witness different national approaches and attitudes of the EU Member States regarding sport policies. Being deeply involved in the work of the Presidencies of the Council of the European Union from 2013 to 2020, I was responsible for developing EU sports strategies in cooperation with fifteen Presidencies. In light of this, I appreciated a lot that this project was a follow up of the Slovak Presidency conference on education in and through sport in 2016, where we had an opportunity to discuss the legacy of Baron Pierre de Coubertin.

I was also delighted to see in this publication how the implementation of the relevant sports policies proposed during the Slovak, Finish and Slovenian Presidencies of the Council of the European Union has successfully entered practical life. In addition, I was happy to learn that this project addressed the very recent topics as well, as I consider them for a key pillar of current sporting progress.

This wonderful publication is full of relevant information and new ideas on education in and through sport. Anyone who is interested in these topics can find it on the next pages. Vivid pictures just underpin the fantastic sporting ambience and active approach of all involved stakeholders. This project shows, if needed, that sport and its small collaborative partnerships

# Yves Le Lostecque

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are an important part of the European Union's Erasmus + programme. EU funding can provide as much support to stakeholders as this handbook shows.

Thanks to an invitation of the project coordinator, I had an opportunity to personally meet several sport personalities to whom one of the handbook chapters is dedicated to. It was very inspirational to learn that a popular Slovak scientist Viliam Novák actively promotes sport values throughout his entire life. In his eighties, being still an active runner, he absolutely belongs to the most influencing personalities in the world of sport.

I still have in my mind engaging discussions with him on the potential of sports values in today's global world. I was impressed by his life approach on multiculturalism, which took us even beyond the borders of the European Union. With more than 120 marathons and ultramarathons, including Boston, New York, London, Berlin, or Paris marathon, he fully deserves a huge admiration for his sports achievements. An icing on the cake was his ambition for 2022 to compete internationally in long-distance runs to celebrate his 80th birthday. That is just breath-taking and worth sharing!

It is clear that this project was in hands of enthusiastic people who are fully determined to promote sport values across sectors. I fully agree with the project coordinator, that sport vibrations are contagious and everyone who is in contact with sports actors have no way to escape from active participation. My personal and unique marathon experience was a good example and consequence of this saying.

In conclusion, allow me to congratulate the authors of this handbook for an excellent work in spreading ideas on education in and through sport and wish all stakeholders good luck in the planned follow-up activities.

I am glad that the project partners can declare through this booklet that the mission of the project is accomplished. Given the fact that despite the Covid-19 pandemic they were able to achieve their goals within the planned time horizon, I have no doubts that the sustainability of the project will be as successful as their work throughout the project.

**Yves Le Lostecque**  
Head of Erasmus Mundus and Sport Unit of the EACEA

# Foreword



Dear sport

You are  
hands a handbook  
the international project  
In the Spirit of Pierre de

friends,

holding in your  
worked out within  
Run – Swim – Learn!  
Coubertin. I am proud

about this publication as it reflects the very best of the project consortium coming from three beautiful countries – Slovenia, Finland, and Slovakia. I am glad that we succeeded in our efforts, and you can read these lines because it was a challenging work for all the project partners, especially in these Covid-19 pandemic times.

First and foremost, on behalf of all the project partners I would like 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.

The project highlight with an international dimension was a performance portal entitled Run – Swim – Learn! In the Spirit of Pierre de Coubertin. The portal is and will be freely accessible even after the project lifetime for anyone interested to participate in this unique programme. Needless to say, that the portal was not the only project outcome of our joint activities, and you can find much more about our efforts in this publication as well.

Its aim was to summarise the good practice examples from project countries about the recent EU policies in a field of sport. 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. Proposed good practice examples were logically intertwined with relevant EU documents, in order to make them more comprehensible and easily accessible for general public.

The publication unfolds in ten chapters, starting with general information about the project itself. Right after a chapter on EU policies in sport sector, there is an inspirational story about intergenerational aspects of sport through life approach of an amazing runner. Moreover, good practice from Slovenia, Finland and Slovakia were presented with passion and motivation to give anyone a chance to draw up similar activities within their own institutions. In the next pages you can find also EU added value and visibility alongside with other valuable contributions from project partners, where



# eLena maLÍKOVÁ

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they reveal behind the scenes information on project preparation and progress.

In light of above mentioned, with this project all of us got 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. It was simply joy found in effort for all of us and throughout the whole duration of our project we literally ran, swam, and learnt in the Spirit of Pierre de Coubertin.

I am delighted that together we overcame all the obstacles connected to the Covid-19 pandemic. Thanks to willingness of all involved entities, we were able to adapt our work programme. We replaced some transnational project meetings by different means of communication and thus virtual sessions, presentations, online platforms, bilateral discussions, and above all a huge improvisation became part of our new project reality.

I am 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 towards each other, which turned into a real project triumph, celebrating education in and through sport, and promoting active ageing.

We strongly believe that all the project outcomes, including the new performance portal, will be in favour of involved countries as well as other Member States of the European Union. We hope that our work on a topic of education in and through sport will also contribute to developing multiculturalism and international understanding beyond the European Union.

In conclusion, let me express, that it was my great pleasure to accompany you with some aspects of this handbook and I deeply hope that it will become an interesting and useful tool for widening your sport knowledge.

**Elena Malíková**  
Project Coordinator

RUN•SWIM•LEARN!

IN THE SPIRIT OF PIERRE DE COUBERTIN



# 1

CHAPTER  
one

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ABOUT  
THE PROJECT

# ABOUT THE PROJECT

1

The project **Run – Swim – Learn! In the Spirit of Pierre de Coubertin** addressed a topic of education in and through sport in light of the European policies in the field of sport. It 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.
- better develop the links between the joy of movement, sport and personnel and collective wellbeing.

The partnerships aimed at ensuring the continuity of Preparatory actions in the field of sport developed by the European Commission. In particular, it promoted education in and through sport with a special focus on skills development, the joyful nature of movement and how sport can address individual and collective wellbeing from physical, social, mental, emotional, and spiritual dimensions. It helped the creation and development of transnational networks in the field of physical education, sport, and wellbeing. The EU funding thereby provided opportunities for strengthened cooperation among stakeholders, which would not have existed without EU action.

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. All activities took place in the countries of the organisations involved in this small collaborative partnership. The genuine and adequate needs analyses were a starting point of this project. The Member States of the EU dealt with a topic of education in and through sport already during the Latvian Presidency of the Council of the European Union 2015 when approving the Council conclusions on maximising the role of grassroots sport in developing transversal skills, especially among young people.

The Slovak Presidency of the Council of the European Union 2016 discussed topic of education in and through sport from a perspective of impact of sport on personal development. High-level discussions during the Slovak presidency focused on various range of educative and social benefits and outcomes of

sports involvement.

The needs analysis of this project stemmed from 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 the informal meeting of EU directors of sport.

A particular focus was given to the situation in EU third countries; therefore, the invited key speakers were mostly outside the EU such as Professor Ian Culpan, Director of Olympic Studies Centre in New Zealand, Giovanni Di Cola, ILO specialist, Switzerland, Ivar Sisniega, former sports minister of Mexico and vice-president of the International Union of Modern Pentathlon (UIPM), etc. It was agreed that this issue



should be seen in a complexity of physical, health, social, psychological, ethical, and spiritual benefits which sport can have on personal and collective development.

In order to discuss an issue of impact of sport on personal and collective development, the Slovak Presidency focused a policy debate of EU sports ministers during the Council meeting in Brussels on psychological and social outcomes of sport. EU ministers shared best practices on educational programmes regarding personal and professional development of sports people in their countries and tackled the question of better development of social skills through sport that are relevant to democratic society.

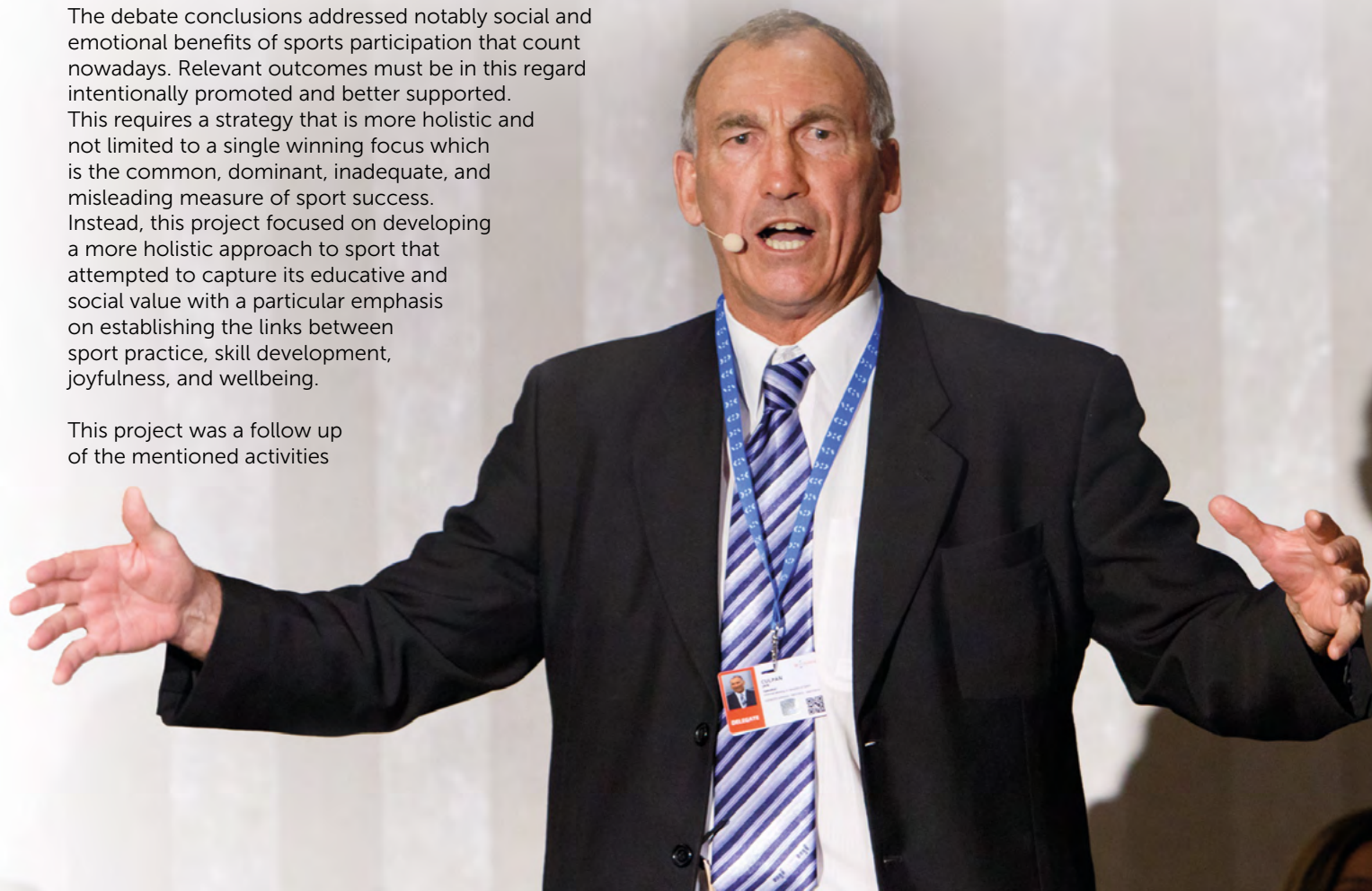
The debate conclusions addressed notably social and emotional benefits of sports participation that count nowadays. Relevant outcomes must be in this regard intentionally promoted and better supported.

This requires a strategy that is more holistic and not limited to a single winning focus which is the common, dominant, inadequate, and misleading measure of sport success. Instead, this project focused on developing a more holistic approach to sport that attempted to capture its educative and social value with a particular emphasis on establishing the links between sport practice, skill development, joyfulness, and wellbeing.

This project 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 this proposed application the objectives and activities of all the participating organisations and target groups were taken into the consideration.

The extent to which the objectives addressed issues relevant to the participating organisations and target groups were relevant in three aspects. Firstly, experts involved in this project actively cooperated with many significant stakeholders, including the Slovak Presidency of the Council of the European Union 2016, Estonian Presidency 2017, and





Bulgarian Presidency 2018, just to mention those connected with EU sport policies. With their expertise experts of ŠK Mladost brought a valuable asset for instance during the International Conference on Education in and through Sport held in Bratislava in the framework of the Slovak Presidency.

Secondly, there were numerous representatives of the project consortium with sound knowledge of the civil service and European policies in the field of sport that was an important condition to reach all the project objectives.

Thirdly, all involved entities have already cooperated in numerous Erasmus + projects and had deep knowledge and practical experience in the field of the recent EU sport policies.

Project coordinator was in charge of various international/transnational projects in the field of sport. It was skilled in preparation of up-to-date documentation linked to Erasmus+ programme of the European Union thanks to its very recent experience as partner institution under the call regarding social inclusion through sport. Relevant to the project objective was also a fact, that the involved entities closely cooperated with the EU third countries, that had a huge impact on the EU added value.

The project consortium recalled in this regard on 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. The point 5 of this Communication concerned cooperation with third countries and international organisations. More particular, The Lisbon Treaty calls on the Union and the Member State to foster cooperation with third countries and the competent international organisations in the field of sport. We were happy that that it brought an essential added value to the project and allowed to widespread sustainability impact beyond borders of the European Union while all activities took place in the countries of the organisations involved in this small collaborative partnership.

This can be illustrated by a previous active cooperation of all the involved Slovak entities for instance with partner from New Zealand, which dates back to 2008 within the sports management programme MEMOS and since then it comprised plenty of common exchanges. In this respect we would like to point out an international conference on Olympism under the auspices of the Slovak Olympic Committee in 2010 or mobility actions with the Coubertin School in Piešťany, Slovakia between 2010 and 2018 with an active contribution of the



project coordinator. Notably we would like to mention a thorough and long-lasting cooperation on value education in the framework of the International Olympic Committee programmes.

As a result of this fruitful overall cooperation, Ian Culpan, a representative from New Zealand was invited based on the suggestion of the project



applicant/coordinator as a key speaker for two major events of the Slovak Presidency of the Council of the European Union 2016: EU sport directors meeting and international conference on education in and through sport. Both presentations of this high-level representative from New Zealand were well accepted by the EU Member States and evoked a discussion on better cooperation with EU third countries in the future in the framework of EU policies.







This project intended to be a follow-up of those events while all activities took place in the countries of the organisations involved in this small collaborative partnership. Similarly, there was a tight professional bond of all the Slovak entities involved in the project with Ivar Sisniega, former sports minister of Mexico and vice-president of the International Union of Modern Pentathlon (UIPM) who was invited, based on the suggestion of the project applicant/coordinator, by the Slovak Presidency of the Council of the European Union as a key speaker for the international conference on education in and through sport held in Bratislava in the framework of the Slovak Presidency of the Council of the European Union.

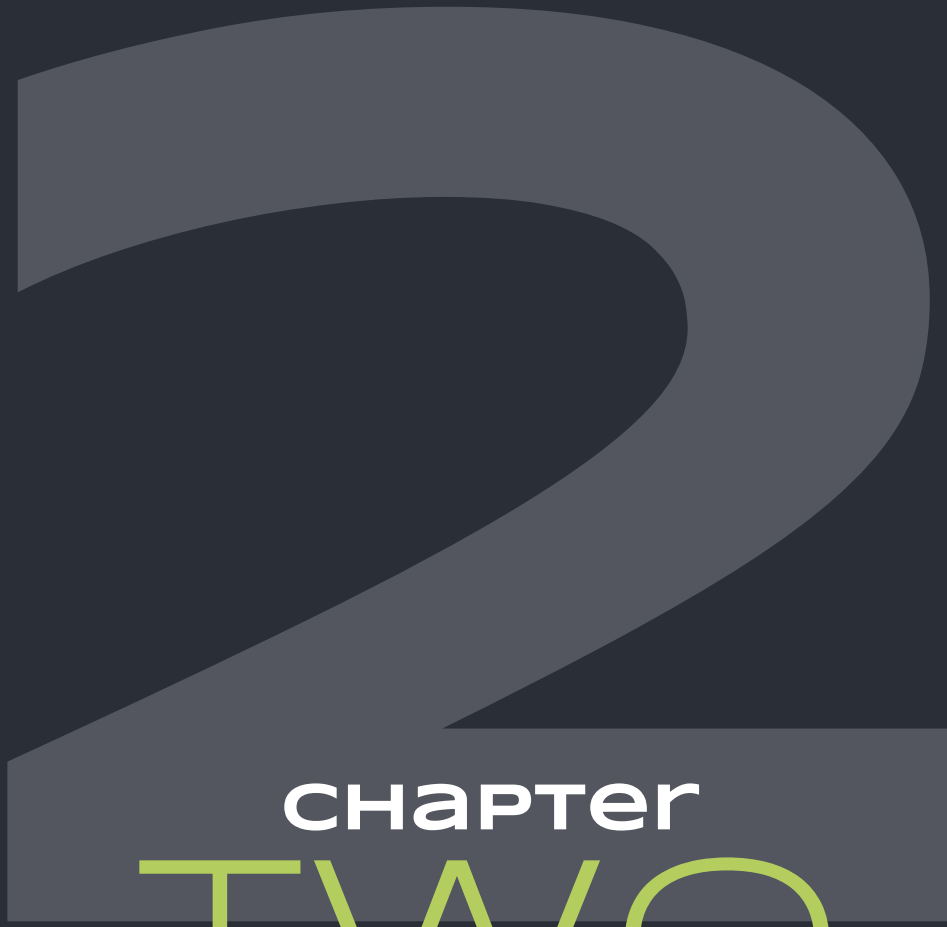
This previous cooperation brought fresh thinking to the delivery and practice of sport in order to develop its educative and social potential. It confronted ideas and methods in several areas relating to sport and physical activity and supported development of new international cooperation and reinforced already existing networks that was one of the aspects of the Erasmus + projects. Details about the project activities are unfolding in the next chapters of this handbook.



RUN•SWIM•LEARN!

IN THE SPIRIT OF PIERRE DE COUBERTIN





CHAPTER

TWO



EU POLICIES  
IN SPORT SECTOR

# EU POLICIES IN SPORT SECTOR

# 2



The chapter provides an overview of the EU policies in sport sector that are relevant to the project outcomes. For the very beginning, we will start with general information with an objective to promote a recent work of the EU in sport sector. Apart that, this chapter will deal with the first of three EU policies in sport sector, which are to be found in this handbook:

- Action Plan "Pierre de Coubertin", 2007
- Council Conclusions on maximising the role of grassroots sport in developing transversal skills, especially among young people, 2015
- 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 January 2021-30 June 2024), 2020

Before addressing Action Plan "Pierre de Coubertin" itself, here is an overview of the EU policies in sport sector that are relevant to the project outcomes. Regarding the recent European policies in the field of sport, 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. The White Paper on Sport contains a number of

proposed actions implemented Commission.

to be or supported by the Commission. These actions were brought together in the Action Plan, named after Pierre de Coubertin. The Action Plan guided the Commission in its sport-related activities during the last years while fully considering and respecting the principle of subsidiarity and the autonomy of sport organisations. There was an ambition of the project applicant/coordinator together with the project partners to develop also a possible follow up in terms of the Pierre de Coubertin Action Plan. Details are to be found in relevant project outcomes.

The project addressed current EU sport policies, notably topics of education in and through sport discussed under the Slovak Presidency 2016 and promoting the common values of the EU through sport approved under the Bulgarian Presidency 2018. It was interlinked with the national perspective of sport policies in Finland, Slovenia, and Slovakia, while considering 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 were giving to the promotion of individual and collective wellbeing. This project provided a deliberate, evidenced based, but practical strategy in integrating sport with wellbeing in order to achieve more effective educative and social outcomes.

The European policies in the field of sport, which were basis for the proposed project are 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

There were several novelties within the project, and they covered three main areas. Firstly, the project concerned recognising the newly established links between the joy of movement concept and how holistic wellbeing can be fostered through education in and through sport. This project, whilst a follow up to a policy debate of EU sports ministers during the Council meeting in Brussels during the Slovak Presidency of the Council of the European Union, aimed to bring fresh-evidenced based thinking to this area.

As already mentioned, EU ministers shared in 2016 best practices on educational programmes regarding personal, collective, and professional development of sports people in their countries. EU ministers tackled, at the Council meeting, besides others, also emotional benefits of sports participation and how this can impact positively on mental health of our young people. The debate



concluded that there was no EU specific initiative that has addressed this outcome in its holistic complexity. In this respect, the application had an intention of addressing this outcome by developing appropriate strategies for use in the sport environment.



Combining sport and education in this way would cover the requirements from the project description addressing sport-related challenges such as establishing stronger links between education and sport. In the spirit of Pierre de Coubertin's famous quotes concerning the educative and social importance of the philosophy of Olympism, all participants of the programme were winners. A rewarding feeling that they took part in the programme and did something useful for themselves in terms of physical education was the most significant asset for the project as such.

Secondly, innovation concerned recognising the newly established links between the sport modern pentathlon and education in and through sport. At the EU level, these links were firstly mentioned in 2019 within the project named "Coubertin Academy – Social Inclusion through sport values" that was co-funded by the Erasmus+ programme.

Modern Pentathlon was introduced at the 5th Olympiad in Stockholm (SWE) 1912, comprising the contemporary sports of pistol shooting, fencing, swimming, horse riding and running, which embraced the spirit of its ancient counterpart. It was De Coubertin's belief that it would be this event, above all others, that "tested a man's moral qualities as much as his physical resources and skills, producing thereby the ideal, complete athlete."

This new sport was enthusiastically adopted with its inherent demands of courage, co-ordination, physical fitness, self-discipline, and flexibility in ever changing circumstances. The mixture of physical and mental skills demanded in the Pentathlon has also meant that athletes have been able to compete in as many as three or four Olympic Games. This is because while running and swimming times can be expected to decline with age, experience and skill in the technical disciplines often increase.

Today, both men and women compete in all five events of the Modern Pentathlon in one day, and for sport major upcoming events such as the Paris 2024 Olympic Games, every discipline is held in one stadium allowing a complete spectator experience. A points system for each event is based on a standard performance earning points. The starting order of the last event is determined by time handicaps, meaning that the winner of the competition is the first athlete to cross the finishing line. The Combined Event, running and shooting as one, was introduced as the climax in 2009 and laser shooting was rolled out as a replacement for air pistol shooting over the following two years.

The UIPM now organizes an annual World Championship for senior, junior and youth athletes, as well as a World Cup Series that consists of four events culminating in a World Cup Final. Apart from the one-stadium concept, other innovations include a Fencing





Bonus Round, and Modern Pentathlon as an audience spectacle is now very different to what it was in Coubertin's day. The principles, values and the nature of the sporting challenge, however, remain unchanged and that is what the project dealt with.

Thirdly, there is worldwide concern about education in and through sport, notably focused on sport values promotion. The EU is not immune to such concerns. Indeed, the inclusion of diver partners with multicultural backgrounds in this project ensured that thinking outside the EU was brought to this innovation to better address this concern. Of particular note, there was the attempt to utilise some of the cutting edge thinking that was evident outside the EU. The project activities carried out during and after the period of Olympic and Paralympic Games 2020 in Tokyo that were postponed to 2021 due to coronavirus pandemic, therefore

the project itself genuinely focused also on strategies and documents beyond EU while all activities took place in the countries of the organisations involved in this small collaborative partnership.

This was especially so in terms of understanding culturally responsive strategies on social inclusion through sport values, how holistic movement practices better capture the educative and social value of sport and how indigenous understanding of both sport and wellbeing can lead to joyful uptake of active and healthy lifestyles. The integration of these constructs is vital if EU thinking is to be maximised.

Let us start with very relevant EU document to the project work - Action Plan "Pierre de Coubertin", which was adopted in 2007 and is presented in its complexity in the next pages.

## COMMISSION STAFF WORKING DOCUMENT ACTION PLAN "PIERRE DE COUBERTIN"

### ACTION PLAN "PIERRE DE COUBERTIN"

The White Paper on Sport contains a number of proposed actions to be implemented or supported by the Commission. These actions are brought together in the present Action Plan, named after Pierre de Coubertin. The Action Plan will guide the Commission in its sport-related activities during the coming years while fully taking into account and respecting the principle of subsidiarity and the autonomy of sport organisations.

#### A. The societal role of sport |

##### A.1. Public health and physical activity |

(1) Together with the Member States, develop new physical activity guidelines. (2) Support an EU Health-Enhancing Physical Activity network and, if appropriate, smaller and more focused networks dealing with specific aspects of the topic. (3) Mobilise the 7th Framework Programme for Research and Technological Development (RTD), the EU Public Health Programme, the Youth and Citizenship programmes and the Life-Long Learning (LLL) Programme. |

##### A.2. Fight against doping |

(4) Support partnerships through training courses and networking between training centres for law enforcement officers. (5) Facilitate a coordinated EU approach in the fight against doping, e.g. by supporting a network of national anti-doping organisations. |

##### A.3. Education and training |

(6) Promote participation in educational opportunities through sport under the Lifelong Learning Programme (Comenius, Erasmus, Leonardo da Vinci, Grundtvig). (7) Identify projects for the implementation of the European Qualification Framework (EQF) and the

European Credit System for Vocational Education and Training (ECVET) in the sport sector. (8) Introduce the award of a European label to schools actively supporting physical activities. (9) Complete the analysis of rules requiring that teams include a certain quota of locally trained players. |

#### A.4. Volunteering in sport, active citizenship and non-profit sport organisations |

(10) Together with Member States, identify key challenges for non-profit sport organisations and the main characteristics of services provided by these organisations. (11) Support grassroots sport through the Europe for Citizens Programme. (12) Encourage young people's volunteering in sport through the Youth in Action Programme. (13) Develop the exchange of information and best practice on volunteering in sport. (14) Launch a study on volunteering in sport. |

#### A.5. Social inclusion in and through sport |

(15) Mobilise the Progress, Lifelong Learning, Youth in Action and Europe for Citizens programmes as well as the European Social Fund, the European Regional Development Fund and the European Integration Fund to support actions promoting social inclusion and integration through sport and combating discrimination in sport. (16) In the Action Plan on the European Union Disability Strategy, take into account the importance of sport for disabled people and support Member State actions in this field. (17) In the framework of the Roadmap for Equality between Women and Men 2006-2010, encourage the mainstreaming of gender issues into sports-related activities, with a specific focus on access to sport for immigrant women and women from ethnic minorities, women's access to decision-making positions in sport and media coverage of women in sport. |

#### A.6. Prevention of and fight against racism and violence in sport |

(18) As regards racism and xenophobia, promote dialogue and exchange of best practices in the existing cooperation framework. (19) Promote, in accordance with national and EU rules applicable, the exchange of operational information and practical know-how and experience on the prevention of violent and racist incidents between law enforcement services and with sport organisations. (20) Analyse possibilities for new legal instruments and other EU-wide standards to prevent public disorder at sport events. (21) Promote a multidisciplinary approach to preventing anti-social behaviour, with a special focus given to socio-educational actions such as fan-coaching (long-term work with supporters to develop a positive and non-violent attitude). (22) Strengthen regular and structured cooperation among law enforcement services, sport organisations and other stakeholders. (23) Encourage the use of the following programmes, to contribute to the prevention of and fight against violence and racism in sport: Youth in Action, Europe for Citizens, DAPHNE III, Fundamental Rights and Citizenship and Prevention and Fight against Crime. (24) Organise a high level conference to discuss measures contributing to prevent and fight violence and racism in sport events with stakeholders. |

#### A.7. Sport in the Union's external relations |

(25) Promote the use of sport as a tool in the EU's development policy. (26) Include sport-related issues in policy dialogue and cooperation with partner countries when appropriate. Promote sport as an element of the EU's public diplomacy. (27) Pay particular attention to the sport sector when implementing the recently presented Communication on circular migration and mobility partnerships with third countries. (28) Pay particular attention to the sport sector when elaborating harmonised schemes for the admission of various categories of third country nationals for economic purposes on the basis of the 2005 Policy Plan on Legal Migration. |

#### A.8. Sustainable development |

(29) Encourage the participation of sport stakeholders in the Eco Management Audit Scheme (EMAS), Community Eco-Label Award schemes and green procurement, and promote these schemes during major sport events in cooperation with Member States, sport organisations and organisers. (30) Promote green procurement in the political dialogue with Member States and other concerned parties. (31) Raise awareness, through guidance developed in cooperation with relevant stakeholders (policy makers, SMEs, local



communities), about the need to work together in partnership at the regional level to organise sport events in a sustainable way. (32) Take sport into account in the new Life+ programme. |

## **B. The economic dimension of sport |**

### **B.1. Economic impact of sport |**

(33) Together with Member States, develop a European statistical method for measuring the economic impact of sport. (34) Conduct specific sport-related surveys to provide non-economic information on sport. (35) Launch a study to assess the sport sector's contribution to the Lisbon Agenda. (36) Organise the exchange of best practices concerning the organisation of large sport events. |

### **B.2. Public support for sport |**

(37) Carry out a study on the financing of grassroots sport and sport for all in the Member States from both public and private sources, and on the impact of on-going changes in this area. (38) Defend the possibilities of reduced VAT rates for sport. |

## **C. The organisation of sport |**

### **C.1. Free movement and nationality |**

(39) Combat discrimination based on nationality in all sports through political dialogue, recommendations, structured dialogue with stakeholders and infringement procedures when appropriate. (40) Launch a study on access to individual sport competitions for non-nationals. |

### **C.2. Players' agents |**

(41) Carry out an impact assessment to provide a clear overview of the activities of players' agents in the EU and an evaluation of whether action at EU level is necessary, which will also analyse the different possible options. |

### **C.3. Protection of minors |**

(42) Continue to monitor the implementation of EU legislation, in particular the Directive on the Protection of Young People at Work. (43) Propose to Member States and sport organisations to cooperate on the protection of the moral and physical integrity of young people through the dissemination of information on existing legislation, establishment of minimum standards and exchange of best practices. |

#### C.4. Corruption, money-laundering and other financial crime |

(44) Support public-private partnerships representative of sports interests and anti-corruption authorities, which would identify vulnerabilities to corruption in the sport sector and assist in the development of effective preventive and repressive strategies to counter such corruption. (45) Continue to monitor the implementation of EU anti-money laundering legislation in the Member States with regard to the sport sector. |

#### C.5. Licensing systems |

(46) Establish a dialogue with sport organisations on self-regulatory licensing systems for clubs/teams. (47) Starting with football, organise a conference with UEFA, EPFL, Fifpro, national associations and national leagues on existing licensing systems and best practices in this field. |

#### C.6. Media |

(48) Recommend to sport organisations to pay due attention to the creation and maintenance of solidarity mechanisms for an equitable redistribution of income between clubs and between professional and amateur sport. |

#### D. Follow-up |

##### D.1. Structured dialogue with sport stakeholders |

(49) Provide for a more efficient dialogue structure on sport at EU level, including the organisation of an annual European Sport Forum and thematic discussions with targeted audiences, European sport stakeholders in particular. (50) Promote greater European visibility at sporting events and support the further development of the European Capitals of Sport initiative. |

##### D.2. Cooperation with Member States |

(51) Propose to the Member States to strengthen political cooperation on sport through a reinforced Rolling Agenda, common priorities and regular reporting to EU Sport Ministers. (52) Report on the implementation of the Action Plan through the mechanism of the Rolling Agenda. |

##### D.3. Social dialogue |

(53) Encourage efforts leading to the establishment of European Social Dialogue Committees in the sport sector, and support employers and employees in this respect. |








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IN THE SPIRIT OF PIERRE DE COUBERTIN







CHAPTER  
THREE

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INSPIRATIONAL  
PERSONALITIES

# INSPIRATIONAL PERSONALITIES

# 3

## Ing. Viliam Novák, DrSc.



**Occupation:** scientist and hydrologist at the Institute of Hydrology Slovak Academy of Sciences (IH SAS), Bratislava, Slovakia;

**Born:** Považská Bystrica, 08.14.1942; MS: RNDr. Katarína, PhD.;

**Children:** Ing. Alžbeta 1967, Ing.arch. Jaroslava 1969, Ing. Bronislav, PhD. 1985;

**Education:** 1964 Faculty of Civil Eng., Slovak Technical University Bratislava (STU), 1972 PhD studium, IH SAS, 1992 doctor of Sciences (DrSc) in hydrology, IH SAS;

**Career:** since 1964 Institute of Hydrology SAS Bratislava, scientist, principal scientific officer, member of Presidium of SAS (1998 - 2005), Extenal workplaces: Russia, UK, Germany, USA, Japan. Important achievements: Method of transport coefficients of water and energy in the water unsaturated porous media measurement and evaluation, method of evapotranspiration and its components calculation, infiltration of water into cracked soils – method of calculation, mathematical modeling of water and energy transport in the Soil – Plant – Atmosphere Continuum (SPAC), method of soil water regimen diagnosis in relation to the plant canopies water regimen and biomass production, the role of Earth surfaces properties in actual global changes and methods of their mitigation, external pedagogic activity at Faculty of Civil Eng, STU Bratislava;

**Writings and creative works:** 4 monographs, the most important among them are Evapotranspiration in the soil-plant- atmosphere system (Springer Science + Bussines Media, Doordrecht, 2012), Applied Soil Hydrology,(coauthor), Springer Nature Switzerland, AG (2019); author and coauthor more than 70 scientific papers, 2 patents, cca 900 citations. 1995 - 1998 responsible for the US – Slovak Project Modeling the transport of water and solutions in soils of Zitny Ostrov area, as a result of Gabčíkovo waterwork, 2004 responsible for the Project The influence of the plant canopy structure changes on water regimen in High Tatras, after heavy ravage;

**Awards:** SAS Prize for science popularisation (1985, team member), Pioneer of International cooperation (1988), Honorary Silver Plaque SAS od Dyonyz Stur for achievements in Natural Sciences (1992), SAS Prize for results in research (1999, team member), Prize of academician Dub (2002), Golden medal SAS for merit in science (2012), Plaque of Merit at sixty jubilee of SAS and science (2017); SAS Prize for top level monography (2020).

**Memberships:** International Soc. Soil Sci., IAHR;

**Achievements:** pioneer in application of mathematical models as tools in diagnosis of soil – water regimen.

**Hobby:** sport (long distance running), aviation, Earth global changes, opera, balet;

**Reason of success:** systematics and persistence.

The chapter is devoted to all the enthusiastic people who were behind the scenes of the Erasmus+ project called Run – Swim – Learn! In the Spirit of Pierre de Coubertin. They proved that sport vibrations are contagious and everyone who is in contact with sports actors have no way to escape from active participation.

Project inspirational personalities are introduced through testimonials and vivid pictures, capturing images of their engagement in health enhancing physical activities. On behalf of all those people, an interview was taken with a popular Slovak scientist Viliam Novák who keeps, with his tenacity and strenuous approach, very high sport moral role. During his entire life, he promoted intergenerational aspects of health enhancing physical activities and sport values across sectors and we were pleased that he answered our questions on his life in regards to education in and through sport.



## WHO IS VILIAM NOVÁK?

Viliam Novák, born on 14 August 1942 in Považská Bystrica, Slovakia. Sport achievements: finisher of 119 marathons plus 7 ultramarathons. Personal best in marathon: 2:57:21 at IBUSZ Marathon Budapest in 1998. During 35 years of running, he covered over 73,413 km that is nearly twice around the Globe, in average 2100 km per year and 175 km per month. He participated in five out of six Marathon Majors - NYC Marathon 1997, Chicago La Salle Marathon 2001, Boston Marathon (five times), Real Berlin Marathon 1990, Flora London Marathon, 1999. The most iconic were Sydney Host City Marathon, Australia, 2000 and Athens Classic Marathon 2000. Regarding to Olympic track in Sydney Viliam Novák is the fastest Slovak on this Olympic

track; being the first of three Slovaks runners with his time 3:28 and the Slovak Olympian Robert Štefko was DNF (did not finish) in the Olympic race. This was given as a joke by his son Broňo, who is also a runner, but it is true!

64 marathons were performed abroad, in comparison to the 56 finished in Slovakia; among the most impressive were US Marine Corps Marathon in Washington D.C. 2004, 2009, Paris Marathon 2002 and Košice Peace Marathon, which he likes the best of all (eight times). Moreover, he considers Prague Int. Marathon as a great experience as well. Viliam Novák finished first in the age group at Moscow Int. Marathon 2012 (M70), Regensburg Marathon 2015, Budapest Marathon 2015, Lublin Marathon 2013, Ljubljana Marathon 2012, Copenhagen Marathon 2019. Among the best results in marathons, he considers the first place in Moscow, and the third place in Boston marathon 2018 (M75); notably considering that the Boston marathon is the world oldest





and most iconic one.

In addition, he achieved three times the first place in the age group (2015, 2018, 2019) at the oldest European road race in Bechovice - Prague, which is organised since 1897, similarly to Boston Marathon. Another success is the title of World Vice-Champion in mountain running 2017 and World Champion in mountain running of teams with V. Bašista 2017. In accordance with Viliam Novák, the most important in sport, and running particularly, is its relaxation and regeneration effect leading to good health and improved ability to do our duties. Camaraderie is another significant effect of running that counts the most.

## BACKGROUND INFORMATION

Runners from Železná studnička, a recreational zone of Bratislava, a capital of the Slovak Republic is an informal

gathering of sport enthusiasts coming from different professional environments. It is unique in a Slovak runner's community and their common regular sport workouts, mainly traditional Sunday morning runs, date back to 1985. Many of them are known within the international runner's community thanks to their podium achievements in different age groups.

Typical aspects of their running discussions are passion for multiculturalism, which brings alongside with topics of social inclusion, better understanding of different cultures and various EU sport policies. Their long-term common activities and friendships stems rather from sport values than competitive features.







Social inclusion, respect and mutual understanding are vital elements for intergenerational dimension within this running group and are main issues the project aims to address. Runners' sporting backgrounds are not solely athletics, but include plenty of other sports, such as swimming, orienteering, triathlon, modern pentathlon, shooting, skiing, golf, fencing, horseback riding etc. Friendship and love for running is a common element that binds this heterogeneous group of people. It fully demonstrates a great power of sports and health enhancing physical activities in social inclusion.

Among all those people, it is notably worth mentioning a popular Slovak scientist Viliam Novák who keeps, with his tenacity and strenuous approach, very high sport moral in the group. Despite his age (born in 1942), he is still an active runner, with a rich worldwide marathon history. With more than 120 marathons and ultramarathon, including Boston, New York, London, Berlin, or Paris marathon, he fully deserves a huge admiration for his sports achievements. His ambitions for 2022 include competing internationally in long-distance runs to celebrate his 80th birthday. Thanks to his personality, language skills, general overview and kind approach, the common running gatherings in Železná studnička became a multicultural melting pot, which was often attended by foreign runners and thus spreading this unique spirit abroad.

In order to convey a specific ambiance of this place to a wide audience on grassroot level, challenges the project aims to address are beyond great personalities coming from Železná studnička. Representing different professional environments, such as academic field, science, innovations, civil service, business and corporations, runners from Železná studnička have a huge international potential to widen a recent work of the EU in sport sector beyond traditional sport channels. In order to cover social inclusion issues in its complexity, several additional personalities were addressed to share their sport experiences through their testimonies as well. They complemented social inclusion issues and brought especially synergies of different project aspects.



# INTERVIEW

## FROM THE FOREST



**Questions** Elena Malíková

**Answers** Viliam Novák



Železná studnička, Slovakia, Sunday morning run  
27 February 2022, 7:30 – 8:30 a. m.

### **How and when did you start with sport?**

In Kremnica, where I lived as a child, everyone used to practice cross-country skiing. Naturally, it was also my case. Later on, during my high school age, our PE teacher motivated us to regular physical activities and compete locally. After my first athletics competition, where I finished on the second place on 1 km run, I was completely amazed by the sports world, and it inspires me until now.

### **What happened next? How was your sporting career unfolding?**

Coming to Bratislava for my university's studies, I had a little break in sport activities. Soon I was addressed by my fellow students, who were athletes from orienteering club in Pezinok to join them and that was it. Competing for sport club Lokomotiva Pezinok was amusing, we had a couple of advantages when being affiliated to this orienteering club under the railway's auspices. For instance, we had a possibility to travel free of charge by trains that opened up plenty of new opportunities to widen our horizons. We could not afford such a lifestyle as students, and I was grateful for those years. It was a starting point for me to understand that sport has a wider impact than solely the physical activities themselves.

### **Did you succeed to practice sport when working?**

This would have been possible but having my own family with two small daughters it was a bit tricky to continue seriously in my sports career. Everything changed when our children became a bit older, and



I restarted with regular running in eighties. This time I was amazed by long-distance runs. Firstly, I went to observe a traditional Devin-Bratislava races and decided, considering my sporting shape, to try it myself for the first time in 1981. Since then, I used to run regularly this traditional 12 km race and some years later I was lucky enough to meet there a group of runners, who used to train running at Železná studnička. With them I was again on a good sporting track, which I never left for the next years.

**What were your new challenges that time?**

You know, running in a group is much easier than running alone. Thanks to this running group I ran soon my first marathon in Nové Mesto nad Váhom, which I succeeded to finish in a time around 3 hours 8 minutes. Not bad for a marathon beginner – I said to myself that time. It was in 1987 and my result gave me a taste for improvements in this distance. My next marathon was in Kysuce - not an easy one due to its hilly profile, but I succeeded it with more than 2 minutes better time than during my marathon debut. Those were my marathon beginnings, which comprise now 119 marathons and 7 ultramarathons.

**That is an admirable number! What about half-marathons? How many of them did you run?**

It was a lot, but frankly, I am not aware of the exact number of them. More I remember is the ambience which was always present in such events. Fantastic people, smiles and cheering is what I have associated with all the races I participated in. No matter if they were half marathons, marathons, ultramarathons or whatever else.

**Impressive approach, indeed. Did you participate abroad as well? How did you succeed to collect such a huge number of marathons?**

Sure, actually I have more foreign participation in marathons than in my own country. I ran 64 marathons abroad and 55 on home ground, while not precisely counting the other ultramarathon or half marathon events. My first marathon outside was in Budapest in 1988, the second one in Vienna in 1991 where we celebrated the change of the political regime by this sporting achievement. This was something unthinkable before and opened my desire for new international

marathon challenges. That is how it all started. Slowly, almost invisibly. Never thought of any special collection of marathon participation. I was just always enjoying what I was doing and in total it led to that numbers.

**Talking about sporting achievements, which were the most valuable for you?**

Apart from my marathon times that were often deeply below 3 hours, I consider for the most valuable achievement a fact that sport completely changed my life. It brought a joy, new friendships, knowledge, and many other assets into my everyday routine. I would have never gained all that without sports participation. A good example is this interview and EU sport policies I became aware of thanks to this initiative.

**What are your current challenges and next sporting plans?**

Recently, I ran half marathon during the Bratislava marathon week and consider an iconic one in Rajec, a beautiful place in Slovakia. This is supposed to be in August 2022. Later on, I would like definitely to participate in half marathon in September 2022 in Copenhagen. There are several reasons for that, out of which one is my daughter who currently lives with her family in the capital of Denmark. Copenhagen alongside with Boston belong to my favourite places for running competitions.

**Does your August run in Rajec mean that you want to celebrate your 80th birthday there?**

Sincerely, not really! I am not so much interested in celebrations. The time pass by very fast and I even did not realize that I am almost 80. What I do not like at all is that some organisers point out on my age during competitions. I do not care too much about such attention. I am glad that I am healthy enough that even now I can devote time and energy to my family and hobbies. I hope that it will stay like this for some more years, and I will have plenty of opportunities to enrich my life with running experience.

**Absolutely true! Let me wish you many outstanding sporting results and all the best with your new challenges. Many thanks for your time and interesting talking. It was an amazing experience interviewing you during an active running!**



# OPINIONS ON FEELINGS AFTER SPORT ACTIVITIES

We were asking general public to share with us opinions on feelings after sport activities in February 2022. Here are the answers from the swimming pool in X-bionics in Šamorín and park-forest in Železná studnička.

**A couple weeks ago, I started slowly with a regular training again and now I am a bit sport addicted**

(Petra, 55)

**With swimming, I am rediscovering a magic of early morning**

(Elena, 54)

**Swimming pool early mornings means a lot to me! A new day can start, and I am ready for it.**

(Zuzana, 36)

**Delighted that I overcame again my laziness today and came to the swimming pool**

(Janka, 66)

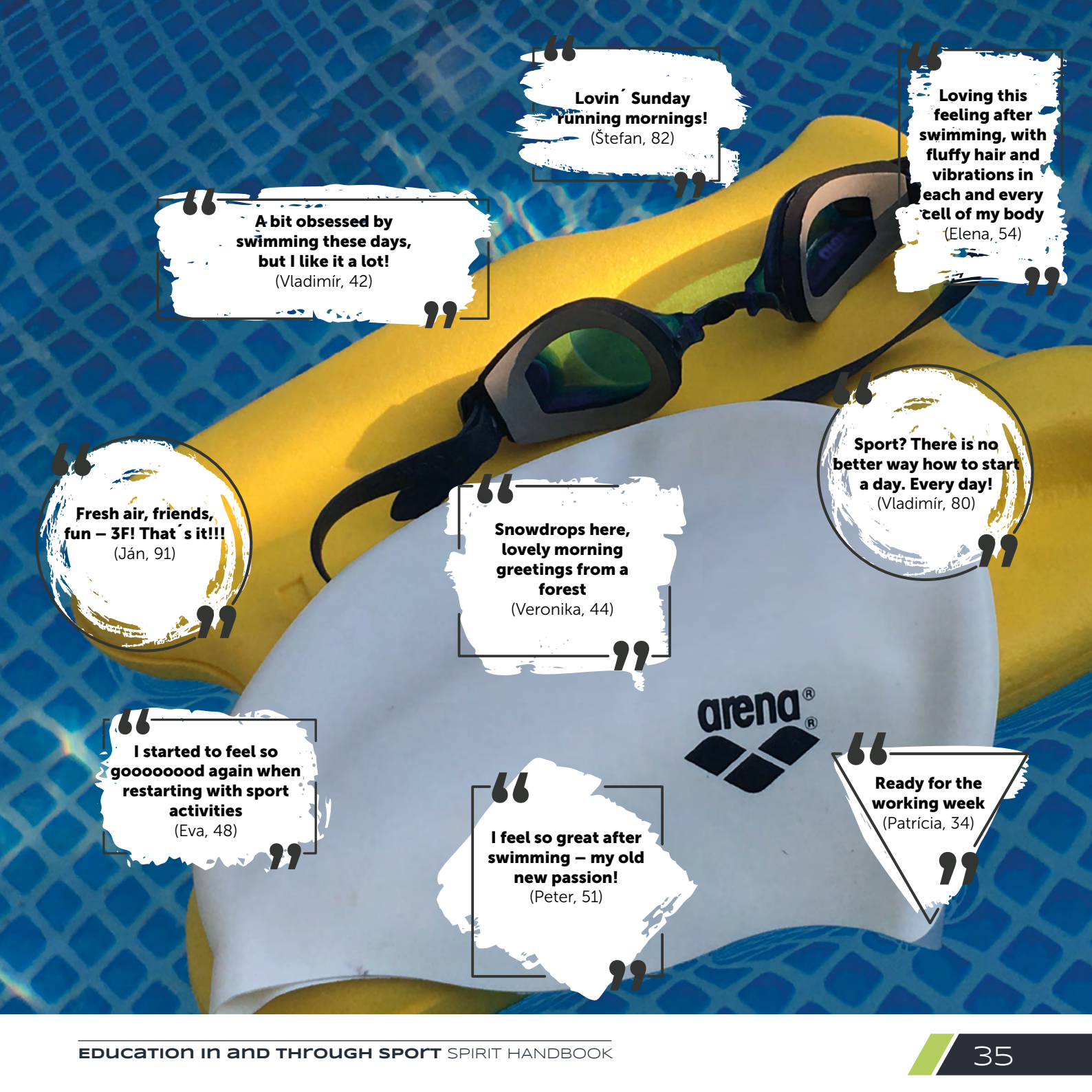
**Simply the best feeling, each and every time I am just happy that I did it again**

(Katarína, 38)

**Very, very nice and pleasant ambience, feeling so good**

(Andrea, 39)





**Lovin' Sunday  
running mornings!**  
(Štefan, 82)

**Loving this  
feeling after  
swimming, with  
fluffy hair and  
vibrations in  
each and every  
cell of my body**  
(Elena, 54)

**A bit obsessed by  
swimming these days,  
but I like it a lot!**  
(Vladimír, 42)

**Fresh air, friends,  
fun – 3F! That's it!!!**  
(Ján, 91)

**Snowdrops here,  
lovely morning  
greetings from a  
forest**  
(Veronika, 44)

**Sport? There is no  
better way how to start  
a day. Every day!**  
(Vladimír, 80)

**I started to feel so  
goooooood again when  
restarting with sport  
activities**  
(Eva, 48)

**I feel so great after  
swimming – my old  
new passion!**  
(Peter, 51)

**Ready for the  
working week**  
(Patrícia, 34)

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# 4

CHAPTER

FOUR



GOOD PRACTICE  
FROM SLOVENIA

# GOOD PRACTICE FROM SLOVENIA

# 4



Zveza športnih društev Črnuče, in short ZŠDČ, is an association of sports societies which are active in Črnuče part of Ljubljana municipality, capital city of Slovenia. The association provides an umbrella organisation for the sports societies offering their programmes to more than 12,000 inhabitants of the area. It is active through the member clubs and as an organizer of the events.

ZŠDČ was founded in the year 2009 when the long-standing need of sports societies in the area to establish an organization which will represent them and provide synergetic effects for the members and the participants of their programmes and events took form.

The societies, member clubs of the association, are active in various sports and disciplines. Their selections are active on the regional and national level in competitive leagues. They also provide an excellent environment for children and

youth to develop their sports and social skills and develop core values of friendship, cooperation, love for sports and movement in nature.

Sports and recreational activities that clubs, members of the association, specifically promote and develop are running, cross-country and trail running, football, volleyball, sailing, judo, karate, and mountaineering/hiking/alpinism. Participants in these programmes are of all ages, from the youngest in sports schools to the veterans actively training and participating at the European championships and senior citizens on their organized hikes and mountaineering trips.

Activities are being held at the facilities belonging to the municipality of Ljubljana, specifically the new multifunctional sports hall, and in nature. As with forests and fields for running events and the lakes for sailing programmes. Societies organize regular events through their league competitions and on a yearly basis. These events include:

- Črnuče spring, a multisport/multiday event with international tournaments in judo, volleyball, football and sailing regatta,
- Cross-country running event each autumn,
- Annual judo academy,
- Annual event 'The Best Athlete of Črnuče' with



acknowledgment of the best athletes and teams and their achievements in various sports and age groups.

Apart from the activities outlined above the ZŠDČ association also gives an opportunity for the individual experts to express their expertise in the fields of sports for all, sport of the youth, sports structures, connected with an ample knowledge of Informational Technology support, specifically aimed at sports.

The work of individual experts of the ZŠDČ brings added value to the genuine activities of this entity. Consequent global synergies with significant stakeholders involve for instance work of experts in the field of Sports and IT with following organizations:

- Sports for all board at the Olympic Committee of Slovenia,
- Rankings Committee at the European table Tennis Association,
- Executive committee of the IASI, International Association for Sports Information,
- SIONet, Sports Information Officers Network of the Council of Europe member states,
- SIOUG, Slovenian Oracle Users Group,
- DSI, Slovenian IT Experts Association.

More precisely, Mr Ervin Lemark, a head of the running section of the ZDŠČ has participated as a member of these organisations at many meetings, seminars, conferences and congresses. He was an active participant at most of them as a speaker, presenter or seminar leader. For example, at the IASI congress in the year 2001 in Lausanne, Switzerland, when the congress was hosted by the International Olympic Committee.

In the last period, he has dedicated his professional career to development of systems for social transfers and support for the scholarships grants and management on a national level. While working with development teams he is pursuing the way of agile management and development encouraging the team members to further their skills through agile mindset and achieve personal growth and safety through values like transparency, trust, respect, efficiency, and team

spirit. Very much alike the values we are all trying to bring to youth involved in sports and education.

From the IT point of view, in the recent years he has been searching for another synergy with the DLT, Distributed Ledger Technology a.k.a. blockchain. The idea being that DLT provides thrustless transparency of the content stored on such a platform, distributed and decentralized transactions, and non-biased governance by dPOS, distributed Proof Of Stake. In short, an ideal platform for distributed, community governed, censorship and deletion resistant content of any kind, including the field of sports and education.



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IN THE SPIRIT OF PIERRE DE COUBERTIN



# 5

CHAPTER  
FIVE

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**GOOD PRACTICE  
FROM FINLAND**



# GOOD PRACTICE FROM FINLAND

# 5

Liikkukaa!  
– Sports For All is a national umbrella organization with 80 member organizations in different parts of Finland directly involving about

15 000 people. Liikkukaa! – Sports For All aim is to promote social cohesion, mental and physical health and respect for diversity through sports and leisure activities.

The member organisations are migrant sports initiatives and traditional sports clubs focused on the inclusion of immigrants as well as socially or culturally oriented organizations. The European Commission assumes that approximately ten million people act as volunteers in more than 700,000 sports clubs. The Eurobarometer “Sport and Physical Activity” shows major differences between the different member countries: A comparatively large proportion of respondents from Finland (18%), Austria (15%) and Ireland (14%) state that they serve as volunteers to support sporting activities, whereas respondents from Portugal (2%) and Italy (3%) rarely do so (European

Commission 2010, 64ff.). Those volunteers need and deserve resources. Liikkukaa - Sports For All is aiming to provide information, training and network to them. The organisation was founded 2001. Since then Liikkukaa – Sports For All has organized significant sport and culture events and actively participated in seminars and work shops both as organizer and expert. Liikkukaa´s network consist of both national and international partners. Besides increasing membership and developing services, Liikkukaa´s intention is to extend the national and international network and further deepen cooperation with them.



Liikkukaa has wide experience in the challenges and benefits presented by immigration and diversity. Through network of members and partners the organisation maintains a strong connection to the grassroot work in Finland.

Liikkukaa! – Sports For all has participated in seven different Erasmus+ Sports projects as partner since 2009 and in different Youth in Action activities. The organisation has run several national projects for the ministry of education and the ministry of the economics and employment in Finland. Liikkukaa – Sports For All is also a member of the Finnish Olympic Committee.

Member organizations of Liikkukaa! – Sports For all mirror the diversity of the field, ranging from circus to traditional sports clubs. Liikkukaa! – Sports For All members provide activities for families recently located to Finland. Including people in challenged, disadvantaged and vulnerable position.

The member organisations are migrant sports initiatives and traditional sports clubs focused on the inclusion of immigrants as well as socially or culturally oriented organizations.







## WHY YOU NEED TO LEARN QUICKLY ABOUT DIVERSITY BEFORE BEING A SPORTS manager

### Diversity is a winner

Have you noticed how the truly diverse teams have been winning most of the trophies this year? And how the ticket sales have done well in those clubs who cater a safe environment for many different kinds of fans?

FC Liverpool, who's mens football team has just won the European Champions League and who's head coach, Jürgen Klopp, has taken a clear and very public stand against racism might serve as an example:



*"Those people (racists) should not be a part of football, because football is an example for how different kinds of people can work together brilliantly. (...) Racists should be banned from the stadiums for life." - Jürgen Klopp*

### What is 'true' diversity?

'Truly diverse', what is meant by that? It means, not any

grouping within the team being dominant. Here it is important to understand that within a heterogeneous team, a group made up by a third of its members, is perceived as dominant. This perceived or real dominance will challenge other team members sense of belonging and equality and thus their motivation. They might feel excluded from information which is only shared within the dominant group. So at least here, those sports managers who say that sports is a mere mirror of society are actually right, even though this theory is otherwise used far too often as an easy excuse when things within sports have gone wrong.



### Failures are expensive

Actually, it is amazing, how in a field as international and diverse as sports, crucial mistakes in those areas are being made by otherwise experienced sports leaders again and again. For example almost every football fan around the world still remembers the historical disaster of the German mens team during the World Championship in Russia 2018, being send home with only three points after the first



round. The teams spirit was off balance when the federations and managements leadership had failed to swiftly handle a crisis concerning international political and racist aspects around its creative mid-fielder Meztut Özil. They could have seen this crisis



coming two years earlier, when similar attacks on their players had been made during the European Championships in 2016, involving star defender Jerome Boateng.

Meanwhile US Soccer is facing a crisis, involving sponsor relations turning sour, over the unequal pay for their women compared to the far less successful mens team.



*Actually, it is amazing, how in a field as international and diverse as sports, crucial mistakes in those areas are being made by otherwise experienced sports leaders again and again*

### **Is sports a mirror of society?**

Sports is an amazing world, also because despite being an international business, its biggest tournaments and competitions are played out between the federations of national states. In this sports is everything else than a mirror of society, since trade, business and communications have since long developed as international enterprises. Maybe sports is an important promotor of national identity, after all? Is there a need for that, maybe as a substitute for international warfare? And how can racism be avoided and diversity embraced in this framework?

### **There is a lot to learn!**

Obviously there is a need to discuss and learn in the sports world. At the same time the rest of us can learn a lot from the experiences within sports and maybe can look at sports as a testing field.



By the way, the President of the German Football Federation was forced to resign soon after the 2018 World Championship. He made another mistake in the international sports arena by accepting an expensive gift by a foreign business man. This was the one mistake too much.

### **Prepare yourself**

There is a lot to learn in matters concerning intercultural communications, diversity management international business within sports and from sports. To help with that Nordic Diversity Trainers have developed the course "Intercultural Communications for Sports Managers". Its based on long term experience within sports and includes an interview with Champions League winner and 2x African Player of the year, Cynthia Uwak.

**CHECK OUT THE COURSE  
HERE, IT COMES WITH  
A FULL MONEY BACK  
GUARANTEE:**



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IN THE SPIRIT OF PIERRE DE COUBERTIN



A large, stylized number '6' in a dark grey color, serving as a background for the chapter title.

CHAPTER  
SIX

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**GOOD PRACTICE  
FROM SLOVAKIA**



# GOOD PRACTICE FROM SLOVAKIA

6



## **COUBERTIN academy - SOCIAL INCLUSION THROUGH SPORT VALUES**

A transnational project entitled Coubertin Academy - Social Inclusion through Sport Values took place for two years and a half, starting from 1 January 2020 and ending on 30 June 2022. 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 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 (2017) 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 (2017) 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 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 European Commission supported the project thanks to Erasmus+ Programme and the Slovak Republic became a project coordinator.

Good practice from Slovakia presented during the transnational project meetings 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.

## IVAN LUKNÁR TROPHY

Sports and knowledge competition organized in a framework of a transnational project Coubertin Academy - Social Inclusion through Sport Values focuses on 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. The overall winner of the sports-knowledge competition organized as part of the project receives Sport Values Award. In addition, the best representative from Gymnázium Pierra





de Coubertina in Piešťany is awarded Ivan Luknár Trophy, in memory of whom the transnational project Coubertin Academy – Social Inclusion through Sport Values was dedicated.

The first winner ever, who won Ivan Luknár Trophy for the sport and knowledge competition was Emma Miháliková ahead of Rebeka Buková and Elisa Biscontini.

## **SLOVAK - JAPANESE PARTNERSHIPS IN THE FIELD OF EDUCATION IN AND THROUGH SPORT**

Slovak – Japanese partnerships in the field of education in and through sport started with a Sakura challenge, which represented 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 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. The project, co-financed by the European Union through the Erasmus + program, aimed 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 were 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 sport and educational institutions. 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 was 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 was 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/>



QR code opens FB page VALUES



## 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 Ráčz, 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. Youth Forums of Pierre de Coubertin Schools  
Youth Forums of Pierre de Coubertin Schools organised every two years 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. In addition, 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.







RUN•SWIM•LEARN!

IN THE SPIRIT OF PIERRE DE COUBERTIN







CHAPTER  
seven

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EU ADDED  
value

# EU ADDED value

7



Information provided in previous chapters were an illustration of practical mechanism of numerous significant EU documents, which were developed by the Member States of the European Union in the recent years. Hereby we would like to introduce you the most relevant of them for the project outcomes, that was dealing with maximising

the role of grassroots sport in developing transversal skills, especially among young people. It was approved by the EU sport ministers in 2015 under the Latvian Presidency of the Council of the European Union. Therefore let's start this chapter with presentation of this significant EU document.

# Council conclusions on maximising the role of grassroots sport in developing transversal skills, especially among young people

(2015/C 172/03)

THE COUNCIL OF THE EUROPEAN UNION AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES, MEETING WITHIN THE COUNCIL,

RECALLING THE POLITICAL BACKGROUND TO THIS ISSUE, AS SET OUT IN THE ANNEX, AND IN PARTICULAR THE FOLLOWING:

1. The Europe 2020 Strategy and its flagship initiatives, which emphasise the need to equip young people with the necessary skills and competences and to address the high levels of youth unemployment in Europe, as well as the Synthesis report of the Europe 2020 Strategy mid-term review (1), which lists among its key outcomes the sport sector's valuable role as an instrument of social cohesion and inclusion.
2. The European Union Work Plan for Sport for 2014-2017 (2), which highlights the important contribution of sport to the overall goals of the Europe 2020 strategy, given the sector's strong potential to contribute to smart, sustainable and inclusive growth. One of the three Work Plan's priorities — 'Sport and Society' — highlights the links of sport to employment, education and training.
3. The Council Resolution of 20 July 2006 on the recognition of the value of non-formal and informal learning within the European youth field (3) emphasises that non-formal and informal learning can enable young people to acquire additional knowledge, skills and competences and contribute to their personal development, social inclusion and active citizenship, thereby improving their employment prospects; and that greater recognition of these should be given due consideration by employers, formal education and civil society in general.
4. The Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (4), which identifies opportunities and mechanisms that enable knowledge, skills and competences acquired through non-formal and informal learning to play an important role in enhancing employability and mobility, as well as increasing motivation for lifelong learning.

## ACKNOWLEDGE THAT:

5. Participation in grassroots sport (5), while first and foremost a physical leisure activity, also brings additional added-value with regard to a healthier and generally more inclusive and sustainable society in Europe. It may develop positive social attitudes and values, as well as individuals' skills and competences, including transversal skills (6) such as the ability to think critically, take initiatives, problem solve and work collaboratively (7).
6. There is a need to respond to the increasing requirements of an advanced knowledge-based economy, especially with regard to transversal skills development and the ability to efficiently apply such skills across various sectors; at a time of quickly changing demands in the labour market, employers highly value transversal skills, yet often indicate that new recruits are lacking such skills.

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(1) Doc. 16559/14.

(2) OJ C 183, 14.6.2014, p. 12.

(3) OJ C 168, 20.7.2006, p. 1.

(4) OJ C 398, 22.12.2012, p. 1.

(5) 'Grassroots sport' means organised sport practised at local level by amateur sportspeople, and sport for all. Source: Regulation (EU) No 1288/2013 of the European Parliament and of the Council (OJ L 347, 20.12.2013, p. 50).

(6) Various agencies and organisations have given different labels to these skills, ranging from 'key competencies' to 'soft skills', 'transferable skills' or 'essential skills', 'core work skills' or 'core skills for employability'. According to European Lifelong Guidance Policy Network's Glossary transversal skills are relevant to jobs and occupations other than the ones they currently have or have recently had. These skills may also have been acquired through non-work or leisure activities or through participation in education or training. More generally, these are skills, which have been learned in one context or to master a special situation/problem and can be transferred to another context.

(7) COM(2012) 669 final.



7. With regard to the contribution of sport to transversal skills development, there is untapped potential, especially for young people, since skills gained via non-formal (1) and informal learning (2) are valuable for personal and professional development, including on the labour market and in lifelong learning (3).
8. With regard to recognition of the value of transversal skills gained through non-formal and informal learning via grassroots sports, the first steps are awareness raising and visibility primarily among participants themselves, parents, volunteers and staff, but also society at large, including employers.

UNDERLINE THAT:

9. Sport makes a contribution to the Union's strategic objectives of growth, jobs and social cohesion, including the urgent challenges that Europe is currently facing such as the persistently high youth unemployment rates (4) in Europe. In order for sport to further develop its full potential in this regard, it is important to work towards a cross-sectoral approach involving other policy areas such as education and training, youth and employment, social affairs and public health.
10. Non-traditional sports (5) are often particularly appealing to young people, including those with fewer opportunities, and the possibilities which these offer could be further explored.
11. Competent staff, including volunteers, in grassroots sport are essential for raising awareness, unlocking the added value and benefits that it can offer with regard to the development of transversal skills.

IN THIS CONTEXT INVITE THE EU MEMBER STATES, WITH DUE REGARD FOR SUBSIDIARITY, TO:

12. Create more awareness among stakeholders in grassroots sport, in society and among employers that transversal skills gained through participation in grassroots sport have personal, social and economic added value that can be used in other sectors.
13. Cooperate and exchange good practice with other relevant sectors and among EU Member States on the positive benefits of skills gained outside formal education via non-formal and informal learning in the grassroots sport.
14. Encourage the development of knowledge, skills and competences of competent staff, including volunteers, in grassroots sport with a view to enhancing social and educational values, as well as transversal skills, through grassroots sport.
15. Encourage innovative partnerships between formal and non-formal learning providers, as well as across the youth and sports sectors, in order to develop learning approaches that could be suitable in the grassroots sport sector.
16. Promote self-assessment of skills, especially among young people, that includes transversal skills gained via grassroots sport, as well as the use of the most common skills passes and CV templates, especially Europass.
17. Make use of existing arrangements aimed at enabling validation of skills and experiences gained in non-formal and informal learning in sports.
18. Further improve the overall participation in grassroots sport of young people, including those with fewer opportunities, at national and local level, and exploit the positive potential of non-traditional sports in this regard.

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 (1) Definition: 'non-formal learning' means learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present (e.g. a student-teacher relationship), but which is not part of the formal education and training system. Source: OJ L 347, 20.12.2013, p. 50

(2) Definition: 'informal learning' means learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective. Source: OJ L 347, 20.12.2013, p. 50

(3) Evidence suggests that when it comes to obtaining skills outside formal education, 52 % of Europeans assess that it is possible to learn skills that can be later used in other sectors (e.g. problem solving, working with others etc.). Source: Special Eurobarometer 417 (2014) 'European area of skills and qualifications', p. 12.

(4) Over 5 million young people (under 25) were unemployed in the EU-28 area in the second quarter of 2014. This represents an unemployment rate of 21,7 %, while NEET (young people not in education, employment or training) rate was 13 %. Source: Eurostat

(5) New emerging forms of sports attractive to young people, for example – street soccer, urban gymnastics and parkour, skateboarding/longboarding, stunt blading, streetball and urban street dance.

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

19. Promote the value of transversal skills acquired through grassroots sports by learners so that they can be used effectively across sectors for the purposes of employment, learning mobility or lifelong learning.
20. Recognise and integrate the positive outcomes of transversal skills developed through the grassroots sports sector in national and European policies and in strategies concerning sport, youth, social affairs, health, education and employment.
21. Recognise and support contributions made by grassroots sport organisations in providing non-formal learning opportunities.
22. Explore the potential for cooperation with the youth sector, especially with regard to:
  - a. the application of non-formal learning methods and tools in the sports sector;
  - b. the use of sporting activities in non-formal learning methods in the youth sector;
  - c. encouraging more European Voluntary Service funded projects involving young volunteers from non-profit organisations in the sports sector;
  - d. using sporting activities as a social inclusion and outreach tool, including with regard to its contribution to implementing the Youth Guarantee in Europe.
23. Encourage initiatives, where appropriate, including under the European Week of Sport, on the educational value of sport, as well as that of enhancing socially inclusive communities.
24. Cooperate to raise standards in training and coaching and in the education of trainers and coaches as well as volunteers by facilitating the exchange of information and experience between policy-makers and sport stakeholders;
25. Encourage sport volunteering and raising awareness on the value of volunteering in sport, in particular in acquiring transversal skills, recognising volunteering as an important form of non-formal learning and reinforcing national and cross-border mobility of young volunteers.
26. Encourage effective use of EU funding instruments such as the Erasmus+ programme as an opportunity for developing transversal skills, especially among young people, to also enhance social inclusion, active citizenship as well as increased participation in grassroots sport.
27. Make use of the follow-up process of the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning to address the issue of transversal skills acquired through sports.

INVITE THE EUROPEAN COMMISSION TO:

28. Carry out a study on the contribution of sport to the employability of young people in the context of the Europe 2020 Strategy, including aspects of transversal skills gained through participation in grassroots sports.
29. Mainstream the sports dimension in existing skills policy discussions and events, in order to raise awareness and explore more concrete ways of acquiring transversal skills in and through sports.
30. Continue, including within the mandate of the Expert Groups established by the EU Work Plan for Sport, the collection of data, best practice and the analysis of the social and economic importance of sport and of how grassroots sport contributes to areas such as employment, education and training, including a focus on personal and transversal skills development.
31. Facilitate the exchange of information and good practice, effective peer learning and networking among Member States especially with regard to developing more accessible, attractive and diversified grassroots sport, in particular for young people.

INVITE THE SPORTS MOVEMENT TO CONSIDER:

32. Creating awareness, especially among young people and their parents, that skills gained in and through sport can have a special value that can be used in other sectors.
33. Investing in competent staff that are using the most up-to-date methods in their work allowing them to fully benefit from the additional values that sport is able to deliver, including those of skills acquisition.

34. Raising awareness among staff in sport of the positive benefits of transversal skills acquired in sporting activities via non-formal and informal learning and the overall social and economic added value of grassroots sport.
35. Exploring the potential for cooperation and the exchange of good practice with youth organisations, especially as regards the application of non-formal learning methods and tools to the sports sector.
36. Exchanging best practice on how to foster and diversify the grassroots sports movement, and exchanging good practice with regard to developing new types of grassroots sport, e.g. non-traditional sports.

## ANNEX

### RECALLING THE POLITICAL BACKGROUND OF THIS ISSUE

1. The Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (1) where social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). The core skills of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres.
2. The European Guidelines for validating non-formal and informal learning (2) highlight that validating non-formal and informal learning is increasingly seen as a way of improving lifelong and lifewide learning. More European countries are emphasising the importance of making visible and valuing learning that takes place outside formal education and training institutions, for example at work, in leisure time activities and at home.
3. The Council Conclusions of 18 November 2010 on the role of sport as a source of and a driver for active social inclusion (3) highlight that access to and participation in diverse aspects of sport is important for personal development, an individual's sense of identity and belonging, physical and mental wellbeing, empowerment, social competences and networks, intercultural communication and employability.
4. The Council Conclusions of 29 November 2011 on the role of voluntary activities in sport in promoting active citizenship (4) emphasise the need to promote voluntary activities in sport as an important tool for raising competences and skills, also in a form of non-formal and informal learning.
5. The Council conclusions of 15 February 2013 on investing in education and training – a response to Rethinking Education: Investing in skills for better socio-economic outcomes and the 2013 Annual Growth Survey (5), invites Member States to introduce measures to develop transversal skills and competences as described in the 2006 Recommendation on key competences for lifelong learning.6.The Council Conclusions of 26 November 2013 on the contribution of sport to the EU economy, and in particular to addressing youth unemployment and social inclusion (6), recognise that through engagement in sport, young people attain specific personal and professional skills and competences which enhance employability. These include learning to learn, social and civic competences, leadership, communication, teamwork, discipline, creativity, entrepreneurship.

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 (1)OJ L 394, 30.12.2006, p. 10.

(2) European Guidelines for Validating Non-formal and Informal Learning. Cedefop (2009).

(3)OJ C 326, 3.12.2010, p. 5.

(4)OJ C 372, 20.12.2011, p. 24.

(5)OJ C 64, 5.3.2013, p. 5.

(6)OJ C 32, 4.2.2014, p. 2.



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Activities and overview of good practices in participating countries brought a strong cross-cultural dimension. The project outcomes 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 were 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 address, confront and materialise 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. Practical dimension on this area were opinions on feelings after sport activities and testimonials of

inspirational personalities.

Recent studies indicated that the construct of joy can be both from individual sense making embodiment and through institutionalisation endeavours. We were mindful that both these were needed to become specific outcomes. And both, along with the promotion of wellbeing were added value to the 'population happiness index' that UNESCO promotes. Finally, the coordinator and the partners had a rich experience and strong belief that such synergies and added value were the way forward in development of sport policies, joyful populations and community wellbeing. Relevant to the project objectives was also a fact, that the involved entities closely cooperated with the EU third countries, that might had a huge impact on the EU added value. We believe that it brought an essential added value to the project and allowed to widespread project activities beyond borders of the European Union.

We recalled on 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. The point 5 of this Communication concerns cooperation with third countries and international organisations. More particular, the Lisbon Treaty calls on the Union and the Member State to foster cooperation with third countries and the competent international organisations in the field of sport.

Detailed information about practical examples of such a cooperation on two major events of the Slovak Presidency of the Council of the European Union 2016 - EU sport directors meeting and international conference on education in and through sport were described in its all complexity in previous parts. It can be just emphasized again that the Member States of the EU dealt with a topic of education in and through sport already during the Latvian Presidency of the Council of the European Union 2015 when approving the Council conclusions on maximising the role of grassroots sport in developing transversal skills, especially

among young people.

The Slovak Presidency of the Council of the European Union 2016 discussed topic of education in and through sport from a perspective of impact of sport on personal development. High-level discussions during the Slovak presidency focused on various range of educative and social benefits and outcomes of sports involvement. 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 the informal meeting of EU directors of sport.

A particular focus was given to the situation in EU third countries; therefore, the invited key speakers were mostly outside the EU such as Professor Ian Culpan, Director





of Olympic Studies Centre in New Zealand, Giovanni Di Cola, ILO specialist, Switzerland, Ivar Sisniega, former sports minister of Mexico and vice-president of the International Union of Modern Pentathlon (UIPM), etc. It was agreed that this issue should be seen in a complexity of physical, health, social, psychological, ethical and spiritual benefits which sport can have on personal and collective development, and this is what the proposed application is going to deal with in terms of EU added value.

In order to discuss an issue of impact of sport on personal and collective development, the Slovak Presidency focused a policy debate of EU sports ministers during the Council meeting in Brussels on psychological and social outcomes of sport. EU ministers shared best practices on educational programmes regarding personal and professional development of sports people in their countries and tackled the question of better development of social skills through sport that are relevant to democratic society. The debate conclusions addressed notably social and emotional benefits of sports participation that count nowadays. Relevant outcomes must be in this regard intentionally promoted and better supported. This requires a strategy that is more holistic and not limited to a single winning focus which is the common, dominant, inadequate, and misleading measure of sport success.

Instead, this project focused on developing a more holistic approach to sport that attempted to capture its educative and social value with a particular emphasis on establishing the links between sport practice, skill development, joyfulness and wellbeing.

As already mentioned before, this project is a follow up of activities that aligned with cutting edge thinking, established literature sources, and the base of genuine and adequate needs analysis. With this proposed application, the objectives, and activities of all the participating organisations and target groups were taken into the consideration. EU added value was visible throughout the whole lifetime of the project as well as during sustainability activities. For

instance, summary of the meeting outcomes was disseminated through press release where project objectives, activities, conclusions, together with European values and European policies in the field of sport were promoted. The same concerned the main outcome of the project that was linked to a creation of an online platform, more precisely a performance portal named "Run – Swim – Learn! In the Spirit of Pierre de Coubertin".





RUN•SWIM•LEARN!

IN THE SPIRIT OF PIERRE DE COUBERTIN





CHAPTER

EIGHT



EU  
VISIBILITY

# EU VISIBILITY

8

The project 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. Therefore, to conclude this handbook, we would like to present you a significant document adopted in 2020 – the current European Union Work Plan on Sport in its complexity.





# **| 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 January 2021-30 June 2024)**

(2020/C 419/01)

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

1. RECALLING Article 6 of the Treaty on the Functioning of the European Union, according to which sport is an area where action at EU level should support, coordinate and supplement the actions of Member States.
2. RECALLING that 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(1).
3. RECALLING that the Union action shall be aimed at developing the European dimension of 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(2).
4. RECOGNISING that sport could contribute to achieve the overall political priorities of the EU, and in particular the goals of various other policy areas such as education, health, youth, social affairs, inclusion, equality, gender equality, urban and rural development, transportation, environment, tourism, employment, innovation, sustainability, digitalisation and economy; and that those policy areas could support the promotion of sport based on cross-sectoral cooperation.
5. UNDERSCORING that, in accordance with the United Nations 2030 Agenda for Sustainable Development, sport is also an important enabler of sustainable development(3) and therefore can help to achieve the Sustainable Development Goals (SDGs).
6. RECALLING the Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the European Union Work Plans for Sport 2011-2014(4), 2014-2017(5) and 2017-2020(6).
7. WELCOMING the outcomes of the implementation of the EU Work Plan for Sport 2017-2020, as well as the Commission Report on its implementation and relevance(7).
8. ACKNOWLEDGING the need for appropriate cooperation with the sport movement and other relevant stakeholders and with competent international governmental and non-governmental organisations, including the Council of Europe, the World Health Organisation (WHO), the United Nations Office on Drugs and Crime (UNODC), the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the World Anti-Doping Agency (WADA).

ESTABLISH A EUROPEAN UNION WORK PLAN FOR SPORT FOR THE PERIOD FROM 1 JANUARY 2021 TO 30 JUNE 2024:

9. The GUIDING OBJECTIVES of this European Union Work Plan for Sport (hereinafter, the EU Work Plan) are to:
  - Strengthen an integrity- and values-based sport in the EU.
  - Strengthen the recovery and the crisis resilience of the sport sector during and in the aftermath of the COVID-19 pandemic.
  - Support a sustainable and evidence-based sports policy.
  - Increase participation in sport and health-enhancing physical activity in order to promote an active and environment-friendly lifestyle, social cohesion and active citizenship.
  - Ensure, through cross-sectoral cooperation, the awareness of other EU policy domains of the important contribution that sport can make to Europe's socially and environmentally sustainable growth, digitalisation as well as recovery from the COVID-19 pandemic and future resilience, as well as to achieve the SDGs.
  - Strengthen the international dimension of EU sport policy, especially through exchanges and collaboration with governments and stakeholders outside the EU.
  - Provide a follow-up to the previous three EU Work Plans for Sport and to other sport-related EU documents, such as Council conclusions and resolutions.
  - Continue the exchange of knowledge and experience between the EU Member States and the Commission.
  - Intensify the dialogue and cooperation at EU level with the sport movement and other relevant stakeholders and institutions, both within and outside the field of sport and physical activity.

- Support as appropriate the implementation of the Sport Chapter of the Erasmus+ Programme.
10. The EU Work Plan deals with the following priority areas:
- Protect integrity and values in sport;
  - Socio-economic and environmental dimensions of sport;
  - Promotion of participation in sport and health-enhancing physical activity. The concrete key topics, themes, goals, working formats, possible outcomes, target dates and responsibilities are set out and explained in Annexes I and II to this document.
11. This EU Work Plan is a flexible instrument. Subsequent changes or amendments may become necessary to respond in a timely manner to upcoming or unexpected developments and pressing issues in the field of sport and physical activity, while taking into account the priorities of the future presidencies of the Council.

INVITE THE MEMBER STATES TO:

12. Engage in the implementation of this EU Work Plan and where appropriate contribute with their expertise and experience to the various working formats.
13. Consider taking into account the knowledge and outcomes achieved in the implementation of this EU Work Plan when developing sport or other relevant policies at national and sub-national level, while respecting the principle of subsidiarity and the autonomy of sport.
14. Inform, and where appropriate consult, the national sport movement and other relevant stakeholders on the implementation of this EU Work Plan and disseminate the knowledge and outcomes, in order to facilitate the practical relevance and visibility of the activities.

INVITE THE PRESIDENCIES OF THE COUNCIL TO

15. Take into account this EU Work Plan when developing their programme and build upon the outcomes already achieved.
16. Consider organising meetings at working level with relevant representatives of the sport movement and other sport stakeholders inter alia to exchange information on the implementation of this EU Work Plan, to explore mutual ambitions and to provide information about the planned priorities of the incoming Council presidencies(8).
17. At the end of the term covered by the present resolution, and on the basis of a report to be prepared by the Commission, propose a new draft EU Work Plan for the next period, if appropriate.

INVITE THE COMMISSION TO:

18. Engage, together with the Member States, the sport movement and other relevant stakeholders, in implementing this EU Work Plan and support the Member States with its expertise and experience from all relevant policy sectors, in accordance with Annexes I and II to this Resolution.
19. Contribute to evidence based policies in the EU and its Member states in particular through studies and surveys.
20. Continue informing the Member States, the sport movement and other relevant stakeholders about ongoing and planned initiatives and funding opportunities in the area of sport as well as in other EU policy areas relevant to sport and, where appropriate, consult member states in advance, through the relevant Council preparatory bodies and channels(9), on implementing specific EU Work Plan initiatives.
21. Promote the mainstreaming of sport and physical activity in other EU policy areas.
22. Disseminate the knowledge and the outcomes achieved in the implementation of this EU Work Plan in order to ensure the practical relevance and visibility of the activities.
23. Consider providing an online platform to store and exchange reports, best practices or relevant documents to facilitate information sharing between Member States.
24. Submit, during the second half of 2023 and on the basis of voluntary contributions from Member States, a report on the implementation and relevance of this EU Work Plan. This report will be the basis for the preparation of a possible successor EU Work Plan during the first half of 2024.

INVITE THE SPORT MOVEMENT AND OTHER RELEVANT STAKEHOLDERS TO:

25. Engage with the Member States and the Commission in the implementation of this EU Work Plan, and contribute with their expertise and experience to the various working formats.

Consider disseminating the knowledge and outcomes achieved in the implementation of this EU Work Plan, and taking them into account in their own activities.

- 
- (1) See Article 165 (1) second sub-paragraph on the Treaty on the Functioning of the European Union (TFEU).
  - (2) See Article 165 (2) TFEU.
  - (3) [https://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E), see paragraph 37.
  - (4) OJ C 162, 1.6.2011, p. 1.
  - (5) OJ C 183, 14.6.2014, p. 12.
  - (6) OJ C 189, 15.6.2017, p. 5.
  - (7) Doc. 9469/20 + ADD 1.
  - (8) This meeting could for example take place in the margins of the annual EU Sport Forum. On the EU side, participants in this meeting could be the representatives of the current Trio Presidency, the incoming Trio Presidency and the Commission.
  - (9) In particular, the Council Working Party on Sport.

## **ANNEX II**

### **Principles related to the working formats and reporting**

1. The EU Work Plan for Sport will be implemented in particular through expert groups, groups of interested Member States (i.e. for Peer-learning activities), cluster meetings, Council conclusions, conferences and studies.
2. Expert groups are designed for broader participation from the Member States, with the involvement of the sport movement and other relevant stakeholders on EU level. Participation is open to all Member States at any time. Member States might consider (also) appointing, in appropriate cases, representatives of their national sports movement to an expert group. Expert groups are chaired by the Commission in accordance with the provisions of decision C(2016) 3301(1). When selecting representatives from the sports movement and other stakeholders in sport, the Commission is asked to take into account not least the relevance of the institution concerned and the topic-related expertise of specifically appointed representatives.
3. Groups of interested Member States will be organised by one or several Member States, inter alia, in order to exchange information on specific topics and issues in greater detail. Participation in groups of interested Member States is open to all Member States. Representatives of the sports movement or other relevant stakeholders might also be involved. Member States are also free to form groups of interested Member States on topics that are not listed in Annex I. Groups of interested Member States may, if they deem it necessary, define their own working procedures and structures, in the light of their specific needs and outcomes. The Commission shall be associated with the work of these groups and, if the budgetary conditions are met, the Commission may provide financial support for the work of the groups of interested Member States (as a peer learning activity).
4. Cluster meetings are organised by the Commission on a specific theme to present the work and results of relevant projects funded through the Erasmus+ Sport Chapter or other EU funding programmes.
5. The participation of Member States in the implementation of the Work Plan is voluntary.
6. Meetings of expert groups, groups of interested Member States, conferences and cluster meetings may also take place in virtual form in appropriate cases.
7. The Commission will report to the Working Party on Sport on the progress of work in the expert groups and on conferences/cluster meetings/studies, and will present the respective outputs. The Council presidencies will do the same with regard to the events they organise. Groups of interested Member States may nominate representatives to do likewise.
8. The agendas and reports of all groups will be available to all Member States, irrespective of their degree of participation in a given area. The outputs of the groups will be published and disseminated at EU and national level through the appropriate channels.

- 
- (1) Commission Decision of 30.5.2016 establishing horizontal rules on the creation and operation of Commission expert groups (C (2016) 3301 final): <https://ec.europa.eu/transparency/regdoc/rep/3/2016/EN/3-2016-3301-EN-F1-1.PDF>



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CHAPTER

nine



PROFILES  
OF AUTHORS

# ervin LEMARK

SLOVENIA



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Ervin Lemark, representing Association of sports societies Črnuče is one of the most significant experts of ZŠDČ. In his professional career as an IT expert in the field of sports, he was active, for example, at the University of Ljubljana, Faculty of Sports, and at the Slovenian Sports Office. Throughout his work he has been pursuing the synergy between sports and IT. The products which were spawned out of his efforts, were first national level calendars of sports programmes and sports events in Slovenia. While working at the Slovenian Sports Office he established a platform for the internet presence of sports societies and federations. He also managed the websites for sports for all participation and helped establish the system for top sports at the Olympic Committee of Slovenia.

Ervin Lemark was or is a member of the following organizations during his work in the field of Sports and IT:

- Sports for all board at the Olympic Committee of Slovenia,
- Rankings Committee at the European table Tennis Association,
- Executive committee of the IASI, International Association for Sports Information,
- SIONet, Sports Information Officers Network of the Council of Europe member states,
- SIOUG, Slovenian Oracle Users Group,
- DSI, Slovenian IT Experts Association.

As a member of these organisations,

he has participated at many meetings, seminars, conferences and congresses. He was an active participant at most of them as a speaker, presenter or seminar leader. For example, at the IASI congress in the year 2001 in Lausanne, Switzerland, when the congress was hosted by the International Olympic Committee.

In the last period, he has dedicated his professional career to development of systems for social transfers and support for the scholarships grants and management on a national level. While working with development teams he is pursuing the way of agile management and development encouraging the team members to further their skills through agile mindset and achieve personal growth and safety through values like transparency, trust, respect, efficiency, and team spirit. Very much alike the values we are all trying to bring to youth involved in sports and education. From the IT point of view, in the recent years he has been searching for another synergy with the DLT, Distributed Ledger Technology a.k.a. blockchain. The idea being that DLT provides thrustless transparency of the content stored on such a platform, distributed and decentralized transactions, and non-biased governance by dPOS, distributed Proof Of Stake. In short, an ideal platform for distributed, community governed, censorship and deletion resistant content of any kind. Including the field of sports and education.

In private life, he is an outdoors



afficionado and a recreational runner. In this capacity he is also a head of the running section of the ZDŠČ. He has run multiple marathons and ultramarathons. In the year 2002 he has established an Internet platform called Runners Forum Slovenia. At the time, before commercial websites gained advantage, this Forum was the biggest online community for running and other recreational activities. The website is still very much alive and is providing a place for runners to stay in touch, exchange their thoughts and cooperate.

As a founder of the Forum, he was also a president of a real-life sports society to support the events organised by the Runners Forum. Most of these running events were non-competitive and for-charity events.

He was also a founding members and a vice president of the Slovenian sports for all federation.

In all his activities in professional and personal life he is trying to bridge and uplift sports and technology, real and virtual life, being together in nature and staying in touch over social media platforms, youth sports and education. His moto is doing things together in a transparent and efficient manner for everybody involved to benefit from.

Ervin Lemark was a leading capacity for Association of sports societies Črnuče (Slovenia). He led expertise in the field of sport non-governmental sector and European policies relevant to the project.

Alongside with project applicant/coordinator, he was in charge of preparation of a possible follow up in terms of the Pierre de Coubertin Action Plan. In order to do so, he was responsible for developing ideas about labelling schools "In the spirit of Pierre de Coubertin - EU sport friendly school" and sport clubs labelling similarly "In the spirit of Pierre de Coubertin - EU education friendly sport club". Introducing a possible scheme how to award a European label to schools actively supporting physical activities in accordance with Action Plan "Pierre de Coubertin" was the greatest challenge of this application to deal with. In addition, throughout his work in his project, he was pursuing the synergy between sports and IT.



# CHRISTIAN THIBAULT

FINLAND



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Christian Thibault Liikkukaa! – Sports For All (Finland) is currently Chairman at Helsinki Diplomat Sports and CEO of Liikkukaa! – Sports For All. He has been involved during 35 years in Vihernurkka, being both owner and managing director, running and directing the operative department of a Finnish Gardening Enterprise, which at times has been

one of the three largest in the country. He was Chairman of RASMUS from 2012 till 2015. He achieved his bachelor's degree at University of Northampton, studied business administration and management at HELBS Helsinki School of Business.



## Happy people work better

The 2014 *Happiness and Productivity* study at the University of Warwick found that happier employees were 12% more productive than those who weren't, thus giving happy organisations a competitive advantage. Happiness leads to emotional stability and to engagement, innovation and productivity (Malik, A. 2018). Diversity cannot thrive and unleash all of its rich benefits for society, organisations and individuals in a toxic environment, it is thus important to develop and secure a diversity friendly culture.

### What we learned:

*Diversity boosts success*

*Human Resource Management holds the keys*

*Happy people get better results*

## Leadership and training needed

Failure, lack of awareness and diversity skills can be found everywhere in all public sectors and this has devastating effects on individuals and societies. Diversity training and management are badly needed in order to unleash the strengths of diversity.

This one book alone cannot cover all areas in depth. Start planning your next learning steps now, make a suitable list for the next few weeks of further steps you can take and how you can begin to take action based on what you have already learned. Set a time for when you will check back on your accomplishments. The author thanks you for engaging in this book and wishes you all the best, togetherness and happiness on your journey.

### What we learned

*Diversity is the one major resource within people and on the planet*

*Racism, prejudice and bias hold back progress*

*Education, training and commitment are needed*

## Cultural appropriation or melting pots and cross pollination?

- *understand the difference between appreciating and appropriating*

### 2010s superstars indulge in disenfranchised peoples symbolism

For Halloween a few years back, Rihanna dressed up in Mexican *chola* style, a subculture of working class women in the 1960s. Miley Cyrus twerked with Bantu styled hair and in hip hop outfit for Robin Thicke live on TV and Zac Efron sported Rasta locks on Instagram, Selena Gomez a traditional Indian bindi spot on her forehead, Hell's Kitchen chef Gordon Ramsay cooked up some Japanese-Chinese Fusion style meals in his Asian styled London eatery "Lucky Cat" and Victoria's secret top model Karlie Kloss displayed her body decorated with a Native American's chiefs war bonnet, a feathered headgear, on the catwalk. All good fun, right? Well, shortly after her Bantu twerking show, Miley Cyrus distanced herself from Black Culture: "It was too much: '(I got my) Lamborghini, got my Rolex...' I am so not that (Dreher, 2019).", completely ignoring the deep roots of hip-hop culture in the struggle to find a way of expression for disenfranchised black youth. She just wanted to borrow a bit of cool, not to express solidarity with the oppressed.







Mr Thibault possess vast volunteer experience, for instance he was supporting Finnish Sports development aid as a member of Likes ry founding board, supporting Helsinki Deaconess Institute in founding HR09 by serving as board member. He was member of Tolerance / Equality Committee at the Finish Sports Federation, Chairman of Youth Integration Committee at the Municipality of Espoo, and member of Working group of ETNO national advisory board. Within Finnish Football Federation, he was member of steering group of the Project Against Racism.

Mr Thibault was awarded by national cross of honour for cultural contributions through sports. His sports background is linked to football coaching and has multiple experience in European policies in the field of sport. He participated in numerous international projects, including those funded from Erasmus + Programme. He has endorsed skills in social media, public relations and public speaking, he speaks five languages: Finnish, English, German, Latin and Swedish.

He was leading capacity for Liikkukaa! – Sports For All (Finland) as project partner. He lead expertise on behalf of Finland in the field of sport and European policies relevant to the project. Within the project, he was in charge of social media that were used to make the project easier to follow by the project partners and the wider audience. Facebook, Twitter and Instagram were created to promote the project content and Mr Thibault coordinated PR activities in this field.





## GENERAL PROFESSIONAL BACKGROUND

Julián Vojtech started a professional career at the National Sport Centre, where working from 2005 until 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 Žilina in Slovakia, with specialisation on applied mathematics, 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.

# Tomáš POLÁČEK



SLOVAKIA

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## 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.





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SLOVAKIA

# 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 (2017) and the EU #BeActive Award (2022) of the European Commission, 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. Interested in sport and health enhancing physical activities, notably swimming, running and hiking. Proud finisher of three marathons - New York 2005 (USA), Treviso 2006 (Italy) and Bratislava 2007 (Slovakia).

## 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 an educational and training camp at 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.

RUN•SWIM•LEARN!

IN THE SPIRIT OF PIERRE DE COUBERTIN



# 10

CHAPTER

Ten

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CONCLUSIONS  
AND RESUME



# conclusions and resume

10

Project Run – Swim – Learn! In the Spirit of Pierre de Coubertin addresses a topic of education in and through sport in light of recent European policies. The project consortium developed a new programme promoting education in and through sport with special focus on skills development. It is composed of three elements RUN - SWIM – LEARN and held in the spirit of Pierre de Coubertin’s famous quotes on educative and social importance of the philosophy of Olympism.

The main outcome of the project is a Performance portal consisting of two major parts - a database of sport results and an educational contest. Sports achievements focus on results of running and swimming, while the educational contest linked to a quiz for witty ones on sport values. An integral part of the portal is a Handbook, which provides information about the project itself and how to enter the programme. A summary of the handbook was disseminated through flyers during various sport/educational/promotion activities of the partners within grassroots sport.

The project consortium intended to develop a follow up in terms of the Pierre de Coubertin Action Plan, accompanying document to the White Paper on Sport. Therefore, the project work focused on developing ideas about labelling schools “In the spirit of Pierre de Coubertin - EU sport friendly school” while sport clubs labelling similarly “In the spirit of Pierre de Coubertin - EU education friendly sport club”. Introducing a scheme how to award a European label to schools actively supporting physical activities in accordance with Pierre de Coubertin Action Plan was the greatest challenge of this application. The project consortium also proposed this project as a good practice project for all the EU Member States and the European Commission in accordance with requirements of the Erasmus + Programme.







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Lined writing area consisting of 25 horizontal lines.



Four horizontal lines for writing, located at the bottom of the page.

A large, light gray, stylized graphic of a swimmer in motion, positioned behind the main title. The swimmer is depicted with fluid, overlapping shapes representing the body and limbs, creating a sense of movement.

# **Handbook** **SPIRIT**

**RUN•SWIM•LEARN!**  
IN THE SPIRIT OF PIERRE DE COUBERTIN







**EDUCATION IN and THROUGH SPORT  
SPIRIT HANDBOOK**



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