



## Course for European Social Sports Coach Sport Education - area Education 1

### Project of Global Integration

European laws and treaties put the disabled person at the center of the process of evolutionary and integration theory or reality? - Is evolution in sports real or utopian?

The difficulty of integration lies precisely in the institutional and professional shortcomings, in not being able to create an organizational network, inter-institutional, political, and interprofessional in not responding to the needs of cooperation.

To create an inter-institutional and inter-professional network, must organize and use high-quality skills are needed.

They must flow from high-level training paths and processes even where you don't talk about disability!

A high professional quality that integration requires for everyone, not only for people defined as "disabled."

### **The COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance) (2018/C 189/01)**

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#### **5. Personal, social and learning to learn competence**

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.

#### *Essential knowledge, skills and attitudes related to this competence*

For successful interpersonal relations and social participation it is essential to understand the codes of conduct and rules of communication generally accepted in different societies and environments. Personal, social and learning to learn competence requires also knowledge of the components of a healthy mind, body and lifestyle. It involves knowing one's preferred learning strategies, knowing one's competence development needs and various ways to develop competences and search for the education, training and career opportunities and guidance or support available.

Skills include the ability to identify one's capacities, focus, deal with complexity, critically reflect and make decisions.

This includes the ability to learn and work both collaboratively and autonomously and to organise and persevere with one's learning, evaluate and share it, seek support when appropriate and effectively manage one's career and social interactions. Individuals should be resilient and able to cope with uncertainty and stress. They should be able to communicate constructively in different environments, collaborate in teams and negotiate. This includes showing tolerance, expressing and understanding different viewpoints, as well as the ability to create confidence and feel empathy. The competence is based on a positive attitude toward one's personal, social and physical well-being and learning throughout one's life. It is based on an attitude of collaboration, assertiveness and integrity. This includes respecting diversity of others and their needs and being prepared both to overcome prejudices and to compromise. Individuals should be able to identify and set goals, motivate themselves, and develop resilience and confidence to pursue and succeed at learning throughout their lives. A problem-solving attitude supports both the learning process and the individual's ability to handle obstacles and change. It includes the desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and develop in a variety of life contexts.

## **6. Citizenship competence**

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

Essential knowledge, skills and attitudes related to this competence Citizenship competence is based on knowledge of basic concepts and phenomena relating to individuals, groups, work organizations, society, economy and culture. This involves an understanding of the European common values, as expressed in Article 2 of the Treaty on European Union and the Charter of Fundamental Rights of the European Union.

It includes knowledge of contemporary events, as well as a critical understanding of the main developments in national, European and world history. In addition, it includes an awareness of the aims, values and policies of social and political movements, as well as of sustainable systems, in particular climate and demographic change at the global level and their underlying causes. Knowledge of European integration as well as an awareness of diversity and cultural identities in Europe and the world is essential. This includes an understanding of the multi-cultural and socioeconomic dimensions of European societies, and how national cultural identity contributes to the European identity Skills for citizenship competence relate to the ability to engage effectively with others in common or public interest, including the sustainable development of society. This involves critical thinking and integrated problem solving skills, as well as skills to develop arguments and constructive participation in community activities, as well as in decision-making at all levels, from local and national to the European and international level. This also involves the ability to access, have a critical understanding of, and interact with both traditional and new forms of media and understand the role and functions of media in democratic societies.

Respect for human rights as a basis for democracy lays the foundations for a responsible and constructive attitude.

Constructive participation involves willingness to participate in democratic decision-making at all levels and civic activities. It includes support for social and cultural diversity, gender equality and social cohesion, sustainable lifestyles, promotion of culture of peace and non-violence, a readiness to respect the privacy of others, and to take responsibility for the environment. Interest in political

and socioeconomic developments, humanities and intercultural communication is needed to be prepared both to overcome prejudices and to compromise where necessary and to ensure social justice and fairness.

### **8. Cultural awareness and expression competence**

Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

Essential knowledge, skills and attitudes related to this competence.

This competence requires knowledge of local, national, regional, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products, and an understanding of how these expressions can influence each other as well as the ideas of the individual. It includes understanding the different ways of communicating ideas between creator, participant and audience within written, printed and digital texts, theatre, film, dance, games, art and design, music, rituals, and architecture, as well as hybrid forms. It requires an understanding of one's own developing identity and cultural heritage within a world of cultural diversity and how arts and other cultural forms can be a way to both view and shape the world. Skills include the ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy, and the ability to do so in a range of arts and other cultural forms. Skills also include the ability to identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms and the ability to engage in creative processes, both as an individual and collectively.

It is important to have an open attitude towards, and respect for, diversity of cultural expression together with an ethical and responsible approach to intellectual and cultural ownership. A positive attitude also includes a curiosity about the world, an openness to imagine new possibilities, and a willingness to participate in cultural experiences.

#### **a. A variety of learning approaches and environments**

(a) Cross-discipline learning, partnerships between different education levels, training and learning actors, including from the labour market, as well as concepts such as whole school approaches with its emphasis on collaborative teaching and learning and active participation and decision-making of learners can enrich learning. Cross-discipline learning also allows for strengthening the connectivity between the different subjects in the curriculum, as well as establishing a firm link between what is being taught and societal change and relevance. Cross-sectoral cooperation between education and training institutions and external actors from business, arts, sport and youth community, higher education or research institutions, can be key to effective competence development.

(b) Acquisition of basic skills as well as broader competence development can be fostered by systematically complementing academic learning with social and emotional learning, arts, health-enhancing physical activities supporting health conscious, future-oriented and physically active life styles. Strengthening personal, social and learning competences from early age can provide a foundation for development of basic skills.

(c) Learning methodologies such as inquiry-based, project-based, blended, arts- and games-based learning can increase learning motivation and engagement. Equally, experimental learning, work-

based learning and scientific methods in science, technology, engineering and mathematics (STEM) can foster development of a range of competences.

(d) Learners, educational staff and learning providers could be encouraged to use digital technologies to improve learning and to support the development of digital competences. For example, by participating in Union initiatives such as 'The EU Code Week'. The use of self-assessment tools, such as the SELFIE tool, could improve the digital capacity of education, training and learning providers.

(e) Specific opportunities for entrepreneurial experiences, traineeships in companies or entrepreneurs visiting education and training institutions including practical entrepreneurial experiences, such as creativity challenges, start-ups, student-led community initiatives, business simulations or entrepreneurial project-based learning, could be particularly beneficial for young people, but also for adults and for teachers. Young people could be given the opportunity to have at least one entrepreneurial experience during their school education. School, community and business partnerships and platforms at local level, notably in rural areas, can be key players in spreading entrepreneurial education. Appropriate training and support for teachers and principals could be crucial to create sustained progress and leadership.

(f) Multilingual competence can be developed by close cooperation with education, training and learning settings abroad, the mobility of educational staff and learners and the use of eTwinning, EPAL and or similar on-line portals.

(g) All learners, including those facing disadvantages, or having special needs, could be given adequate support in inclusive settings to fulfil their educational potential. Such support could consist of language, academic or socio-emotional support, peer coaching, extra-curricular activity, career guidance or material support.

(h) The collaboration between education, training and learning settings at all levels can be key to improve the continuity of learner competence development throughout life and for developing innovative learning approaches.

(i) Cooperation between education and training and non-educational partners in local communities and employers in combination with formal, non-formal and informal learning can support competence development and ease the transition from education to work as well as from work to education.

## **b. Support for educational staff**

(a) Embedding competence-oriented approaches to education, training and learning in initial education and continuing professional development can help educational staff in changing teaching and learning in their settings and to be competent in implementing the approach.

(b) Educational staff could be supported in developing competence-oriented approaches in their specific contexts by staff exchanges and peer learning, and peer counselling allowing for flexibility and autonomy in organising learning, through networks, collaboration and communities of practice.

(c) Educational staff could be provided assistance in creating innovative practices, taking part in research and making appropriate use of new technologies, including digital technologies, for competence-oriented approaches in teaching and learning.

(d) Guidance could be provided for educational staff, access to centres of expertise, appropriate tools and materials can enhance the quality of teaching and learning methods and practice.

c. Assessment and validation of competence development

- (a) Key competence descriptions could translate into frameworks of learning outcomes that could be complemented with suitable tools for diagnostic, formative and summative assessment and validation at appropriate levels (1).
- (b) Digital technologies, in particular, could contribute to capturing the multiple dimensions of learner progression, including entrepreneurial learning.
- (c) Different approaches to assessment of key competences in non-formal and informal learning settings could be developed, including related activities of employers, guidance practitioners and social partners. These should be available to everyone, and especially to low skilled individuals to support their progression to further learning.
- (d) Validation of learning outcomes acquired through non-formal and informal learning could expand and become more robust, in line with the Council Recommendation on the Validation of prior non-formal and informal learning, including different validation processes. Also the use of tools such as Europass and Youthpass, which serve as tools for documentation and self-assessment, may support the validation process.