



Educational  
methodology  
for active  
community  
development

---

UPKL-Publisher



GUIDE TO TEACHERS IN THE ARTS,  
CRAFTS, PROFESSIONS, AND SPORT



authors

Andrea Gatti  
Corrado Genova  
Jessica Genova  
Guido Marcangeli  
Sergio Meda  
Aldo Piatti

**Educational methodology**  
**U.P.K.L.**  
**for the development of**  
**Active Communities**

**First Edition Ki Life**



To the value of men and women  
of goodwill



# PREAMBLE

Epigenetics has shown that regular physical activity helps prevent and treat non-communicable diseases (NCD) such as heart disease, stroke, diabetes and breast and colon cancer. It also helps to prevent hypertension, overweight, and obesity and can improve mental health, quality of life and well-being.

In addition to the multiple benefits to citizens' health, the physical activity contributes to the development of more active societies and generates economic development and eco-sustainable well-being.

These results are interconnected with the achievement of shared social objectives harmonized with the political priorities and the ambition to strive for an eco-cosmopolitan economy compatible with the development of artificial intelligence.

The new WHO Global Action Plan aims to promote physical activity and meets the demands of countries for an up-to-date guide and with a view to an effective, and feasible actions to increase physical activity at all levels.

New WHO Global Action Plan also responds to global demands leadership through regional and national empowerment through coordination that offers a global response and fosters social paradigm change by supporting and enhancing all regularly active people, according to the different skills and through the course of life.

The action plan was developed through a worldwide consultation process involving governments and key stakeholders throughout multiple sectors including health, sport, transport, urban design, civil society, universities, and the private sector.

### **What is physical activity?**

Physical activity can be achieved in many different ways: walking, cycling, sports, and active forms of leisure, such as dance, yoga, tai chi, or qi gong, or others. Physical activity can also be undertaken at work and at home.

All forms of physical activity can provide health benefits if undertaken regularly, of sufficient duration and intensity, and in compliance with the needs of the ages.

## **The current situation**

Overall progress to increase physical activity has been very slow, largely due to lack of awareness and investment, which has also affected the quality of the motor proposal, with negative consequences on the evolution of the world population.

One in four adults and three out of four adolescents (between the ages of 11 and 17) report severe motor deficits, particularly in education and sport systems that ignore WHO recommendations.

Levels of physical activity are influenced by cultural values. In most countries, girls, women, older adults, disadvantaged groups, and people with disabilities and chronic diseases all have fewer opportunities to safely access accessible and adequate programs in which to be physically active.

The global cost of physical inactivity is estimated at \$54 billion a year in direct health care, in 2013, with an additional \$14 billion loss attributable to loss of productivity.

Inactivity accounts for 1 to 3% of health care expenditure, without calculating the incidence of costs associated with mental health and musculoskeletal diseases.

Physical activity can and should be integrated into leisure and work.

Walking and cycling are the key means of transportation to enable commitment to regular physical activity on a daily basis, but their role and popularity are declining in many countries.

Sport and active recreation can help to promote physical activity for people of all ages while respecting different abilities.

Globally it can be a key factor in the development of tourism, employment growth, infrastructure development, and strengthening humanitarian programs, encouraging community development and social integration.

Physical activity is important for all ages. Active play and recreation are important in early childhood because they promote healthy growth and development that satisfies and satisfies the needs of children and adolescents.

Quality physical education can improve physical health and literacy to healthy and active lifestyles of long duration.

It is important that adults can be physically active and less sedentary during working hours.

The elderly, in particular, can benefit from regular physical activity to maintain good physical, mental and social health and access to healthy aging.

The correct approach to physical activity allows disabled people to develop motor and cognitive skills useful and necessary to access the paths for an independent and independent life, a prerequisite for the enjoyment of the social rights and freedoms established in the International Charter of Human Rights.



# Summary

- Chapter 1     Human Rights and the Giraffe Method
- Chapter 2     Context and social model
- Chapter 3     Science and Education
- Chapter 4     Research - Training -Action
- Chapter 5     The educational paradigm
- Chapter 6     The key to the evolution of the species
- Chapter 7     Appendix to the Exercises
- steps for motor development
  - Learning the behaviour
  - specific movements
  - to improve and finalize the technique
  - to train ethics
  - mind training
  - control of body, mind and spirit



# Human Rights and the Giraffe Method

## Human Rights: a story in brief

Human rights take shape and live within the broader international law, representing the branch that protects and protects all human beings as such.

Human rights are essentially a product of society, in fact, they take on full meaning only within a well-defined and organized society.



In order to understand the original social meaning of human rights, it must be remembered that men, after having transferred to a sovereign the task of governing them, realized that limits and responsibilities had to be placed on that sovereign.

The restrictions provided for included that which prevented the action of the authority constituted before certain areas of freedom of the individual or at least clarified the ways in which the authority could derogate from respect for those freedoms. As regards responsibilities, the sovereign had to guarantee certain essential services for the benefit of its subsidiaries.

In this counterbalanced exercise of power, it is appropriate to distinguish: on the one hand the negative rights, that is the set of norms that give an individual the right not to suffer something from someone else. In this case, it is a matter of non-intervention; the State guarantees these rights without resorting to any active action, but simply without interfering with the enjoyment of the latter.

On the other hand, positive rights are outlined, the implementation of which requires active action by the authority. The State must take measures to ensure that the conditions necessary to enable individuals to enjoy these rights are met.

Negative rights	Positive rights
Freedom of thought; association; of the person	right to work; right to health; right to education

Historically the process of affirmation of the concept of human rights can be traced back to the Magna Charta (1215), although this proclamation concerned only nobles. Other examples are the Habeus Corpus Act (1679), Bill of Rights (1689), or the Declaration of Human and Citizen Rights (1789).

Although it is possible to find traces in the history of concepts similar to that of human rights, as we have seen before, their modern conception emerged after the Second World War.

The international community, having been torn apart by the conflict and having suffered the barbarities of totalitarian regimes, decides to re-establish itself.

At the global level, the United Nations (UN) is founded, whose work is aimed at the protection of international peace and security, and part of its mandate is aimed at the protection and promotion of human rights.

The protection of international peace and security thus becomes the foundation of the new international law and of the system of relations between States.

International attention is therefore directed to the processes of decolonization and the push for a redefinition of economic relations. Of all the content addressed by the United Nations, the focus on human rights is the primary focus.

It is possible to outline briefly the main bodies of the United Nations with competence in the field of human right:

General Assembly	Economic and Social Council
<p>It shall consist of all representatives of the Member States. The General Assembly deliberates on "important issues"- peace and security - which require a two-thirds majority. The rest shall be decided by a simple majority. From the organizational point of view, the Assembly meets in ordinary annual sessions, special sessions, and special emergency sessions. This UN body has been instrumental in decolonization and in the promotion and protection of human rights.</p>	<p>It is one of the main organs of the United Nations. It is the body that coordinates the UN's work on economic and social cooperation and the promotion and protection of human rights. Through specialized committees, this body promotes economic development and assistance to the countries of the South of the World.</p>

Other essential bodies which, although not having specific human rights competencies, have played a central role are:

UN Security Council	UN General Secretary
<p>It is one of the main organs of the United Nations.</p> <p>It consists of 15 members of which 5 permanent members (China, United Kingdom, Russia, United States, and France) the remaining 10 are elected every two years by the General Assembly.</p> <p>The five permanent members have the power of veto.</p> <p>The main function of this body is the maintenance of peace in view of collective security.</p>	<p>It is the individual organ of the United Nations.</p> <p>The Secretary-General shall be elected by the General Assembly on a proposal from the Security Council.</p> <p>He is elected for a period of five years, with the possibility of re-election.</p> <p>Its main functions and responsibilities concern the administrative and political sphere.</p>

On 10 December 1948, the Universal Declaration of Human Rights was adopted, which represents an attempt to unify the different views on this issue into a single philosophy.

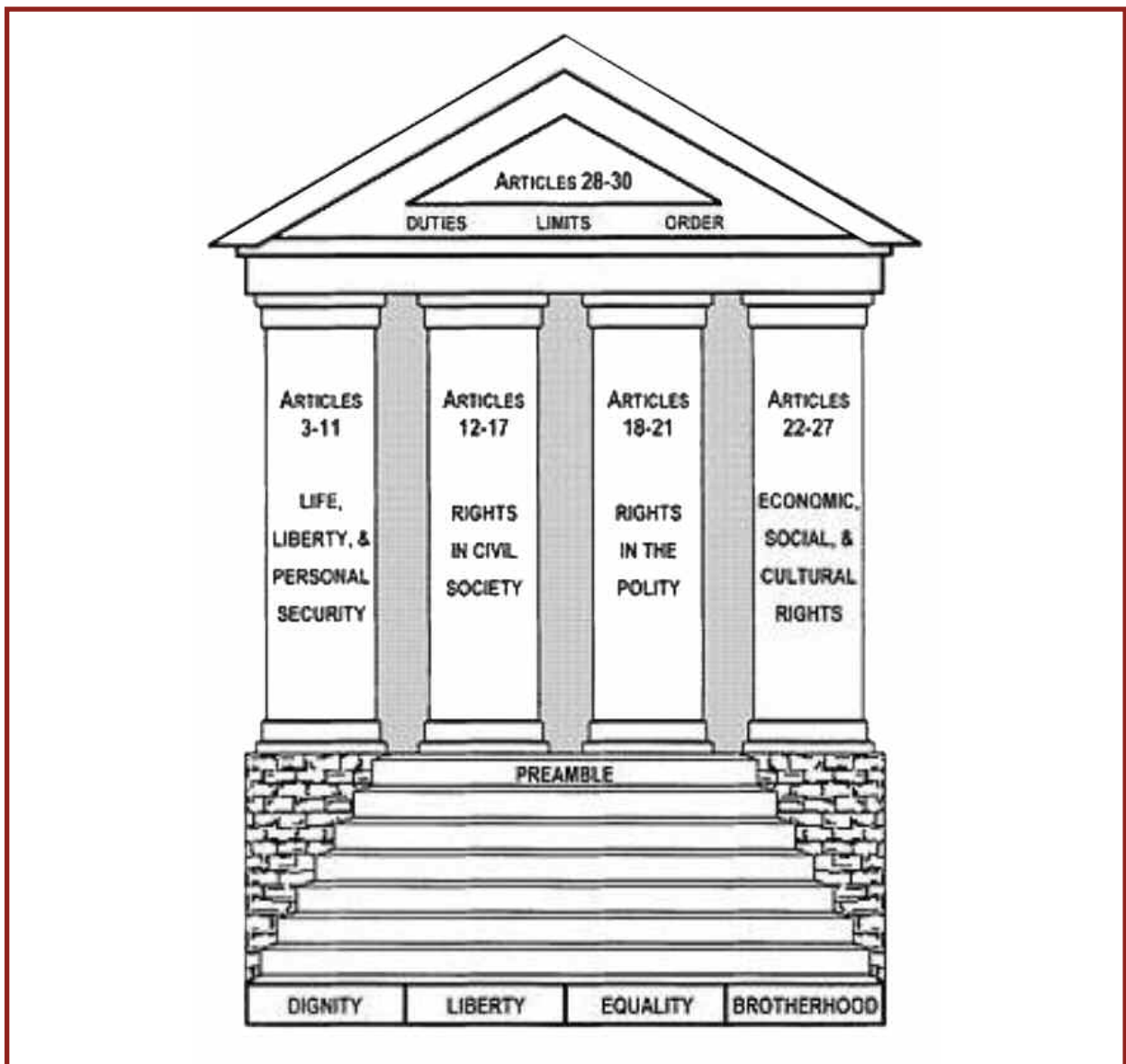
The values of human rights go beyond local cultural traditions, as stated by the Human Rights Commission in charge and in charge of drafting the aforementioned Declaration.

Although it is legally non-binding for the Member States, as a declaration of principles, this document is fundamental because it is the representation of the will of the international community to recognize the rights that belong to each individual. However, from a substantive point of view, the rules which make up this document are now considered to be general principles of international law and therefore binding on all parties to that law.

Member States are thus committed to protecting and protecting these values within their borders, including through the adoption of successive treaties at the national, international, and regional levels.

The document of the Universal Declaration of Human Rights consists of a preamble and 30 articles that enshrine the so called individual, civil, political, social, economic, and cultural rights, which are interdependent and inalienable.

The 1968 Nobel Peace Prize winner, René Samuel Cassin, compared the Declaration to the façade of a temple, in which every part of it finds its specific place.



The preamble represents the basis on which the columns of the different rights can rest, indicating the respect of the latter, fixed in a common conception of "ideal to be reached by all peoples and all nations" as the only possible way for a future of peace. From the preamble, it is then possible to access the temple.

The first articles depicted, 1 and 2, establish the fundamental notions of freedom, equality, and brotherhood.

The various columns set out rights relating to individual freedoms, civil rights, political rights, and finally economic, social, and cultural rights.

As in the design of the temple of Cassin, should one of the columns fail the entire temple would collapse, so the rights set forth are equally important, no one excluded!

All indispensable.

At the top of the representation are Articles 28, 29 and 30 which provide the provisions concerning the realization of these rights.

A few years after the adoption of the Universal Declaration of Human Rights, states met again to discuss the further codification of human rights. Two different documents were adopted in 1966: the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social, and Cultural Rights.

The two instruments differ both in the nature of the protected rights and in their application and protection.

The aim of the documents was to detail the individual contents of human rights and to provide for their mandatory protection.

## **2. The four generations of human rights**

Well-established practice is to classify the various rights, grouping them into different generations.

The first generation of rights and freedoms has the peculiarity of being conceived in order to guarantee human beings protection against the State. For this to happen, the power and interventions of the State are limited. This category, therefore, includes those rights which we have previously defined as negative rights and freedoms.

The second generation of rights and freedoms includes economic and social rights, so-called positive rights. Unlike the first, the community must guarantee human beings a minimum of means of subsistence, through which individuals will be able to meet a certain number of needs and needs. This category includes, for example, the right to work, housing, education, and social security.

In the third generation of rights are added the "rights of solidarity", in this case, man is not considered as an individual, but as being in the world. Some examples of rights are the right to the environment, to peace.

The initial division into three generations has recently been updated and a fourth has been added.

The latest generation of rights involves rights related to the development of information technology and technologies, for which the right to privacy and cybersecurity are contemplated.

In conclusion, it is clear that the human rights system is constantly evolving and being closely linked to human progress, it will be constantly updated according to new needs.

### **3. Rights infringed**

Although the adoption of the Declaration and other national, regional, and international human rights instruments, are, unfortunately, still being violated.

Indeed, a heavy mapping of violations remains intact, involving several countries and numerous human rights.

Amnesty International's report on the human rights situation in 2018 - 2019 highlights the need for a renewed commitment to international protection of human rights. It is also possible to find the same point of view in the 29th World Report of Human Rights Watch, whose executive director Kenneth Roth however declares that there is growing opposition to authoritarian tendencies.

Such resistance and opposition involve several countries and situations: from efforts to resist attacks on democracy in Europe, through the defense of the ban on chemical weapons imposed by humanitarian law in Yemen, bringing to justice the actors responsible for ethnic cleansing against Rohingya Muslims in Burma.

Although some small steps have been taken, the path to the final goal identified in the attainment of the common ideal of peace is still long and tortuous.

#### **4. Sport as a tool for teaching human rights**

Over the years we have seen the evolution of sport and sports practice. From this, it has been possible to define two fundamental aspects: that of human rights that must be safeguarded in sport and that of sport as a tool for the affirmation and protection of certain human rights.

Sport, in fact, by widening its borders and increasing its impact in social life, both at the local and global level, has succeeded in engaging across many sectors: health, work, economy.

The recognition of the right to sport for all makes it understandable that the human rights sector is not stagnant, but constantly developing.

The first official document that treats sport as a right is the UNESCO International Charter of Sport and Physical Education (1978).

In it, therefore, the educational function is exalted, since sport essentially responds to the concept of "mens sana in corpore sano".

The right to sport is also part of the human rights circle as it is linked on the one hand to an educational function, of growth together with others in harmony, and on the other hand to its link in the prevention of different diseases.

We attribute to it the capacity to develop attitudes, will, and self-control in each individual, thus fostering full integration into society.

Finally, sport is also a right of the people when it becomes the *Passepartout* to claim other rights: the right to peace, to development, the rights of the disabled, of the child, of women.

Therefore, while sport contributes to the achievement and implementation of some of the most important human rights, it is also a right itself, in which certain principles, such as gender equality rights, must be safeguarded.

To analyze together an episode in the history in which human rights have encountered sport, it is necessary to go back to the period of apartheid in South Africa. In this country, sport, which was initially considered a means of discrimination, is transformed, thanks to the activity of Nelson Mandela, into a means of achieving social interaction.

In 1977 the United Nations adopted the International Declaration against Apartheid in Sport and in 1985 another important act emerged on the international scene: the International Convention against Apartheid in Sport. Through the adoption of these two acts, the United Nations invites the international community to disperse any sporting contact with South Africa because of the apartheid policy also implemented at the sporting level.

In 2009, the United Nations General Assembly adopted a resolution recognizing sport as an instrument for promoting peace and, above all, emphasizing Africa's contribution to world sport.

The importance of sport as a means of asserting human rights is also evident thanks to the decision by the United Nations to consider sport as the instrument for achieving the Millennium Goals.

In 2000, during the United Nations Millennium Summit, the Millennium Development Goals (MDGs) were defined.

The objectives are set to involve a wide range of commitments to eradicate extreme poverty and hunger, achieve universal primary education, promote equal opportunities, reduce child mortality and improve mental health, combat various diseases such as HIV/AIDS and malaria, ensure and support environmental sustainability. As mentioned above, the means to achieve these objectives have been identified in sport.

Although these objectives have not yet been achieved, sport plays an important role in achieving them, or at least it must be remembered that it is capable of making a considerable contribution to the well-being of global society.

## **5. The giraffe method as prevention of HR violations**

We have seen in the previous paragraphs that there are still many violations of human rights, so it is important to focus our attention on how to prevent such violations.

Prevention is possible by following a very precise procedure, in which different actors play their game, and since each represents a cog in more complex machinery, with the participation of all it is possible to operate the system. Prevention therefore necessarily passes through some fundamental steps: legislation, education, mediation, and protection.

The International Social Sports Coach can intervene in this complex game through its role in the educational function. Human rights education, in this case through sport, takes place through a three-dimensional approach:

- on human rights: presenting what they are, how they have asserted themselves, etc.
- for human rights: focusing on affirmation and conscious recognition;
- through human rights: concretely demonstrating them in everyday life.

The teaching of human rights can be implemented by means of a precise method, which has been defined as non-violent. The founder of this method, called "Non-violent Communication", is Marshall Rosenberg.

Through this method, it is possible to improve the communication capacity based on conflict resolution research and respect for oneself and others.

Marshall Rosenberg has identified the giraffe as a sort of "animal guide" to indicate non-violence; by contrast, he has chosen the jackal as a metaphor for the violent and opportunist behavior that distinguishes our time.

Giraffe language is a language that understands and uses the phases of non-violent communication:

- observe;
- expressing feelings;
- expressing needs;
- make negotiable requests.

This communication is based essentially on listening to oneself, to others, and to the authentic expression of one's own needs and feelings. The process devised by Rosenberg is therefore aimed at overcoming conflict dynamics and power games over others to support, instead, relational systems based on cooperation, empathy, and reciprocity.

To analyze a conflict, however, it is necessary to understand its essence: the conflict itself is neutral; what makes it a negative or positive fact depends on the mechanisms or forms used to deal with it and solve it. Therefore, conflicts are situations in which two or more people enter into opposition because their positions, or needs, are perceived as incompatible. The relationship between the parties may be consolidated or deteriorate, depending on how the conflict resolution process develops. Communication, which consists of verbal, para-verbal, and non-verbal elements, is essential to facilitate resolution in a negotiable and cooperative manner. The preferred style is the assertive one, trying to abandon aggressive and passive communication. Going into more detail, the "conflictual" conduct that leads to violating some human rights that can occur in a gym frequented by children and adolescents, it's called "bullying."

The violent or "jackals" behaviors peculiar to bullying are:

- offenses, profanities, and insults;
- derision;
- defamation;
- exclusion for personal opinions;
- physical aggression.

This behavior is the protagonist of the violation of certain human rights, for example, the right of participation, non-discrimination, and, above all, is detrimental to the person's dignity.

The role of the educator who wears the robes of a mediator is, in this case, fundamental in the resolution of a dynamic conflict.

Mediation is not the formulation of the most appropriate solution to the conflict but the conduct of a process.

The person who plays this role must be perceived impartially by the parties in order to be heard, and it is essential to remember that the main pillar of the process is communication, the expression of the non-violent and will therefore oscillate between active listening and assertive communication. To sum up, human rights as a product of a defined society are still today largely violated and disregarded. The active participation of each individual is essential in order to achieve the objective proclaimed by the United Nations. Sport and sport, having the capacity to involve society at different levels, are essential tools for achieving and affirming human rights.

The figure of the European Social Sports Coach<sup>1</sup> can contribute to the teaching of the rights mentioned above through its own practice and, taking advantage of the cues of reflection given by the non-violent method, make them visible and concrete.

Marshall Bertram Rosenberg (October 6, 1934 - February 7, 2015) was an American psychologist. He is the creator of nonviolent communication or CNV or Giraffe Language, a communication process that helps people exchange the information needed to resolve conflicts and misunderstandings peacefully. [2] He is the founder and former director of Educational Services for the Centre for Nonviolent Communication, an international non-profit organization he founded in 1984, operating in 30 countries worldwide.

<sup>1)</sup>The European Social Sports Coach program of UPKL was declared how good practice in the XG HEPA Final Report deliberated in Cyprus on 12 April 2016.



# Context and social model

**Europe is born from the synthesis of the thoughts of forward-looking leaders, inspired by the same ideals: Peace, Unity, and Prosperity for all the Continent citizens. Without their motivation and commitment, we could not have lived more than seventy years of peace and stability.**

**Today, the leaders must carry out work to improve policies and the organization of services to citizens, work to ensure the evolution of Europe anchored in the principles of its founding fathers.**





### **Konrad Adenauer**

a pragmatic democrat and tireless unifier

The first Chancellor of the Federal Republic of Germany, who stood at the head of the newly-formed state from 1949-63, changed the face of post-war German and European history more than any other individual. A cornerstone of Adenauer's foreign policy was reconciliation with France. Together with French President Charles de Gaulle a historic turning point was achieved: in 1963 the one-time arch-enemies Germany and France signed a treaty of friendship, which became one of the milestones on the road to European integration.



### **Joseph Bech**

how a small country can play a crucial role in European integration

Joseph Bech was the Luxembourgish politician that helped set up the European Coal and Steel Community in the early 1950s and a leading architect behind European integration in the later 1950s. It was a joint memorandum from the Benelux countries that led to the convening of the Messina Conference in June 1955, paving the way for the European Economic Community.



### **Johan Willem Beyen**

a plan for a common market

The international banker, businessman and politician Johan Willem Beyen was a Dutch politician who, with his 'Beyen Plan', breathed new life into the process of European integration in the mid-1950s. Beyen is one of the lesser-known members of the group of Founding Fathers of the EU. Amongst the people who knew him he was admired for his charm, international orientation and social ease.



### **Winston Churchill**

calling for a United States of Europe

Winston Churchill, a former army officer, war reporter and British Prime Minister (1940-45 and 1951-55), was one of the first to call for the creation of a 'United States of Europe'. Following the Second World War, he was convinced that only a united Europe could guarantee peace. His aim was to eliminate the European ills of nationalism and war-mongering once and for all.



### **Alcide De Gasperi**

an inspired mediator for democracy and freedom in Europe

From 1945 to 1953, in his roles as Italian Prime Minister and Foreign Affairs Minister, Alcide De Gasperi forged the path of the country's destiny in the post-war years.

Time and time again he promoted initiatives aimed at the fusion of Western Europe, working on the realisation of the Marshall Plan and creating close economic ties with other European countries, in particular France.



### **Nicole Fontaine**

politician and educator

The European Parliament's second female President was a persuasive politician and devoted champion of Europe who oversaw the adoption of the euro. Nicole Fontaine, who was President from 1999-2002, set about reforming the European Parliament's working methods to bring it closer to European citizens.



### **Walter Hallstein**

a diplomatic force propelling swift European integration.

Walter Hallstein was the first President of the European Commission from 1958 to 1967, a committed European and a decisive proponent of European integration.

As President of the European Commission, Hallstein worked towards a rapid realisation of the Common Market. His energetic enthusiasm and powers of persuasion furthered the cause of integration even beyond the period of his presidency. During his mandate, the integration advanced significantly.



### **Ursula Hirschmann**

anti-fascist and founding European federalist 1913 - 1991

Born into a middle-class Jewish family in Berlin, in 1932 Ursula Hirschmann joined the youth organisation of the Social Democratic Party in resistance to the advance of the Nazis. After meeting and then marrying Eugenio Colorni, a young Italian philosopher and socialist, while in exile in Paris during the mid-1930s, Hirschmann became active in the clandestine anti-fascist opposition in his native Italy. When Colorni was arrested and imprisoned on the island of Ventotene, she followed her husband there. There they met Ernesto Rossi and Altiero Spinelli, who, in 1941, co-authored the Ventotene Manifesto 'for a free and united Europe', widely regarded as the starting point for European federalism.



### **Sicco Mansholt**

farmer, resistance fighter and a true European

Sicco Mansholt was a farmer, a member of the Dutch resistance during the Second World War, a national politician and the first European Commissioner responsible for Agriculture. Mansholt's ideas laid the basis for the Common Agricultural Policy of the European Union, one of the most prominent policies since its founding days. Having witnessed the horrors of the Dutch famine at the end of the Second World War, Mansholt was convinced that Europe needed to become self-sufficient and that a stable supply of affordable food should be guaranteed for all.



### **Jean Monnet**

the unifying force behind the birth of the European Union

The French political and economic adviser Jean Monnet dedicated himself to the cause of European integration. He was the inspiration behind the 'Schuman Plan', which foresaw the merger of west European heavy industry. Monnet was from the Cognac region of France. When he left school at 16 he travelled internationally as a cognac dealer, later also as a banker. During both world wars he held high-level positions relating to the coordination of industrial production in France and the United Kingdom.



### **Robert Schuman**

the architect of the European integration project

The statesman Robert Schuman, a qualified lawyer and French foreign minister between 1948 and 1952, is regarded as one of the founding fathers of European unity. In cooperation with Jean Monnet he drew up the internationally renowned Schuman Plan, which he published on 9 May 1950, the date now regarded as the birth of the European Union. He proposed joint control of coal and steel production, the most important materials for the armaments industry. The basic idea was that whoever did not have control over coal and steel production would not be able to fight a war.



### **Paul-Henri Spaak**

a European visionary and talented persuader

'A European statesman' – Belgian Paul-Henri Spaak's long political career fully merits this title.

Spaak was a leading figure in formulating the content of the Treaty of Rome. At the 'Messina Conference' in 1955, the six participating governments appointed him president of the working committee that prepared the Treaty.



### **Altiero Spinelli**

an unrelenting federalist

The Italian politician Altiero Spinelli was one of the fathers of the European Union. He was the leading figure behind the European Parliament's proposal for a Treaty on a federal European Union - the so-called 'Spinelli Plan'. This was adopted in 1984 by an overwhelming majority in the Parliament and provided an important inspiration for the strengthening of the EU Treaties in the 1980s and '90s.



### **Louise Weiss**

lifelong champion of European values and women's rights

The journalist and politician Louise Weiss was an influential voice in French and international affairs from the 1920s until her death in 1983. Her experiences working in field hospitals during the First World War profoundly affected her. She dedicated her life to the pursuit of peace, first through her work on several newspapers and then in her dedication to the cause of female suffrage; her belief being that giving women the vote would help prevent the looming threat of a Second World War. During that war, she helped save thousands of Jewish children from the Nazis and joined the French Resistance. Post-war, she promoted the idea of Europe as a counterpoint to the superpowers during the Cold War. She was elected to the European Parliament in 1979 at the age of 86, and made the inaugural speech at its opening session. After her death, the European Parliament named its main building in Strasbourg after her in recognition of her lifelong support of European values.



### **Marga Klompé**

Scientist, politician and champion of the underprivileged (1912-1986)

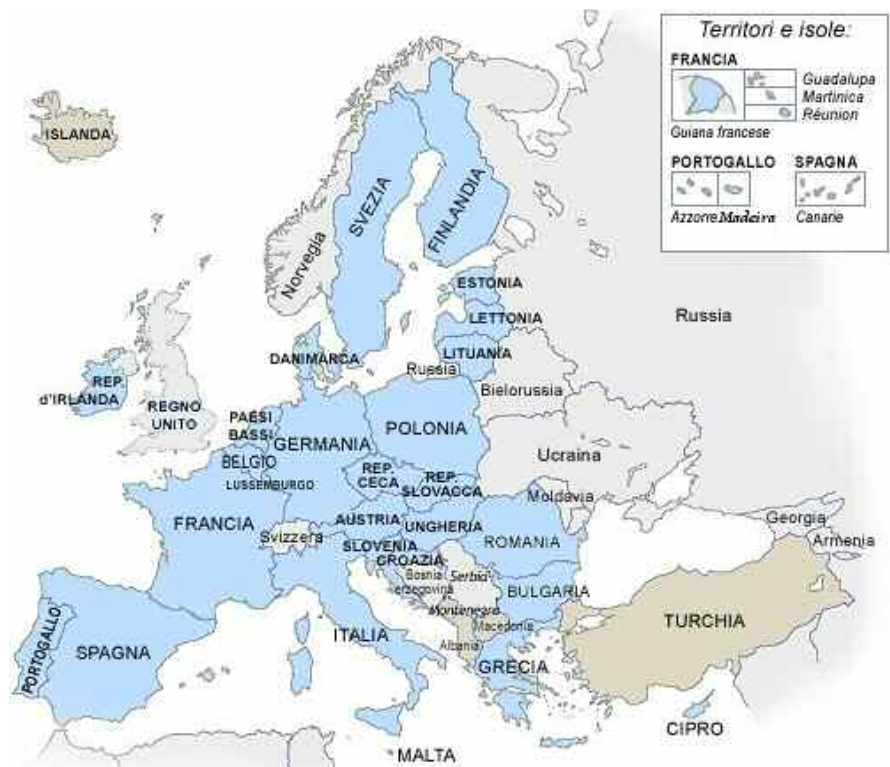
Marga Klompé was a scientist and teacher who was active in the Dutch resistance during the Second World War. She became a member of the Dutch Parliament in 1948 and was one of the negotiators of the United Nations' Universal Declaration on Human Rights.





# the spirit of human rights makes flying the Sport - education

European Social Sport Coach



## Spirit of Human Rights to develop the Union of Europe



## **The framework of reference**

The European social model, born from the rubble of the Second World War, is based on the value of freedom and equality. Shared political choices among the highest levels of government in the Member States harmonize cultural, economic, and demographic differences.

Bureaucracy is the tool to regulate the processes that keep areas of conflict within the physiological limits of democracy.

The characteristics that influence the development of social models are many, among which the needs of the individual components are essential: Individual pyramid of Maslow- Family Affection, Work, Well-being Leadership Group, Security, Power Tribe influence, power, powers Ethnic powers, supremacy, pride Identity of persons, cohesion, membership, Cooperation and collaboration for humanity- Relationships develop in dynamics that can be defined: from one to many and from many to many.

In relationships, what characterizes individual interactions are the mechanisms of behavior.

The competitive choices, whether instinctive and dictated by the spirit of survival or developed through elaborate cognitive processes aim to create strategic or tactical superiority.

They are opposed to collaborative behavior that achieve collective participation, which results in cooperation and enables to get the goals defined in the vision of the common good.

The strategy of civil coexistence is based on social with the acceptable actions, regulated by a shared morality, and grouped on a common ethical basis.

The competitive choices that feed the different sensitivities to ethical values sometimes can develop instability in society and conflicts of solid intensity. In a context of conflict, the opinion leaders can create the movements that move towards simplified processes of direct democracy and pursue the utopia of the strong man at the command to solve complex problems with apparent simple solutions.

This social body is precarious and tends to replace quickly the referee leader to the slightest error that betrays the caste of the ruling majority.

The educational processes are tools that facilitate the development of individual personalities.

The evolution of the critical capacity and creativity of individual human beings is essential to building social models capable of managing through the exercise of reciprocal concessions the physical, moral, intellectual, and spiritual growth of all community members.

The social model described makes it possible to enjoy individual freedoms and the well-being generated by progress, which, to be sustainable, must be eco-compatible.

The strategic approach to human rights as a compass for directing political choices is the key to developing and consolidating the space of democracy.

The development of a collective consciousness that recognizes protects, and implements the actions inspired by them preserves society from the presence of individualist and egoistic elements. At the same time, the fact of a strongly cohesive social core with their job to respect human rights favors the search for Freedom, Equality, to Happiness by all.



# Science and education

## NEUROSCIENCE

The neurophysiological explains movement and learning.



## GENERAL VIEW

The motor action is a:

- **PHYSICAL** event of a mechanical nature; it has to do with the biomechanics of the gesture and concerns those muscular components, joint and bony, that change shape in space, according to a specific time.

- **BIOLOGICAL** event, organic; it concerns the functionality of large apparatuses, cardio-circulatory, respiratory, endocrine, and energetic, to preserve homeostasis in all situations.

- **MENTAL** event, of nervous nature; it concerns the intervention of the central and peripheral nervous system, interested both at the peripheral level, with perception; at the central level with the areas of perceptive and motor association; still at the peripheral level with motor neuronal activation; it concerns the representation of the action and its innumerable transformations.

To perform and understand a movement, you must refer to 3 areas:

- PERCEPTIVE: facilitating the extraction of the signal.
- SELECTIVE RESPONSE: decreasing the number of alternatives to be chosen based on motor memory.
- MOTORIAL: allowing the appropriate neuromuscular response on a co-ordinative basis.

For each action, the problem cannot be reduced to the simple casual relationship NEUROLOGIC INPUT - MUSCULAR EXECUTION.

For each action, the problem cannot be reduced to the simple casual relationship NEUROLOGIC INPUT - MUSCULAR EXECUTION.

To perform a movement YOU MUST HAVE LEARNED IT, which means having learned a complex set.

This learning includes the modalities of processing incoming and outgoing INFORMATION related to the action and the dynamic relationships with other learning and emotional dimensions.

We use what we have learned in the execution, but the learning can undergo continuous fine-tuning.

**MOTOR LEARNING:** a set of processes associated with exercise and experience determine a relatively permanent change in performance or behavioral potential (Schmidt - Lee 2014).

According to these two authors, who will be, along with Wrisberg, the reference points of these guidelines, we speak of:

- **PERFORMANCE:** observable behavior in a given moment, temporary and influenced by factors such as fatigue and motivation;

- **LEARNING: STABLE CHANGE IN BASIC PROCESSES** the specific motor skills.

These two topics are distinct and not always coincident.

According to the two most influential motor learning theories, **COGNITIVE** and **DYNAMIC**, there are three successive stages in the transition from initial execution to an expert step; the differences are the didactic indications. In both contexts, **COGNITIVISTICS** emphasizing cognitive processes, and **DYNAMICS** emphasizing motricity, the theoretical reference is always cognitivist:

- **COGNITIVE VERBAL STAGE** (development of rough coordination);
- **MOTOR STAGE** (development of fine coordination);
- **AUTONOMOUS STAGE** (development of variable availability).

## COGNITIVE THEORY (Wrisberg - Schmidt - Lee)

### ASPECTS OF THEIR APPLICATION:

Learning explained the increase in INFORMATION stored in long-term memory by developing effective software engines through precise control of the Central Nervous System. Each stage of motor learning addresses specific problems. The role of memory and cognitive processes are decisive in solving them.

- VERBAL COGNITIVE PHASE  
(DEVELOPMENT OF GENERAL COORDINATION)

In the first phase of learning, you must understand the action's objectives and what needs to be done to solve the problem. There are numerous errors in movement and response time. To help, can use internal verbalizations to tell what to do and think about effective strategies. Acquiring basic movements is usually fast. The transition to the next stage is rapid in athletes and adults, slow in young people with limited complex skills and abilities baggage. The transition to the next stage is rapid in athletes and adults, slow in young people with limited complex skills and abilities baggage. You can use adequate instructions and demonstrations if you face an utterly foreign task. This solution you can adopt during an early stage to get a general idea, and it has to be abandoned as soon as you become more experienced.

## **DIDACTICS - PRACTICAL VISION:**

Build a basic idea of the skill to learn in terms of goals and means to achieve them.

The coach must provide data to provide a first mental representation of the gesture, which will guide the execution (motor program).

The coach initially has to control the action step by step through the athlete's verbalizations.

The acquisitions gradually evolve, starting from what the subject knows how to do, introducing increasing difficulties, highlighting similarities between the skills possessed and acquiring.

Provide adequate instructions through verbal instructions and demonstrations, help identify and distinguish appropriate and irrelevant sources of environmental information, provide verbal feedback on serious errors, help maintain a sufficient level of motivation.

### **• ASSOCIATIVE-MOTOR PHASE (DEVELOPMENT OF GOOD COORDINATION)**

The action is perfected and becomes more precise, fluid, and fluid, thanks to a better intervention of the kinesthetic analyzer.

The energy costs are reduced, the voice guidance takes less importance, decreases the frequency of errors, the execution corresponds more and more to the theoretical technical model, the sensations resulting, from the movement, are more precise, the movements are faster and more automatic.

In complex or unforeseen situations, errors typical of the previous stage still emerge, with the tension of the antagonistic muscles.

The changes are slower and more gradual than the previous phase because a first technical improvement is sought.

With rapid movements (open skills), the motor program is built to meet the demands of the movement, with the diversification of actions in response to variable conditions; with slow movements (closed skills) to control the action it processes and uses the feedback from the execution of the movement.

With the discovery of the regularity of the environment, it develops anticipation and timing, with better detection and correction of errors.

## **DIDACTIC - PRACTICAL ASPECTS:**

Attention is paid to critical execution points to avoid continuous and wasteful control over the individual components of the action.

The ability to predict events (anticipation) improves thanks to regularity in performance (specific results correspond to a particular action).

The supply of multisensory information enriches the mental representation and permits the kinesthetic analyzer to acquire more relevance.

Relevant environmental and situation characteristics are understood and integrated, and sensory information is linked to appropriate motor responses.

Help identify and respond to changes in environmental situations, rather than providing instructions on how to implement them.

Open and closed skills propose different executive speeds, requiring rapid and diversified reactions to sudden stimuli and often changing space.

Progressively reduce the amount and type of feedback to develop the ability to evaluate their execution, identify errors alone and correct them, favoring introspection and analysis of execution.

## **AUTONOMOUS STAGE (DEVELOPMENT OF VARIABLE AVAILABILITY)**

This stage is reached after much practice, and the action is carefully controlled, with minimal energy expenditure, fast execution, coordinated, and effective even in unforeseen and difficult situations.

The technical gesture is performed appropriately, and with few errors, the recognition of errors and their correction is quick, the sensations resulting from the movement are accurate.

In this phase, there is the ability to shift attention to external stimuli, performing the technical action simultaneously and correctly.

This phase is typical of high-level performance, with slow and minor improvements compared to previous phases. In addition to considerable practice, high-quality technique, and strong motivation, they are necessary and have a specific motor and cognitive prerequisites.

The movements are performed in automated form with the programming of longer sequences; not all programs are activated, leading to a decrease in the demand for attention. The increase in the automatism of sensory analysis allows rapid changes in movements and strategies, and the effect is an increase in safety and the ability to detect errors.

## **DIDACTIC - PRACTICAL ASPECTS:**

Great is the ability to perform the technique in an automated manner by paying little attention to the control of movements.

The motor programs are highly refined.

The sensations are easily connected to theoretical explanations.

The multisensory mental representation corrects the movement by comparing expected and tangible results.

The improvements are becoming less evident. Further progress, even minimal, takes a long time. The fundamental objective is to support motivation, give instructions on the accuracy and refinement of the technique, adapt the technical gestures to different situations.

## **COGNITIVE THEORY LEARNING ABOUT MOVEMENT**

A movement, to be executed appropriately, must be learned beforehand.

As we have seen, the first stage leads to coarse coordination, aided and guided by conscious feelings, including visual information that is the most important at the beginning, to see, understand, try to imitate, and correct a movement.

In a second time, the coordination becomes more refined; the information comes from the cutaneous, vestibular, kinesthetic, auditory, tactile receptors; in this way, different motor units are selectively recruited, the antagonist and agonist contraction is timed, reducing the energy cost of movement.

When the coordination is maximum, then control passes from the cerebral cortex to the cerebellum and the basal ganglia, the movement becomes automated, with the cortex's role in order to intervene in unexpected situations.

Therefore, the cognitive approach foresees centralized mechanisms of elaboration of the information, postulates the existence of motor programs that guide the action, with great importance assigned to the memory in the attribution of meaning to some stimuli.

The decision-making, therefore, follows the perception and precedes the action; one has read of the situation, recall from the memory the past experiences and the various possible solutions. The function and the deep meaning of the S.N.C. in the motor program are valued to the maximum, proceeding for three successive stages:

- PERCEPTION
- DECISION TAKEN,
- RESPONSE PROGRAMMING

(Schmidt 1975 - Schmidt, Lee 2014). SCHEMA THEORY (Schmidt - Wrisberg 2000, Schmidt - Lee 2014):

After identifying the information coming from the sense organs, in the successive stages of elaboration, through the memory take place decision-making processes of selection of the motor program and programming of the answer.

The motor program is chosen to solve the task at the response selection stage. In long-term memory, the motor program is considered a mental representation of an action, which drives execution even without feedback.

There is also a generalized motor output program with this theory, referring to a class of similar actions. The characteristics of motor responses are:

- **ORDER OF ELEMENTS:**  
the sequence of muscle contractions;
- **TIME STRUCTURE (TIMING):**  
the proportion of time for individual segments of movement (rhythmic structure of the gesture);
- **RELATIVE STRENGTH:**  
the constant proportion of the forces expressed by the various first motor muscles.

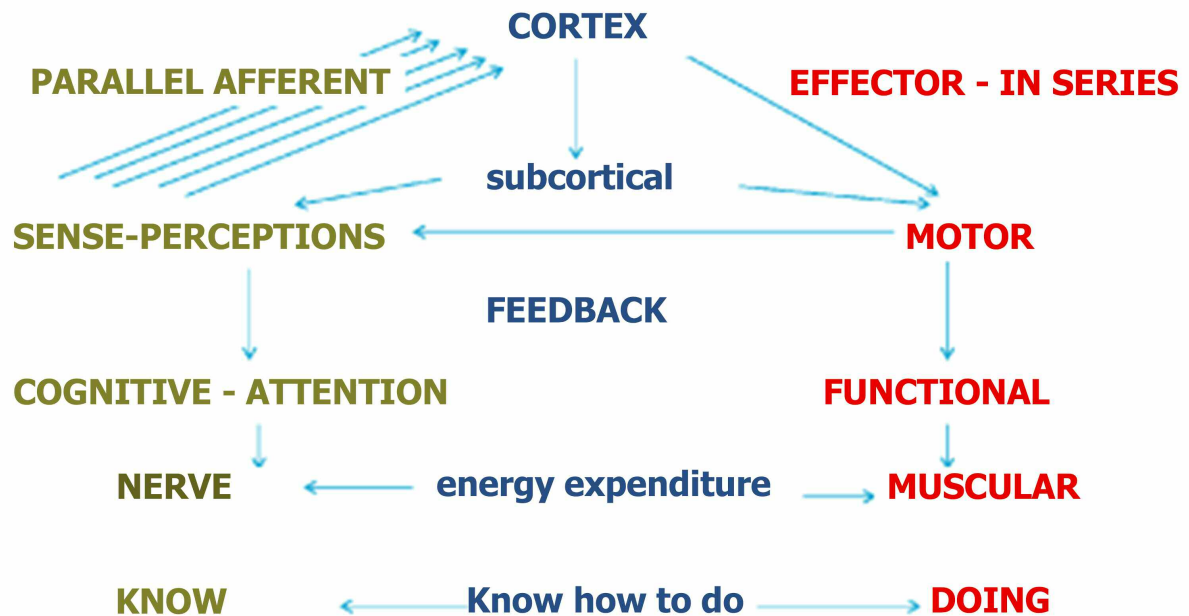
The generalized exit program can then be adapted through performance parameters such as force - overall duration - width - direction - involved musculature.

Through learning, the motor program is perfected consolidated based on identifying the differences found between the desired end and the result achieved.

With experience, acquire action programs and sets of rules, or schemes, that adapt a specific response to each circumstance.

Learning takes place through memorizing the movement parameters, the conditions preceding the action, the results achieved, the sensory consequences of the responses; this information allows to identify and correct the error (motor and sensory feedback play a key role in identifying the error).

## THE COGNITIVE NEUROPHYSIOLOGICAL MODEL



According to this scheme, during voluntary learning, five perceptions (visual, auditory, tactile, kinesthetic, vestibular) affect in parallel from nerve receptors to areas of sensory association; they are identified to select the response, which starts from the motor association areas (4 pyramidal mono-synaptic, and six extrapyramidal multi-kinetic), which affects in series three times per second to muscle fibers. Each motor action generates feedback, external and internal, essential for the recognition and correction of any errors. When the movement is automated, the levels of processing and choice pass to the subcortical level (brain stem and cerebellum), with sensory and motor automatisms. So there is a consumption of energy at the level of the brain for cognitive and functional activity.

(glucose for neuronal metabolism) which is functional (anaerobic and aerobic muscle mechanisms). So the functional system has three components:

- AFFERENT COMPONENT; and
- CENTRAL REGULATORY COMPONENT;
- EFFERENT COMPONENT.

### AFFERENT COMPONENT

It is represented by the elaboration of the affective synthesis by the Central Nervous System, which represents the stimulus to adaptation. Thanks to the complex interaction between motivation, memory, current and initial information, it happens.

### PERCEPTION

Through experience, we acquire skills that give quality and meaning to other experiences; the subject becomes an expert when he can mediate the experience. Perception has a dynamic character: it is up to the subject to possess the ability to represent himself and carry out the necessary changes at the conscious level (orientation of his attention, ability to discriminate, conscious recognition of what he chooses). The perception is an interpretive task, for which a complex and intelligent system of interferences is necessary. Sensitivity is subject to cortical control (Guyton 1984).

Perception is the attribution of meaning to the collected data with the sensitivity and processing of information, both active and intentional processes. The basis of perception is information from the sensory organs. Visual information is dominant in the early stages of learning, while kinesthetic sensitivity is more significant in the advanced states of acquisition and improvement of the gesture. The interaction of the different systems allows refining the perception of time, as there is no specific receptor for this. Estimation of time durations is facilitated by the experience and formation of a mental reference representation. The stimuli enter in parallel. There is a succession of:

- stimulus identification
- Selection of response
- Programming the response.

#### EXPERT PERCEPTION OF THE SITUATION:

the experienced athlete uses PERCEPTUAL NARROWING to pay attention only to important perceptions in that context that provide essential information. It stores relevant information representing knowledge, guiding its search for information, and is then retrieved automatically during the situation to read it correctly.

## ANALYSERS OF THE MOVEMENT

They are nerve receptors of different types:

Three exteroceptors (visual, auditory, tactile),

1) proprioceptor,

1) analyzer with integrated operation with others (vestibular).

### KINESTHETIC ANALYSER MEANS:

proprioceptors, stimulated by the movement in its muscle components - tendons, joints, bones (neuromuscular spindles, tendon organs of Golgi, Pacini, and Ruffini receptors, free terminations).

It is indispensable for the PERCEPTION SPACE - TIME to recognize distances and heights.

The combination of space and time gives the speed: an action is performed slowly or quickly, leading to a different evaluation of the body and the object in motion and to programming and execution of the response in proper time (Jonassen, Meinel, Blume 1978).

A TACTILE ANALYSER shall: provides information on the shape and surface of objects/soil.

There are receptors on the skin's surface to detect touch, pressure, and temperature; it plays an essential role in controlling fine motion and the gradation of the vital force pulses.

The tactile-pressure information is present mainly on the plantar area (distribution of pressure on the ground, equilibrium, transmission of forces from the body to the ground, and vice versa; also information on water and air).

#### VISUAL ANALYSER MEANS:

gives information on the beginning, course, and end of the movement; visual information refers to the relative displacements of the environment with respect to the body, to have information on distances and space; to build or modify the image of the action of others.

#### FOCAL VIEW:

for object identification, with the central field of view (WHAT IT IS).

#### ENVIRONMENTAL VISION:

for motion control, central and peripheral visual field (WHERE IT IS).

The information is first processed through peripheral vision and then supplemented by a more precise central analysis. This can be accomplished if one educates one's attention: the visual focus on information involves a focus of the attention on it, reducing the attention on all that surrounds it.

## AUDITORY ANALYSER MEANS:

gives information from the outside (verbal) and typical movement (noise).

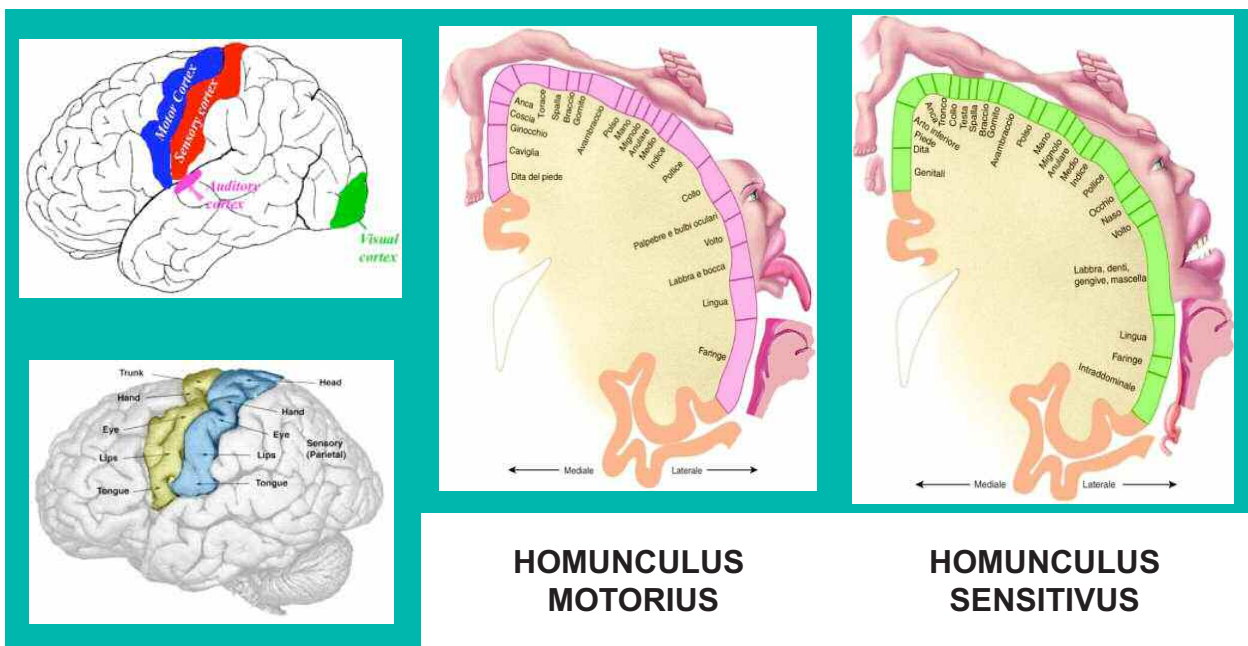
## VESTIBULAR ANALYSER:

through the inner ear labyrinth's semicircular channels, giving information on balance in linear and angular (dynamic) and static movements.

The labyrinthine information is related to the linear and rotational accelerations the labyrinth is subjected to.

The balance comes from a continuous tonic-postural-co-ordinative adaptation and is determined by kinesthetic information (continuous adaptation of the musculature and articulations to modification of the posture) and tactile, visual, vestibular.

## CENTRAL REGULATORY COMPONENT



## HEMISPHERES OF THE BRAIN:

with frontal, parietal, occipital, temporal lobe.

The excitations on one side come from the contralateral motor area, with crossing at the bulb level. Each hemisphere is connected to the motor and psychic contralateral, both connected by the corpus callosum.

The sensitive and motor cortex areas are vast for hand and mouth. (homunculus motorius and sensitive).

Sensorimotor stimuli that arrive in and depart from the cerebral cortex may be associated with homunculus, with a distorted reflected image of the body (Penfield, Boldrey 1937).

There is a relationship between the size of these brain areas and the accuracy of motor control.

## IMAGES OF THE TWO HEMISPHERES AND OF THE MOTOR AND SENSITIVE HOMUNCULUS

### FRONTAL LOBE:

the decision-making capacities, the attention, the planning of the strategies are the center; it is the elective seat for the development of the thought.

### PARIETAL LOBE:

there is a sense of spatial orientation and perception.

### OCCIPITAL LOBE: view;

Stimulating visual perception promotes learning and memorization.

### LEFT FRONTAL LOBE:

language center (for expression, Broca area).

### TEMPORAL LOBE LEFT:

language center (for understanding, Wernicke area).

### TEMPORAL LOBE: seat of memory:

immediate (sensory storage), short-term (working memory), long-term (relatively permanent storage of information).

Memory is a set of dynamic processes, including recording-storage-retrieval of information. An emotionally relevant stimulus is processed more intensely by the brain.

Emotionally charged events persist in memory and are recalled with greater precision. It involves the prefrontal cortex, the cingulum, the amygdala (rich in dopamine, released by an emotionally important event: necessary for memory and information processing).

#### HEMISPHERES OF THE BRAIN:

the left is in motor and sensitive connection with the right (pyramidal beams, afferent tactile-proprioceptive, and thermal-dolorific pathways, hearing); the smell is homolateral, the sight is mixed.

#### SX-HEMISPHERE:

analytical, rational, information processing in series.

RIGHT HEMISPHERE: synthetic, creative.

No mental process is organized by just one hemisphere or one region of the brain, and the hemispheres do not function separately but require interaction and synergy.

Both define DOMINANCE, a cortical neurological reality. LATERALITY is the predominance and habitual use of a part of the body.

## EFFERENT COMPONENT

The levels of movements are:

- THE VOLUNTEERS,
- AUTOMATED AND AUTOMATED
- REFLECTIONS. VOLUNTARY MOVEMENTS:

Slow, careful, serial processing, thought, controlled, cortical, with continuous feedback intervention, with trial and error procedure.

The voluntary movement is carried out with constant activation of the attentive mechanisms.

The reafferences (feedback) are judged from time to time and proceed by trial and error.

Feedback is the real-time perceptual reentry of the execution, the comparison with the prototype of the action, the evaluation (confirmation, modification, annulment): intrinsic feedback.

Extrinsic feedback is the delayed return of information that indirectly informs us about the action performed.

## AUTOMATED MOVEMENTS ARE CHARACTERIZED WITH:

fast processing, attention to more detail, subcortical (cerebellum, brainstem), with feedback and feedforward intervention, with the process for internalization and mental representation.

According to proven and established procedures, it is performed with confidence as evidence of a previous learning process.

It is an economical, optimized, and thoroughly learned execution. Automating movements is needed from hundreds (Gataulin 2006) to thousands of repetitions (Larsen 2005).

The number of repetitions required depends on motor experiences, on the complexity of movements to be learned or perfected.

The feedforward (proactive control) is the anticipatory control that is implemented by sending information that prepares the muscles for the arrival of a future program of action and presents the sensory system to wait for specific return signals.

Mental representation is the condition of anticipation of action.

## REFLEX MOVEMENTS

The scope is not cortical or subcortical but medullary.

The stimulus proceeds from the sensitive nerve to the spinal cord creates a diastaltic arc, and triggers a muscle response movement without the intervention of consciousness; stereotypical movements that cannot be trained and repeated voluntarily.

### ERROR:

In biological terms, behavior and related cognitive mechanisms are counterproductive in terms of well-being, safety, and organic functionality.

## SYSTEM OF RESPONSE CHOICE OF RESPONSE:

closely related to the ability to choose relevant clues in the environment, to filter from long-term memory as few helpful answers as possible from which to choose the cheapest strategies (automation).

The answer depends on how the information is used, on its perception, of the interaction with environmental inputs (open skills), or with internalized models (closed skills), however in a complex mixture (hybrid control systems).

**OPEN SKILLS:** open circuit, with changing environment, complex, unpredictable, utmost importance to visual and kinesthetic information, cognitive ability, significant decision-making, and little feedback.

**CLOSED SKILLS:** closed circuit, stable conditions, utmost importance to kinesthetic information, motor skills, excellent control, excellent feedback presence.

## **AUXOLOGY SENSITIVE PHASES OF THE PROCESS:**

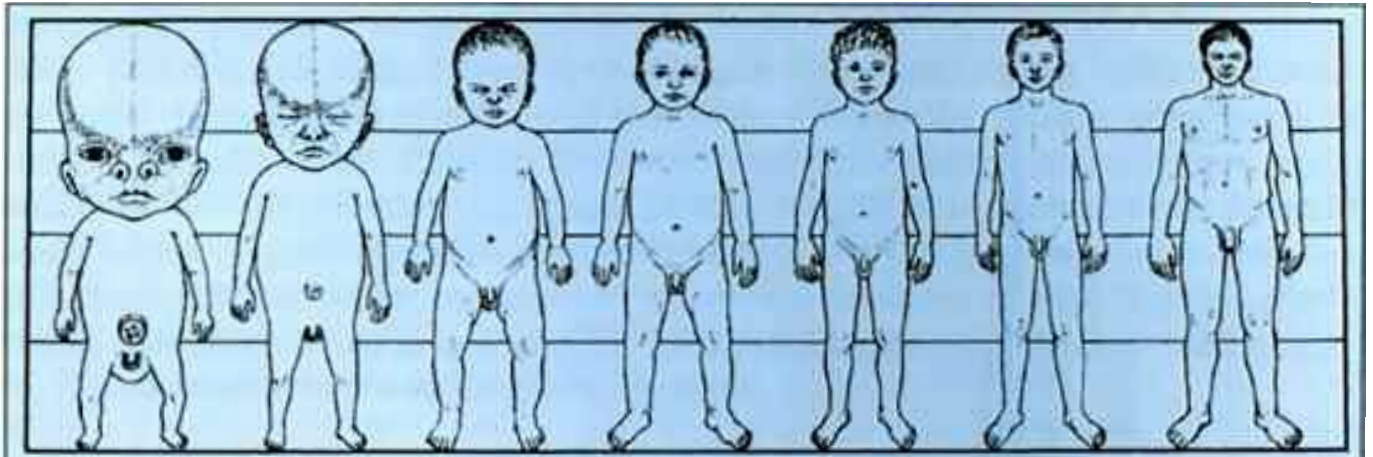
periods of life in which specific patterns of behavior are acquired very quickly and in which there is an excellent sensitivity of the organism towards specific experiences (Hahn). Chronologically limited periods in which cellular systems react more sensibly to environmental stimuli (Winter).

Predetermined periods in which fitness is favorable for specific motor skills (Harre).

The optimal sensitive phase for the nervous system covers the first years of life: the golden age of motor learning of the evolutionary age.

According to the Scammon chart, the maturation curve of the nervous system is fast and early, and the subject in evolutionary age has excellent possibilities to be stimulated adequately on the motor coordinating abilities.

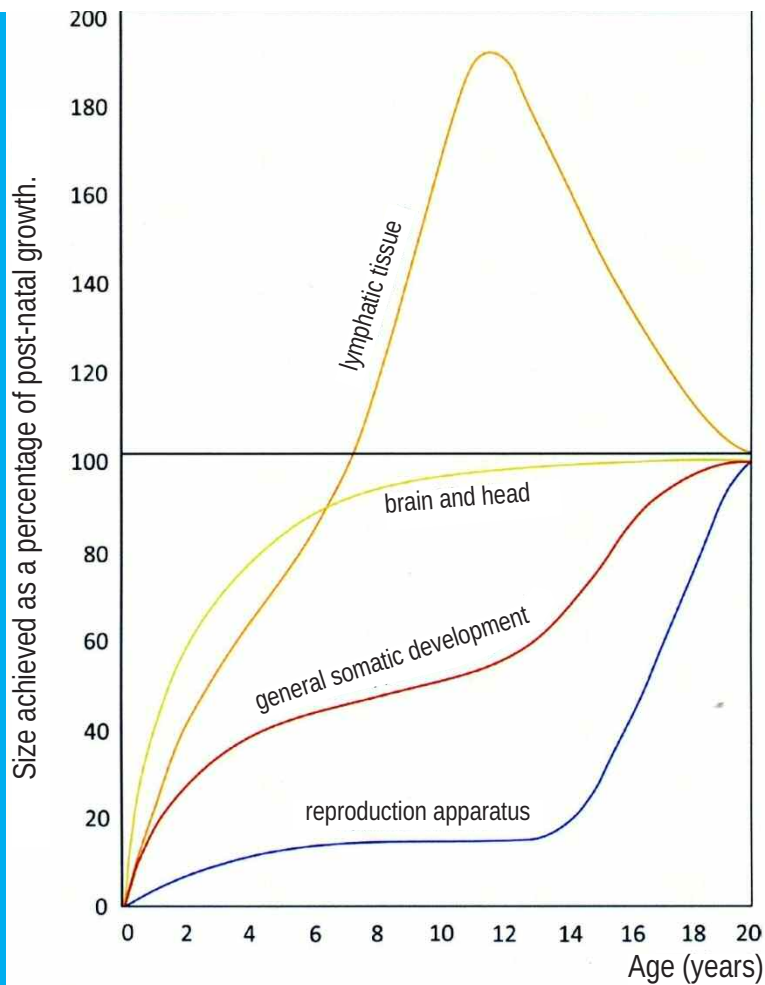
The conditional capacities, in correlation with the maturation curve of the Somatic Systems, will have to be stimulated starting from puberty, seeing the remarkable increase of both male and female hormones.



Fetus of 2 Month   Fetus of 3 Month   Newborn   Baby old 2 year   Baby old 5 year   Teenager old 13 year   Adult

### The morphological change that accompanies growth

Source "Atlante a colori dell'esame fisico del paziente" published by Mediserve Editor, 1991 author prof. Seidel HM



Growth trends - Key models by Scammon R.E.





# Research - Training -Action

## Judo and Human Rights.

**Sports policy must always put practitioners of all ages and social conditions at the center of the action.**

**The goal is to develop the person and preserve his physical and psychological health, his "individual" rights, and the role of "citizen of the world" in the democratic rule of law.**

**Democracy is a culture of the other: the enhancement of its capacities and its limits.**

**Thus Education teaches us to put ourselves and the other in a position to understand the meaning of Freedom.**

Philosophy is thought and action for the common good.

Jigoro Kano, the founder of the method Judo Kodokan, said: Young people do not need discussions about the highest systems; they need to be accompanied and helped to solve the minor, significant problems of everyday life.

Today's young people must be able to become aware adults, protagonists in the creation of a society that takes care of everyone, regardless of their physical and social condition. Judo is a practical, pleasant, and tiring means of building a "civic and warrior" society that can oppose chaos.

It is spontaneous to ask: if the philosophy of Judo speaks of "friendship and change prosperity" and "better use of physical and mental energy," how can it be reconciled with the needs of disabled people?

How will it be possible to apply these principles in their daily lives?

Is it a practice that can help to improve ourselves, our surroundings, and the whole world?

It would be a minor matter if Judo were only technique, physical training, competition, successes and failures, and friendships and contrasts. Fortunately, it is not so!

**It is a little story like many others. Nevertheless, it is my story with Judo.**

It was only a few years before the end of the '70s, one day two couples of parents asked a young Judo teacher to accept the registration of their children, with Down syndrome, in his course.

The parents asked inclusion wanted the children to be included in the group of peers as suggested by the new regulation of the Italian school.

More inclusion, not more special schools.

The young teacher mocked himself: he was novice, inexperienced, unconscious, unreliable. The parents asked him to think about it, after a few days, he became convinced. Then the adventure began. Paul and Simon were as extraordinary as the other students of the course.

A unique experience, against the thought of the sports world, still today inclined to the homogeneity of the group. Something was missing, much, too. The turning point came towards the end of the 80s, and it was outlined with Nicola Cuomo, professor of Special Pedagogy at the University of Bologna. At that time, the professor undertook to plan a trip to Japan to demonstrate to those who had created Judo that "it could be done" even with people with disabilities whose life is a continuous climb, steeper than for others.

An enlightened pedagogist, Cuomo spoke of emotions, pleasure, autonomy, desire to exist: for all human beings.

Professor Cuomo worked all long life to create a social fabric that could give answers to families and tools to people with disabilities, to design an autonomous and independent life.

The "revolution" based on the judo-pedagogical model had begun under the Human Rights icon.

The answer was to be able to work for the "after," the "after us," with the practice of Judo in comparison with the Special Pedagogy, its questions and relative answers: it starts from knowing how to achieve simple autonomy, up to the most complex practices.

They had to acquire all the skills necessary to live an autonomous and independent life, made up of multiple skills: moving to the city, taking public transport, shopping, cooking, washing clothes and ironing, keeping the house clean and tidy, going to the bank and the post office, call the doctor if necessary.

Face all the "headaches" of everyday life in progressive autonomy, just as Jigoro Kano said a century ago. How to achieve all this, whom to involve, and where to find the necessary funding? No one underestimated the institutional shortcomings, the bureaucratic delays, and the subculture typical of welfare, never defeated. The key was to involve parents, convince them that their children's future was in their hands, and in the desire to change the social model.

The key was to get the parents involved, convince them that their children's future was in their hands, and change the social model.

Above all, to encourage them to put themselves in the game "politically" to count on more in the society and propose innovative models. It was necessary to communicate the vision in the City Councils and all the places of participatory democracy in which families count because they vote and make their voice heard by spreading the culture of Active Citizenship. Parents committed, especially to ask the respect for Human Rights denied to their children by the welfare practices, expensive and useful only for emergencies. On the contrary, the parents have suggested more and better work with inclusive structural policies and useful for the future of all young. The "after us" project was born then, through the model "Emotion to know," ten years ahead of the institutions. Everything will be concretized with the institute of the Pedagogical Testament, the true strength of the whole project. Like the Judo Master, or the teacher of other pieces of knowledge, even families who have proposed themselves as "forerunners," maybe they will not see the fruits of their commitment, maybe their children will not receive what is supposed needed, but they those who come after us will benefit most.

Families must resist chaos just as Judo practitioners do in the Randori exercise, students in solving a mathematical equation, or professionals developing their work.

## **The school. The job.**

Judo how the physics, literature, history and geography, work and profession: they are all life experiences, vehicles of global knowledge and integration; thanks to the difficulties, we have the opportunity to put ourselves at stake, to rise after a fall or failure, to understand ourselves and others: knowledge as a tool to face our limits and relationship with others.

The question arises whether we are proposing a cultural revolution or whether we are interpreting the words of Jigoro Kano and those thinkers of his time as Baron de Coubertin (1863), promoter of the new Olympics, Émile Durkheim (1858), father of Western social thought, and John Dewey (1859), essential philosopher of the school of pragmatism.

Kano probably read these authors and learned judo and Kano's writings.

With Dewey in particular, one cannot fail to recognize a closeness of thought. He affirmed that one must be healthy to be useful to society, that one must cultivate the mind to understand, interpret reality and cultivate the spirit through a moral principle. We are probably transporting these thoughts into the global dimension of our society, starting with the Charter of Human Rights.

Reading the papers of the time, we can see the universality of these principles and how it is possible to put them as a base or icon for a different and revolutionary social model. Today, the change we want must involve all sections of society. We must build a multi-ethnic society where different cultures need to contaminate each other; we need multiple intelligences, skills, and cultures to build that new social model that we are thinking about doing: a democratic and freedom community with relationships between people on a human rights approach.

### **The things of every day.**

Every discipline has the means to communicate with the body and the mind only when it is considered in its educational and social function, as knowledge projected outwards. It has universal value when it is understood and practiced as an educational instrument when it allows us to build paths of peace and virtue when it is understood as a force to do good when it allows us to give a pedagogical response in identifying the reasons for our actions. UPKL method is a "new" way of proposing Judo, to free it from the monotony of the practice without emotions, suitable only for the most gifted, designed exclusively to produce at least a "champion", sacrificing the group for the success of the best. A method that has recovered the intentions of Jigoro Kano, whose global thinking that already had surpassed the small dimension of

the individual to project itself towards the universality of civic and warrior education. A new method that today promotes Human Rights and active citizenship skills.

Technique, teaching, pedagogy, and curiosity: they are the keywords of the researcher who studies to understand how, through educational processes, it is possible to change oneself and the world, make it better, be optimistic in facing difficulties and the future. Valuing the technical gesture enriching it with moral, social, philosophical, and emotional content: a process realized together with the other.

Technique, teaching, and pedagogy to produce skills and knowledge for everyone, even for the less gifted, open the doors of knowledge and doing to all practitioners/students/workers, regardless of true or presumed skills, thanks to high-quality reference models — the best skills at the service of others (mutual help).

That explains why we cannot just talk about only of Judo. Thanks to the emotions and the pleasure of doing and knowing, we will be able to glimpse why we face fatigue every day. Good practices that allow us to try and understand what has been defined as impossible provided they are proposed according to the founder's intentions: not only as sports but an opportunity for growth for all, practitioners and not.

Judo and addendum intended as education to fatigue to face the future with the "warrior" in a society "civic and warrior," understanding in depth the meaning of the term warrior: the one who opposes chaos.

The chaos that denies Human Rights classifies and issues sentences: to example: You are a terrible student and will always be a terrible boy, rebellious and without respect for the rules. You are immature, and you never can grow up. You are a "jug" and will never play in a team. You will never get a diploma or a degree. You are a disabled person and will never live off your job. You will always need assistance and will never have an emotional life. You are not allowed to choose. You will never be able to build a life autonomous and will not live an independent life.

**All these phrases are born of ignorance and prejudices!**

How many victims has chaos caused? How many more will it do? We must oppose it. How? Labour is opposed to chaos, and it permits the expression of freedom and the removal of barriers produced by prejudices. Judo or any other discipline is an opportunity for "education", understood as "putting the person in a position to understand the meaning of freedom and truth."

Nevertheless, chaos is useful because it allows us to progress and be healthy and happy. It allows us to be citizens active aware for win the difficult moments and adverse events of life.

## **The revolution in everyday life**

The cultural revolution of Jigoro Kano, his Utopia, can be summarized in the search for a new "social dimension" that can put the world in front of a choice "definitive" and "responsible" through a Didactics and a Pedagogy common to the whole world.

The synthesis is essentially contained in two fundamental principles that determine, in practice, the transition from the concept of Jutsu (practice) to that of Do (way):

**Principle of Behavior:** "the best use of physical, mental and spiritual energy -spiritual and physical"  
**-Sei Ryoku Sai zen Katsu yo** - in every action of public and private life.

**Social Principle:** "we and others in harmony" - **Jita Yu Wa** - Principles that J.K. finalizes to "grow and progress together."

We could summarize them by stating that the idea of Jigoro Kano embodies the reflection that "it is not possible to change the world unless you first change yourself," a concept taken up by some modern philosophers. Precisely in this philosophy lies the genius and farsightedness of J.K.; in this way, he expresses the need to combine and integrate individual work.

J.K. thinks of the value of the individual who is part of both the group and the whole world: he identifies a practice that determines collective growth and is helpful to himself, his family, his group, and the whole of society.

"An individual is important only when useful to all others: without cultural, social or geographical boundaries."

We can say that J.K.'s Utopia lies precisely in "positive thinking" in "socio-cultural globalization."

Furthermore, here J.K.'s "diversity" comes into play because "socio-cultural globalization" does not produce benefits and lasting effects if one does not tend to value the uniqueness, the different bits of intelligence, and the different social affiliations.

In modern terms, we could define this Utopia with the watchword: "diversity produces culture."

The realization of this project, which foresaw an epochal leap in medieval Japanese culture, is opposed to the frenzy of modernization of a western society dazzled by the processes of industrialization.

In exchange for a "safe work," often exhausting and immoral, J.K. could not accept a form of society that destroyed the individuality/collectivity of society linked to the land and its fruits.

J.K. thinks of community-based social life and mutual help... a society that places "man" at the center of the scene.

'I remember the life of the countryside, farms, and courts in the railing houses, where every child was also a child of the community.

Life was undoubtedly tricky, but the human dimension was prevalent because strong were the feelings of tolerance and mutual concession in the family nucleus in the community.

We could be even more explicit by insisting on the meaning of Jutsu to compare with that of Do: in the first case, we can understand the mentality of Japanese society based on honor.

The relationship of a person with society is based on the concept of "paying off debts" an example is the debit of gratitude contracted with the "Shogun" or the debits with the "Community members" that have you given something - The Jutsu is a tool of "Work" to pay off the debt contract.

The meaning of "DO" transcends all this. It supersedes from the limited space/time - victory/defeat dimension to immerse in a universal collective perspective - it passes from the idea of the tool how to a life project for itself, with and for others, for the benefit of all.

**J.K. talked about diversity and as a different teacher he proposed.**

We think it is appropriate to reflect on the small, large part of silent society, that does not make rallies, does not launch proclamations, does not invoke electoral slogans, does not know how to tell lies and that lives its life with the dignity that others deny it, constantly, through the alienation of their social rights, their Rights:

- a society that is content with what others have left it and does not mind, on the contrary, it is happy because it means in another way wealth
- a society that loves the simple things that fill everyday life
- A society that, through good behavior, opposes the subculture of useless things advertised as indispensable resources

**The valorization of diversity.**

Let's think about how different the same technique of Judo performed by a man and a woman, a child and an adult, an expert and a beginner, a champion and a judoka that champion will never be. However, the result for the person is the same.

Let us think how the Randori (opposition to chaos) is practiced differently by two students of the same master and with the same years of practice.

Randori, work, profession: expressions of the individual freedom that life proposes.

Even before the enlightened modern pedagogues, J.K. had guessed that the secret of life is enclosed in the diversity that characterizes each of us and that makes us protagonists, always, with our daily work, of the cultural and social development of all. Even before his peers, J.K. had guessed that mass and energy were part of one thing and that only with the balance of the parts was it possible to get out of it.

To go out, or even not to enter into the quagmire induced by the modernization of industrial society, through its pseudo-cultural and pseudo-social proposals, with radicalism, pretending that the sadness of a world that always needs economic crises social and wars. J.K. has proposed a method to build a Civic and Warrior society devoid of selfishness and fratricidal wars.

A revolutionary method antagonist today is how yesterday of the chaos, with laws and regulations proposed and shared for the collective good: a society of peace and tolerance with an approach based on Human Rights.

## **Technique, Didactics, Pedagogy**

We leave the field of historical, philosophical, and socio-cultural dimensions to delve into the specific realities that we meet in the gym, at school, or in the workplace. When we find a listless or tired class, remember that our students come from a day of work or eight hours of school. Our task will then be to renew the enthusiasm of the first day without distorting our role.

The didactic is helpfully us as an "instrument of the Pedagogy"; the science that us understand why we decided to take an educational path, not devoid of effort, but fascinating and engaging.

In terms of Research/Training/Action, we must be curious about knowledge and know-how so that our sports, cultural or professional proposals are always able to excite our students. If necessary, we must get out of the encyclopedic and specialistic knowledge and immerse ourselves in the world of fantasy and discovery.

Often, during the training courses, it happens to ask those present how many of them have loved mathematics.

The answer is disappointing because the overwhelming majority do not raise their hand. It is a common belief that mathematics is a tricky subject, but we do not question the reasons for this perception.

We could find an answer by thinking about how the matter was proposed to us. We have often faced it out of obligation and as a discipline without emotions.

Maybe the teachers only proposed the mathematical as a tool to educate us to "logical thinking."

If speaking of geometry, it is helpful to show a desk and ask how much information an object can give us without resorting to formulas or trigonometry rules.

We can discover, indeed touch, concepts relating to angles, areas, base, height, thickness, and more themes and then see how all this information can be expressed with mathematical formulas.

In Judo, we must teach movements, how to effectively use the body, apply the gesture with a companion available, and then duplicate it in free exercises. We must "invent" teaching that can produce, pleasantly, an execution that at the beginning seemed very difficult, if not impossible.

Our students have different abilities, competencies, and different levels of intelligence, so we must be imaginative as to get, over time, high-quality answers from all of them. In order to implement the practices we are talking about, have we ever considered how to involve all students? The best learn immediately and risk getting bored, the others mark the step: but we can not neglect them.

In sports practices, we have the group at our disposal, and the most capable can help, with example and collaboration, the least able: we talk about mutual help.

It can do at school, with the result that the most capable will be the "right arm" of the teacher; they will thus be more motivated and will further improve their performance.

An example: during the school course, three friends waited for a quarter to finish the daily training to meet and discuss together the most difficult topics. Without mutual help, the time needed to prepare for the exams would have expanded. We need to strengthen our teaching skills if we are to be good teachers, putting technique and imagination into it so that the whole group has the opportunity to improve and become more passionate.

### **Teaching and learning.**

It will be happened to everyone to get unsatisfactory results from their work as teachers. We worked with commitment and professionalism in showing a technique or explaining a concept, but our students did not produce what was in our expectations. It is true that the saying "the warrior is entitled to action but not to its fruits" is part of our philosophy of work and that teachers must have the patience to wait, without diminishing the intensity of their work.

It is also true that we must make ourselves understood and that our students have a right to learn.

Let us then ask ourselves about the quality of our work, ask ourselves whether we have lived up to it and whether our teaching has been pleasant.

Who does not remember the phrase "you could do more but lack method"— a catchphrase for our parents and ourselves, children.

Nevertheless, our teachers/master/ professors taught us the study method, how to study literature, history, mathematics?

Did they tell us the difference between writing and speaking? In a recent statistic on the comprehension of a text, our young people result poorly prepared. Let us ask ourselves if they "forced" us to use vocabulary at school.

It is true that, if during reading, we encounter a word whose meaning we do not know, we struggle to understand the meaning of the text itself fully. When we read an author for the first time, we usually have to get used to the way he writes and his vocabulary: the dictionary always comes to our aid. Let us go back to our work as teachers in the sports field and analyze the degree of understanding of our students: we will find that it often depends on how we showed them the technique, both with words and with gestures. When we have a homogeneous and skillful group, everything is more accessible, but if some students have difficulties in the group, the shortcomings of our teaching method will come to light.

Given that our teaching is quality, we often realize that students waste time and energy.

Let us ask ourselves if we have helped them study with a correct method whether the progression we proposed is appropriate to their abilities.

From the teacher's point of view and the student, we would need a different approach if we study a technique or a kata.

Were we able to propose the gesture correctly?

We proposed the subject with a correct method regarding the degree of difficulty - knowledge engineering - and we were able to interest the students and excite them to the point so that the practice proved pleasant?

We will explain the UPKL method during the training courses and supply the tools.



# The educational paradigm

**The interdependence of social systems on a global scale is based on fragile mechanisms.**

**If we suppose the solid liberal traditions, autarchic or democratic social models, and sophisticated financial and economic systems can easily be swept away by the modest jolts of Nature.**

**Adverse weather events, earthquakes, viral pandemics, and radioactive clouds in weeks or months can subvert the established order and annihilate the world's productive system and the well-being of millions of people.**

**So we can think of interdisciplinary education on human rights and the development of key skills that can save lives and contain the effects of adverse events.**



## **Education. We are looking to the future.**

The debate on what education we want for young people raises many questions.

For what purpose does the old generation want to impose education on the young one?

What is the objective of the proposed educational model?

What feelings does this approach arouse in young people?

Why is this tradition that feeds the intergenerational conflict consumed at all times?

What is it right to reflect on adopting a sustainable model over time and acceptable for many future generations?

Who should be invested in such a noble and challenging task as an educator?

Who trains the educators?

What philosophies and tools do we train educators, and for what purposes?

Perhaps with this last question, we can open the circle of reflections.

Cultural anthropology is the science that studies the behavior of the human being to grasp the deep origin and the globality of the manifestations, which we summarize with the term culture.<sup>1</sup>

1Cifr. Essential outlines of the history of essential anthropology author Anna Casella Paltrinieri - publications of the ISU - Catholic University.

2Cifr. Seven complex lessons in education for the future E.Morin Unesco Publishing

Culture is a living matter in continuous transformation and becoming, so trying to crystallize the reasons that give rise to the motivations that push an old generation to impose education on a new generation is like trying to stop the flow of time. We consider it of greater interest to observe the cultural fundamentals that unite the deep origin and the globality of human manifestations since its appearance on earth.

Analytic observation must be part of the global vision with the awareness that the whole is a reality greater than the sum of the details obtained from a very accurate analysis.<sup>1</sup>

### **The personality.**

We must consider that any person uses the multi-identities formed through lived experiences.

Each person is much more of his role. These multi-identities are active during the educational path and create different interactions with others and the environment.

### **The behaviors.**

The nature of the human being is expressed through the social expression of individuals. It is characterized by three behaviors: "Competitive" - "Collaborative" - "Cooperative".

<sup>1</sup>) The motto par excellence of the Gestaltists is: "The whole is more than the sum of the individual parts" (Zerbetto, 1998), which means that the totality of the perceived is characterized not only by the sum from the individual sensory activations but by something more that allows you to understand the form in its entirety. Mar 11, 2016

Behaviors are inherent to the survival of the individual, the tribe, the species. They express themselves concerning the environment and other living beings, whether they are human or the animal or vegetable kingdom.

Philosophies with their moral laws and ethics, descended to them, color the behaviors of negative or positive meaning because of the emotions decoded by our personal, empathic capacity. Global observation of the human being shows that survival is not its sole purpose.

The search for the spiritual origin that animates every human being is a theme that every anthropologist considers necessary to deepen.

The different cultures contain religions that offer the interpretation of living the past, the present, and the future in life and beyond death. Many aspects have influenced the evolution of human beings.

However, the fundamental constant and unchanged in time are the search for the ultimate end of existence: Happiness and the behaviors we adopt to face Reality.

Starting from these assumptions, we can try to put order and find some answers to the questions in the foreword.

## **For what purpose does the old generation want to impose education on the young one?**

If we consider the need for the pursuit of happiness and the social nature of the human being, one of the plausible hypotheses that drive the old generation to impose education on the young is the desire to facilitate the task of young people to achieve the goal, that the elders in most cases failed. Therefore, it would extend the parental function to the social sphere.

A second hypothesis is related to the desire for immortality that drives the older generation to perpetuate its life through the behavior of the younger one, purified from real errors or presumed such, committed in the span of existence.

Another hypothesis, again, can be linked to the spirit of competition that animates different groups of almost peers of age called to confront the reality in the making.

Whatever it may be, motivation is a determining factor in the quality of the educational process since it affects intergenerational relations.

**This matter poses an important ethical question!**  
The Educator must design and operate in symbiosis with the learners in their exclusive deep and unique interest in pursuing happiness and socially acceptable behavior.

## **What is the objective of the proposed educational model?**

From the ethical question comes the pedagogical objective of the educational model.

The educator must facilitate the learner's task to reach the ultimate existential goal: the search for happiness.

Let us immediately clarify the point: facilitating means implementing strategies and providing knowledge and tools so that the learner can face the Reality responsibly by consciously adopting competitive behaviors, collaborative and cooperative, capable of managing accepted emotions and relationships according to the rules of the community, lived in complete freedom to achieve the common good in respect for human rights, every living being, and the environment.

Science and consciousness suggest setting the goal of cognitive development of multiple human intelligence, identified and defined by the studies of Howard Gardner, without neglecting the humanistic education to the philosophical principles of Edgar Morin anchored to the dictates of the International Charter of Human Rights approved in 1948 to the O.N.U.

[link to pag.140 "design"](#)

## **What feelings does this approach arises in young people?**

A human being sustained in his growth process by educational programs capable of developing the different and multiple intelligences sprayed by the humanistic knowledge inspiring the Terrestre<sup>2</sup> Citizenship and the ability to adopt "competitive" behaviors- "collaborative" - "cooperative" in a conscious way can express its global potential through creativity and walk the path that leads to the search for happiness.

The one just outlined is the ideal plan of the horizon to pathed during the educational process. However, its implementation is complicated, and the displacement on different levels results from the emotions that every action arouses in the human soul.

The maximum attention to the knowledge of the learner's emotions and proper of the educator is an indispensable condition to carry out the educational mission.

Every emotion produces a motor response in the human being, which triggers a reaction, an endless succession of processes that destabilize the person who moves away from its existential objective: the search for happiness.

The chaos generated by the emotional storm fueled by the actions-reactions resulting from the behaviors adopted has the merit of building the baggage of experience.

The ability to manage behaviors intentionally allows guiding the actions to achieve satisfaction goals and improve interpersonal relationships' quality..

### **Why is this tradition that feeds the intergenerational conflict consumed at all times?**

Intergenerational conflict arises from the unconscious use of behavior.

In most cases, the competitive behavior expressed unconsciously leads only to an audience of losers.

In the absence of rules and brought to the extreme consequences, it assumes the meaning attributed to the word conflict and then elevated to war.

This analysis requires serious reflection on how important it is to mitigate, through the choice of conscious behavior, the risk associated with intergenerational conflicts.

The formation of the ego as an expression of the "it's me" is a saturated dimension incapable of being in a relationship of listening and dialogue with the environment and other living beings. The construction of this type of personality results from non-educational processes, also instinctive and inherent in the adoption of unconscious behavior.

The formation of the immanent ego as an expression of the "I AM" is an unsaturated and expansive dimension in constant dialogue with the environment and other living beings. The personality "I AM" results from orderly educational processes and adopts only conscious behaviors subjected to ethics to achieve the aims.

**What is right to think about adopting a model that is sustainable over time and acceptable for many future generations?**

The vision of how to live the present to enjoy a well-planned future is the deception of every educational program that the old generation imposes on the new.

It is good to keep in mind that an educational process must train to deal with the unexpected and the unusual that usually animates everyday life, rather than investing energies in developing programs incapable of adapting to the changing nature of Reality.

An educational model should foster the overall cognitive development of the human being, supporting his physical, moral, intellectual, and spiritual growth and stimulating the ability to face Reality responsibly by consciously adopting "competitive" behaviors - "collaborative" - "cooperative" according to the aims to be achieved comply to ethical principles.

This educational model supports the development of immanent personalities in constant dialogue with the environment and relationships with other living beings.

When they reach full maturity and awareness of their action in full respect of human rights, such personalities will represent the condition of Earthly Citizenship.

**The educator!**

**Who can have the role such a noble and challenging task?**

Everyone! In the world, all people, at every time, are educators and learners.

To remain in constant dialogue with the environment and other living beings is an arduous task that requires commitment and dedication. For this reason, an educational process resembles a web where each individual is a node of interconnection with the other.

## **Who trains the educators?**

In the present time, knowledge is fragmented in small parts and diffused in many sciences, so it is necessary to entrust the training of educators to teams of specialists who share the vision described in these pages.

They can cooperate, sometimes adopting competitive behavior in a conscious manner, and always to the learner's interest.

## **What philosophies and tools can we use?**

### **How do we train educators, and for what purposes?**

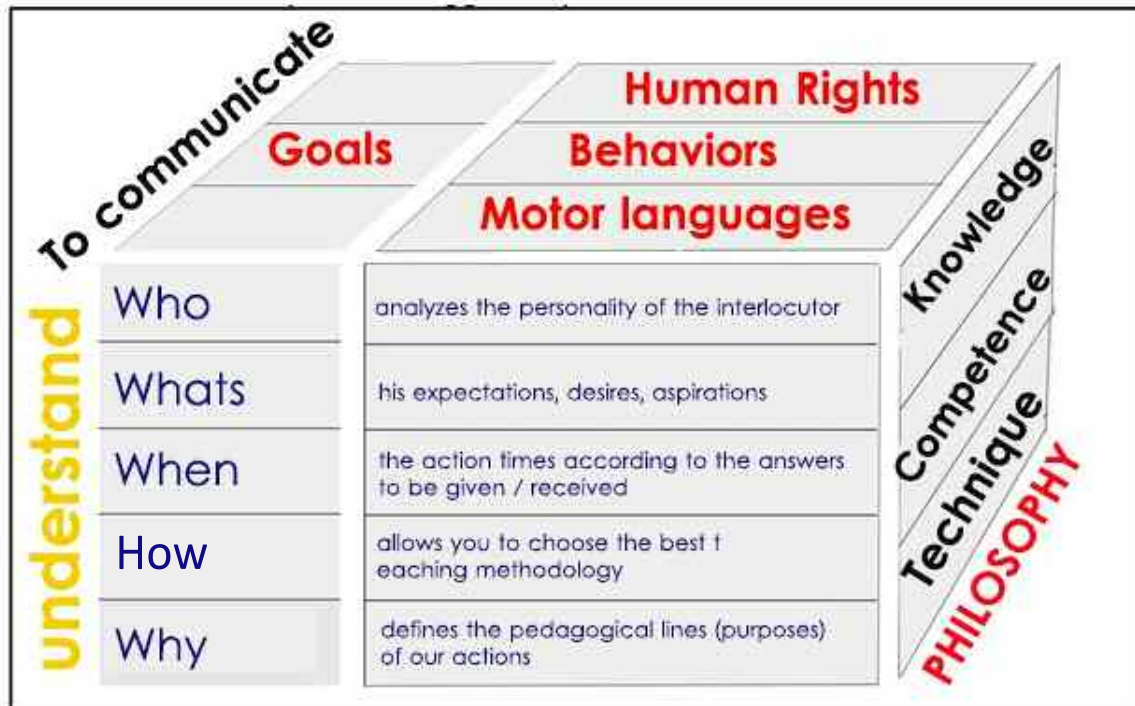
The topic requires specific in-depth analysis; some of the matters are in this handbook chapters, others explained in specific seminars.

## **A global educational approach.**

Education to Human Rights is the catalyst that allows the student to face reality with responsibility, understand the meaning of Freedom, and act intentionally by choosing the correct behavior: competitive, cooperative, or cooperative so that the rights of every human being and living organism are respected and inviolate.

Each method of teaching / learning is a set of technical details united by ethical val

To greater details, precision of realization and ethical values corresponds to higher quality of knowledge



The training process develops and strengthens the knowledge and skills of students in a multilateral framework of philosophies, morals, and ethical principles.

It employs the integration of the different codes how: mathematics or music, physical activity and sport, the arts of science, and literature, encouraging the development of all the person's multi-intelligences.

An education expands life experience and encourages the adoption of behaviors compatible with the natural, cultural, social, and economic environment in which the subject lives and operates.

An educational, creative, and exciting path as the flight of a butterfly and firmly logical because anchored to the principles of the International Charter of Human Rights principles that protect every people's and community.

## The General Objectives of Human Rights Education.

The map identifies the knowledge and skills essential to the development of social consciousness allows to organize them within the educational and training processes; it is a compass to guide the improvement plans and a guide in educational design.

Area	Knowledge	Skills
<b>COGNITIVE</b>	<p>Every element and knowledge that modulates, structures, and composes the Self.</p> <p>The set of information transmitted in learning processes is calibrated by age groups and provided on a lifelong basis.</p>	<p>Being able to coordinate the processes of logical-mathematical thinking and of lateral-creative thinking) to manage and elaborate the processes of:</p> <p>Analysis - Logic thought            Design - Creative thought            Performance - Logic thought            Control - Logic thought            Evaluation - Logic thought            Edit - Logic and creative thought with passages from easy to difficult            Develop problem-solving strategies and tactics and use different languages by adapting information.</p> <p><b>CONTEXT            RESULT            TASK            I IN THE TASK</b></p>
<b>COORDINATIVE</b>	Specific codes and languages	Ability to perform tasks to achieve specific goals.
<b>ENVIRONMENTAL</b>	Codes and elements that structure the context	Ability to relate the Self in the environment and contexts in relation to objectives, space, time.
<b>SOCIAL</b>	Codes and elements that characterize society	The ability to develop the Self with Others in the environment; through the conscious use of behaviors: competitive - collaborative - cooperative always oriented to achieve the common good.

## **Schooling, Training, Educational.**

The learning-teaching process. Irrespective of the matter of the pedagogical project, a helpful method is needed to achieve the objective.

Over the centuries, educators have developed different teaching methods; now, UPKL proposes a task that calls for a series of reflections to allow the elaboration of your method.

Let us go by order:

- 1) Do we know the learner?
- 2) Do we know the Teacher?

A similar situation to reflect on the matter.

The tailors before making a dress take the customer's measurements, this leads to thinking about the needs of the student, his motivations to learning, his desire to live the emotions of discovery, of confrontation, of the joy he feels in gaining awareness of his means and in seeing his sense of self-esteem grow.

A good researcher must know how to investigate in every direction, so we try to imagine that he is the tailor who has to make a suit for a very demanding customer. Himself!

I am not a tailor and cannot certainties to expose, but I can use the ability to ask selves some questions and check if the answers are consistent with the matter I have to face.

1) We have the correct technical information about the capacity:- to take measures- to develop the "sixth" model- to cut the fabric- to sew the fabric- to choose and match lining, padding, and accessories- to plan work- to carry out individual operations- to have an overview of the design of the packaging of the dress- have a view of the details of the make-up - to choose the tools correctly and usefully for the purpose - to be able to communicate correctly with the customer and suppliers of raw materials

2) We have the correct information about:- use of the dress- how long it should be used- in which environment the garment will be used- age of the User and his emotional and functional expectations - the image that the customer will want to transmit wearing the dress - with which personality profiles the dress will relate when the customer wears it.

4) What are my emotions about the work of making clothes

5) What are my emotions regarding the relationship with the Client and how they interact/influence my work as a tailor.

If the questions asked, for example, are, except for the discipline details, applicable to your project pedagogical, we have identified what we can call:

**FIRST LEARNING THEOREME ach teaching/learning method is unique for the couple TEACHER/LEARNER.**

- with which personality profiles the dress will relate when the customer wears it

4) What are the emotions about making clothes

- joy
- serenity/happiness
- pain / rabies

5) What emotions move about the relationship with the customer and how they interact/ affect the tailor's work.

- empathy / complicity
- detachment / superficiality
- impatience/annoyance

If the questions asked, for example, are, except for the discipline details, applicable to the pedagogical project, we have identified what we can call.

### FIRST LEARNING THEOREM

Each teaching/learning method is unique and bidirectional for the pair:

TEACHING STAFF / STUDENT BODY.

## **From knowledge engineering to knowledge**

Over the centuries, man's dwellings have become more refined, from the caves where our ancestors find refuge and shelter from the dangers of nature to the villas of Palladio to get to the living landscapes that form the skyline of modern metropolises.

What makes the Royal Palace of Caserta unique, evocative and exciting, distinguishing it from the destruction of the Sails of Scampia?

The architectural choices because they produce different emotions, from the consternation of the ugly to the joy and happiness of beauty.

Architecture is the discipline that has the organization of space at any scale, but mainly the one in which the human being lives.

Science has no positive or negative value, and it is simply a valuable tool for the design and construction of a building or built environment. Technical and artistic aspects compete in it.

Ever since humanity had the cognitive capacity to organize itself into civilization, architecture has existed. It was born first of all to satisfy man's biological needs, such as protection from atmospheric agents, and for this reason, it is one of the disciplines most present in all civilizations.

Only later, with the development of the organization of labor in society, the secondary functions of the architecture were added to the primary function.

With the appearance of aesthetic characters, there was the birth of architecture also as visual art but equipped with its peculiar characteristics.

It would be reductive to speak only of aesthetic values because good architecture is mainly the result of ethical values and an anthropological study that tends to enhance the evolution of the species.

Why the reflection on architecture?

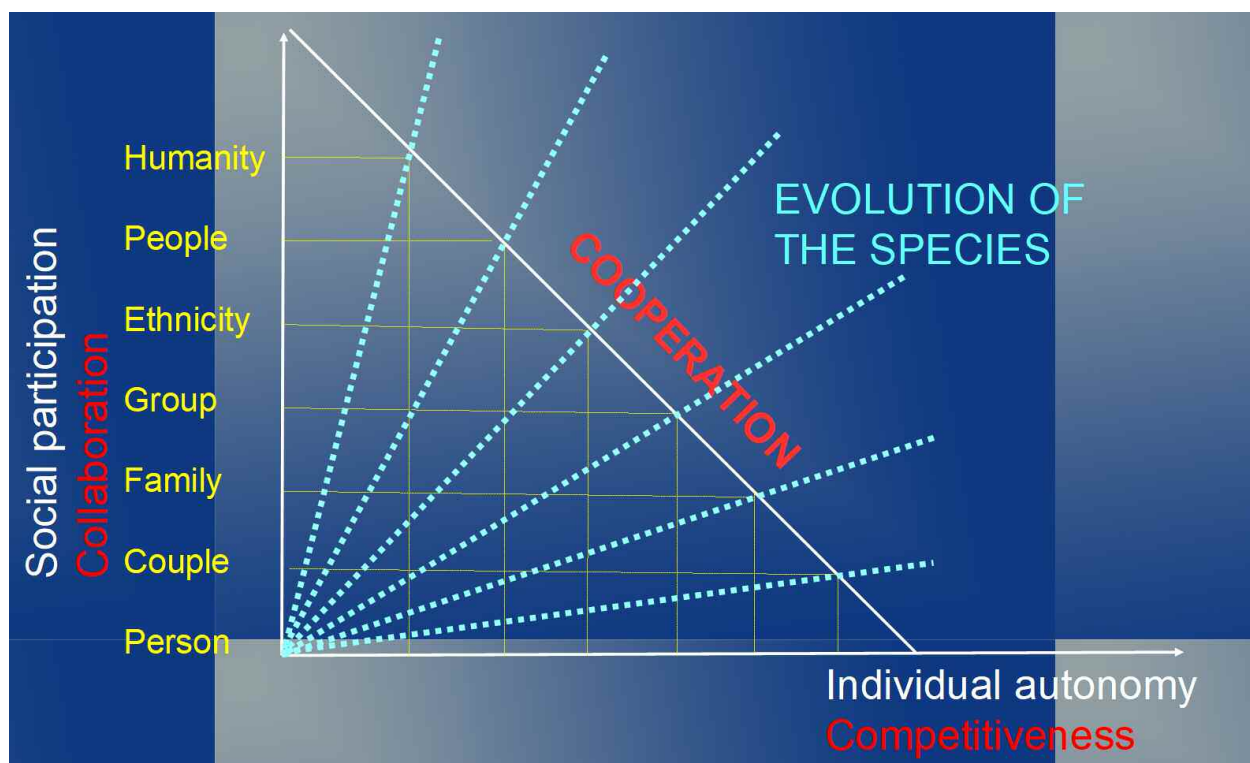
As well as the introduction of aesthetic characteristics and ethical values, the architecture allows distinguishing the evaluation of the unit/ housing complex from havoc linked to a single residence.

It is suggestive and exciting at the same time to observe in the teaching process/ learning the introduction of ethical values and anthropologically evolved behavioral models that distinguish the quality.

.\*\* The Greek-language heuristic ε ρίσκω, literally "I discover" or "I find" is a part of epistemology and the scientific method. It is the part of research whose task is to facilitate access to new theoretical developments of empirical discoveries. It defines, in fact, heuristic procedure, a method of approach to the solution of problems that do not follow a clear path but that relies on intuition and the temporary state of circumstances to generate new knowledge. It is opposed to the algorithmic process. In particular, the heuristic of a theory should indicate the ways and possibilities to be explored to make a progressive theory that can guarantee an empirical development, such as to foresee new facts unknown at the time of the elaboration of the theory's core.

## SECOND LEARNING THEOREM

Each teaching/learning method is a set of technical details united by ethical values. For more details, the precision of realization and ethical values correspond to higher quality of knowledge.



## **The principles of educational culture proposed by UPKL**

### **Identity** (It is me; I am; I am the one who is')

We discover the dual identities and mechanisms that regulate the time of action through perception, movement, and work. The journey contemplates the knowledge of any being human selective, immanent, pulsating, and alive.

### **Reason**

The person is in action with maximum effectiveness to achieve the goal. Thought is already action.

That is, the time of decision-making is irrelevant.

The infinite is the space between the thought and the person's action.

Skill is a conquest of learning and knowledge.

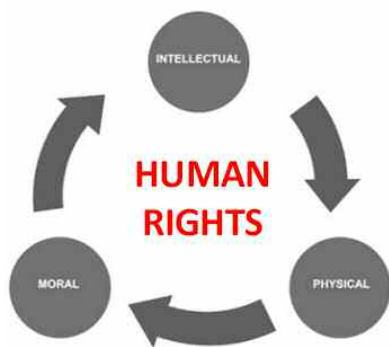
### **Feeling**

The strength to service does the common good.

The power of reason at the service of identity is pulsating and alive. To recognize and welcome life in all forms, dimensions, and substances.

*Life* is the continuous transformation that renews and expands the person's soul and builds the personality identities.

This is the educational path! Let each human being remember the existence of opposites and free will. Good intentions must guide the choices.

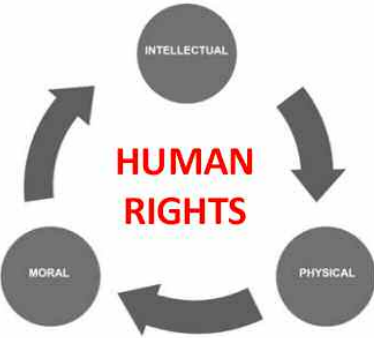



<b>Characters of the evolutionary age</b>	
<i>Motor Development</i>	To teach to combine more motor schemes.
<i>Bodily Image</i>	To personalize the movement to structure the bodily image.
<i>Space</i>	To make to mentally displace the Itself to the place of the Others and the Objects.
<i>Time</i>	To educate to understand the concept of time and space that can be varying independent.
<i>Social affective development</i>	The thought becomes reversing. To educate to make to check and to reduce the egocentrism.
<i>Cognitive development</i>	To socially educate to the useful action reducing the marked propensity to the least terms to the competitive comparison of the individual.  In this phase to use the motricity type reflexive - creative.
<b>it usually happens around the age of 8 to 10 years</b>	

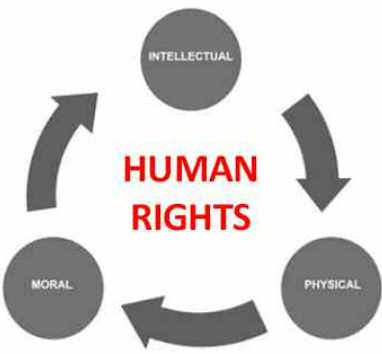



<b>Characters of the evolutionary age</b>	
<i>Motor Development</i>	To complete to the best the motor abilities is the phase in which the ability of learning is in phase of improvement.
<i>Bodily Image</i>	The movement is interpreted in key of volumetric perspective and has to perceive in the different spatial relationships. To educate to improve the personal identity in defined way.
<i>Space</i>	To teach to copy all the forms according to demanded spatial orientations. To have spatial ( Euclidean ) whole to build.
<i>Time</i>	To teach to correctly interpret the spatial dimensions and storms.
<i>Social affective development</i>	The individual is identified sexually. To educate to develop the specific socio centric phase. To act for producing solid interactions with the Other contemporaries.
<i>Cognitive development</i>	To educate to effect abstract and formal operations. To sustain the development of the reasoning is inductive and to enrich it of moral contents
<b>it usually happens around the age of 10 to 11 years</b>	

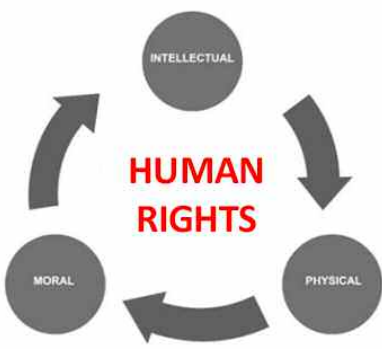
# Training needs in the stages of development

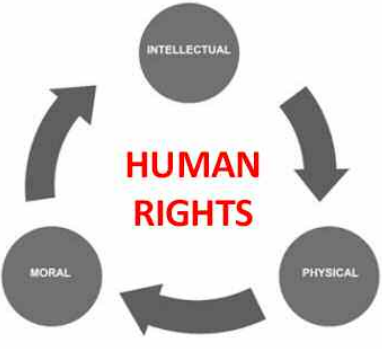
		Characters of the evolutionary age
	<i>Motor Development</i>	To reach the static equilibrium.
	<i>Bodily Image</i>	To begin to structure the bodily image. The learning is regulated by experience.
	<i>Space</i>	To seek situations to experiment the equilibrium.
	<i>Time</i>	To make to begin elaborating the concept of time, now, morning, afternoon, evening.
	<i>Social affective development</i>	To act in order to motivate through amusing games, before individual then with the companion.
	<i>Cognitive development</i>	<p>To act for making to acquire the sense of the importance of the Others.</p> <p>To favor the development of the concept Forms and color.</p> <p>To begin the elaboration of the concept of strategy finalized to the behavior.</p> <p>To make to prevail the synthesis and the game in collaboration with simple rules.</p>
		it usually happens around the age of 5 years

		Characters of the evolutionary age
	<i>Motor Development</i>	To begin making bossing the dynamic equilibrium.
	<i>Bodily Image</i>	To do recognizes and to differentiate the right from the left.
	<i>Space</i>	To teach to orient in the spaces that it conquers.
	<i>Time</i>	To improve the concept of time, now, morning, afternoon, evening.
	<i>Social affective development</i>	<p>Phase of latency for the organization of the self.</p> <p>To educate to define relationships specifications.</p>
	<i>Cognitive development</i>	<p>To develop the abilities of classification.</p> <p>The motricity has impulsive character; it can begin the phase of the finalized operations.</p>
		it usually happens around the age of 6 to 8 years

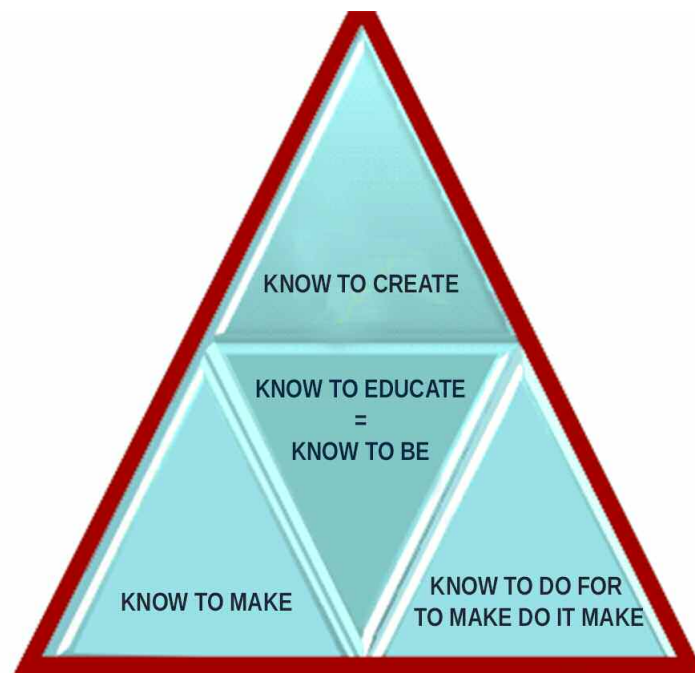
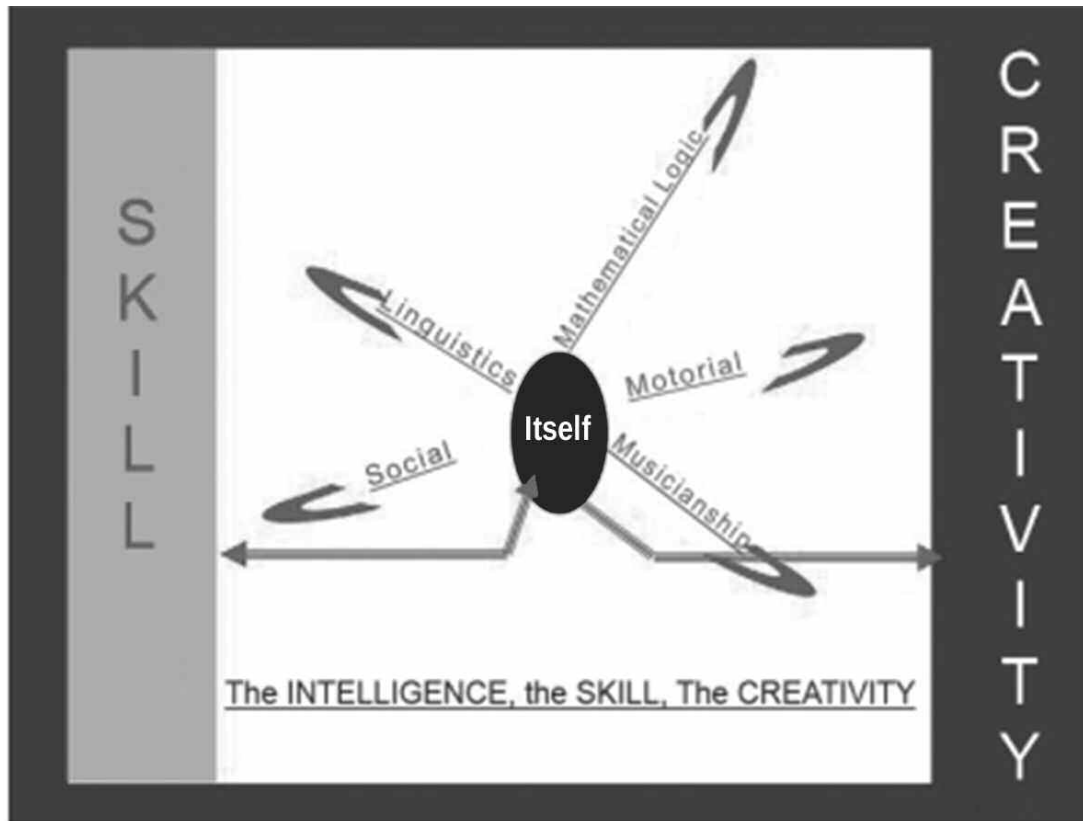
		Characters of the evolutionary age
	<i>Motor Development</i>	Teach to acquit complex motor functions and you direct to the objective.
	<i>Bodily Image</i>	The acquisition of the bodily scheme enters transitory crisis because of the difficulty to imagine the new body that suffers the changes of the puberty. Activity must favour and give into the change.
	<i>Space</i>	Activity must oppose the worsening of the ability of control of the space because of the mutation of the bodily image.
	<i>Time</i>	Facilitate the phase of the restructuring of the coordinate abilities among which the orientation space-storm and the rhythm.
	<i>Social affective development</i>	To favour the begin of the phase of the separation from the family nucleus and the search of his own position in the tribe.
	<i>Cognitive development</i>	To begin through the practice to boss the use of the Logical thought and of that Side. To facilitate the development of the abilities problem solving.
		it usually happens around the age of 11 to 14 years

		Characters of the evolutionary age
	<i>Motor Development</i>	The motor abilities are developed ready to be strengthened. The execution allows to interpret movements motor complexes finalized to objective specific.
	<i>Bodily Image</i>	The bodily scheme is acquired and it is completed in this period the transition of the image elaborated again in the pubertal age to identify that adult.
	<i>Space</i>	The ability of space time orientation curtains to progressively reach the peak. They progressively improve the coordinate abilities.
	<i>Time</i>	It is the phase in which the expression of the movement is strengthened on the temporal amplexness. It is increasing the speed of coordinated executions.
	<i>Social affective development</i>	Experiences report them, cooperation, collaboration, comparison, passion they characterize the choices of interaction of the Itself with the Others. The phase of development of the sense of responsibility and utility continues to the others as to if same.
	<i>Cognitive development</i>	From now on he phase of exploration of the spirituality it will accompany the individual in every age.
		it usually happens around the age of 15 to 18 years

		<b>Characters of the evolutionary age</b>
	<i>Motor Development</i>	The motor abilities in order to maintain acquired conditions must regularly have trained. The execution of movements complex motors for the attainment of specific objectives varies from subject to subject.
	<i>Bodily Image</i>	The bodily scheme consolidates the awareness of the bodily image in relationship to the Physical condition.
	<i>Space</i>	The ability of time space orientation is stable and subjective. The coordinate ability maintains him efficient with the regular training.
	<i>Time</i>	The expression of the movement on the temporal amplitude progressively varies with to increase some age as the speed of coordinated executions.
	<i>Social affective development</i>	The experiences matured in the social-emotional relationships have the tendency to stabilize the emotional equilibrium. (made traumas excepted and situations critical object of clinical intervention). It matures the sense of responsibility and utility to the others as to if same it reaches.
	<i>Cognitive development</i>	The Itself is fully elaborate. The run toward the exploration of the spirituality progressively reduces is the egocentric expectations that partner-centred.
		<b>it usually happens around the Adult age</b>

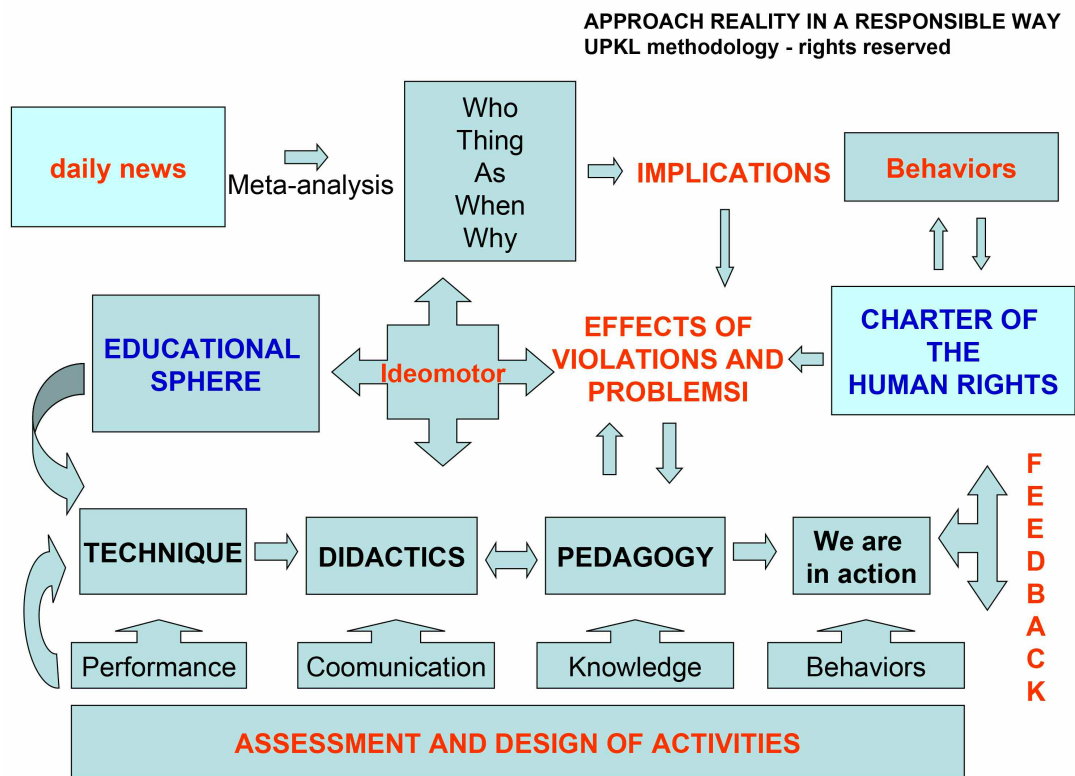
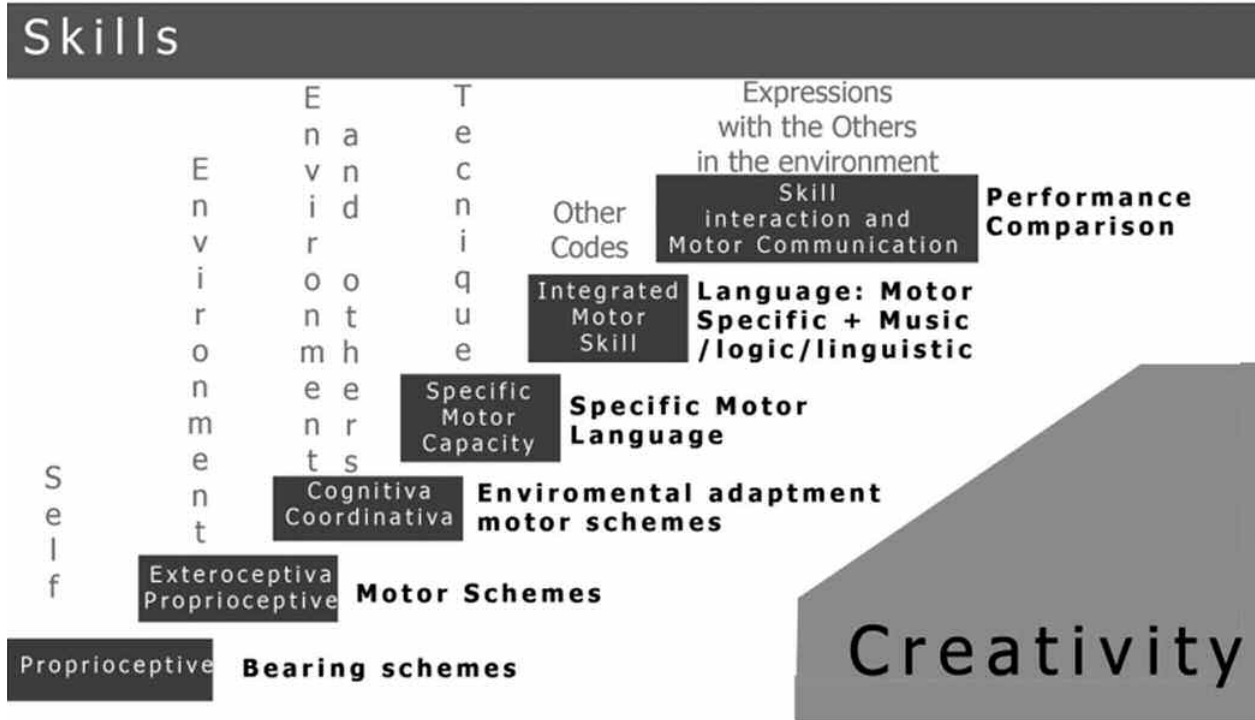
		<b>Characters of the evolutionary age</b>
	<i>Motor Development</i>	The motor abilities progressively have the tendency to be reduced.
	<i>Bodily Image</i>	The image of the bodily scheme is dilated it curtains, because of the schemes lived through the experiences, to suffer the effect memory rather than to conform to the new reality.
	<i>Space</i>	The ability of time space orientation reduce him, the phenomenon is connected to the revised of the bodily image.
	<i>Time</i>	The coordinate and space-time abilities reduce them.
	<i>Social affective development</i>	Progressively curtains to be reduced the sphere of the partner-affective relationships.
	<i>Cognitive development</i>	the cognitive involution is a phenomenon in progressive increase with to advance some age.
		<b>it usually happens around the Third age</b>

## Intelligences, Skills and Creativity



The manifestation of being human.

# Survival, Development, Conservation and Communication







# Appendix for the exercises

The chapter opens a window on the importance of the practice.

It illustrates the learning mechanisms regulated by experience and creativity.

It supports every teacher who has to place "his exercises."

The common denominator of the work:

- Assessment of entry
- Specific objectives for developmental age
- Selection of instruments and languages
- Didactics and ideomotor purpose
- Method of evaluation and control

## **The mechanisms of experience**

I was a student many years ago, at a college in Brighton in the south of England, the English teacher asked the class to describe in a two-page letter the emotions and encounters of a walk in the woods of the familiar places.

It was there that I began to discover how the experiences, the environment in which we have matured them, the mood, the characters of our personality influence the exercise of practice.

Writing a two-page theme is a straightforward exercise, but the unevenness of the class made up of students little more than teenagers and adults like me then, provenience from countries and cultures far away, produced profoundly different results.

The facts date back to the early nineties, immediately after the fall of the Berlin Wall, my bench mate, a young Russian teenager from a small village located on the edge of a forest of the Siberian tundra, described his walk in a forest of high conifers and penumbra, a solitary experience animated by the encounter with an elk. As an adult, you can imagine my amazement. I grew up in a small seaside town and frequented the noisy Ligurian woods frequented by mushroom experts and families on the Sunday trips, immersed in the lights and colors of lukewarm autumn.

Science helps us understand the mechanisms underlying the elaboration of motor patterns and emotional processes that structure our experiences and condition motor responses.

### **Another example**

Who is ready to dip hand without hesitation in a pot full of water placed on a stove in the kitchen?

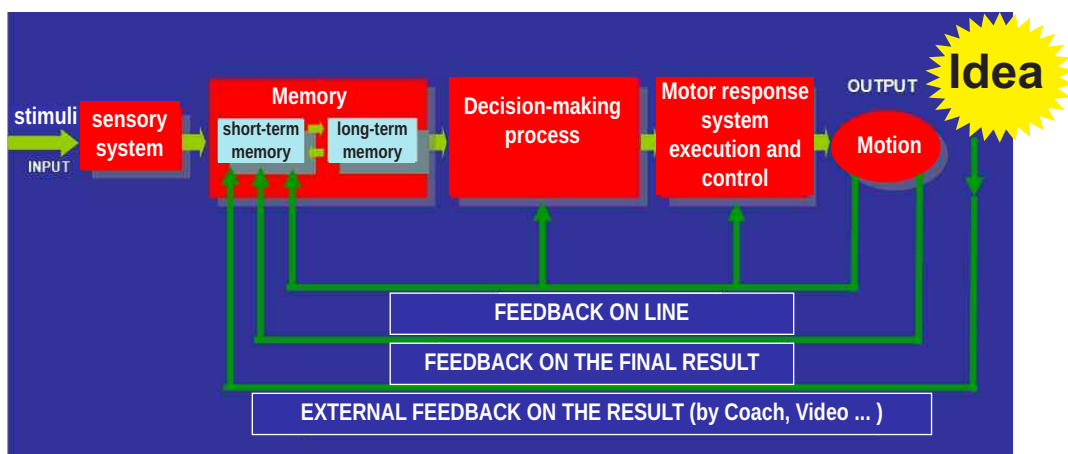
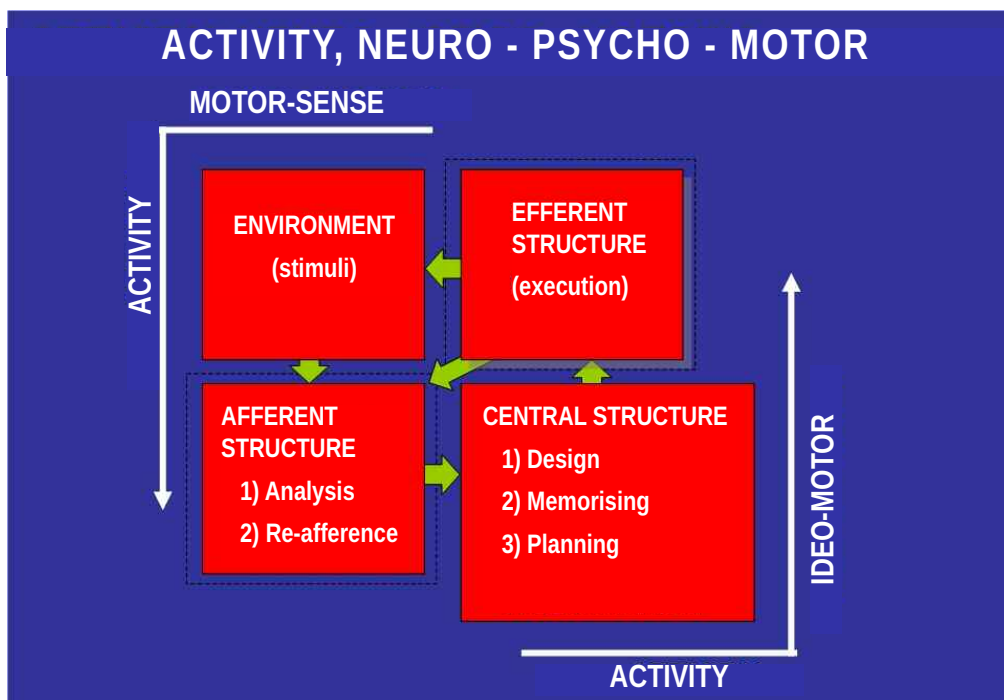
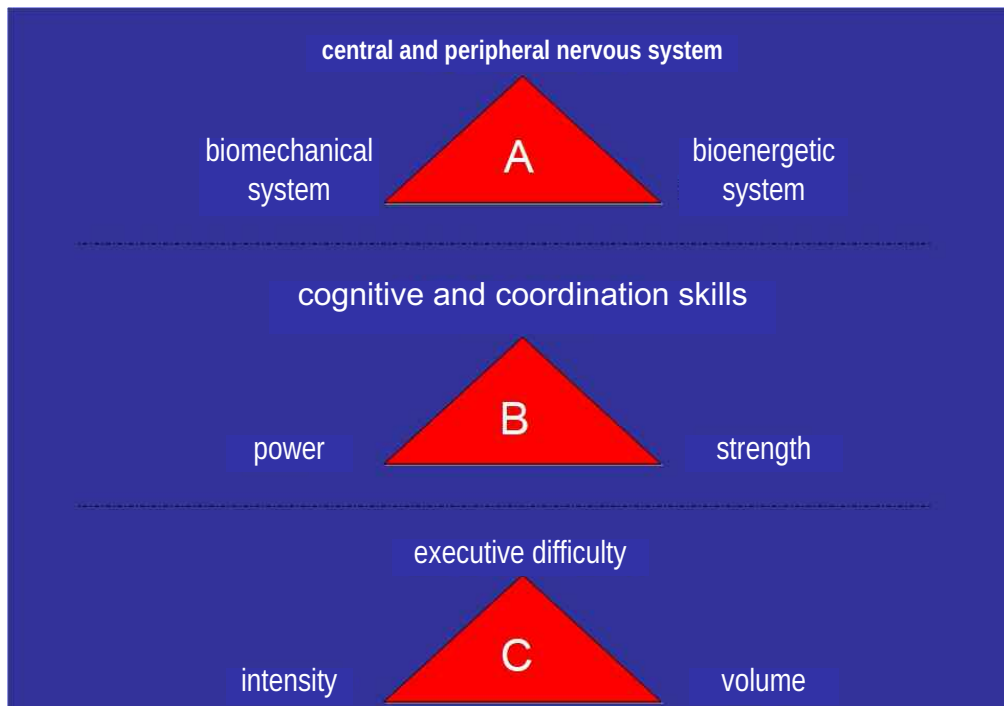
The students always are divided into two groups, the experimenters and the conservatives.

The first, always few, but ready to sacrifice to experimentation; I unfailingly remind them that the water is lukewarm (not very hot) and very sweet because I had melted a jar of honey.

The quickest and smart ones reassure me by saying that the hand immersed is that of their bench mate who rejoices for having avoided the sunburn, licking his fingers exquisitely sweet of honey.

In this example, I leave the conservatives to soak in regret of having remained prisoners of prejudice linked to the scheme:

**Pot with water on the stove = Boiling water = Certainty of scalding of the fingers.**



Source: works of the professors Saibene - Rossi - Aschieri

## Elements of design

<b>Entry assessment</b>	<p>Cognitive tests            Engine test            Behavioral testing</p>
<b>Specific objectives for developmental age</b>	<p>Motor development            Body image            Space            Time            Emotional and social development            Cognitive development</p>
<b>Selection of tools and languages</b>	<p>Technique aimed at the specific objectives of developmental age</p>
<b>Didactic and ideomotor functional to the purpose</b>	<p>Teaching to            Creative Process            Processo Emotivo            Logical Process</p>
<b>Method of evaluation and control</b>	<p>a final evaluation and control tests            Cognitive            Motor            Behavioral</p>

EQF	Knowledge	Skill	
<b>1</b>	Basic general knowledge	Basic skills required to carry out simple tasks.	
<b>2</b>	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	
<b>3</b>	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	
<b>4</b>	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	
<b>5</b>	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	
<b>6</b>	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.	
<b>7</b>	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields.	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.	
<b>8</b>	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	

EQF	Responsibility and autonomy	Belt of Martial art or Technical grade of the sports discipline	Level of the ESSC	SKILLS of the ACTIVE CITIZENSHIP
1	Work or study under direct supervision in a structured context.	YELLOW - ORANGE		Know to learn
2	Work or study under supervision with some autonomy.	GREEN - BLUE		Know to communicate Know to collaborate and participate
3	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems.	BROWN		Learning to linked Verify the information
4	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	BLACK 1° DAN	FIRST LEVEL	Act responsibly Learn to move
		BLACK 2°- 3° DAN	SECOND LEVEL	
5	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others	BLACK 4°-5° DAN	THIRD LEVEL	Problem solving
6	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.	BLACK 6° DAN	FOURTH LEVEL	Know to design
7	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.	BLACK 7° DAN		
8	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.	BLACK 8°- 9° DAN		

**TABLE TO REFERENCE OF THE EQF STANDARD, EU KEY SKILLS, MARTIAL ARTS TITLES, ESSC LEVELS**

**Space for your notes**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

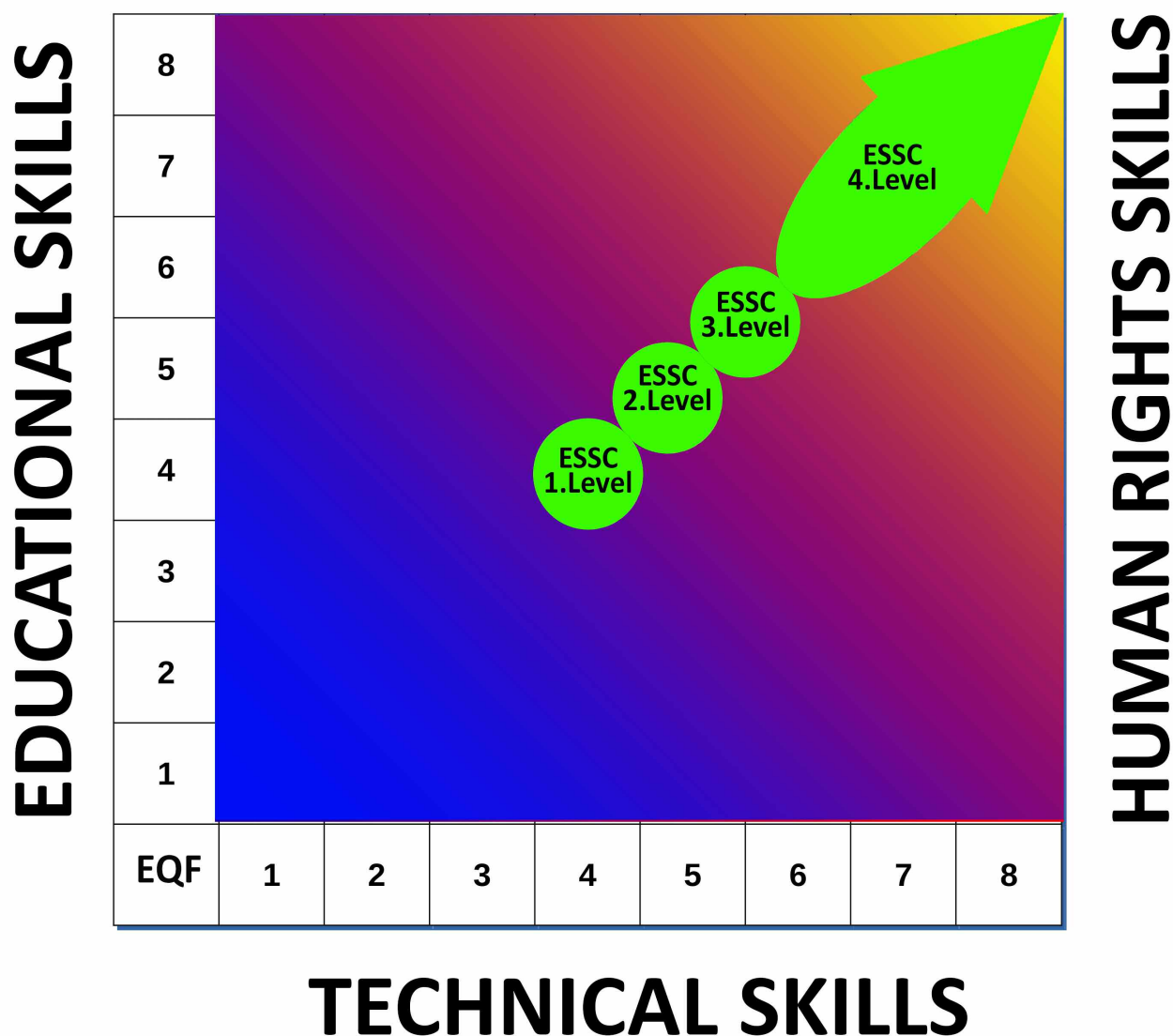
.....

.....

.....

.....

# EUROPEAN SOCIAL SPORTS COACH QUADRANT





# Appendix of the EU Recommendations

The chapter opens a window on the EU Recommendations in sports and education areas



## I

*(Resolutions, recommendations and opinions)*

## RECOMMENDATIONS

## COUNCIL

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

THE COUNCIL OF THE EUROPEAN UNION

Having regard to the Treaty on the Functioning of the European Union, and in particular Articles 165 and 166 thereof,

Having regard to the proposal from the European Commission,

Whereas:

- (1) The European Pillar of Social Rights <sup>(1)</sup> states as its first principle that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that allow full participation in society and successful transitions in the labour market. It also states the right of everyone 'to timely and tailor-made assistance to improve employment or self-employment prospects, to training and re-qualification, to continued education and to support for job search'. Fostering the development of competences is one of the aims of the vision towards a European Education Area that would be able 'to harness the full potential of education and culture as drivers for jobs, social fairness, active citizenship as well as means to experience European identity in all its diversity' <sup>(2)</sup>.
- (2) People need the right set of skills and competences to sustain current standards of living, support high rates of employment and foster social cohesion in the light of tomorrow's society and world of work. Supporting people across Europe in gaining the skills and competences needed for personal fulfilment, health, employability and social inclusion helps to strengthen Europe's resilience in a time of rapid and profound change.
- (3) In 2006, the European Parliament and the Council of the European Union adopted a Recommendation on key competences for lifelong learning. In that Recommendation the Member States were asked 'to develop the provision of key competences for all as part of their lifelong learning strategies, including their strategies for achieving universal literacy, and use the 'Key Competences for Lifelong Learning — A European Reference Framework' <sup>(3)</sup>. Since its adoption, the Recommendation was a key reference document for the development of competence-oriented education, training and learning.
- (4) Nowadays, competence requirements have changed with more jobs being subject to automation, technologies playing a bigger role in all areas of work and life, and entrepreneurial, social and civic competences becoming more relevant in order to ensure resilience and ability to adapt to change.

<sup>(1)</sup> COM(2017) 250.

<sup>(2)</sup> COM(2017) 673.

<sup>(3)</sup> OJ L 394, 30.12.2006, p. 10.

- (5) At the same time, international surveys such as the Organisation for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA) or the OECD Programme for the International Assessment of Adult Competencies (PIAAC) indicate a constant high share of teenagers and adults with insufficient basic skills. In 2015 one in five pupils had serious difficulties in developing sufficient reading, mathematic or science skills. <sup>(1)</sup> In some countries up to one third of adults are proficient at only the lowest levels in literacy and numeracy <sup>(2)</sup>. 44 % of the Union population have low or no (19 %) digital skills <sup>(3)</sup>.
- (6) Consequently, investing in basic skills has become more relevant than ever. High quality education, including extra-curricular activities and a broad approach to competence development, improves achievement levels in basic skills. In addition, new ways of learning need to be explored for a society that is becoming increasingly mobile and digital. <sup>(4)</sup> Digital technologies have an impact on education, training and learning by developing more flexible learning environments adapted to the needs of a highly mobile society <sup>(5)</sup>.
- (7) In the knowledge economy, memorisation of facts and procedures is key, but not enough for progress and success. Skills, such as problem solving, critical thinking, ability to cooperate, creativity, computational thinking, self-regulation are more essential than ever before in our quickly changing society. They are the tools to make what has been learned work in real time, in order to generate new ideas, new theories, new products, and new knowledge.
- (8) The New Skills Agenda for Europe <sup>(6)</sup> announced the review of the 2006 Recommendation on key competences for lifelong learning acknowledging that investing in skills and competences and in a shared and updated understanding of key competences is a first step for fostering education, training and non-formal learning in Europe.
- (9) Responding to the changes in society and economy, reflecting discussions on the future of work, and following the public consultation on the review of the 2006 Recommendation on key competences, both the Recommendation and the European Reference Framework of key competences for lifelong learning need to be revised and updated.
- (10) The development of key competences, their validation and the provision of competence-oriented education, training and learning should be supported by establishing good practices for better support of educational staff in their tasks and improving their education, for updating assessment and validation methods and tools, and for introducing new and innovative forms of teaching and learning <sup>(7)</sup>. Therefore, basing itself on the experiences of the last decade, this Recommendation should address the challenges in implementing competence-oriented education, training and learning.
- (11) Supporting the validation of competences acquired in different contexts will enable individuals to have their competences recognised and obtain full or, where applicable, partial qualifications <sup>(8)</sup>. It can build on the existing arrangements for the validation of non-formal and informal learning as well as the European Qualification Framework <sup>(9)</sup>, which provides a common reference framework to compare levels of qualifications, indicating the competences required to achieve them. In addition, assessment may help in structuring learning processes and in guidance, helping people to improve their competences also with regard to changing requirements on the labour market <sup>(10)</sup>.

<sup>(1)</sup> OECD (2016), PISA 2015 results

<sup>(2)</sup> European Commission (2016), Education and Training Monitor 2016

<sup>(3)</sup> European Commission's Digital Scoreboard 2017

<sup>(4)</sup> Reflection Paper on Harnessing Globalisation, COM(2017) 240 final

<sup>(5)</sup> Rethinking Education: Investing in skills for better socioeconomic outcomes, COM(2012) 669 final

<sup>(6)</sup> COM(2016) 381 final

<sup>(7)</sup> Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) (OJ C 417, 15.12.2015, p. 25).

<sup>(8)</sup> OJ C 398, 22.12.2012, p. 1.

<sup>(9)</sup> OJ C 189, 15.6.2017, p. 15.

<sup>(10)</sup> Council Resolution of 21 November 2008 on better integrating lifelong guidance into lifelong learning strategies (OJ C 319, 13.12.2008, p. 4).

- (12) The definition of the set of key competences needed for personal fulfilment, health, employability and social inclusion has been shaped not only by societal and economic developments, but also by various initiatives in Europe during the last decade. Special attention has been given to improving basic skills, investing in language learning, improving digital and entrepreneurial competences, the relevance of common values in the functioning of our societies, and motivating more young people to engage in science related careers. These developments should be reflected in the Reference Framework.
- (13) Target 4.7 of the Sustainable Development Goals highlights the need to 'ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development' <sup>(1)</sup>. Unesco's Global Action Programme on Education for Sustainable Development affirms that education for sustainable development is an integral element of quality education and key enabler of all other Sustainable Development Goals. This aim is reflected in the revision of the Reference Framework.
- (14) The provision of language learning, which is increasingly important for modern societies, intercultural understanding and cooperation, profits from the Common European Framework of Reference for Languages (CEFR). This Framework helps to identify the main elements of the competence and supports the learning process. It also lays the foundation of defining language competences, in particular those referring to foreign languages and is reflected in the update of the Reference Framework.
- (15) The development of the Digital Competence Framework and the Entrepreneurship Competence Framework support competence development. Likewise, the Council of Europe's Reference Framework of Competences for Democratic Culture presents a comprehensive set of values, skills and attitudes for an appropriate participation in democratic societies. All of these have been taken into due consideration when updating the Reference Framework.
- (16) In order to motivate more young people to engage in science, technology, engineering and mathematics (STEM) related careers, initiatives across Europe started to link science education more closely with the arts and other subjects, using inquiry-based pedagogy, and engaging with a wide range of societal actors and industries. While the definition of those competences has not changed much over the years, the support of competence development in STEM becomes increasingly relevant and should be reflected in this Recommendation.
- (17) The importance and relevance of non-formal and informal learning is evident from the experiences acquired through culture, youth work, voluntary work as well as grassroots sport. Non-formal and informal learning play an important role in supporting the development of essential interpersonal, communicative and cognitive skills such as: critical thinking, analytical skills, creativity, problem solving and resilience that facilitate young people's transition to adulthood, active citizenship and working life <sup>(2)</sup>. Establishing better cooperation between different learning settings helps promoting a variety of learning approaches and contexts <sup>(3)</sup>.
- (18) In addressing the development of key competences in a lifelong learning perspective, support should be ensured at all levels of education, training and learning pathways: to develop quality early childhood education and care <sup>(4)</sup>, to further enhance school education and ensure excellent teaching <sup>(5)</sup>, to provide up-skilling pathways to low-skilled adults <sup>(6)</sup> as well as to further develop initial and continuing vocational education and training and modernise higher education <sup>(7)</sup>.

<sup>(1)</sup> United Nations Resolution adopted by the General Assembly on 25 September 2015, Transforming our world: the 2030 Agenda for Sustainable Development

<sup>(2)</sup> Council conclusions on the role of youth work in supporting young people's development of essential life skills that facilitate their successful transition to adulthood, active citizenship and working life (OJ C 189, 15.6.2017, p. 30).

<sup>(3)</sup> Council conclusions on enhancing cross-sectorial policy cooperation to effectively address socioeconomic challenges facing young people (OJ C 172, 27.5.2015, p. 3).

<sup>(4)</sup> Council conclusions on the role of early childhood education and primary education in fostering creativity, innovation and digital competence (OJ C 172, 27.5.2015, p. 17).

<sup>(5)</sup> Council conclusions on school development and excellent teaching (OJ C 421, 8.12.2017, p. 2).

<sup>(6)</sup> Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults (OJ C 484, 24.12.2016, p. 1).

<sup>(7)</sup> Council conclusions on a renewed EU agenda for higher education (OJ C 429, 14.12.2017, p. 3).

- (19) This Recommendation should cover a wide range of education, training and learning settings, both formal, non-formal and informal in a lifelong learning perspective. It should seek to establish a shared understanding of competences which can support transitions and cooperation between these different learning settings. It sets out good practices that could address the needs of educational staff which includes teachers, trainers, teacher educators, leaders of education and training institutes, employees in charge of training colleagues, researchers and university lecturers, youth workers and adult educators as well as employers and labour market stakeholders. This Recommendation also addresses institutions and organisations, including social partners and civil society organisations, guiding and supporting people in improving their competences from early age on throughout their lives.
- (20) This Recommendation fully respects the principles of subsidiarity and proportionality,

HAS ADOPTED THIS RECOMMENDATION

Member States should:

1. support the right to quality and inclusive education, training and lifelong learning and ensure opportunities for all to develop key competences by making full use of the 'Key Competences for Lifelong Learning — A European Reference Framework' as set out in the Annex, and
  - 1.1. support and reinforce the development of key competences from an early age and throughout life, for all individuals, as part of national lifelong learning strategies;
  - 1.2. support all learners, including those facing disadvantages, or having special needs, to fulfil their potential;
2. support the development of key competences paying special attention to:
  - 2.1. raising the level of achievement of basic skills (literacy, numeracy and basic digital skills) and supporting the development of learning to learn competence as a constantly improved basis for learning and participation in society in a lifelong perspective;
  - 2.2. raising the level of personal, social and learning to learn competence to improve health conscious, future-oriented life management;
  - 2.3. fostering the acquisition of competences in sciences, technology, engineering and mathematics (STEM), taking into account their link to the arts, creativity and innovation and motivating more young people, especially girls and young women, to engage in STEM careers;
  - 2.4. increasing and improving the level of digital competences at all stages of education and training, across all segments of the population;
  - 2.5. nurturing entrepreneurship competence, creativity and the sense of initiative especially among young people, for example by promoting opportunities for young learners to undertake at least one practical entrepreneurial experience during their school education;
  - 2.6. increasing the level of language competences in both official and other languages and supporting learners to learn different languages relevant to their working and living situation and that may contribute to cross-border communication and mobility;
  - 2.7. fostering the development of citizenship competences with the aim of strengthening the awareness of common values, as referred to in Article 2 of the Treaty on European Union and the Charter of Fundamental Rights of the European Union;
  - 2.8. increasing the awareness of all learners and educational staff of the importance of the acquisition of key competences and their relation to society;

3. facilitate the acquisition of key competences by making use of good practices to support the development of the key competences as set out in the Annex, in particular by:
  - 3.1. promoting a variety of learning approaches and environments, including the adequate use of digital technologies, in education, training and learning settings;
  - 3.2. providing support to educational staff as well as other stakeholders supporting learning processes, including families, to enhance key competences of learners as part of the approach for lifelong learning in education, training and learning settings;
  - 3.3. supporting and further developing the assessment and validation of key competences acquired in different settings in line with the Member States' rules and procedures;
  - 3.4. reinforcing collaboration between education, training and learning settings at all levels, and in different fields, to improve the continuity of learner competence development and the development of innovative learning approaches;
  - 3.5. reinforcing tools, resources and guidance in education, training, employment and other learning settings to support people in managing their lifelong learning pathways;
4. mainstream the ambitions of the UN Sustainable Development Goals (SDG), in particular within the SDG4.7, into education, training and learning, including by fostering the acquisition of knowledge about limiting the multifaceted nature of climate change and using natural resources in a sustainable way;
5. report through existing frameworks and tools of the Strategic Framework for European Cooperation in Education and Training (ET2020) and any successor framework on experiences and progress in promoting key competences in all education and training sectors, including non-formal and, as far as possible, informal learning;

HEREBY WELCOMES THAT THE COMMISSION WITH DUE REGARD TO MEMBER STATES' COMPETENCES:

6. supports the implementation of the Recommendation and the use of the European Reference Framework by facilitating mutual learning among Member States and developing in cooperation with Member States reference material and tools such as:
  - 6.1. where appropriate, frameworks for specific competences which facilitate development and assessment of competences <sup>(1)</sup>;
  - 6.2. evidence-based guidance material on new forms of learning and supportive approaches;
  - 6.3. support tools for educational staff, and other stakeholders, such as on-line training courses, self-assessment tools <sup>(2)</sup>, networks, including eTwinning and the Electronic Platform for Adult Learning in Europe (EPALE);
  - 6.4. approaches to the assessment and support of validation of key competences acquired following up on previous work in the context of ET2020 <sup>(3)</sup> and any successor framework;
7. supports initiatives to further develop and promote education for sustainable development with regard to the UN Sustainable Development Goal 4 on inclusive and equitable quality education and lifelong learning opportunities for all;
8. reports on experiences and good practices to enhance key competences of learners as part of the approach for lifelong learning in education, training and learning settings in the Union through existing frameworks and tools.

<sup>(1)</sup> Based on the experiences and expertise developed in creating the Common European Framework of References for Languages, the Digital Competence Framework and the Entrepreneurship Competence Framework

<sup>(2)</sup> Such as the Digital Competence Framework

<sup>(3)</sup> Assessment of Key Competences in initial education and training: Policy Guidance, SWD (2012) 371

This Recommendation replaces the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning.

Done at Brussels, 22 May 2018.

*For the Council*

*The President*

K. VALCHEV

---

## ANNEX

**KEY COMPETENCES FOR LIFELONG LEARNING  
A EUROPEAN REFERENCE FRAMEWORK****Background and aims**

Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.

Everyone has the right to timely and tailor-made assistance to improve employment or self-employment prospects. This includes the right to receive support for job search, training and re-qualification.

These principles are defined in the European 'Pillar of Social Rights'.

In a rapidly changing and highly interconnected world, each person will need a wide range of skills and competences and to develop them continually throughout life. The key competences as defined in this Reference Framework aim to lay the foundation for achieving more equal and more democratic societies. They respond to the need for inclusive and sustainable growth, social cohesion and further development of the democratic culture.

The main aims of the Reference Framework are to:

- a. identify and define the key competences necessary for employability, personal fulfilment and health, active and responsible citizenship and social inclusion;
- b. provide a European reference tool for policy makers, education and training providers, educational staff, guidance practitioners, employers, public employment services and learners themselves;
- c. support efforts at European, national, regional and local level to foster competence development in a lifelong learning perspective.

**Key competences**

For the purposes of this Recommendation, competences are defined as a combination of knowledge, skills and attitudes, where:

- d. knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;
- e. skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
- f. attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations.

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities.

The key competences are all considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different contexts and in a variety of combinations. They overlap and interlock; aspects essential to one domain will support competence in another. Skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences.

The Reference Framework sets out eight key competences:

- Literacy competence,
- Multilingual competence,
- Mathematical competence and competence in science, technology and engineering,
- Digital competence,

- Personal, social and learning to learn competence,
- Citizenship competence,
- Entrepreneurship competence,
- Cultural awareness and expression competence.

### 1. Literacy competence

Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

Development of literacy forms the basis for further learning and further linguistic interaction. Depending on the context, literacy competence can be developed in the mother tongue, the language of schooling and/or the official language in a country or region.

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

This competence involves the knowledge of reading and writing and a sound understanding of written information and thus requires an individual to have knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, and the main features of different styles and registers of language.

Individuals should have the skills to communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation. This competence also includes the abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context. It encompasses critical thinking and ability to assess and work with information.

A positive attitude towards literacy involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.

### 2. Multilingual competence <sup>(1)</sup>

This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs. Languages competences integrate a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing mother tongue competences, as well as the acquisition of a country's official language(s) <sup>(2)</sup>.

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

This competence requires knowledge of vocabulary and functional grammar of different languages and an awareness of the main types of verbal interaction and registers of languages. Knowledge of societal conventions, and the cultural aspect and variability of languages is important.

Essential skills for this competence consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and draft texts, with different levels of proficiency in different languages, according to the individual's needs. Individuals should be able to use tools appropriately and learn languages formally, non-formally and informally throughout life.

A positive attitude involves the appreciation of cultural diversity, an interest and curiosity about different languages and intercultural communication. It also involves respect for each person's individual linguistic profile, including both respect for the mother tongue of persons belonging to minorities and/or with a migrant background and appreciation for a country's official language(s) as a common framework for interaction.

<sup>(1)</sup> While the Council of Europe uses the term '*plurilingualism*' for referring to multiple language competences of individuals, European Union's official documents use '*multilingualism*' to describe both individual competences and societal situations. This is partly due to difficulties making a distinction between *plurilingual* and *multilingual* in other languages than English and French.

<sup>(2)</sup> The acquisition of classical languages such as Ancient Greek and Latin is also included. Classical languages are the source of many modern languages and therefore can facilitate language learning in general.

### 3. Mathematical competence and competence in science, technology, engineering

- A. Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts).
- B. Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

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

- A. Necessary knowledge in mathematics includes a sound knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers.

An individual should have the skills to apply basic mathematical principles and processes in everyday contexts at home and work (e.g. financial skills), and to follow and assess chains of arguments. An individual should be able to reason mathematically, understand mathematical proof and communicate in mathematical language, and to use appropriate aids including statistical data and graphs and to understand the mathematical aspects of digitalisation.

A positive attitude in mathematics is based on the respect for truth and a willingness to look for reasons and to assess their validity.

- B. For science, technology and engineering, essential knowledge comprises the basic principles of the natural world, fundamental scientific concepts, theories, principles and methods, technology and technological products and processes, as well as an understanding of the impact of science, technology, engineering and human activity in general on the natural world. These competences should enable individuals to better understand the advances, limitations and risks of scientific theories, applications and technology in societies at large (in relation to decision-making, values, moral questions, culture, etc.).

Skills include the understanding of science as a process for the investigation through specific methodologies, including observations and controlled experiments, the ability to use logical and rational thought to verify a hypothesis and the readiness to discard one's own convictions when they contradict new experimental findings. It includes the ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion. Individuals should also be able to recognise the essential features of scientific inquiry and have the ability to communicate the conclusions and reasoning that led to them.

Competence includes an attitude of critical appreciation and curiosity, a concern for ethical issues and support for both safety and environmental sustainability, in particular as regards scientific and technological progress in relation to oneself, family, community, and global issues.

### 4. Digital competence

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

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

Individuals should understand how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks. They should understand the general principles, mechanisms and logic underlying evolving digital technologies and know the basic function and use of different devices, software, and networks. Individuals should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies.

Individuals should be able to use digital technologies to support their active citizenship and social inclusion, collaboration with others, and creativity towards personal, social or commercial goals. Skills include the ability to use, access, filter, evaluate, create, program and share digital content. Individuals should be able to manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devices, artificial intelligence or robots.

Engagement with digital technologies and content requires a reflective and critical, yet curious, open-minded and forward-looking attitude to their evolution. It also requires an ethical, safe and responsible approach to the use of these tools.

#### **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 organisations, 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.

### **7. Entrepreneurship competence**

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

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

Entrepreneurship competence requires knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise. Individuals should know and understand approaches to planning and management of projects, which include both processes and resources. They should have an understanding of economics and the social and economic opportunities and challenges facing an employer, organisation or society. They should also be aware of ethical principles and challenges of sustainable development and have self-awareness of their own strengths and weaknesses.

Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. They include the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential.

An entrepreneurial attitude is characterised by a sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives. It includes a desire to motivate others and value their ideas, empathy and taking care of people and the world, and accepting responsibility taking ethical approaches throughout the process.

### **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.

### **Supporting the development of key competences**

Key competences are a dynamic combination of the knowledge, skills and attitudes a learner needs to develop throughout life, starting from early age onwards. High quality and inclusive education, training and lifelong learning provides opportunities for all to develop key competences, therefore competence-oriented approaches can be used in all education, training and learning settings throughout life.

In support of competence-oriented education, training and learning in lifelong learning context, three challenges have been identified: the use of a variety of learning approaches and contexts; support for teachers and other educational staff; and assessment and validation of competence development. In order to address those challenges, certain examples of good practices have been identified.

#### *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, EPALÉ 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<sup>(1)</sup>.
  - (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.
- 

<sup>(1)</sup> E.g. the Common European Framework of References for Languages, the Digital Competence Framework, the Entrepreneurship Competence Framework as well as PISA competence descriptions provide supporting material for assessment of competences.



## I

(Resolutions, recommendations and opinions)

## RESOLUTIONS

## COUNCIL

**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 <sup>(1)</sup>.
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 <sup>(2)</sup>.
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 <sup>(3)</sup> 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 <sup>(4)</sup>, 2014-2017 <sup>(5)</sup> and 2017-2020 <sup>(6)</sup>.
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 <sup>(7)</sup>.

<sup>(1)</sup> See Article 165 (1) second sub-paragraph on the Treaty on the Functioning of the European Union (TFEU).

<sup>(2)</sup> See Article 165 (2) TFEU.

<sup>(3)</sup> [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.

<sup>(4)</sup> OJ C 162, 1.6.2011, p. 1.

<sup>(5)</sup> OJ C 183, 14.6.2014, p. 12.

<sup>(6)</sup> OJ C 189, 15.6.2017, p. 5.

<sup>(7)</sup> Doc. 9469/20 + ADD 1.

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 <sup>(8)</sup>.
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 <sup>(9)</sup>, 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.
26. Consider disseminating the knowledge and outcomes achieved in the implementation of this EU Work Plan, and taking them into account in their own activities.

---

<sup>(8)</sup> 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.

<sup>(9)</sup> In particular, the Council Working Party on Sport.

## ANNEX I

## Priority area: Protect integrity and values in sport

Key topic	Theme	Goal	Working format	(poss.) Output / target date	Leader(s)
Safe Environment in Sport (*)	Prevention of harassment, abuse and violence, including sexual violence and any form of discrimination	<ul style="list-style-type: none"> <li>— Awareness raising</li> <li>— Best-practice exchange</li> <li>— Knowledge building</li> <li>— Follow-up to the Recommendations of the Expert Group on Good Governance on the protection of young athletes and safeguarding children's rights in sport (2016) (*) and Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council on safeguarding children in sport (2019) (†)</li> </ul>	Council and preparatory bodies	(poss.) Council Conclusions on policy debate Second half 2023	ES Presidency
Anti-Doping (*)	Ensuring coordination and information sharing, in particular in the context of WADA and CAHAMA meetings	<ul style="list-style-type: none"> <li>— Preparation of the EU and its Member States' positions for the Ad Hoc European Committee for the World Anti-Doping Agency (CAHAMA) and World Anti-Doping Agency (WADA) meetings in accordance with the Resolution of the Representatives of the Governments of the Member States, meeting within the Council, on the representation of the EU Member States in the Foundation Board of WADA and the coordination of Member States' positions prior to WADA meetings (†) (or any subsequent document relating thereto)</li> <li>— Best-practice exchange</li> <li>— Knowledge-building</li> </ul>	Council and its preparatory bodies (supported as necessary by experts)	(poss.) EU coordination and position (2021 - 2024)	Presidencies, Commission
Sport and Education	Sport as a framework for personal, social and learning skills and promoting tolerance, solidarity, inclusiveness as well as other sport values and EU values (*)	<ul style="list-style-type: none"> <li>— Awareness raising</li> <li>— Best-practice exchange</li> <li>— Knowledge-building</li> <li>— Follow-up to the Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council on promoting the common values of the EU through sport (†)</li> </ul>	<ul style="list-style-type: none"> <li>Group of interested Member States (Peer-learning activity)</li> <li>Conference on the place and impact of sport in Children's life</li> <li>DGs Meeting (with special focus on professional athletes and sport movements as role models)</li> <li>Conference</li> </ul>	<ul style="list-style-type: none"> <li>2021 - 2022</li> <li>First half 2022</li> <li>Second half 2022</li> <li>2021 - 2023</li> </ul>	<ul style="list-style-type: none"> <li>DE</li> <li>FR Presidency</li> <li>CZ Presidency</li> <li>Commission</li> </ul>
	Skills and qualifications in sport: athletes and staff, particularly coaches				

	Athlete's dual careers	<ul style="list-style-type: none"> <li>— Awareness rising</li> <li>— Best-practice exchange</li> <li>— Follow-up to the Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on dual careers for athletes <sup>(6)</sup></li> </ul>	<ul style="list-style-type: none"> <li>— Awareness rising</li> <li>— Best-practice exchange</li> <li>— Follow-up to the Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on dual careers for athletes <sup>(6)</sup></li> </ul>	Council and preparatory bodies	Policy Debate (Second half 2021)	SI Presidency
Gender equality	<ul style="list-style-type: none"> <li>— Increasing the share of women, especially among coaches and leadership positions in sports organisations and sports clubs</li> <li>— Equal conditions (including payment) of female and male athletes, coaches, officials, staff, etc.</li> <li>— Increasing the media coverage of women's sport competitions, fight against stereotypes etc.</li> </ul>	<ul style="list-style-type: none"> <li>— Best-practice exchange</li> <li>— Knowledge-building</li> <li>— Follow-up to the Council Conclusions of 21 May 2014 on Gender Equality in Sport <sup>(7)</sup> and to the Recommendations of the Expert Group on Good Governance on Gender Equality in sport (2016) <sup>(8)</sup></li> </ul>	<ul style="list-style-type: none"> <li>— Best-practice exchange</li> <li>— Knowledge-building</li> <li>— Follow-up to the Council Conclusions of 21 May 2014 on Gender Equality in Sport <sup>(7)</sup> and to the Recommendations of the Expert Group on Good Governance on Gender Equality in sport (2016) <sup>(8)</sup></li> </ul>	<p>Conference</p> <p>Council and preparatory bodies</p>	<p>2022 - 2023</p> <p>(poss.) Council Conclusions (Second half 2023)</p>	<p>Commission</p> <p>ES Presidency</p>
Sport Diplomacy	Sport Diplomacy in the context of EU external relations	<ul style="list-style-type: none"> <li>— Best-practice exchange</li> <li>— Knowledge-building</li> <li>— Follow-up to the Council conclusions on sport diplomacy <sup>(1)</sup></li> </ul>	<ul style="list-style-type: none"> <li>— Best-practice exchange</li> <li>— Knowledge-building</li> <li>— Follow-up to the Council conclusions on sport diplomacy <sup>(1)</sup></li> </ul>	<p>Conference</p> <p>Group of interested Member States</p>	<p>First half 2021</p> <p>First half 2023</p>	<p>PT Presidency</p> <p>HR</p>
European Model of Sport	Impact of closed sport competitions on the system of organised sport, taking into account the specificity of sport Possible challenges faced by European sport organisations and federations ( <i>working title</i> )	<ul style="list-style-type: none"> <li>— Knowledge building</li> <li>— Analysis of the factual and legal situation</li> <li>— Awareness rising</li> </ul>	<ul style="list-style-type: none"> <li>— Knowledge building</li> <li>— Analysis of the factual and legal situation</li> <li>— Awareness rising</li> </ul>	<p>Council and preparatory bodies</p> <p>(poss.) Study</p>	<p>(poss.) Council Conclusions (Second half 2021)</p> <p>2022</p>	<p>SI Presidency</p> <p>Commission</p>

Athletes' rights	Athletes' rights and working conditions, in particular those related to the participation in sporting events (inter alia marketing rights, freedom of expression, legal protection, non-discrimination)	Awareness raising — Knowledge-building — Analysis of the factual and legal situation	Seminar (poss.) Study	2023	Commission Commission
Good Governance development and promotion within sport	Identifying governance-related obstacles to tackle within sport	— Best-practice exchange — Benchmarking	Conference	2022 - 2023	BG SE
Fight against the manipulation of sports competitions	Council of Europe Convention on the Manipulation of Sports Competitions ('Macolin Convention')	— Examine ways, together with the Commission, to solve the deadlock with regard to the Convention in view of enabling the EU and all its Member States to complete their respective ratification processes and accede to the Convention — Follow-up to Conclusions of the Council and of the representatives of the governments of the Member States meeting within the Council on combating corruption in sport <sup>(12)</sup>	Council and preparatory bodies	2021 - 2022	Presidencies Commission

(1) Article 165 (2) TFEU: Union action shall be aimed at (...) developing the European dimension in sport, (...) by protecting the physical and moral integrity of sportsmen and sportswomen, especially the youngest sportsmen and sportswomen.

(2) <https://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetailDoc&id=25000&no=1>

(3) OJ C 419, 12.12.2019, p. 1.

(4) Article 165 (2) TFEU: Union action shall be aimed at (...) developing the European dimension in sport, by promoting fairness and openness in sporting competitions (...).

(5) OJ C 192, 7.6.2019, p. 1.

(6) Article 165 (1) TFEU: The Union shall contribute to the promotion of European sporting issues, while taking account (...) its social and educational function.'

(7) OJ C 196, 8.6.2018, p. 23.

(8) OJ C 168, 14.6.2013, p. 10.

(9) OJ C 183, 14.6.2014, p. 39.

(10) [https://ec.europa.eu/assets/eac/sport/library/policy\\_documents/expert-group-gender-equality\\_en.pdf](https://ec.europa.eu/assets/eac/sport/library/policy_documents/expert-group-gender-equality_en.pdf)

(11) OJ C 467, 15.12.2016, p. 12.

(12) OJ C 416, 11.12.2019, p. 3 (see paragraph 26).

**Priority area: Socio-economic and environmental dimensions of sport**

Key topic	Theme	Goal	Working format	(poss.) Output / target date	Leader(s)
Innovation and digitalisation	Sport innovation in every dimension and on all levels of the sport sector (including the local sports clubs)	<ul style="list-style-type: none"> <li>— Best-practice exchange</li> <li>— Knowledge-building</li> <li>— Follow-up to the Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on sport as a driver of innovation and economic growth (1)</li> </ul>	<ul style="list-style-type: none"> <li>Council and preparatory bodies</li> <li>Seminar</li> <li>Group of interested Member States</li> <li>Group of interested Member States (focused in particular on the use of digital tools in coach education (2))</li> <li>Seminar</li> </ul>	<ul style="list-style-type: none"> <li>(poss.) Council conclusions on sport innovation (First half 2021)</li> <li>First half 2021</li> <li>First half 2021</li> <li>2021 - 2022</li> <li>Second half 2023</li> </ul>	<ul style="list-style-type: none"> <li>PT Presidency</li> <li>PT Presidency</li> <li>BG</li> <li>DE</li> <li>HR</li> <li>BE</li> </ul>
Green Sport	<ul style="list-style-type: none"> <li>— Education for sustainable sport</li> <li>— Environmentally friendly sports practice, facilities and events</li> <li>— Evolution of sport and its practice in the light of climate change</li> </ul>	<ul style="list-style-type: none"> <li>— Best-practice exchange</li> <li>— Knowledge-building</li> <li>— Awareness rising</li> <li>— Elaboration of a proposal for common framework with shared commitments, taking into account the European climate pact</li> </ul>	<ul style="list-style-type: none"> <li>Expert Group</li> <li>Group of interested Member States</li> <li>Council and preparatory bodies</li> </ul>	<ul style="list-style-type: none"> <li>2021 - 2023</li> <li>2021 - First half 2022</li> <li>(poss.) Council Resolution on a Green pact for sport, possibly accompanied by a multi-stakeholder declaration (First half 2022)</li> </ul>	<ul style="list-style-type: none"> <li>Commission</li> <li>FR Presidency</li> <li>NL</li> <li>FR Presidency</li> </ul>
Sport facilities	Sustainable planning, construction and maintenance	<ul style="list-style-type: none"> <li>— Best-practice exchange</li> <li>— Knowledge-building</li> <li>— Awareness rising</li> </ul>	<ul style="list-style-type: none"> <li>Group of interested Member States (Peer-Learning-Activity)</li> <li>Conference</li> <li>Council and preparatory bodies</li> </ul>	<ul style="list-style-type: none"> <li>2021</li> <li>Second half 2022</li> <li>(poss.) Council conclusions on sustainable and accessible sport infrastructure (Second half 2022)</li> </ul>	<ul style="list-style-type: none"> <li>DE</li> <li>CZ Presidency</li> <li>CZ Presidency</li> </ul>

Major sporting events	<ul style="list-style-type: none"> <li>— Future of Europe as hosting place for Major sporting events</li> <li>— Co-hosting of Major sporting events by several countries</li> <li>— Sustainable planning and realisation</li> <li>— Positive legacies for host cities or regions (including youth engagement)</li> </ul> <p>EU sport perspective on the 2024 Olympic and Paralympic Games</p>	<ul style="list-style-type: none"> <li>— Best-practice exchange</li> <li>— Follow-up to Conclusions of the Council and of the Representatives of the Member States, meeting within the Council, on enhancing integrity, transparency and good governance in major sport events <sup>(5)</sup> and to Recommendations of the Expert Group on the Economic Dimension of Sport on major sport events, in particular on legacy aspects with a focus on social, economic and environmental sustainability (2016) <sup>(4)</sup></li> <li>— Follow-up to the declaration signed during the informal ministerial meeting on 31 May 2018 in Paris <sup>(7)</sup></li> </ul>	Group of interested Member States or Conference	<p>Second half 2021</p> <p>2022 - 2023</p> <p>2024</p> <p>First half 2022</p>	<p>FI</p> <p>NL</p> <p>ES</p> <p>FR Presidency</p>
Investments in sport and physical activity	<ul style="list-style-type: none"> <li>— Contribution of sport to regional development</li> <li>— Possibilities for the use of EU funding programmes (Recovery and Resilience Facility (RRF), React-EU, the Structural Funds and other EU funding programmes)</li> </ul>	<ul style="list-style-type: none"> <li>— Analysis of the situation</li> <li>— Best-practice exchange</li> <li>— Knowledge-building</li> <li>— Follow-up to the Conclusions of the Council and the Representatives of the Member States, meeting within the Council, on the economic dimension of sport and its socioeconomic benefits <sup>(6)</sup></li> </ul>	Group of interested Member States Cluster Meeting	<p>2021</p> <p>2022</p>	<p>IT</p> <p>Commission</p>

<p>Strengthening the recovery and the crisis resilience of the sport sector during and in the aftermath of the COVID-19 pandemic</p>	<p>— Medium and long-term impact of the pandemic on professional, high-performance and grassroots sports</p> <p>— Possible need for structural modifications in the sport system</p> <p>— Role of public authorities</p> <p>— Funding opportunities</p>	<p>— Follow-up to the Conclusions of the Council and the Representatives of the Governments of the Member States meeting within the Council on the impact of the COVID-19 pandemic and the recovery of the sport sector (1)</p>	<p>Conference Expert Group</p>	<p>2021 2021 - 2023</p>	<p>ES Commission</p>
--	---	---	------------------------------------	-----------------------------	--------------------------

(1) OJ C 436, 5.12.2014, p. 2.

(2) Follow-up to the Conclusions of the Council and of the representatives of the Governments of the Member States, meeting within the Council, on the role of coaches in society (OJ C 423, 9.12.2017, p. 6) and Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council on empowering coaches by enhancing opportunities to acquire skills and competences (OJ C 196, 11.6.2020, p. 1).

(3) OJ C 212, 14.6.2016, p. 14.

(4) <https://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail,groupDetailDoc&id=23271&no=1>

(5) [https://www.sports.gouv.fr/IMG/pdf/declarationjop2024\\_europe\\_en.pdf](https://www.sports.gouv.fr/IMG/pdf/declarationjop2024_europe_en.pdf)

(6) OJ C 449, 13.12.2018, p. 1.

(7) OJ C 214, 29.6.2020, p. 1.

(8) See footnote 28.

**Priority area: Promotion of participation in sport and health-enhancing physical activity**

Key topic	Theme	Goal	Working format	Output / target date	Leader(s)
Creation of adequate opportunities for sport and physical activity for all generations	Strategic development of sport and physical activity at local level	— Best-practice exchange — Knowledge-building — Follow-up to the Council conclusions on the promotion of motor skills, physical and sport activities for children (2015) <sup>(1)</sup> .	Group of interested Member States	2021 - 2022	DE
	Developing the place and impact of sport in Children's life		Conference Council and preparatory bodies	First half 2022 (poss.) Council Conclusions (First half 2022)	FR Presidency FR Presidency
Promoting Physical Activity	— Monitoring of lifelong physical activity — Cross-sectoral cooperation with relevant institutions (inter alia with schools) — Role of the media	— Awareness rising — Knowledge building — Best-practice exchange	Conference Council and preparatory bodies	Second half 2021 (poss.) Council conclusions (Second half of 2021)	SI Presidency SI Presidency

<sup>(1)</sup> OJ C 417, 15.12.2015, p. 46.

## 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 <sup>(1)</sup>. 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.

---

<sup>(1)</sup> 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>





EAC/A02/2019

Grant Decision No 622350-EPP-1-2020-1-BE-SPO-SSCP

With the support of the  
Erasmus+ Programme  
of the European Union



**U.P.K.L. aisbl**

 4 rue de la presse  
1000 Brussels (BE)

[www.europe-upkl.eu](http://www.europe-upkl.eu)

[www.sport-education.eu](http://www.sport-education.eu)

[www.so-sport.eu](http://www.so-sport.eu)