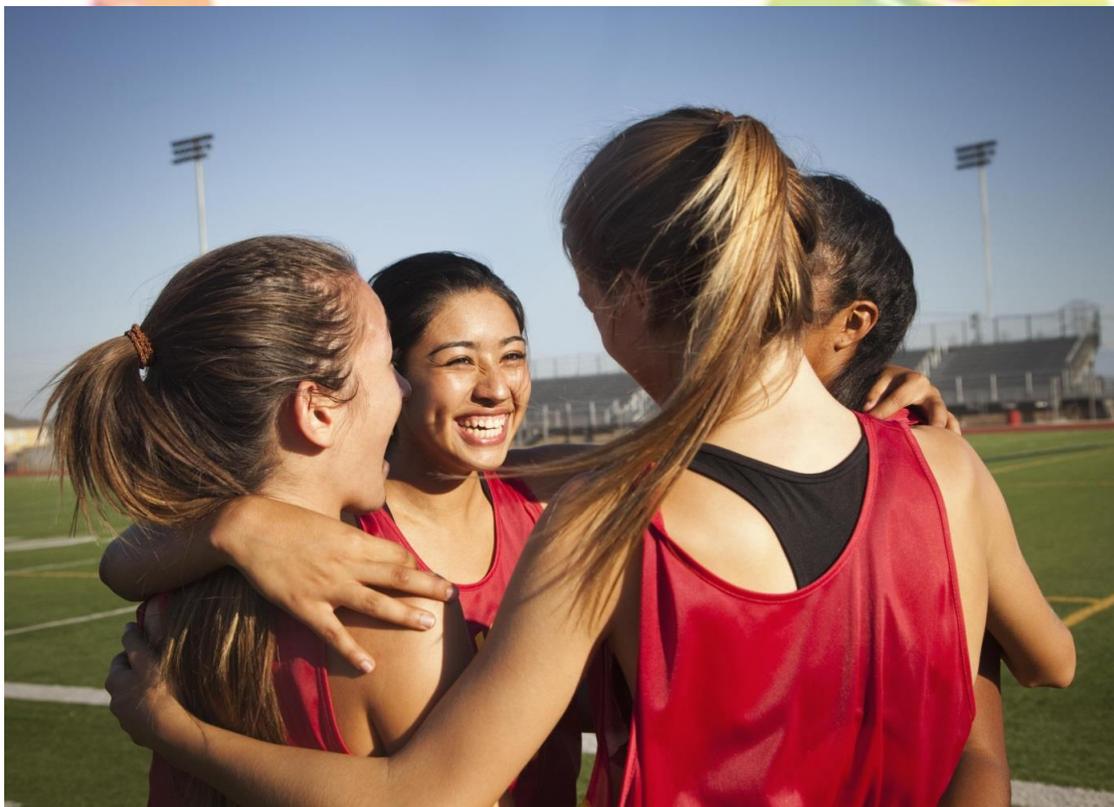


EDUCATION FOR AN ETHIC BASED SPORT A GUIDELINE FOR POLICY MAKERS



**Promotion of an Ethical Based Approach to Sport
Overcoming the Hypercompetitive Approach**



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Introduction

The thematic area of an ethical approach to sport connected with education and school, is very important at every level both national and transnational. The various policy makers from all the differently organised EU countries, need a reference so that they can have a complete picture of this important issue.

This guideline, therefore, after a general presentation of the thematic area, presents the activities dealing with an ethical approach to sport which is a necessary step to make decisions.

Referring to the school curriculum, the guideline proposes to policy makers some ways of involving all actors, not only schools, but sport associations and local institutions. Focusing on the school curriculum, the Guideline shows to policy makers all the possible resources to promote methodologies and projects in the schools, in order to improve the ethical approach to sport starting from educational paths. It will be important that policy makers can monitor and evaluate all inclusive and ethical activities, working in cooperation with all actors, in order to design and plan future interventions. Guidelines offer a collection of best practices and also pay special attention to dissemination.

1. Knowledge of the aspects of the thematic area

In the general sense, ethics is the philosophical discipline that aims to submit a justification or moral evaluation of various rules, motivations, intentions, beliefs or activities. Formulated assessment and standards are applied to proceedings in relation to other people and yourself. The main purpose of ethics is to raise the level of morality, and thus the aspiration to remove a variety of negative behaviors. All moral rules should be communicated from an early age, both by parents and by educational institutions. Schools should especially pay more attention to the development of appropriate attitudes among children and youth.

The formation of ethical standards is very important because compliance with these standards will determine a number of very important issues, such as:

- What will be our world?
- What will be the further development of mankind?
- How will we see matters such as freedom, happiness, etc.,
- What will be the relationship of man to material goods and to all social phenomena.

All these issues and many others largely depend on us and our behavior.

Adherence to ethical standards is very important not only in everyday life but also in sports competition. Modern ethics of sportsmanship precisely defines the concept of a fair competition. The concept of "fair play" includes both respecting the opponent and respecting yourself. This second aspect results from the moral confrontation with ourselves as part of the confrontation with the opponent.

The most important issues related to the concept of fair play in sport are:

- cheating
- bending the rules
- abuse of food additives
- physical and verbal violence
- harassment and sexual abuse of young people and women
- trafficking in young sportsmen and women
- discrimination
- exploitation
- unequal opportunities
- excessive commercialization
- corruption
- doping
- match-fixing





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Sports issues and also issues related to the ethics of sport, are the subject of the work of the most important bodies of the European Union, such as the European Parliament, the Council of the European Union, the European Commission and the Court of Justice of the European Union.

There is the Committee on Culture and Education in the structures of the European Parliament (its activity also includes cases of sport) and the Intergroup "Sports" (it works to improve the financing and promotion of physical activity, especially among young people). There is also the Youth and Sport Department (responsible for sport in the structures of the European Commission), which is placed in the Directorate General Education and Culture.

Basic documents regarding creating standards for building a European vision of sport, are:

- The European Sports Charter
<http://www.fairplayinternational.org/downloadmanager/download/nohtml/1/id/5>
- European Convention on Spectator Violence and Misbehaviour at Sports Events and in particular at Football Matches
<http://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168007a086>
- Anti-Doping Convention
<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168007b0e0>

These three conventions have become the reference point for all European governments in their efforts to develop or improve policy on sport. It applies to both the professional sport and sport for all. Bodies, which have been designated to coordinate the tasks arising from these conventions are: Standing Committee of the European Convention on Spectator Violence and Misbehaviour at Sports Events and The Monitoring Group of the Anti-Doping Convention.

There are several documents on sport, which are shared at EU level with regard to an ethical approach to sport and to physical education:

- The European Sports Charter
<http://www.fairplayinternational.org/downloadmanager/download/nohtml/1/id/5>
- European Convention on Spectator Violence and Misbehaviour at Sports Events and in particular at Football Matches
<http://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168007a086>
- Anti-Doping Convention
<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168007b0e0>
- White Paper on Sport
http://eur-lex.europa.eu/legal-content/PL/ALL/;ELX_SESSIONID=YQTKTXfWlVn03JM4MMYY95FMggTwn5vJ0wXkndyJ5gHQcdVJwnhy!577600962?uri=CELEX:52007DC0391
- Commission Staff Working Document - Action Plan "Pierre de Coubertin" - Accompanying document to the White Paper on Sport
<http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52007SC0934&from=EN>
- EU Physical Activity Guidelines
http://ec.europa.eu/sport/library/policy_documents/eu-physical-activity-guidelines-2008_en.pdf
- Council conclusions of 18 November 2010 on the role of sport as a source of and a driver for active social inclusion
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:326:0005:0008:EN:PDF>
- Council Resolution on the EU structured dialogue on sport
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:322:0001:0002:EN:PDF>
- Communication: Developing the European Dimension in Sport
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0012:FIN:EN:PDF>
- Report EP on the European dimension in sport
<http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+REPORT+A7-2011-0385+0+DOC+PDF+V0//EN>
- Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on a European Union Work Plan for Sport for 2011-2014
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:162:0001:0005:EN:PDF>



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- Council conclusions on the role of voluntary activities in sport in promoting active citizenship
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0024:0026:EN:PDF>
- Council conclusions on combating match-fixing
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:378:0001:0002:EN:PDF>
- Resolution of the Council and 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 the EU and its Member States' positions prior to WADA meetings
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0007:0009:EN:PDF>
- Conclusions on combating doping in recreational sport
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:169:0009:0010:EN:PDF>
- Nicosia declaration on the fight against match-fixing
<http://fs.siteor.com/msport/files/do%20pobrania/DWM%20-%20baza%20material%C3%B3w/nicosia-declaration%20EN.pdf>
- Conclusions on strengthening the evidence-base for sport policy making
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:393:0020:0021:EN:PDF>
- Conclusions on promoting health-enhancing physical activity (HEPA)
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:393:0022:0025:EN:PDF>
- Presidency conclusions on establishing a strategy to combat the manipulation of sport results
http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/133873.pdf
- Conclusions on dual careers for athletes
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:168:0010:0012:EN:PDF>
- Council Recommendation of 26 November 2013 on promoting health-enhancing physical activity across sectors
<http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32013H1204%2801%29&from=EN>
- Council conclusions on the contribution of sport to the EU economy, and in particular to addressing youth unemployment and social inclusion
<http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG0204%2801%29&rid=3>
- Council Conclusions on Gender Equality in Sport
<http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG0614%2809%29&rid=9>
- 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 (2014-2017)
<http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:42014Y0614%2803%29&rid=2>
- Council conclusions on the promotion of motor skills, physical and sport activities for children
<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52015XG1215%2807%29>
- Conclusions of the Council and the Representatives of the Governments of the Member States, meeting within the Council, reviewing the 2011 Resolution on the representation of the EU Member States in the Foundation Board of WADA and the coordination of the EU and its Member States' positions prior to WADA meetings
<http://data.consilium.europa.eu/doc/document/ST-14445-2015-INIT/en/pdf>

The law and the structures of the EU strengthened the role of sport. As a result, the financial mechanism appeared, which allows funding of sports projects. Examples of such funding:

- Transnational cooperation within the framework of the Erasmus+ Programme. Collaborative partnerships in the sport field
https://eacea.ec.europa.eu/erasmus-plus/actions/sport/collaborative-partnerships_en
- The European Week of Sport
<http://ec.europa.eu/sport/week/>



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2. Activities related to thematic areas

2.1. The most significant interventions approved and coordinated at the European and national level

The most meaningful interventions in the field of education for ethic based sport are undertaken on European level in constantly adopted legislation, new educational programmes and many various activities. These actions aim to develop a European dimension in sport, emphasizing the important societal role of PE and sport and using its potential to promote ethical values among children, young people and adults.

One of the documents launched by the Council of Europe “**Adopted Resolutions of 13th Council of Europe Conference of Ministers responsible for Sport, 2014**” concerns the current issues in European co-operation in the context of sport ethics. (Resource 1)

Established for 2014-2020 years **the Erasmus + Programme** is the EU programme for education, training, youth and sport which for the first time introduced sport by including a specific action “**Erasmus+ Sport**”. It enables support for actions that result in development, transfer, and implementation of innovative ideas and practices related to sport and its educational impact at all levels. The ethical dimension of sport is stressed and formulated in the programme’s goals. Among others Erasmus +Sport aims to:

“ - *tackle cross-border threats to the integrity of sport, such as doping, match fixing and violence, as well as all kinds of intolerance and discrimination*
- *promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity, through increased participation in, and equal access to sport for all*” (Resource 2)”

Those goals are put into practice through implementation of many international projects, e.g. the **Not Only Fair Play Project** which focuses on many aspects of PE in schools and the importance of education for an ethic based sport. On the project portal many excellent best practices related to the topic are available which can be transferred or adopted to the local or national conditions of other countries. Some inspiring examples of initiatives undertaken by participating countries are available in online resources. (Resource 3)

The initiative launched in 2015 by the European Commission named “**European Week of Sport**” as an annual event, inspires all kinds of creative and exciting events and activities in different countries and provides participants with a great opportunity to reflect on the social role of sport and its educational value. The messages included in the programme of the initiative highlight the ethical principles related to social inclusion, multicultural dimension in sport and gender equality that should be respected in modern sport, e.g.:

- *“Sport is accessible to all people, no matter their background, culture, age, gender or physical ability”*
- *“Physical education classes should be designed to be fun and appealing to both girls and boys and to take into account different abilities, cultures and backgrounds”* (Resource 4)

In 2016 the European Union and the Council of Europe continued to develop their partnership in the field of sport by embarking upon the co-funding of three new joint projects. They are implemented by the Council of Europe in close co-operation with relevant stakeholders and partners.

- **Keep Crime Out of Sport: together against criminal manipulations of sports competitions (KCOOS)**

The KCOOS project aims to raise awareness on the issues of match-fixing and sports betting risks, as well as to promote the Council of Europe Convention on the Manipulation of Sports Competitions. It aims to assist countries in implementing the various measures of the convention within their national systems, in particular, in the fight against match-fixing and in the regulation of sports betting.

- **Promoting the Council of Europe Standards on safety, security and service at football matches and other sport events (ProS4)**





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The ProS4 project aims to improve the competence of relevant governmental agencies as well as sport event organizers in ensuring the Council of Europe standards on safety, security and service at sport events.

- **Balance in Sport (BIS) – tools to implement gender equality**

The BIS project aims to identify and test generally agreed upon gender equality indicators in sports which will enable a uniform approach when collecting relevant data on gender equality. (Resource 5)

The national level authorities can make an effective contribution to achieving the European long-term strategic goals in the field of promotion of ethical values through sport.

The example initiatives from Poland:

- **The programme of the Ministry of Sports and Tourism** for the years 2015-2020 reg. preventing corruption in sport named “Do not be a pawn in the game”. The programme includes organization of training and educational activities on ethical principles in sport, addressed to various sports environments, including young players, coaches or referees. (Resource 6)
- **The Regulation of the Minister of National Education of 10 June 2015** introduced a new method of assessment of students’ performance in PE classes. The grade is now determined not only by student’s sports skills and achievements but also effort, individual progress and systematic participation in classes and activities in school activities for physical culture. (Resource 7)

2.2. The potential areas of intervention in the field of education for an ethic based sport

a. policy development, legislation and resources

enhancement of cross-border cooperation, promotion of international strategic documents

- **identifying the scope for international cooperation** in the field of education for an ethic based sport
- **reinforcement of cooperation with European and world organizations** acting in the area of protection of fair play spirit in sport (e.g. Council of the EU, European Commission, International Fair Play Committee, World Anti-Doping Agency, UNESCO, World Health Organization (WHO) etc.)
- **contribution to legislation procedures related to the topic**, promotion of European conventions and recommendations; monitoring of their application on a national level
- **encouraging national and international research** to gain a better understanding of complex problems surrounding the practice of sport by young persons and identifying the opportunities for promoting sports ethics
- **establishing and using channels of communication, ICT tools, platforms for exchange of information and dissemination of best practices** in the field of legal solutions related to the topic

revising of legislation, regulations and procedures at national level

- **raising awareness of the lifelong social and educational value of physical activities** and its potential to contribute to humanity
- **recognition of ethical principles in sports in compliance with the national strategy** providing overall framework for development of PE and physical activity
- **implementation of large-scale, centrally coordinated initiatives** for the promotion of the integrity of sport and ethical approaches in physical education and physical activity
- **support for projects and initiatives at regional and local level**, development of a consultation strategy involving provision of specially designated coordinators or counsellors based in sport organizations or public authorities
- **application of monitoring and evaluation strategy**; encouragement of the development of standardized measurement methods and systematic research, assuring the evidence-based sport policymaking



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- **encouragement of volunteering in sport** which contributes to social inclusion. Promotion of **validation of non-formal and informal learning** gained through activities such as voluntary activity in sport.
- **anticipation of the budgetary allocation for the investments and actions related to the issue of education for an ethic based sport.** Encouragement of proper integration of sport facilities into their settings and environment, using eco-friendly building techniques and materials, in compliance with the rules on energy efficiency.

enhancement of a multi-sectoral and collaborative approach at national level

- **reinforcement of cooperation among sport, education and health sectors** with the aim of using the potential of sport to develop ethical competences of young people and staff involved; contribution to strengthening human capital.
- **inclusion of all the relevant stakeholders**, public and private sector bodies, such as sport and PE organizations, associations and federations, training bodies and institutes, school environment, the business world involved in the production of sports goods, medical, pharmaceutical and media professions, police and judicial services to create a social dialogue for assuring ethic based environment for the whole sport and leisure sector.
- **supporting any joint actions and initiatives to promote sports ethics**, particularly among young people and encouraging relevant institutions to make this a priority
- **recognizing seniors' needs** in terms of providing sport facilities adequate to their health requirements, in close cooperation with relevant institutions

b. pre-school and school curricula

priorities of educational programmes

- **stressing the importance of development** of personal, interpersonal and civic values and life skills
- **encouragement of incorporation of innovative methods and approaches** promoting ethical principles into early childhood education programmes and school curricula including all the school subjects
- **encouraging physical education teachers to give a central role to sports ethics** in school sports syllabuses and to emphasize sport's positive contribution to humanity and society. Promotion of a healthy lifestyle that popularizes physical activity and raising awareness on healthy nutrition.
- **support to inclusive education approaches** reflected in PE activities
- promotion of informal physical education; **development of the extracurricular initiatives** which guarantee more opportunities for involving students in PE and reinforce ethical education through sport
- **supporting of cooperation among educational bodies**, school networks, exchange and dissemination of best practices, innovative didactic materials etc.

cooperation with external institutions and bodies

- **enhancement of cooperation between educational and sport organizations, police, judiciary and medical services** (to fight doping, match fixing, violence, drugs and alcohol addictions as well as promote health-enhancing PE)
- **encouragement of cooperation with institutions and bodies dealing with disabled people** to benefit from the potential of sport for reinforcement of social inclusion, integration and equal opportunities for vulnerable or disadvantaged groups, support for Paralympic sports and athletes
- **strengthening of inter-cultural dialogue in the sport context** – cooperation with ethnic minorities, institutions dealing with migration, refugees as well as entities dealing with civil rights and multicultural issues; support for activities aimed at fighting against racism, xenophobia, homophobia and related intolerance in education and sport
- **enhancement of promotion of ethical principles and attitudes by educational and sports media** (publications, radio, TV, video production and on-line related issues)



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c. academic curricula

- **revision of academic standards for physical education** taking into account sports ethics related goals
- **encouragement for incorporation of innovative methods and approaches into university physical education curricula** for prospective PE teachers and trainers that aim to emphasize close connection between sport participation and moral development as well as to contribute to health enhancing physical activities

d. professional development of education and sport sectors workers

- **reinforcement of in-service teacher training system**; creation opportunities for teachers professional development in the field of improving civic competences, with special focus on education for an ethic based sport; support for projects, initiatives and actions aiming at sharing good practices at national and international level.
- **integration of reflection on ethical dilemmas facing sport professionals with the training programmes** for coaches, referees, administrators, physiotherapists and other health care professionals. Focus on ethical decision making.

Online resources:

- 1) "Adopted Resolutions of 13th Council of Europe Conference of Ministers responsible for Sport, 2014"
https://www.coe.int/t/dg4/epas/resources/Macolin-2014/MSL13_10rev_Adopted-resolutions.pdf

- 2) Educational Programme Erasmus +
<http://ec.europa.eu/programmes/erasmus-plus/>
https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/erasmus-plus-at-a-glance_en.pdf

- 3) Not Only Fair Play Project
<http://notonlyfairplay.pixel-online.org/>

best practices from Poland:

- http://notonlyfairplay.pixel-online.org/BP_iniziatywy_report.php?id=30&cou=&spo=&aim
- http://www.uml.lodz.pl/miasto/edukacja/projekt_jestem_fair (in Polish)
- http://notonlyfairplay.pixel-online.org/BP_iniziatywy_report.php?id=74&cou=&spo=&aim
- <http://rada.bis.gov.pl/rbi/dobre-praktyki/3001,Program-Powiatu-Chojnickiego-Kibicuje-Bezpiecznie-zdobywca-II-miejsca-w-konkursi.html> (in Polish)

best practices from Belgium:

- http://notonlyfairplay.pixel-online.org/BP_iniziatywy_report.php?id=70&cou=1&spo=0&aim=0
- http://notonlyfairplay.pixel-online.org/BP_iniziatywy_report.php?id=7&cou=1&spo=0&aim=0
- http://notonlyfairplay.pixel-online.org/BP_iniziatywy_report.php?id=9&cou=1&spo=0&aim=3

- 4) European Week of Sport
<http://ec.europa.eu/sport/week/>
- 5) New projects implemented by European Council
http://www.coe.int/t/Democracy/news/2016/Flyer_EPAS_Promote_Joint_Projects_en.pdf
- 6) The program of Polish Ministry of Sports and Tourism for the years 2015-20 reg. preventing corruption in sport named Do not be a pawn in the game (in Polish)
https://d1dmfej9n5lgmh.cloudfront.net/msport/files/Downloads/20160216093429/Nie_b%C4%85d%C5%BA_pionkiem_w_grze!.pdf?1455706302



- 7) The Regulation of the Minister of National Education of 10 June 2015 (in Polish)
<https://men.gov.pl/wp-content/uploads/2015/06/rozporzadzenie-z-10-czerwca-2015-r.pdf>

3. Involvement of all actors: schools, sport associations, local institutions

Sport is a societal project that accompanies a person all their life “Charte du mouvement sportif de la Fédération Wallonie-Bruxelles” ([More Information](#)).

“Everyone who does sport, in competition or for leisure, and those who support them have the shared responsibility to help keep the reasons, which are values, why they started practicing or supporting. This responsibility is not only the champion’s, but that of all players, educators, referees and policy-makers, and in the end all who love sport...” “Charte d’éthique et de déontologie du sport français” ([More Information](#)).

All society stakeholders (field stakeholders and those who develop sport policies and codes of conduct) are concerned and invited to cooperate to the promotion of a lifelong ethic-based sport practice and sportsmanship. The “Not Only Fair Play” project shares this vision.

Field stakeholders

To develop quality education fostering the student’s personal development, an after-school sport activity and respect of ethics, the school needs to work in cooperation with different stakeholders, not only internal ones (headteacher, students, other teachers, educators...). There must be cooperation with external stakeholders: parents and families, sport clubs, coaches, local associations and communities, health stakeholders, supporters, volunteers, other schools...

The “best practices” and “toolkits to promote sport at school” proposed by the project partners highlight the quality and relevance of this cooperation.

Some key examples ([More Information](#)):

- Creating communication tools, such as the sport diary
- Multi-partners supervising promising and elite students
- Availability of adequate infrastructures and equipment for PE courses, in partnership with associations and local authorities
- Organising sport events within the school or between schools, cooperating with the local community and health services to improve the image of PE and promote sport
- Exchange between peers (PE teachers, coaches...)
- Promoting ethical values and sportsmanship
- Sport-based education and integration projects (for early school leavers)

Policy-makers

Sport, as a conveyor of education, health, social integration and development, positively contributes to humanity and society. But unfortunately sport also fosters doping, violence and intolerance.

Therefore, governments that develop sport policies and rules of conducts must take responsibilities. ([More Information](#)):

- Encouraging and supporting innovative initiatives concerning physical activities at school and their benefits on health (such as learning in doing and moving)
- Encouraging and supporting sport events, awareness campaigns and awards ceremonies that promote sport at school and fair-play in sport
- Supporting projects that encourage social integration through sport (for early school leavers for instance)
- Encouraging teachers and sport supervisors to make the promotion of sport and ethics the focus of PE curricula, supporting exchanges of good practice and organising continued training
- Encouraging and supporting organisations and individuals who apply healthy ethical principals in their sport-related activity and translate them into charts and codes of good conduct.



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- Fostering the adoption of demanding ethical criteria in all fields of society in which sport is present (establishing responsibility terms in sport funds, establishing sport ethics committees and reference people in sport federations...)
- Guaranteeing regular consultations between all relevant stakeholders through sport-related activities (sport representatives, education and health sectors, relevant authorities)
- Enhancing measures to fight inappropriate behaviours (doping, violence, intolerance...)

International institutions and organisations

International institutions and organisations have the same responsibilities as national decision-makers.

“*The EU Sport policy*” favours several approaches:

- Dialogue with stakeholders (officially defined in the “*White book on sport*”), the most visible form of which is the *EU Sport Forum* organised every year by the Commission. (Resource 5)
- Political cooperation
- Adoption of guidelines or recommendations
- Funding objectives related to sport (such as the “*European Sport Week*”, initiative of the European Commission to promote sport and physical activities in the EU and initiatives supported by the *Erasmus+* programme) ([More Information](#))

The UNESCO, discussion forum open to governments as well as sport organisations, has a key role to play in defining objectives regarding the development of school and university sport, promoting sport for all, disseminating and sharing scientific and technical information about physical education and sport and protecting sport’s inherent values.

The UNESCO publishes the code of sport ethics “*Fair play - the winning way*” for all stakeholders (individuals, associations, governments) with a direct or indirect influence on the involvement and participation of young people in sport. ([More Information](#))

The “*Overview of the Key Stakeholders in International and European sports policy in 2015*”, published by the **Council of Europe**, presents an overview of international cooperation in sport: inter-governmental cooperation networks that have an activity in the area of sport policies and main sport organisations that are involved in the cooperation with public authorities. ([More Information](#))

Online Resources

Charte du mouvement sportif de la Fédération Wallonie-Bruxelles - Vivons le sport, ADEPS, Fédération Wallonie-Bruxelles (in French)

<http://www.sport-adeps.be/index.php?id=4198>

Charte d'éthique et de déontologie du sport français, (May 2012), Comité National Olympique et Sportif français, Titre 2, p7 (in French)

<http://franceolympique.com/files/File/publications/Charte%20ethique%20et%20de%20deontologie%20du%20sport%20adoptee%20par%20AG%20CNOSF%202012.05.10.pdf>

Resources available among the “best practices” and “Toolkits to promote sport at school”

<http://notonlyfairplay.pixel-online.org/index.php>

La Maison des sportifs, Enseignement, Province de Liège (in French)

<http://www.provincedeliege.be/sites/default/files/media/9247/Brochure%20maison%20des%20sportifs.pdf>

Between sport and school, the promising student leads a sometimes complex “double life” with several educational partners who help them carry out their project. “La Maison des sportifs”, an innovative school support structure, helps athlete students better balance sport and studies. Appears in the resources for school directors: http://notonlyfairplay.pixel-online.org/TK_resources.php

Rhétro-trophée, ADEPS, Fédération Wallonie-Bruxelles (in French)

<http://www.sport-adeps.be/index.php?id=5935>



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Rhétro Trophée is a sport and adventure trial organised every year by ADEPS (Administration of Physical Education and Sports) for students in the last year of secondary school.

L'Education Physique et Sportive à l'école, (2011), DVD, Académie de Paris (in French)

<https://www.youtube.com/watch?v=tYOy7NHdruk>

Information and awareness tool for families. It highlights the stakes of sport at school and explains to families how important physical and sport education is for children

Charte de fair-play du club sportif RDC Cointe, Liège, Fédération Wallonie-Bruxelles (in French)

<http://www.dccointe.be/fair-play/>

A club that is very committed to ethics and sportsmanship called its website: "le sport entre amis d'abord - We are fair-play". It encourages respect of the charts of Panathlon of Fédération Wallonie-Bruxelles, from an international movement (players' chart, parents' chart...).

Panathlon international

<http://www.panathlon.net/>

Décret portant diverses mesures en faveur de l'éthique dans le sport en ce compris l'élaboration du code d'éthique sportive et la reconnaissance et le subventionnement d'un comité d'éthique sportive, (2014), Parlement de la Fédération Wallonie-Bruxelles (in French)

<https://www.pfwb.be/le-travail-du-parlement/doc-et-pub/documents-parlementaires-et-decrets/documents/001433584>

Decree on various measures to foster ethics in sport, including the development of the code of sport ethics and the recognition and funding of a sport ethics committee.

Fédérer pour réussir, Déclaration de politique communautaire 2014-2019, Gouvernement de la Fédération Wallonie-Bruxelles (in French)

<https://www.pfwb.be/le-travail-du-parlement/doc-et-pub/documents-parlementaires-et-decrets/documents/001436745>

See Volet XIV. Sport

Not Only Fair Play project

http://notonlyfairplay.pixel-online.org/BP_iniziatives.php

List of best practices collected in the nine partner countries of the Not Only fair Play project.

Halleux, V., EU Sport policy – An Overview, (2015), European Parliamentary Research Service

[http://www.europarl.europa.eu/RegData/etudes/IDAN/2015/565908/EPRS_IDA\(2015\)565908_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/IDAN/2015/565908/EPRS_IDA(2015)565908_EN.pdf)

White paper on sport, European Commission, 2014

<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:i35010>

EU Sport Forum, European Commission

<http://ec.europa.eu/sport/forum/#programme>

European Sport Week

<http://ec.europa.eu/sport/week/>

Erasmus +, European Commission

https://ec.europa.eu/programmes/erasmus-plus/node_en

Other resources:

Sport in the European Union

http://europa.eu/pol/spo/index_en.htm

Guide to EU Sport policy, European Olympic Committees, EU Office

http://www.euoffice.eurolympic.org/files/guide_to_eu_sport_policy_final_versionwithlinks.pdf

See chapter "Societal role of sport"



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Fair play - the winning way, Physical Education and Sport, Unesco Education

http://portal.unesco.org/education/en/ev.php-URL_ID=2223&URL_DO=DO_TOPIC&URL_SECTION=201.html

This code is based on the principle that the ethical considerations at the start of fair-play are essential to any sport activity, policy and management in the area of sport, and that they apply at all levels of competence and commitment in sport activity, in recreational activities as well as competitive sport.

Overview of the Key Stakeholders in International and European sports policy in 2015, (May 2016), Council of Europe

<https://www.coe.int/t/dg4/epas/Source/34%20Key%20Stakeholders%20in%20International%20and%20European%20Sports%20Policy%202015%20-%20Vassine%20report.pdf>

4. Promotion methods and projects

“Schools have long been recognised as suitable for initiatives in physical education. More than ever, they become a privileged place to foster and support a physically active lifestyle among young people”. ([More Information](#)) Indeed, the school is sometimes the only place where young people will take part in physical movement. How do we promote the benefits of sport and an ethical approach to sport?

In this context takes place “Not Only Fair Play”. The “Case studies”, “Best practices” and “Toolkits” produced by the project partners offer resources and points of reference to all (stakeholders of all levels) who want to put the promotion of the benefits of sport and ethics at the heart of the educational paths and PE curricula programmes.

Key examples

The NOFP project proposes many initiatives (projects, experiences, methods, guidelines and reflections...) promoting healthy sport, positively contributing to humanity and school. These initiatives mainly address the following topics:

- **Raising awareness of the importance of physical activities for students’ health and personal development**, as Jacques Rogge, former president of the International Olympic Committee, confirms “... *physical education is certainly a vehicle for health. So is sport... The important thing is to make them want to move, to fulfil themselves through physical use or traditional and non-traditional forms of movement...*”. What matters for him is that after their studies, young people still want to move. ([More Information](#))
Awareness campaigns and programmes, sport events, extracurricular activities, educational tools for PE teachers and evaluation methods are presented in the several project activities “Case studies”, “Best practices” and “Toolkits”.
- **Highlighting all sports**, overcoming the exclusive attention paid to the most famous sports, such as football, often seen as a road to success and easy money.
So-called minor sports can also offer an added value to personal and educational development. The “*Best practices*” show that many schools foster the discovery of other sports organising sport events. So do decision-makers, like French-speaking Belgium with the “*Rhétro Trophy*” ([More Information](#))
- **Providing specific support to athlete students** to give them the possibility to combine their “double life” and avoid choosing between sport and studies.
The project “*Toolkits*” address this issue through the organisation of “sport-studies” sections including school aid and support or the implementation of specific supervising for athlete students. Athlete students told their experience in the “*Case studies*”.
The EU seized upon this issue and published the “*EU guidelines on dual careers of athletes*” ([More Information](#)).



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- **Establishing an efficient cooperation between schools, parents, sport associations, local authorities, decision-makers...** This partnership between all stakeholders, addressed at length in the project “Best practices” and “Toolkits”, involves the availability of performative sport infrastructures, the organisation of sport events and extracurricular activities as well as the follow-up of athlete students (to overcome the hypercompetitive vision that often lead to excessive expectations and an inability to manage failure, and can lead to a student dropping sport or exposing themselves to inappropriate behaviours).

The EU, through the “*Council conclusions on the promotion of motor skills, physical and sport activities for children*”, clearly invites member states to foster cooperation between the various stakeholders. ([More Information](#))

- **Developing a transversal approach to PE** (a subject like the others, but often undervalued) cooperating with teachers of other disciplines, as emphasised in the “*Toolkits*”. This means many aspects of the curriculum, such as social and natural sciences or mathematics, are explored in PE and vice versa, showing how subjects are interrelated. This is emphasised in the “*Eurydice Report Physical Education and Sport at School in Europe*”. ([More Information](#))
- **Integrating students at risk of exclusion:** immigrant students, students with low results, disabled students, students with behaviour troubles, students with a difficult socio-economic background, demotivated students who may drop school... If education could be achieved through sport? This question is addressed at length in the project “*Toolkits*”. It has been the object of many initiatives and researches, with some examples presented in ([More Information](#)).

Which benefits for the children who will become the adults and champions of tomorrow?

Practicing a physical and sport activity in an educational setting has positive effects on school success, a sense of belonging and pride towards school, motivation to stay at school and thus prevent early school leaving.

“*La réussite et la persévérance scolaires par le sport étudiant*”, Réseau du Sport Etudiant du Québec (RSEQ) ([More Information](#))

School success

Recent studies have shown that students who do physical activities have better productivity at school than those who don't. The positive effects are especially felt in reading, mathematics, attention and school preparation. These benefits result from the combination of several factors. Physical activity stimulates the production of substances that protect neurons, which can improve memory, concentration and attention span. We also observe an increased confidence, self-esteem and self-perception. Integrating young people with development or learning differences is made easier whilst bad behaviour at school decreases. Result: grades and exam results improve.

School perseverance and sense of belonging

In 1999, a survey with 1239 5th year students showed that athlete students' sense of belonging was 20% higher than other students. Moreover, students generally emphasised that a sports team was an appealing and interesting aspect of the school. Actually, the importance a school pays to interschool sport competitions directly influences its student population's sense of belonging. 48.4% of responders stated that sport teams were the best representative of their school, followed by academic reputation (32.9%). Students develop a very strong identification with their school because the team they support or in which they play, represents them and symbolises an extension of their personality.

These topics have been addressed in numerous pieces of research and surveys; the NOFP project “*Toolkits*” address them at length. Nowadays it is known that regular physical and sport practice supports and improves young people's physical condition and helps develop reflection, learning and social relationships. A positive relationship is established between involvement in a physical activity and children's psychosocial development, according to the International Platform “*Sport and development*” in their work “*Healthy Development of Children and Young People through Sport*”, ([More Information](#))





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Physical education at school contributes not only to students' good physical condition and health, but also helps them achieve performances and better understand physical activities, with lifelong positive effects. Besides, physical education provides transferable knowledge and skills (e.g. team spirit, fair play), improves respect, the body and social awareness, and it gives general understanding of the "rules of the game", that students can easily use in other school subjects or life situations. "Physical Education and Sport at School in Europe", Eurydice Highlights. ([More Information](#))

Online Resources

Naylor, P. J., McKay, H. A., (2009), Prevention in the first place: schools a setting for action on physical inactivity, British Journal of Sports Medicine, 43 (1), 10-13.
<http://bjsm.bmj.com/content/43/1/10.abstract?sid=eb0c515e-74e9-48d1-9cc0-c27334b95163>
http://eatwell.wikispaces.com/file/view/Br+J+Sports+Med+2009_43_10-13+Prevention+at+schools+phys+act.pdf

"Not Only Fair Play" project

<http://notonlyfairplay.pixel-online.org/>

Faites du sport, bougez !, (April 2014), interview with J. Rogge, magazine "Entrées libres" n° 88, Enseignement catholique, Fédération Wallonie-Bruxelles

http://www.entrees-libres.be/article_e_l/jacques-rogge-faites-du-sport-bougez-2/

Awareness campaigns and programmes

Mon club mon école (Fédération Wallonie-Bruxelles)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=13&cou=&spo=&aim=

Within the framework of the operation "Mon club mon école", the French-speaking Community of Belgium, through Adepts, offers grants to school. It encourages sport clubs to promote their discipline among students, to stimulate new passions and maybe to discover new talents.

Les saisons du primaire, RSEQ, Québec

<http://rseq.ca/viesaine/initiatives/saisonsduprimaire/>

Varied motor experience offer to foster the development of a healthy and active lifestyle among 8-12 year-old children

Programme de valorisation d'une vie saine et active à l'école « ISO-ACTIF » du Réseau du Sport Etudiant du Québec (RESQ)

<http://www.rseqmontreal.com/fichiersUpload/fichiers/20160414141912-iso-primaire-criteoeres-d-eoevaluation-et-explication-des-normes-v2016.pdf>

ISO-ACTIF programme is a tool to promote, act in and foster a healthy lifestyle habits by RSEQ.

EU Recommendations

Recommendations to encourage physical education in schools, including motor skills in early childhood, and to create valuable interactions with the sport sector, local authorities and the private sector (June 2015), Expert group on Health-enhancing physical activities.

<http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetailDoc&id=19860&no=1>

28 recommendations, including supporting evidence and relevant research, have been proposed and addressed to national governments, sport organisations and the private sector.

International sport events

Panathlon



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<http://www.panathlon.net/>

Panathlon is a Service-Club with ethical and cultural aims, whose goal is to closely examine, promulgate and defend the values of sport intended as a means towards the development and advancement of the individual and as a vehicle of solidarity between individuals and people.

European sport week

<http://ec.europa.eu/sport/week/>

The European Week of Sport aims to promote sport and physical activity across Europe. The Week is for everyone, regardless of age, background or fitness level. With a focus on grassroots initiatives, it will inspire Europeans to #BeActive on a regular basis and create opportunities in peoples' everyday lives to exercise more.

Dossier

Faut-il doubler les heures d'EPS, (March 2009), Dossier in Magazine PROF, Fédération Wallonie-Bruxelles

http://www.enseignement.be/index.php?page=25869&pu_ref=1

Best practices on NOFP to raise awareness about sport:

City of Prato Competition (Italy)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=24&cou=&spo=&aim=

The education office built the Trofeo Città di Prato - City of Prato Competition – with aims to spread a different opportunity to practice sport activity aimed at enhancing the different skills of each, and to promote a healthy lifestyle without the requirement to be winning.

Active Schools (UK)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=108&cou=&spo=&aim=

SportScotland led programme designed to encourage children and young people to get active and stay active. SportScotland works in partnership with local authorities and associated partners – who have all committed to Active Schools through to 2015.

Geleceğin Yıldızları - Future Stars (Turkey)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=137&cou=0&spo=0&aim=4

The mission of future stars is to provide a safe and friendly environment to young people where they can develop their skills, meet friends and grow as individuals outside the school. Future Stars is a project and a foundation widespread in Turkey and it was established in 1989. It aims to promote the awareness of sport among young people. It creates projects with the support of many sponsor companies.

Let's move it (Finland)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=66&cou=&spo=&aim=

The aim of the initiative was to encourage students in VET during the school days and to motivate them to move. Removing the chairs out from the classrooms and replacing them by standing workstations, gymnastics balls, balance boards etc. The students and teachers were also encouraged to organise gym sessions during the breaks or during the classes.

Rhétro Trophée, ADEPS, Fédération Wallonie-Bruxelles

<http://www.sport-adeps.be/index.php?id=5935>



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Sport competition that gathers sixth year students (17-18 years old) from all over French-speaking Belgium. In the 2016 final, 700 students participated in adventure sport, orienteering, tennis, badminton, hockey, judo, archery...

Best practices on NOFP: to promote all types of sport:

Ammattiosaajan liikuntavuosi (VET Students' Sports Year) (Finland)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=78&cou=&spo=&aim=

During the semester four different sport activities are introduced. The aim is to get as large a number of students as possible to test different kind of sport activities. As a result some of the students might get interested about a new hobby and get excited about exercising.

Sport Club Week (Belgium)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=10&cou=&spo=&aim=

"De week van de sport club" is a yearly event organised in September in Flanders. During one week, 17,000 sport clubs in the whole region are opened to the public, with possibilities of training and initiations. People can search their ideal sport club online in a database at the address: <http://www.bloso.be/sportdatabank/Pages/Home.aspx>. As part of the event, is organised "Toon je sport@school" ("Show your sport@school"). On the 16th of September 2015, students were invited to go to school wearing their sport club outfit in order to promote their sport club at school.

Strengthening European Traditional Sports (European project)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=35&cou=&spo=&aim=

The aim of the project is to enlarge the existing European network of traditional sports and games, and thereby safeguarding and promoting traditional European sports and games.

EU guidelines on dual careers of athletes, (September 2012), EU Expert Group 'Education & Training in Sport'

<http://bookshop.europa.eu/en/eu-guidelines-on-dual-careers-of-athletes-pbNC0213243/>

Other resource

Les pratiques sportives à l'école, (April 2012), French Ministry of National Education, Youth and Diversity

http://doc.sportsdenature.gouv.fr/doc_num.php?explnum_id=303

This support guide for sport professionals and stakeholders 'a pour ambition' aims to improve approaches to the organisation and educational stakes of sport practices offered at school. It proposes guidelines. See Chapter 1 –The different framework of sport practice.

Sport-études, une combinaison gagnante, (March 2013), article, WIXXMAG

<http://www.wixxmag.ca/articles/sport-etudes-une-combinaison-gagnante-1>

Best practices on NOFP to support athlete students:

Individual Sport Learning Pathway (Finland)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=64&cou=&spo=&aim=

Omnia offers for its students the possibility to choose the individual sport learning pathway. The main idea of this individual learning pathway is to support students who are talented in sports and who are practicing on a top level.

Winning students (UK)



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http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=107&cou=&spo=&aim=

Scholarship to support talented student athletes to progress along the performance pathway in their sport, enhance the levels of success of talented student athletes in international competitions, enhance the extent and quality of partnership working between governing bodies of sport and the further and higher education sectors and enhance the capability of the further and higher education sectors to support and cater for the needs of talented student athletes as flexibly as possible.

Council conclusions on the promotion of motor skills, physical and sport activities for children, (2015), EUR- Lex, Official Journal

[http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52015XG1215\(07\)](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52015XG1215(07))

Other resources

Recommendations to encourage physical education in schools, including motor skills in early childhood, and to create valuable interactions with the sport sector, local authorities and the private sector (June 2015), Expert group on Health-enhancing physical activities., Expert Group on Health-enhancing physical activity, EU Work Plan for Sport

<http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetailDoc&id=19860&no=1>

Best practices on NOFP to foster cooperation between sectors:

Community Sports Hub (UK)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=105&cou=0&spo=0&aim=4

A community sport hub is focused on the clubs around a sport centre, community centre, school, park or a playing field pavilion. In some cases a community sport hub combines a number of these places, or it may simple centre on a single-venue hosting many clubs. The 'hub' is essentially a collective of progressive sport clubs working together in a local community.

Eurydice Report Physical Education and Sport at School in Europe, Eurydice Highlights, (2013), European Commission

http://eacea.ec.europa.eu/education/Eurydice/documents/thematic_reports/150EN_HI.pdf

Other resources

Using mass sport at best to develop transversal skills, in particular in young people, (April 2015), EU Council

<http://data.consilium.europa.eu/doc/document/st-7875-2015-init/fr/pdf>

<http://data.consilium.europa.eu/doc/document/st-7875-2015-init/en/pdf>

Best practices on NOFP to develop a transversal approach to PE:

Dundee Academy of Sport (UK)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=103&cou=0&spo=0&aim=4

The Dundee Academy of Sport works alongside colleagues in partner schools to develop a programme of learning opportunities, which link the participation in sport/physical activity to other areas across the school curriculum. Sport can be a vehicle for developing an active learning approach; the Dundee Academy of Sport will explore the linkages between curriculum areas and sport whilst fostering the pupils' enjoyment and attainment of subjects by providing the spark to light imagination and bring subjects to life.

Grunwald Baseball Cup 2015 (Poland)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=75&cou=&spo=&aim=

The idea of the project is to combine sport and history. The first step is the identification / selection of the significant historical event that took place in the region. Then, preparation of the classes / activities



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for primary and lower secondary school students that aim to teach historical facts in the wider cultural context. Finally, organization of the sport tournament which is held on the historical site.

Knowing Your Land – Environmental Heritage – Trekking Activity (Italy)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=98&cou=&spo=&aim=

Knowing the cultural and natural beauty of the territory of Prato, Tuscany and Italy, planning and carrying out a trekking activity at school, with an experienced guide and the teachers in an interdisciplinary work, has the aim of encouraging young people to carry out research on the natural environment, on the culture, the history and the traditions of the land where they live.

Et si la lutte contre le décrochage scolaire passait par le sport, (March 2013), article, WIXXMAG

<http://www.wixxmag.ca/articles/et-si-la-lutte-contre-le-decrochage-scolaire-passait-par-le-sport>

Sport et éducation en France et au Royaume Uni : quel héritage pour les enfants ?, (June 2016), article, HUFFPOST C'EST LA VIE

http://www.huffingtonpost.fr/joseph-rothwell/sport-et-education-en-france-et-au-royaume-uni-quel-heritage-pour-les-enfants_b_5747490.html

Les pratiques sportives à l'école,(April 2012), French Ministry of National Education, Youth and Diversity

http://doc.sportsdenature.gouv.fr/doc_num.php?explnum_id=303

Chapter 3 – Adapted offer to students' diversity - proposes guidelines for disabled students, among other.

Plus d'activité physique à l'école favoriserait la réussite scolaire, article, PASSEPORTSANTE.NET

http://www.passeportsante.net/fr/Actualites/Nouvelles/Fiche.aspx?doc=plus-activite-physique-ecole-favoriserait-reussite-scolaire_20101125

This article quotes F. Trudeau, manager of the department of sciences and physical activities at the University of Quebec in Trois Rivières. He also mentions the benefits beyond physical condition, including for children with behaviour and learning troubles.

Best practices on NOFP to integrate students at risk of exclusion:

Gençliğe Sporla Bakış Projesi - Youth from the Point of Sport Project (Turkey)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=127&cou=&spo=&aim=

Bilecik Federation of Amateur Sports Clubs, is a Provincial association related with sports clubs mainly dealing with football. They aimed to apply a project to promote the school success and develop their life standards of disadvantaged young people by sport and other activities applied. The project was funded a year ago, and it aims to promote 24 disadvantaged young people (age between 14-20) by forming a football team. They are under the risk of early school leaving and dependency towards bad habits.

Itinéraire Wallonie vélo 2013-2014 (Belgium)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=6&cou=&spo=&aim=

In June 2014, thirty-six students between 11 and 13 years old (accompanied by eleven adults) left Liège by bike to reach Brussels five days later, using 250 kilometres of cycle path. Those students are from a specialised school and suffer from slight mental retardation, behaviour disorders or an illness. This project, which meant to be "sportive, solidary and civic", aimed to improve students' self-confidence.

Initiation to circus techniques to increase self-confidence (Belgium)





Project Number: 557089 EPP1-2014-IT-SPO-SCP

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=142&cou=&spo=&aim=

Institut Notre-Dame Heusy developed a particular approach within the framework of the technical training "Education Agent". The main objective is to give students the means and tools to use circus techniques with beneficiaries in difficulty, so as to restore confidence in them and invert the negative spiral they are in. This objective is reached putting the beneficiaries in situations of success and highlighted qualities.

Sport for all on the Snow – Days of Integration Project (Italy)

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=100&cou=&spo=&aim=

The project consists in spending some days in the mountains in winter, and the recipients are the secondary schools of Tuscany that can participate with a class group that involves students with disabilities, able-bodied and BES students, accompanied by one or more teachers.

La réussite et la persévérance scolaires par le sport étudiant, June 2010, Réseau du Sport Etudiant du Québec (RSEQ), revue Savoir, volume 15, numéro 4, p17

http://rseq.ca/media/26649/la_re_ussite_et_la_perse_ve_rance_scolaire.pdf

Other resources:

RSEQ website

<http://rseq.ca/ethiquesportive/nouvelles/rseq-%C3%A9thique-sportive/>

RSEQ's mission is to promote and develop sport in student context to foster young people's education, school success and health.

Sport-études : Comparaison des caractéristiques motivationnelles et des relations sociales des élèves sportifs et de leurs condisciples, RSEQ

According to RSEQ, practising sport in an educational context has a massive added-value: it contributes to increase the sense of belonging to the school, not only in athletic students but all students.

Cloes., M., Schelings, V., Ledent, M., Piéron, M., (1998-2011), Sport-études : Comparaison des caractéristiques motivationnelles et des relations sociales des élèves sportifs et de leurs condisciples, Université de Liège, Liège, Belgium

<http://orbi.ulg.ac.be/handle/2268/10187>

The results of this study lets us consider that organising a sport-study section in a school has favourable implications for both athletes and their classmates: students' positive attitude regarding school, development of social relationships between student groups.

G. Lepage-Simard. Le sport interscolaire : un moyen pour accroître le sentiment d'appartenance d'une population étudiante. Mémoire de maîtrise, sociologie, U. Laval, 1999

Healthy Development of Children and Young People through Sport »

http://www.sportanddev.org/en/learnmore/sport_education_and_child_youth_development2/healthy_development_of_children_and_young_people_through_sport/

<http://www.sportanddev.org/en/learnmore/>

Physical Education and Sport at School in Europe, Eurydice Highlights, (2013), European Commission

http://eacea.ec.europa.eu/education/Eurydice/documents/thematic_reports/150EN_HI.pdf

<http://www.re-aim.hnfe.vt.edu/>



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5. Analysis of the school curriculum with regard to ethical principles

Knowledge of the thematic area

The thematic area focuses on the analysis of the school curriculum with regard to ethical principles. Resources identified within the “Best practices” and the “Toolkits” indicate and illustrate action-oriented activities.

Activities related to the thematic area:

- Cooperation among teachers
- Use of ITC tools following an ethical code of conduct
- Ethical coaching
- Emphasis on the importance of human rights in sport.
- Opposition to unfairness in sport.
- Promotion of ethical concepts in sport.

Involvement of all actors

The pursuit of ethical principles influences all aspects of school life. It encourages students, teachers and also parents to value such principles. Dialogue and collaboration are the basic tools.

Method and project to promote

To make the students reflect on important topics such as violence when practicing sports activities, and the use of performance-enhancing substances.

To give instructions and assess, taking into account the different students’ abilities, learning styles, and backgrounds.

Evaluation

Observing the changes in beliefs and attitudes, skills, behavior and policies, it has been possible to assess short terms objectives that suggest main goals are being achieved. All the activities delineated in the toolkits and carried out and described in the “Best Practices” are the most effective proof of the ongoing process.

Report

By focusing on the activities related to the thematic area we meant to provide a focus for the group reflection and highlight the best practices to move forward, always trying to repeat successes.

Collection and dissemination of good practices

Best practices are collected mainly through observations to systematically observe changes in the school community. The following aspects are taken into account:

- The objectives
- The target people
- The frequency

Dissemination is carried out through dialogue and cooperation with students and students’ parents and also through newsletters and publications on the school web-site.

6. Which parts of the curriculum are to be developed and promoted

Knowledge of the thematic area

The thematic area focuses on which parts of the curriculum must be developed and promoted. Resources identified within the “Best practices” and the “Toolkits” indicate and illustrate action-oriented activities.

Activities related to the thematic area

To foster the dialogue among all the people involved in the educational path.

To make the students culturally aware and sensitive to other societies, engaged and motivated.

To adjust the planned teaching activities according to the students’ commitments to sport

Involvement of all actors

Monitoring activities through data collection regarding the existing program (from students, parents, staff and school directors), solicitation of suggestion for improvement, and development of the objectives.

Method and project to promote

To adopt flexible practices: as stated in the toolkits, schools must be organized in such a way that students can develop and express their potential.

Evaluation

All the countries involved in the NOFP project identify the physical, personal, and social development of young people as a fundamental goal, but, in some countries, school curricula are more flexible than in others, that is why adopting flexible practices requires a sort of revision in policy.

Report

Participation in grassroots sport can develop attitudes and positive social values, skills and individual abilities such as:

- Ability to think critically
- Spirit of initiative
- Ability to work in teams and solve problems.

These skills prepare students to succeed in the workplace and become well-informed citizens

Collection and dissemination of good practices

Best practices are collected mainly through observations to systematically observe changes in the school community. The following aspects are taken into account:

- The objectives
- The target people
- The frequency

Dissemination is carried out through dialogue and cooperation with students and students’ parents and also through newsletters and publications on the school web-site.

7. Evaluation

Evaluating is understanding, shedding light on the action so as to be able to assess its effectiveness and to have elements to decide how to follow up on the action.



The World Health Organisation recommends that 10-20% of total intervention costs be spent on evaluation. In a progressive approach with a view to continuously improve our actions, the evaluation is a necessary step. It is necessary to build a quality plan, as suggested in “European Report on the Quality of School Education”. ([More Information](#))

It also applies to PE. The “Eurydice report on Physical education and sport at school in Europe” ([More Information](#)) observes that pupils' progress in physical education is assessed as any other subject in most European countries. Chapter 4 about pupil assessment, indicates that most European countries issue clear recommendations on assessment methods to be used to evaluate physical education at school.

The two most common assessment methods in physical education are formative and summative, described in the project toolkits. Here are some best practice examples initiated in school (and sport) contexts. They highlight the different focuses of evaluation: student learning, teaching improvement, communication, student motivation.

Evaluation through skills indicators

With his resource group, a PE teacher developed an evaluation method of student competence based on quantitative indicators. He built a marking “1/10/100” system he applied to badminton. ([More Information](#))

The tool is computerised, based on a grading system to translate the level of command of the competence into a mark.

Student self-evaluation

Stimulating a students self-evaluation, empowers them to think of actions leading to objective self-awareness. Supervised, gradually complicated self-evaluation facilitates the construction of a sense of objectives and the sharing of them between student and teacher.

A student who measures what they know and can do, is better able to understand and become involved in new learnings.

There are many, more or less relevant forms and timeframes of self-evaluation. They require progressive teacher guidance.

Examples:

- vVO_2max (velocity at maximal oxygen uptake, the minimum speed for which the organism's maximal oxygen uptake is reached) is a good indicator of the performance an athlete can achieve on 5-10 minute activities. It is used to calibrate the practice, assess future performances, view how their potential evolves...
Many teachers use this measure through different tests. The most famous are “COOPER”, “SEMI-COOPER”, “ASTRAND” and “VAMEVAL”.
A PE teacher developed a three-year educational project on stamina based on vVO_2max measure. ([More Information](#))
- Other example from a Belgian associated school:
“*Mon carnet d'éducation physique*” ([More Information](#))
This diary is used by all students of “Collège Notre-Dame de Bon Secours de Binche” (about 1000 students in technical, vocational and general education, between 12 and 18 years old).
Objectives:
 - To have students' progress in learning at their own pace
 - To trigger in them responsibilities, personal reflections about their sport hygiene and their health
 - (self) evaluate progress rather than performance
 - To respect everyone's personalities and abilities
 - Make it a pleasure rather than coercion to learn.
- *Training and communication diary* ([More Information](#))

In Fédération Wallonie-Bruxelles (French-speaking Belgium), top athlete students have a “*Carnet d’Entraînement et de Liaison - Projet sportif + Projet scolaire = Projet de vie*” developed by ADEPS (Administration of Physical Education and Sports).

This tool is a component of the student’s school file. It has a double purpose:

- To allow communication between the athlete, their family, the coach, the sport federation they belong to and their school.
- To help the student take part in their daily reflection (and possibly within a retrospective analysis) about the sport work they have carried out.

This diary has been described in the toolkits for teachers available on the Not Only Fair Play portal.

Educational team self-monitoring

Some tools support professionals evaluating their PE projects or sport sections. The aim of those evaluation guides is to help educational teams conduct a clear, competent and consistent analysis.

Examples:

- “*School support guide for the yearly self-evaluation of a sport section*” ([More Information](#))
- “*Self-evaluation guide for the PE project in Collège*”, “*Self-evaluation guide for the PE project in Lycée*” ([More Information](#))

Evaluation of a project approach integrating sport

The French Minister of Sports, Youth, Popular Education and Associations developed an analysis tool for everyone involved in leading an associative project including education and/or integration through sport.

“*Analysis guide for projects on education and integration through sport*” ([More Information](#))

It is an analysis grid with questions one should ask in different axes of reflection. With it, the key factors in a project success can be listed. It is an empirical tool.

Promotion of an ethical approach of sport

Schools need points of reference when faced with hypercompetition, which frequently provokes a need to win at all costs, even if it means breaching the rules. Examples:

- “*Methodological guide – Tools to observe and list behaviours against the values of sport*” ([More Information](#))

This tool was developed in France by the Directorate of sports – National resources pole “sport, education, diversity, citizenship”.

It gives all sport stakeholders a clear overview of behaviours that breach the values of sport to subsequently facilitate the implementation of more targeted local actions concerning prevention. The guide proposes framing and methodological tools (report form, observation form, survey, interview).

- “*The Athlete’s Training & Education – Playing with the phenomenon of dissonance*” ([More Information](#))

This tool was developed by a manager of INSEP (National Institute of Sport, Expertise and Performance in France).

This expert developed an evaluation grid of the athlete based on the phenomenon of dissonance (subject self-evaluation, confrontation to the coach’s perception, confrontation to peers’ perception). He applied it to sport ethics.

- « *Le Fair-play - Dossier de travail* » ([More Information](#))

ADEPS (Administration of Physical Education and Sports in Fédération Wallonie-Bruxelles) developed this tool for sport and school stakeholders.

The guide includes a dossier for teachers and trainers and evaluation sheets to be completed by students.

Researchers also looked into the evaluation of physical and sport activities at school. They developed tools for practitioners (teachers, headteachers, coaches...). Examples:



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- “*Evaluating Sport and Physical Activity Interventions - A guide for practitioners*” ([More Information](#))
The main difficulty facing people working in the physical activity field is the complexity of evaluating a health intervention, such as physical activity, for which there is no single validated tool to measure all types of physical activity, in all settings, for all ages. However, there are a range of different quantitative and qualitative tools which can be used to look at different elements of physical activity under different circumstances.
- “*Sport-in-Development - A Monitoring and Evaluation Manual*” ([More Information](#))
A process-led approach will contribute to staff development and capacity building, greater organisational integration, and more coherently designed and consistently delivered programmes.
Measuring outcomes is still important. The Manual is based on the philosophy of a broader, more integrated approach to monitoring and evaluation. Both process and outcome approaches are viewed as necessary and inter-dependent. We want to know if our projects and investments have been effective, but to understand why we do (not) achieve various outcomes, we have to understand how the projects were conceptualised and delivered.

Analysis methods providing a global reading of the intervention. Among the best known methods are:

SWOT matrix

SWOT: Strengths, Weaknesses, Opportunities, Threats ([More Information](#))

This matrix is a strategic analysis tool. Its aim is to take into account, while preparing the strategy, internal and external factors, maximising the potentials of the strengths and opportunities and minimising the effects of weaknesses and threats.

Although dedicated to planning, it can be used to make sure the implemented strategy is a satisfying response to the situation described by the analysis. It can be used in evaluation:

- “*Ex ante*”, to define strategic axes or check their relevance
- “*Intermediary*”, to assess the relevance and maybe the consistency of the ongoing programme
- “*Ex post*” to check the relevance and consistency of the strategy or programme, especially if this exercise was not done during their development.

Usually this analysis is conducted through meetings with people concerned by the strategy or experts.

Re-AIM evaluation framework ([More Information](#))

RE-AIM: **Reach** (intended target population) **Efficacy** (or effectiveness), **Adoption** (by target staff, settings, or institutions), **Implementation** (consistency, costs and adaptations made during delivery), **Maintenance** (of intervention effects in individuals and settings over time).

The evaluation framework is largely used in public health and physical activity contexts. Using this method, policy-makers can evaluate how interventions have been applied in practice and their impact on individuals and organisations. The framework develops the notion of RE (Reach x Efficacy) adding three dimensions (Adoption, Implementation and Maintenance). It evaluates the compromise between the intervention reach and efficacy.

Online Resources

European Report of May 2000 on the Quality of School Education: Sixteen Quality Indicators (May 2000), Report based on the work of the Working Committee on Quality Indicators
<http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=URISERV:c11063&from=FR>

Physical Education and Sport at School in Europe, (March 2013), Eurydice Report, Education, Audiovisual and Culture Executive Agency
http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/150en.pdf
http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/150en_hi.pdf



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L'évaluation par indicateurs de compétence : l'exemple du badminton en EPS, (February 2006), Canopé, VeilleEducatrice (in French)

<http://www.scoop.it/t/veilleeducative/p/4059250645/2016/02/04/l-evaluation-par-indicateurs-de-competence-l-exemple-du-badminton-en-eps>

Toussaint, P., (2006-2007), *L'endurance à l'école, vecteur de santé d'autonomie – Un projet pédagogique en 3 cycles*, Clés pour la forme, ADEPS, Ministère de la Communauté Française (in French)

1st part:

http://www.sport-adepts.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=601a3f685473ca2a1b8d9436df8620203f5d58ce&file=fileadmin/sites/adepts/upload/adepts_super_editor/adepts_editor/documents/Benji/Cle_Forme_revue/Cles_Forme_15.pdf

2nd part:

http://www.sport-adepts.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=8cb37a5df1cb18ffd6600c0989022e5003d64f29&file=fileadmin/sites/adepts/upload/adepts_super_editor/adepts_editor/documents/Benji/Cle_Forme_revue/Cles_Forme_16.pdf

3rd part:

http://www.sport-adepts.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=3fe957e844490d4a06749beb3e942ea7d5df160a&file=fileadmin/sites/adepts/upload/adepts_super_editor/adepts_editor/documents/Benji/Cle_Forme_revue/Cles_Forme_17.pdf

Mon carnet d'éducation physique, Collège Notre-Dame de Bon Secours Binche (in French)

<http://enseignement.catholique.be/fesec/ent//claroline/backends/download.php?url=LzluRG9jdW1lbnRzX2R1X1Byb2Zlc3NldXlvQ2FybWV0X2RfYXBwcmVudGlzc2FnZV9kZV9sX%2BIs6HZIX0NOREJTXzlwMTNfRnJhbnRfTG90b3lucGRm&cidReset=true&cidReq=DIEP>

Carnet d'Entraînement et de Liaison - Projet sportif + Projet scolaire = Projet de vie, ADEPS, Fédération Wallonie-Bruxelles (in French)

http://www.adepts.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=c7ae40e14d0629cb10a2449c779172375203ce39&file=fileadmin/sites/adepts/upload/adepts_super_editor/adepts_editor/documents/S_HN/CEL_2014-15.pdf

Guide d'accompagnement d'un établissement scolaire dans l'auto-évaluation annuelle d'une section sportive, Académie de Nancy Metz (in French)

http://www4.ac-nancy-metz.fr/eps/site/dossiers/dossier.php?val=32_sections-sportives-docs-academiques

Tool with a self-evaluation five-part grid, addressing all aspects of the activity: section educational project, dedicated means, level of objective achievement (including student results), health follow-up, how the section works and evolutions to consider.

Guides d'auto-évaluation du projet d'EPS, (2014), Académie de Dijon (in French)

<http://eps.ac-dijon.fr/spip.php?article123>

Guide d'analyse des projets de l'éducation et de l'insertion par le sport, (September 2012), Pôle ressources national « sport, éducation, mixités, citoyenneté » (in French)

http://www.sportanddev.org/fr/ressources/manuels_et_outils/?9026/3/Guide-danalyse-des-projets-de-l-education-et-de-linsertion-par-le-sport



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Guide méthodologique - Outils d'observation et de recensement des comportements contraires aux valeurs du sport, (2014), Direction des sports - Pôle ressources national « sport, éducation, mixités, citoyenneté » (in French)

<http://www.egalitecontreracisme.fr/dispositifs/guide-methodologique-outils-dobservation-et-de-recensement-des-comportements-contraires>

Krantz, N., (May 2011), *Jouer avec le phénomène de dissonance*, Formation & Education du sportif, INSEP (in French)

<http://www.norbert-krantz.com/outils-technologiques-et-methodologiques.php>

Le Fair-play - Dossier de travail, ADEPS, Fédération Wallonie-Bruxelles, (in French)

www.enseignement.be/download.php?do_id=9888&do_check=

Dugdill, L., & Stratton, G., (2007), *Evaluating Sport and Physical Activity Interventions - A guide for practitioners*

http://usir.salford.ac.uk/3148/1/Dugdill_and_Stratton_2007.pdf

Guide discussing principles of good practice when designing evaluations and suggesting tools that might be used. Various methods are available to measure sport/physical activity levels but there is no gold standard. Key parameters for physical activity measurement include frequency, intensity, time and type. Over thirty methods are available for measuring physical activity. One must choose the most valid, accurate and reliable tool (or portfolio of tools) to measure physical activity within an intervention. The chosen measure must balance feasibility (ease and cost) and validity (complexity and expense).

Coalter, F., (2006), *Sport-in-Development - A Monitoring and Evaluation Manual*, University of Stirling

http://www.sportni.net/sportni/wp-content/uploads/2013/03/Sport_in_Development_A_monitoring_and_Evaluation_Manual.pdf

The manual provides a framework for thinking about the establishment, development and management of sport-in-development organisations and programmes. It does not provide detailed day-to-day guidance, as each programme will vary, reflecting local circumstances. It addresses broader issues.

Process monitoring is also emphasised, exploring such issues as: Do all aspects of the programme reflect the overall aims and are they designed to achieve these? Is the programme delivered as intended?

SWOT matrix (Strengths, Weaknesses, Opportunities, Threats)

<http://www.marketing-strategie.fr/2010/05/15/10-conseils-pour-reussir-lanalyse-s-w-o-t/>

RE-AIM (*Reach Effectiveness Adoption Implementation Maintenance*) evaluation framework

<http://www.nccmt.ca/resources/search/70>

<http://www.re-aim.hnfe.vt.edu/>

8. Observation of Inclusive Policies

This chapter focuses on the observation of inclusive policies and more precisely, it will answer two different questions: why is it important to teach an inclusive approach and how the inclusive approach can be carried out?

As Morten Kjaerum, Director of the European Union Agency for Fundamental Rights wrote in the foreword of the guide entitled "Tackling racism and discrimination in sport", *'sport brings together millions of people, regardless of their sex, colour, gender, age, nationality or religion, and has thus the potential to play an important role in creating an inclusive society.'*



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The reality is, sometimes, rather different. Although we live in a modern and evolved society, actions of discrimination are very much alive in the everyday life.

Darren Bent, a British football player, declared: *'but here in England, as in many other countries in Europe, racism is still a problem. We still see players from an ethnic minority, members of their families or fans, abused not because of something they have done, or a human trait they have exhibited, but because of their background.'*

This quote has a real meaning when we consider the regular actions of discrimination. In 2015 for example, after a football game between Chelsea and PSG, four Chelsea fans pushed off a man from the Parisian metro while shouting: *"we're racist and that's the way we like it"*.

Discrimination is not only a question of background; women and people with disabilities are also victims of discrimination. This is why the European Union signed the "UN Convention on the Rights of Persons with Disabilities" and encourages the representation and participation of women in all types of sports.

Sport is a major and influential social reality. It gathers people and thanks to its great mediatisation, it can be a model for more open societies. Public authorities and media have an important role in the teaching and diffusion of tolerance. This is the reason why the Council of Europe launched an awareness-raising campaign called "Speak out against discrimination". The aim of this campaign is to promote a multicultural Europe and to offer strategies to tackle discrimination, and therefore promote inclusion.

The inclusive approach of sport needs to be taught very early, and this is where school comes into play. Indeed, the role of school is to educate and teach. By organizing sporting activities in which participation is more important than performance, a school offers a less competitive vision of sport, while promoting tolerance and mutual aid.

Although everybody is not equal in terms of sport performance, sport might be a good way to introduce social inclusion, on the condition that it is well organized and well taught.

Indeed, sport is less afflicted by social determinisms than other school activities such as the teaching of language, History, or even Mathematics, in which parents' level of education is a deciding factor. Because of this unequal dimension, many youth forget that school is a place of social inclusion and they tend to de-socialise.

Sport appeals to people from different social backgrounds because it offers a greater equality, particularly for the most common sports such as football, basketball, rugby, and athletics.

It generates less negative perception and preconception, and therefore sport might be a way to bring those back to school who have previously left it.

Sport is a way to learn through experience, the codes of community life, the respect of rules and of the referee. And that is essential for socialization because the awareness of social etiquette and the respect of rules play a major role in social integration, and this far beyond the diplomas.

These rules can be found in companies for example and the one who does not respect them, is not likely to be hired or is likely to be dismissed.

However, when sport is ill supervised, it does not offer this aspect and soon it is only about the reign of physical strength. And this is when violence and racism, sexism as well as ignorance of disabilities come.



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This is why the formation of sport supervisors and the initiatives give sport a whole inclusive dimension.

This formation leads sport supervisors to:

- Assess more on progress than on performances
- Organize sporting events with teams composed of very different people, both socially and physically, in which teamwork is more important than individual physical performance to win.
- Create scenarios in which teamwork is more important than individual physical performance to win.
- Offer many different sporting activities to allow different talents to be noticed. Activities that will need physical performance for a moment and then a particular skill (running, target practice...)
- Acknowledge the referee's authority.

Online resources

https://fra.europa.eu/sites/default/files/guide-tackling-racism-in-sport_en.pdf

<http://www.coe.int/t/DG4/ANTI-DISCRIMINATION-CAMPAIGN/>

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=63&cou=1&spo=0&aim=3

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=70&cou=1&spo=0&aim=3

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=7&cou=1&spo=0&aim=3

9. How to Design and Plan for the Future: Training Activities

Knowledge of the thematic area

This thematic area is about how to design and plan for the future - the "Toolkits" indicate and illustrate action-oriented activities.

Activities related to the thematic area

- To plan cross-curricular activities
- To promote physical, social, emotional and intellectual development of the students
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote positive attitudes towards physical activity and its contribution to a healthy lifestyle.

Involvement of all actors

Curricula should:

- Develop assessment and evaluation programs that align with the changed emphasized in the curriculum, this entails the commitment of all the teachers
- Make explicit the cross-curricular competences that support life-long learning, this involves students
- Include interdisciplinary activities, this entails the commitment of policymakers, teachers, and students.

Method and project to promote



Recent studies suggest teaching students through directly dealing with reality based problems and making sure they mainly learn through experience and teamwork.

Evaluation

Through physical education, students can experience the joy of physical exertion while developing skills along with personal and social attributes: the concept of fair-play, the acceptance of failure, the ability to co-operate with peers.

Report

The curriculum should foster the following skills:

- Experience enjoyment and achievement through movement
- Develop qualities of self-esteem, self-awareness, confidence, initiative and leadership through movement
- Interact and cooperate with others, regardless of cultural or social background or special needs
- Develop an understanding of fair play and team spirit through participation and competition

Collection and dissemination of good practices

Best practices are collected mainly through observations to systematically observe changes in the school community. The following aspects are taken into account:

- The objectives
- The target people
- The frequency

Dissemination is carried out through dialogue and cooperation with students and students' parents and also through newsletters and publications on the school web-site.

10. Collection and Dissemination of Good Practices

What are the best ways to ensure good dissemination?

The education for an ethic based sport can be promoted in different ways and thanks to different tools. Indeed, what is better than to organize conferences for professionals to talk about good practices? In that way, people are able to exchange knowledge and talk about their experiences directly, without any kind of interference. However, this kind of dissemination has its limits. It applies only to those who can come. In our digital area, it seems more suitable and easier to communicate through websites and social networks. Everyone has access to the Internet and can visit official websites to be informed about new policies, new strategies and new initiatives.

The website *Sport England* (<https://www.sportengland.org/>) is a good example of the role of the Internet. It exposes the new five-year strategy (*Towards an Active Nation*) to tackle inactivity in the United Kingdom (£250 million will be spent to promote sport and offer new access to sport thanks to new technology: *"Helping sport keep pace with the digital expectations of customers – making it as easy to book a badminton court as a hotel room."*)

The advertising industry and the media also have a huge power in promoting an ethical approach of sport. Indeed, people watch the news, read the press and are surrounded by posters and billboards. But here, people must be careful because too often, media point out the hypercompetitive approach of sport rather than the ethical approach. Social media is also a good way to promote sport. Indeed, the





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youth use the Internet a lot, especially social media such as Facebook and Twitter, and that is a good way to ensure a good dissemination.

Good dissemination also requires good cooperation between the different authorities, organizations and professionals. If they work together, the message impact will be more significant. The role of governments is really important because they represent the authority; they have the power to make the laws and to write official guidelines. This is how the ethic based sport can be promoted and disseminated. This is also how the exchange of experiences can be made.

Below is a list of different websites that offer guidelines and best practices for professionals to promote an ethical approach of sport.

https://www.coe.int/t/dg4/epas/resources/texts/code_en.pdf

The code of Sports Ethics is an official document of the Council of Europe. According to this code, sport needs to be well taught, and first at school, because the children of today are the athletes of tomorrow. The aim of this code is to “encourage the dissemination of good practices to promote diversity in sport and combat all forms of discrimination.” *Fair play* is an essential word in this code and refers to a way of behaving as well as a way of thinking. Fair play fights against cheating, gamesmanship, doping, violence, sexual harassment and abuse of children, young people and women, unequal opportunities, excessive commercialization and corruption.

Sport is defined as “a social and cultural activity which, practiced fairly, enriches society and the friendship between nations”. This guide explains the role and responsibility of governments, sports organizations and individuals. As a Council of Europe’s document, the Code of Sports Ethics has a wide public reach and is a reference in terms of ethical approach of sport. Respect and education are the key words of an ethic based sport.

http://portal.unesco.org/education/en/ev.php-URL_ID=2223&URL_DO=DO_TOPIC&URL_SECTION=201.html

The United Nations Educational, Scientific and Cultural Organization is a specialized agency of the United Nations. This guideline promotes the Code of Sports Ethics and highlights the importance of the ethical approach of sport by explaining the role of the different stakeholders. “Fair Play is an essential and central part of successful promotion, development and involvement in sport. Through fair play, the individual, the sports organizations and society as a whole all win. We have all the responsibility to promote FAIR PLAY - THE WINNING WAY.”

https://www.researchgate.net/publication/277310040_Ethics_in_Sport_-_Guidelines_for_Coaches

This guideline explains the role of coaches in teaching an ethical approach in sport. Indeed, at school coaches are the pupils’ reference points. They are the adults and therefore children look up to them. They also have the responsibility to teach proper behavior. The guide draws the list of values conveyed by sport: performance and achievement, rules, equal opportunities, respect and health. It also explains why it is important to see sport not as a way to win and be victorious, but as a way to be better.

<http://www.pned.pt/media/31479/Ethics-in-Sport-Guidelines-for-Teachers.pdf>

The same guideline exists for teachers. It explains the role of teachers in promoting an ethical approach of sport. It also gives teachers advice on pedagogy and on how teaching values.

<http://www.openeducationeuropa.eu/>

“The main goal of the Open Education Europa portal is to offer access to all existing European Open Educational Resources in different languages in order to be able to present them to learners, teachers and researchers.”



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Conclusion

The chapters of this Guideline offer a complete view of the topic, and the contribution of all the partners is the first step to build up a collection of best practices. Starting from national experience, all the partners have proposed a general overview of all the issues related to the thematic area. The policy makers have a good tool to commence dialogue with the world of education and its actors, and they can use the online resources provided at the end of each chapter to work on this important issue. The schools and the sport associations along with all the local institutions, have at the same time a good starting point to collaborate and give suggestions to policy makers, at a transnational level.



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