A Study on Sport Education and Training Sector of European Union(EU)*
유럽연합의 스포츠 교육 및 훈련 분야에 대한 고찰

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Abstract(요약): Since the Nice and Lisbon Treaties were concluded, sports have gained advantages in activities of the EU. This is reflected in official communication and preparatory activities. The special focus of this new policy was given to education and training in the sporting sector, anti-doping, integration, the roles of volunteers and double careers. Recent developments in sports has been adjusted and achieved in the framework of EU policy also including education and employment, and is related with the rules that cover the free movement of labor, the Bologna process, continuing education and the EU authorized framework.

This study investigated central issues at the time when the late Treaty of Lisbon was concluded and considered the context that influences sports education and training. This study focused on potential positive aspects of the implications within the process of fragmentation which occurs in professional networks that cover sports science, education and employment and the context of the new EU policy.

Key Words(핵심어): European Union(유럽연합), Nice and Lisbon Treaties(니스, 리스본 조약), Sports education(스포츠교육) and training(훈련)

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I. Introduction

1. Historical and Policy Context

While sport has been an important component of the social and economic life of the European Union since the outset, its policy status has not had a strong degree of formality until the adoption of the Nice and Lisbon Treaties (EU Commission, 2007). While the Nice Treaty highlighted the role of sports federations in the delivery of sport, it was recognised that this function should be carried out in the context of the relevant national and European legislation. Notably, the Treaty highlighted the social, educational and cultural functions of sport and recognised the specific, volunteer-driven infrastructure through which it is delivered. According to the 2011 EU Communication on the development of the European dimensions of sport, Article 165 of the Lisbon Treaty has given the EU ‘a supporting, coordinating and supplementing competence for sport which calls for action to develop the European dimension in sport’ (EU Commission, 2011: 2).

Within the broader policy context, education and training are an integral part of the strategic choices for the implementation of the new EU competencies in the context of the Lisbon Treaty. The external environment and the institutional demand within education and training have changed in terms of the European Union’s policy. Now and for the near future, the “Education and Training 2020” objectives—the follow up of the 2010 work plan—are at the heart of this policy and this new direction has implications for sport education and training.

Referring to the Special Euro barometer Survey on Sport (EC, 2004), sport not only transfers high social dimensions, its role within the education system also needs to be fostered (pp. 8–10). Therefore, sport has been a sector that has been accorded a degree of pioneering status within the context of wider policy developments in education and training in recent years. Relating the quintessence of European education and training dimension to the sport sector, the White Paper on Sport stated that through “its role in formal and non–formal education, sport