

2nd WORLD SUMMIT ON PHYSICAL EDUCATION

Magglingen, Switzerland, 2-3 December 2005

MAGGLINGEN COMMITMENT FOR PHYSICAL EDUCATION

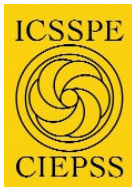
Participants from 40 countries attended the 2nd World Summit on Physical Education in Magglingen, Switzerland, which was held under the aegis of the United Nations International Year of Sport and Physical Education (IYSPE 2005), and the patronage of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the International Olympic Committee (IOC), and the General Association of International Sports Federations (GAISF) and with the support of the World Health Organisation (WHO).

The Summit participants:

- I. Reiterate the importance of achieving by 2015, the Millennium Development Goals and the objectives of the International Year of Sport and Physical Education, which emphasise the unique role of Physical Education in culture, health and development, the education of children and young people and the promotion of peace throughout the world;
- II. Reaffirm the Agendas for Action agreed at the 1st World Summit in Berlin in 1999, especially the call to governments to provide resources to implement policies for Physical Education as a human right for all children and young people, and to recognise its intrinsic value and its distinctive role in physical, personal and social development, and in health promotion;
- III. Call upon both governments and the Physical Education profession to work together to implement the actions of the 1st World Summit – to recognise that quality Physical Education depends on well-qualified educators and scheduled time within the curriculum; to invest in initial and continuing education for teachers, especially in primary schools, along with appropriate safe space and resources; and to support research to improve the effectiveness and quality of Physical Education.

Summit participants working for Physical Education commit themselves to sustained efforts in their own countries, systems or organisations to:

- 1) Implement the Agendas for Action agreed at the 1st World Summit and international conferences, having regard to diversity and distinct national and local challenges and needs across cultures and systems.
- 2) Promote as a policy priority, the urgent need for review of and improvement in the initial and continuing education of teachers of Physical Education, especially for those working in primary schools;



- 3) Review systems of teacher preparation for Physical Education, having due regard for its distinctive focus on learning processes, and pedagogical approaches, its mission of inclusion of all children, whatever their abilities and backgrounds, and the need for effective evaluation of programmes and methods against objectives;
- 4) Establish or strengthen national, regional and local organisations and networks including all stakeholders, to establish clear consensus and definitions; to share good practice in and information on learning, teaching and research; and to provide strong, coherent leadership in evidence-based advocacy and to campaign towards integrating physical education into education, sports, health and related policies;
- 5) Strengthen the support for multi-disciplinary research, especially pedagogically focussed approaches, into physical education and the dissemination of results to improve practice and enable evidence-based advocacy
- 6) Develop the skills to work cooperatively with governments and their agencies, to promote Physical Education and school sport for children; its contribution to health, life long participation in community sport, dance and physical activity; and its value for the educational, sports and social systems in which they live and work.

In support of these commitments, the International Council of Sport Science and Physical Education will facilitate through its membership and partners:

- a) An ongoing system for monitoring and evaluating countries' progress in implementing the actions and recommendations of the Berlin and Magglingen Summits;
- b) Means of sharing good practice in Physical Education;
- c) Programmes of research to provide evidence for the value of Physical Education, and exchange of research findings in this area;
- d) The production of guidelines for the establishment of representative organisations for Physical Education and advocacy materials which can be adapted for their use;
- e) The development of international quality criteria for school physical education programmes, to guide local and national authorities when designing and implementing their policies.

3 December 2005, Magglingen