

2nd World Summit on Physical Education
National Case Studies – how do we make a political difference
Workshop 1: W.-D. Brettschneider / K. Van Deventer

Comparative studies are important in order to get all available information - in addition national case studies are needed because specific cultural, social, historical and political contexts have to be considered.

The situation concerning PE today is as it was 10 years ago. Obviously our concepts have not been very successful. We should take leave from the myth that PE is the panacea for everything. Concerning the benefits of PE we should leave the level of assumptions and hopes and instead provide arguments that are evidence based.

Approaches seem to be successful if they meet the needs of our societies. We cannot escape the costs - benefits - analysis in PE.

Concerning PE organisations their role should be to define standards and defend the role of the organisation. A further role should not so much be advocacy, but rather the provision of information.

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The benefits of sport and physical education to schools

Workshop 2: R. Bailey / M. Dinold

Recommendations:

RESEARCH

- Longitudinal and new research methods are needed to explore the relationships between physical education and its claimed outcomes

PRACTICE

- Primary schools should provide a broad foundation of experience in physical activities, supported by properly trained teachers, and informed by a clear understanding the intended core learning
- All schools should be responsive to students` views and interests, and should place them in a position to make choices about their engagement in physical activities.
- Legislation and application is needed to ensure that all students experience quality physical education, irrespective of ability, social or ethnic background.

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Quality in physical education
Workshop 3: R. Feingold / C. Amade Escot

IN EACH QUESTION ADVOCATE BOTH QUALITY AND QUANTITY

Q1 : What could be definitions of quality in the context of Physical Education ?

Focus on Primary school / Best practices to be shared / Include health and social skills with specific content outcomes / Culturally rooted PE and relevant curricula for students / Better assessment of goals and long term effects

Q2 : How can these be applied in different cultural and political system ?

Recognized best practices in different contexts / Value PE as a vehicle, flexibility in curricula implementation

Q3 How do we ensure quality in professional training and in service training ?

Holistic teacher preparation / Priority on pre-service / Increase collaboration between university and teachers for in-service training and continuing professional development / Recognized PE teacher creativity

Q4 How do we meet the interests and requirements of all children, including girls and boys, children with disability, minorities ?

Connect with community / Connect with other subjects / Holistic educational agendas
Holistic research connected with teacher needs / Strategy for advocating the discipline

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Setting benchmarks for the future of physical education
Workshop 4: M. Dally / W. Mengisen

General guidelines to regulate the profession and practise

Universality through normative instruments, but not prescriptions to guarantee a minimum of requirements

To adapt PSE to the 21 century context and demands

PSE needs to cope with education systems context

PSE place, status and role need to be explored through transition process from duality to generic conception

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Integrating physical education into national policies
Workshop 5: G. Klein / M. Gerhartl (1)

Results: political aspects

In context of lack of governmental commitment concerning PE offer ...

To define policy documents in order to integrate PE within the educational systems

To use clear arguments in order to explain simply the role of PE (Do we challenge governments, when we are not clear about ourselves?)

To develop a „National Observatory“ in every country

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Integrating physical education into national policies
Workshop 5: G. Klein / M. Gerhartl (2)

Results: social processes

In context of globalization and decentralization ...

To mobilise NGOs at the international, continental and national level

To mobilise, disseminate and exploit local experiences and good practices (role of ICSSPE in mainstreaming)

To mobilise all the stakeholders and players (networking, working in teams)

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Integrating physical education into national policies
Workshop 5: G. Klein / M. Gerhartl (3)

Results: profile of PE and physically educated persons

In order to explain the PE proposals

To define the profile of PE (objectives) and physically educated students (learning outcomes) according to the new lifestyles and social needs

To clarify in easily understandable terms the common PE language

To define our products and processes in positive terms

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Building bridges to other sectors (health, social affairs, education)
Workshop 6: M. Kleiner / H. Benaziza (1)

ACTION POINTS

SPECTRUM From physical activity, physical education to sports throughout society. Community to be better informed of the need for life-long participation in physical activity. PE must be built into the efforts to achieve the MDGs, in particular MDG 1 (eradication of extreme poverty) and MDG 2 (universal primary education).

GOVERNMENT departments should collaborate and seek the joint integration of programmes such as health, social development, education, sport, in response to the challenges facing physical education.

PHYSICAL EDUCATION has a vital role to play for promoting life-long participation in physical activity and sports.

HEALTH PROMOTING SCHOOLS The correlation between psycho-social-physical-well-being (health) and physical activity must be better recognized. Creation of inclusive “healthy environments” in schools (Health promoting schools and comprehensive school health).

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Building bridges to other sectors (health, social affairs, education)

Workshop 6: M. Kleiner / H. Benaziza (2)

TASKS (TOR) OF PE TEACHERS must be widened to take into account community needs and promote life-long participation in physical activity (continuing education). All teaching staff should be given capacity / knowledge in life orientation training (including physical development). Physical education and sport can be a conduit to promote inclusiveness, unity and peace in diverse societies.

LOCAL INITIATIVES AND SOLUTIONS to be locally anchored (local government and structures). In view of the shortage of PE teachers in many countries, in particular developing countries, partnerships and community based approaches should mobilise the necessary resources to fill the gap.

PARTNERSHIPS Successful partnerships must involve sport, health and education. Staff of various sectors to work together (build networks). These partnerships should also allow for a better perception of PE. One example considered are school sports or cultural clubs or federations

COMMUNITY DUAL-PARTNERSHIP school facilities accessible to the community and other community facilities to be accessible to the schools (health...)

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LEGISLATIVE AND OTHER RELEVANT MEASURES to create conditions, which ensure local community equitable (all minority, marginalized groups) creation of facilities and access to leisure / recreation activities (existing or in future). Private and public policy and decision makers must be mobilised with all means available and urged to mobilise adequate resources.

PARTNERS involved in all sectors must show creativity, open mindedness, innovation to define new ways of reaching goals, including monitoring and evaluation

TRADITIONAL AND INDIGENOUS SPORTS We reaffirm the importance of indigenous and traditional games and sports and cultural physical activities (dance) as a bridge to sustainable physical development. We further recognise the link between culture, art with sport for overall well-being