

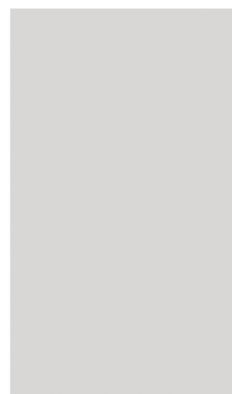
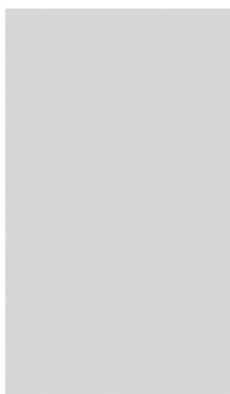
# Bulletin

Journal of Sport Science and Physical Education

No 68, May 2015

**Feature:**

**Critical Pro-Activism and the "Brighton Effect" for Transforming Sport and Physical Education**



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# PUBLISHER'S STATEMENT

**No. 68, May 2015, ISSN 1728-5909**

The Journal of the International Council of Sport Science and Physical Education (ICSSPE) is published twice a year. Its goal is to provide a forum for ICSSPE members and other contributors to share news and experiences, raise issues for discussion, develop international and external links and promote events. The featured articles and other contents are monitored by the ICSSPE Executive Office and the Editorial Board, with the aim of allowing for free and balanced dissemination of information consistent with ICSSPE's aims and objectives. The views expressed within this publication are not necessarily those held by ICSSPE unless otherwise stated.

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# FOREWORD

## Editorial



*Katrin Koenen*

Welcome to issue No. 68 of ICSSPE's Bulletin! This time we feature 'Critical Pro-Activism and the "Brighton Effect" for Transforming Sport and Physical Education' and it is – for the first time – a new approach to a Special Feature topic. The different perspectives are not coming from different countries this time, but through different views and approaches of colleagues with different scientific backgrounds from one of our member Universities: The University of Brighton. Thanks to John Nauright, editor of the feature, we are able to publish a very nice compilation of articles that reach from sport tourism, anti-corruption and inclusion to social benefit of sports.

In our Current Issues section we have two exciting articles of totally different contents. Richard Bailey writes about a topic of great current interest to many members - 'What is the relationship between physical activity and educational success?'. In addition, a collaborative article from a group of researchers new to ICSSPE offers a critical perspective on the provision of Physical Education in English Primary Schools.

I hope you enjoy reading!

In addition, I am happy to be able to announce that we have - since the last Bulletin - published two handbooks, both in co-operation with the FRC Reference Centre for Psychosocial Support and other partners, on how to use sport and physical activity as psycho-social interventions. 'Moving Together' gives detailed support on how to set up sport and physical activity programmes, while 'Different – Just Like You' focuses on inclusion in such programmes. Both books present good practice examples in psychosocial support and a range of activities that help to release one's potential and participate actively in society. The publications can be downloaded for free from the ICSSPE website and a printed version can be ordered from the ICSSPE office.

Aside from these publications, 2015 will also be a year with many exciting activities and events in all fields of sport, sport science and physical education. Many of these are listed in our Upcoming Events section of the website. I'm excited that one of those events is our international seminar 'Communities and Crisis – Inclusive Development through Sport', which will take place 2-7 November in Rheinsberg, Germany. Further information and the programme are now available on the ICSSPE website and registration is now open!

And of course, we hope to meet many of our ICSSPE members at the ICSSPE Board meetings from 12-14 September 2015 in Brazil, at the Faculty for Physical Education of the Federal University of Juiz de Fora. They will be held on the occasion of the II Congress of the Latin American Association for Sport, Physical Education and Dance (ALCIDED), and are generously hosted by the Federal University of Juiz de Fora. Everyone is also welcomed to join us at the conference!

Finally, I would like to remind you that contributions for the Bulletin are always welcome, whether you would like to submit an article, a review, or report on a meeting or conference, introduce a new research project or university programme. Feedback on the format, or any aspect of the Bulletin, is always appreciated. Please email me at [kkoenen@icsspe.org](mailto:kkoenen@icsspe.org).

**Katrin Koenen**

Director Scientific Affairs

## President's Message

Uri Schaefer



Dear ICSSPE members and friends,

About half a year ago, we lost our dear President Professor Margaret Talbot. May I share some chosen parts of the obituary I delivered during the ceremony, which was held in Leeds, her home town, on the 16<sup>th</sup> of December 2014:

*"Margaret was an example to us all. She was a dedicated worker who put her heart and soul in whatever task she undertook and achieved her targets one by one. She was a true professional who was greatly respected by her peers, and above all she was a dear friend to me and to all ICSSPE members. I will always cherish our meetings and discussions which have taught me so much.*

*Margaret's care and sensitivity to people in general and children in particular led her to become a true fighter for equality in Physical Education and Sport, putting aside elements of gender, religion, race or nationality. As a true entrepreneur, Margaret was very involved with every ICSSPE activity undertaken by the different boards and commissions of the organization.*

*Her fight towards women equality and her strong will to aid third world countries' children and women were an inseparable part of her character. She managed to maintain strong contacts with UNESCO for those reasons, and she reached out to those in the lower social-economic brackets in order to expose them to the benefits and importance of physical activity, highlighting the value it brings to one's character.*

*Margaret saw sport as a significant educational tool. For her, sport was an exceptional product she wholeheartedly believed in, knowing it can help in educating for social integration among children as well as providing a healthy life for people across the world.*

*Margaret will be sorely missed. Her wisdom and love will continue to guide each one of those who knew her throughout our lives."*

Margaret's request from me, which I see as her will, was that ICSSPE will continue to operate as a leading Sport Science and Physical Activity global organization while growing from strength to strength. In addition, she requested that I serve as Acting President until the upcoming elections, to be held at the General Assembly during the ICSEMIS Conference (Brazil 2016). The President's Committee kindly accepted her request and therefore I have taken the responsibility, operating as such since.

In this regard, I'm obviously very involved with ICSSPE matters and stay in close contact with our dear staff members in our Berlin headquarters. One of the main issues we are focusing on is the preparation for ICSEMIS, which is due to be held in Sao Paulo, Brazil, between the Olympic Games and the Paralympic Games in 2016. Our Executive Director, Detlef Dumon, and Director of Scientific Affairs, Katrin Koenen, are

doing their utmost in cooperation with our partners – IPC and FIMS – in order to overcome all the difficulties and proceed with the necessary arrangements which will ensure a high quality conference.

Finally, I would like to emphasize that our next Board Meetings, as well as the ALCIDED Conference, are due to take place in Rio, Brazil, from the 12<sup>th</sup> until the 19<sup>th</sup> of September, 2015.

May I take this opportunity and wish each and every one of you the very best, and let you know that if there is anything I might help you with don't hesitate to contact me through my e-mail: [uschaefer@icsspe.org](mailto:uschaefer@icsspe.org)

With kind regards,

A handwritten signature in black ink, appearing to be 'U. Schaefer'.

**Dr Uri Schaefer**



## Welcome New Members

ICSSPE welcomes the following new members:

pmA156-1  
Sportscotland  
United Kingdom

pmB104-9  
International Martial Arts Union (IMAU)  
Iran

pmC016-1  
Africa Sports Kids Foundation  
Ghana

pmC016-2  
Anane Institute  
Ghana

pmD020-8  
University of Nigeria, Health and Physical Education Department  
Nigeria

pmD090-12  
University of Campinas, College of Physical Education  
Brazil

pmD156-18  
Coventry University, Faculty of Health and Life Science  
United Kingdom

# FEATURE

## Critical Pro-Activism and the "Brighton Effect" for Transforming

## Sport and Physical Education

### Introduction

*John Nauright*

We are very pleased to introduce this Special Feature on *Critical Pro-Activism and the "Brighton Effect" for Transforming Sport and Physical Education*, providing a unique collection of different perspectives on transforming sport and Physical Education.

In this issue we examine the "Brighton Effect" generated from this approach as outlined by Professor John Sugden in the ensuing paper. This is followed by a series of papers by University of Brighton linked scholars which explore how each of us operationalises critical engagement and activism for social transformation in and through sport. It is through the development of a critical mass of like minded scholars that universities can make a real difference in leveraging impact on society from their research activities. We provide but one model of how this is working at a leading British sports research university.

The following chapters are part of the collection:

Beyond the Sport-Media-Tourism Complex: An Agenda for Transforming Sport, John Nauright;

Beyond Power Games: Critical Pro-Activism in Sport and Leisure Studies, The Brighton Approach, John Sugden;

Sport Management and the Clean Sport Agenda: Implications for Physical Education and Sport Policy Reform, Marc Keech;

The Personal and the Political in Teaching, Research and Activism, Megan Chawansky, Christopher R. Matthews and Nigel Jarvis;

Equity and Inclusion in Physical Education, Gary Stidder and Sid Hayes; and

Exploring the Social Benefit of Informal and Lifestyle Sports, Belinda Wheaton and Mark Doidge

We would like to thank all authors for their contributions and we hope you are challenged and entertained by this diverse collection of articles.

## **Beyond Power Games: Critical Pro-Activism in Sport and Leisure Studies, The Brighton Approach**

*John Sugden*

The introduction to our collection of essays on the Brighton Approach to creating impact through research is used to indicate the distinctive action-research paradigm that frames and underpins the much of the research and related community engagement/intervention work carried out by researchers, academics and other scholarly activists and professionals based at or connected with the University of Brighton School of Sport and Service Management's Research and Graduate Institute (UoB, SaSM, RGI) and the Centre of Sport, Tourism and Leisure Studies (CoSTaLS) at Brighton. The spine of this distinctive paradigm involves a fusion between several elements.

To begin with, primacy is given to the mobilisation of a critical sociological imagination in the identification and investigation of some of the most salient social problems manifest in the spheres of sport, leisure and popular culture. This approach has long been associated with the work of scholars at the University of Brighton, the founding principles of this model were comprehensively articulated in the book *Power Games: Theory and Method for a Critical Sociology of Sport* (Sugden and Tomlinson, 2002) which was viewed as a manifesto or guide for how to use social science in the protection and promotion of human rights and social justice in sport and leisure cultures including being mindful and watchful of those individuals and institutions that threaten these rights.

In many respects the first phase of realising the power games agenda featured research and scholarship that scrutinised and made sense of a wide range of socio-political issues manifest in sport and leisure cultures; a prominent theme among them focused on mal-practice and flawed processes in the existing institutional order of sport and leisure cultures and related areas of physical culture where evident exposing inequality, injustice, and other forms of prejudice and discrimination. This led to the construction and publication of a volume of critical narratives that aimed to raise public awareness and by so doing inform policy debates in within the policy communities of sport and leisure with a view to contribution to progressive social change.

While continuing to engage in the production of such critical narratives for a number of years a second phase of research and community engagement work is underway that takes us beyond the initial *Power Games* agenda, this phase prioritises the adoption of more proactively transformative and impact-orientated approaches to research that seek to use a critical social science perspective in sport and leisure studies to develop programmes and practices that actively promote progressive social change both within sport and leisure and in other areas by discovering ways of using sport and related physical activities in progressive ways to tackle social problems and promote positive outcomes outside of the worlds of sport and leisure.

The core principles and theoretical arguments that underpin and frame a critically proactive approach to research and interventionist practice have been derived from the ongoing interface between a critical social science and field-based community interventions undertaken in the roll out of the University of Brighton's in-

house Sport for Development and Peace (SDP) initiative, Football for Peace (F4P) and related SDP programmes and projects involving University of Brighton staff delivered at home and abroad.

The roll out of the critically proactive interventionist model also involves the adoption of progressive and accumulative approaches to monitoring, evaluating, and researching interventionist practices whereby the generation of evaluative and research data generates a snowball effect allowing learning generated in and garnered from different settings and contexts is recycled progressively to inform the design and delivery of future interventionist programmes and projects.

While we realise others share our vision for critical proactivism, we seek to provide a model of how critical social science can influence transformative practice and lead to interventions in and through sport which can lead to self-esteem, social justice, equitable treatment, anti-racism and anti-sexism within sport and wider society.

## Contact

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## Beyond the Sport-Media-Tourism Complex<sup>[1]</sup>: An Agenda for Transforming Sport

*John Nauright*

Sport, while having the possibility of promoting individual and social transformation through physical activity, has become more and more enmeshed in a global system based on growth and inequality at the expense of sustainability and social and economic justice. The relationship between sport, particularly when organised as a special event such as the FIFA World Cup, and tourism has notably increased in wider relevance since the late 1980s. This trend can be marked by the emergence of a sport tourism research literature.<sup>[2]</sup> Events, such as the Olympic Games and the FIFA World Cup, which are commonly referred to as 'mega-events', are 'an important motivator of tourism, and figure prominently in the development and marketing plans of most destinations'.<sup>[3]</sup> These events fed into new economic engines of growth from the 1980s onwards as urban landscapes were transformed from industrial centres of production to leisured centres for consumption. The United States led the way in this regard as the affluence of the 1980s, 'with its consumption-oriented gentrification of inner city neighbourhoods and waterfront developments, held out the potential for cities to be places for leisure'.<sup>[4]</sup> New waterfront make-overs, in Baltimore, Pittsburgh, Jacksonville, and Richmond, to name just a few, made old industrial American cities newly desirable tourist destinations. Stadium building, sports events, festivals, and arts events enhanced cities as sites for leisure, tourism and sports consumption.<sup>[5]</sup> Indeed, in the context of mega-events hosting, the lure of large and spectacular events is an expedient way to attract media interest in a host city, which, it is hoped, will translate into an influx of capital through tourism and new investment.<sup>[6]</sup> This sport-media-tourism complex structures many of the political economy relationships existing transnationally in relation to mega-events and many recurring events and has hijacked much of what we know as sport.<sup>[7]</sup>

Governments are often keen advocates for promoting the positive impact sports events have, not only on a country's economy, but also on its developmental legacy. While political factors form the power behind the willingness to host mega-events, the hosting itself, beside the usually advertised economic and 'image' impacts, can have a variety of social consequences. Examples of social costs that impact local day-to-day life include: traffic congestion and overcrowding of roads; increased potential for criminal activity; disruption to daily schedules; and increased pollution. Protests in Rio de Janeiro in June 2013 and June 2014 brought these into sharp relief for a global audience,<sup>[8]</sup> though such opposition is normally held at bay through draconian legislation and the militarization of public space. For example, for the 2012 London Olympics the British government passed restrictive legislation in the name of security and defense of sponsor rights while spending, deploying more military troops than had been deployed in any military action since the 1940s.

The political willingness to host mega-events can, therefore, involuntarily (or not), ignore negative consequences faced by the local community/region/nation such as residential displacement, breakdown of historic communities and cost overruns impacting negatively upon citizens' quality of life. Various estimates suggest a minimum of one million and upwards of two million or more people are being displaced in Rio de Janeiro as a result of that city being one of the locales for the 2014 FIFA World Cup and then host of the

2016 Summer Olympic Games. Similarly, an estimated 1.5 million people were displaced to construct the Beijing Olympic sites. Host nations and cities work to establish a sanitized space where imagined visions can be projected to spectators and the global community, thus unsightly landscapes and undesirable people are removed or relocated.<sup>[9]</sup> Boosterist politicians and business leaders aided by complicit corporatized media within host nations promote sports mega-events as the expression of national self-worth and tout the benefits of being generous hosts to the global community. The flow is not unidirectional, however, as media coverage of the protests in Brazil has brought into stark global view the inequities within one of the vaunted BRIC countries.

The Olympic Games provide a prime example of complexities in utilizing mega-events as economic development strategies to promote the common good. The concept associated with the creation of the Olympic Games in the latter nineteenth century was associated with the perpetuation of class distinction while shrouding the games with an aura of universalism and healthy, fit and youthful bodily display. Alternative international sporting movements such as the Workers' and Women's 'Olympics' were marginalized and eventually disappeared.<sup>[10]</sup> The rise of neo-liberal economic strategies in the West in the 1980s enabled the Olympic 'Movement' as a single institution with the capital to organize events, to define, delineate and sustain particular meanings about sport and human society to tie human aspirations to economic development issues. In addition, the hegemonic ideology of Olympism has been coupled with a financial capitalist ideology through association with transnational corporations. Thus, mega-events exist to legitimate political, economic, diplomatic and militaristic institutions that support and gain benefit from them. At the same time, competition in sports event production has led corporate interests to demand that event organizers demonstrate value or return on investment resulting from sponsorship and public exposure. While the current state of sport is good for business and capital accumulation, it is not necessarily good for the athletes or spectators or grass roots participants. What should be a holistic system has been breaking down for several decades.

Olympic Games, ultimately, have become more about selling consumer processes and dominant political ideologies than about promoting peace and social justice. The Games are political and have been for 100 years. Unfortunately, the disturbing testimony to their success is that most people do not complain about distortions of the 'ideals' of sport, and actively support the Games. Thus it is important to understand the 'manufacturing of consent' that occurs in the production of support for capitalist-driven sport. Most people happily support major sporting events even when it is against their short- and long-term economic interests. Even in the face of readily available evidence demonstrating horrible living and working conditions of most workers who produce the goods consumed in and around sports and sporting events and in the face of forced removals, cost overruns, increase taxation, the suppression of democratic rights and freedoms, we enjoy our festivals of nationalist celebration, stories of triumph against adversity, and consume the products proclaiming loyalty to the nation and the brand of sport/event on offer.

The competition has intensified in the twenty-first-century as countries from Africa to South America and Asia have begun to vie for the scarce commodity of global mega-sporting-events. Not every country is able to marshal resources as Russia did for the 2014 Sochi Winter Games, which the BBC Olympic television coverage claimed cost more to deliver than all of the previous Winter Olympic Games combined.

Countries with a much lower level of global visibility than recent hosts Australia, China or the United Kingdom, particularly in the Global South, face an increasingly uphill battle as the global sport-media-tourism complex solidifies around large events with widespread interest. An events-driven global economy

favors the already wealthy nations able to afford the levels of investment necessary to attract such events. The value of leading sport franchises such as Real Madrid, Manchester United or the New York Yankees exceeds the GDP of many developing nations such as Paraguay, Honduras or Zambia to name but a few. In 2014, Real Madrid was the world's most valuable soccer club at \$3.3 billion. The club is now worth more than the annual national economies of some 40 nations.

With elite commodified sports having such large economic value, they have become significant power players in regional and national political economies. Local community interests and democratic practices are often subverted as business and governments align in support of events-driven economies as part of pro-growth strategies. These strategies are justified through projecting tourism growth, touting resulting infrastructural improvements and the generation of short-term employment opportunities. Tourism and envisaged new investment in the specific locality or nation are the key aspects of the heightened interest in hosting mega-events as they are thought to be the most expedient way to attract media interest in a host city or nation, which, it is hoped, will translate into an influx of outside capital through tourism and new investment.

While modern sport in its current organizational form has been around for 100 years or more “the cultural profile of sports industries has far exceeded their economic size.” Millions and millions of people in all corners of the globe wear their heart on their sleeve literally in support of their team. And it can be literally a life and death matter as well. El Salvador and Honduras famously fought a war sparked by a soccer match controversy between the two; the Columbian goalkeeper Andreas Escobar was killed after scoring an own goal in the 1994 World Cup. Stadium disasters have occurred in many countries: Bradford, Hillsborough and Heysel are names easily recited by any follower of soccer in England.

Sports leagues are unique entities in capitalist economies, as, unlike other areas of business, sports leagues need to cooperate in order to succeed. Yet, there is not one accepted model of business practice in the organization of professional sports internationally. This makes sport different and not easily tied down by principles taught only in schools of business. For example, the North American practice is to have single leagues that exist as private entities shared by the owners of professional teams. In much of the rest of the world, professional sports operates on a promotion-relegation system whereby teams can move up or down between leagues depending on their performance. If a team finishes last in the National Football League (NFL), there is no threat of dropping to a lower league. In fact, the team is rewarded with the first draft pick for the following season. In 2009, the powerful English soccer club Newcastle United performed poorly and was relegated to the league below the Premier League. This cost the club millions of pounds in lost television revenue further jeopardizing its ability to compete with the top clubs. In Australia, teams have traditionally been publically owned. This has resulted in fan-led campaigns to save beleaguered teams threatened with mergers or relocations. Attempts to create North American models of sport ownership there largely failed because it was anathema to Aussie sporting practices. In the Nordic Countries and other parts of Europe the multi-sport club format is common which caters to mass participation and elite sport within a single entity. These examples point to the need to understand the social and cultural role of sport as well as its organizational structures in any given society, which is as important as understanding the sport marketplace in and of itself. As Wendy Frisby argued in 2005, this demands that we go “beyond the traditional search for ever more efficient modes of design and strategizing,” focusing on strategies that empower “individuals by confronting injustices and promoting social change.”<sup>[11]</sup> Silk and Amis echo this in their call for us to “be concerned with exposing patterns of inequality” and to intervene “in local

communities.” This position, they argue does not occupy the center of the discipline of sport management, though I argue that it should.

Following sport historian Mark Dyreson, we should view sport first and foremost as a *social technology*, one that is an integral part of society not viewed simply as a commodity to “sell”. While I believe that effective management and marketing practices are our responsibility to promote in our research, teaching and professional service, I also believe, as do a group of authors we selected to feature in the *New Sport Management Reader*, sport plays too powerful a role in societies around the world to be treated with too narrow a lens. Sport management academics and professional practitioners need to adopt a critical approach to the field particularly in their research.

If all we do is explain how to market, manage or sell in our teaching and research, we will shortchange sport, ourselves and our students. I am not saying that we all do this, however, I have worked in more than one sport management program where a “business” approach is advanced even as schools of business and management are becoming more widely encompassing in their approaches. One of the founding fathers of sport management as an academic field of study in North America, Earle Ziegler, asked in 2007: *“What are we [in sport management] helping to promote and exactly why are we doing it? I fear that we are simply going along with the seemingly inevitable tide. In the process, we have become pawns to the prevailing sport establishment by riding the wrong horse.”*<sup>[12]</sup> As an example of this “tide,” members of my daughter’s high school sports teams all wore Nike logoed uniforms and many US schools have exclusive sportswear contracts.

With all of the focus on large-scale events, leagues, and athletes within sport management, where does that leave sport in Denmark, Belgium or the Czech Republic, particularly as new media distribution technologies have transformed the proliferation of sports brands and competitions? As Rupert Murdoch famously claimed in 1996, he would use sports as a “battering ram” to push into new markets to obtain subscribers to his pay-television operations. The end result in many countries has been to reschedule local matches so that they don’t clash with Premier League or Champions League matches.

It is time that we reclaimed sport for all and teach people how to manage it well across all sectors. There is hope. Canadian scholars Carly Adams and Julie Stevens argue that the re-emergence of community has begun to shift policy focus from national to local levels in Canada where participants become *participants in* rather than *consumers of*, social programs, specifically for our interest, sports. This has been particularly valuable for women’s sport development.

## **Research and Practice in Sport for Real Social Impact**

Many are true believers in the power of sport to change the world as Nelson Mandela famously stated. Sports for youth development will be a crucial area for sports management across the globe as the power of sport is harnessed for social good. For example, community engagement programmes and charitable trusts have been established in recent years by the majority of England’s professional football clubs. Larger clubs with global ambition devote considerable levels of resources, both financial and in kind, to the implementation of community programmes, which are intended to positively enhance local communities. In the context of a rapidly shifting corporate environment sophisticated analysis of all parts of the football business operation must be undertaken. This is required to support a club’s ‘brand’ and investment in all aspects of off field operations.



Generating opportunities for disadvantaged youth is regarded as a key area in which many football in the community programmes are heavily committed. This priority is in response to clubs recognising that in addition to unemployment's impact on an individual's well-being, prosperity and future prospects, it also has a significant negative impact on the wider community. Of important concern across Britain are the 18 to 24 year olds not in employment or training (NEET). As a consequence of the 2008 recession their numbers have been increasing, creating anxiety for affected communities.

We have assembled initial statistical data giving us a detailed profile of various sub-divisions including educational achievement, unemployment rates, crime statistics and ethnic populations (*Bromley Briefings; Sport England*). We are able to easily apply this knowledge to identified projects which will enhance our analytical and evaluative findings with regards to the value of projects from a 'social return' perspective.

We also demonstrate how the lack of relevant programmes and the long-term social and economic outcomes demonstrate a much wider impact than cost-benefit focused and multiplier based analyses can deliver. For example, Britain has a higher imprisonment rate than France or Germany with a 66% growth between 1995 and 2009. The numbers of young offenders is also rising. In addition, nearly all offenders want to stop offending (97%) with more than two-thirds of these stating having a job is the number one factor in preventing their re-offending. It costs the state more than £30,000 to impose each individual prison sentence. Though the data needs to be updated, we know the 2007-8 figures suggested reoffending cost between £9.5 and £13 billion to the British economy. Seventy-five per cent of this burden was attributable to formerly short-term sentenced prisoners, the category where many at risk NEET youth can end up. More than 25 per cent of those in custody are age 21 or under. Many of these underachieved in school, have learning disabilities or at some point were suspended or expelled from school (figures from *Bromley Briefings*, 2010).

To tackle these problems the Centre of Sport, Tourism and Leisure Studies at the University of Brighton focuses on values based sport education. One of our core areas of research and programme activities involves the direct engagement of our in-house NGO, Football 4 Peace International (F4P). F4P has been in operation for more than a decade providing programs promoting peace building and social integration through values based education. F4P is rooted in cross-cultural, comparative studies of carefully engineered sporting encounters in culturally, ethnically and religiously divided societies and reveals how, if carefully managed, sport can foster intercultural understanding and harmony. Expanding our long tradition of critical social science research into the development of an applied model and methodology has had several wide-reaching and key impacts including:

- Creating social change through promoting intercultural understanding
- Changing the policies of sporting organisations
- Transforming citizens into peace ambassadors

Children, coaches, parents and local political leaders all benefit from being involved in integrated, friendly sporting encounters illustrating the fair-play values approach through camps, multi-sport festivals and ongoing inter-community activities.

Mentoring is a key feature of the F4P model with the team at the University of Brighton building partnerships overseas, on home turf and in training others to take the concept further. Student volunteer coaches, local youth volunteers and community leaders all gain valuable leadership skills and ensure that the program is

resilient and sustainable. F4P not only works with conflict-torn communities, but also addresses other harmful and divisive issues such as homophobia and racism in sport. In addition to F4P we have extensive experience partnering with regional and national organizations such as: Albion in the Community (Brighton & Hove Albion Football Club); Charlton Athletic Community Trust, Manchester City in the Community; the Football Foundation; John Paul II Foundation for Sport; Sacred Sports Foundation (St. Lucia); the Rugby Football Union; and Sport England.

Our method of impact driven practice and research is predicated on analysis of social-economic data from the communities in which football engagement programmes operate, examining social costs and added benefit values as well as the added value to a football club's brand through community engagement programmes. We will measure the inputs made into programmes, the resultant social and economic benefits to external stakeholders and those accruing directly to the football and community organisation and the football club. Through our expertise in sport business management and branding, we will also deliver on a secondary objective of identifying the methods by which a football club's brand and its assets, support football in the community projects, and work in crucial ways which no other organisation could achieve as effectively.

Through a range of initiatives examining community engagement programmes, through operating our own values based educational programmes and through applying such initiatives to key global research needs such as anti-doping and anti-corruption, the University of Brighton is promoting a clean, values-based, sport and fitness research and practice agenda, which is reclaiming the power of sport from external forces which seek to alter its very nature and ultimately threaten its long-term sustainability. At the University of Brighton, we look forward to working with colleagues around the world as we retransform sport into a real agent for social good. We recognise we are not the only model but we believe through critical social activism we can make a difference in promoting better practice in sports education, among sports organisations and sports industries around the world.

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## **The 'Clean Sport' Agenda – Challenges for Managing Sport**

*Marc Keech*

This essay identifies two of the myriad elements of the 'clean sport' debate: first, the background to 'clean sport', and second, indicative examples of the scale of the challenge for a 'clean sport' agenda. The essay highlights that the inability of sport policy makers to acknowledge that the constitutive demands of sport are often the primary reason for athletes using illegal methods to compete in their sport. In this instance, the term 'constitutive' is taken to mean that an 'anti-clean sport' practice is an elementary factor for athletes in deciding whether they should use illegal or illicit methods, and also that the public might acknowledge that the competition they witness has such methods as but one ingredient for performance.

### **The origins of the 'Clean Sport' Agenda - anti-doping policies for sport**

The end of Apartheid and the Cold War ensured doping emerged as the most significant issue in international sports politics during the 1990s. Policy harmonisation was crucial to developing anti-doping policies but alone did not exhibit sufficient weight to develop a 'clean sport' agenda. Arne Ljungvist (1999: p. 4) was one of the first to propose that a complete anti-doping programme 'should include not only dope testing but also information, education and research.' Educational initiatives for comprehensive anti-doping policies were questioned on whether such initiatives helped provide justification for the ban on doping in sport. Consequently, the rationale for any harmonisation of anti-doping policies was questioned unless policy makers could educate and inform all those involved in the production, construction and consumption of sports about the consequences of incorrectly combating doping in sport. In response to the 1998 Tour de France, the IOC convened the World Conference on Doping in Sport, held in Lausanne in February 1999. One of the outcomes of the conference was a revised Olympic Movement Anti-Doping Code, which affirmed the IOC's (1999: p.3) commitment to "completely eliminate doping from sport" and was "intended to ensure respect for the ethical concepts implicit in Fair Play and the Olympic Spirit". In contrast, the previous year had seen the Prince Alexandre De Merode, then chair of the IOC's Medical Commission, comment that "We will never eliminate doping from sport." (BBC News online, August 20, 1998).

Anti-doping policies are easily criticised, particularly because of the historically uneven responses from different organisations and the now obvious fact that dopers have always been more than one step ahead of those seeking to eliminate doping practices from sport. National sports federations in countries with traditionally more interventionist governments, such as in Scandinavia, sought to lead the establishment of a global anti-doping framework in the 1990s and the International Olympic Committee (IOC) followed lamely. Former IOC President Juan Antonio Samaranch often and misguidedly commented on his organisation's 'leadership' of anti-doping policies, but in doing so only exemplified the indifference of sports administrators to doping. Prior to the 1994 Asian Games in Shanghai, Samaranch commented that "Chinese sport (was) very clean." A week later he proclaimed that "... doping is really declining and there are very few problems in the main competitions" (Jennings, 1996: 233). Significantly of the 23 swimming gold medals won by

Chinese athletes at those 1994 games, nine had to be returned following positive drug tests. Accordingly, Houlihan (1999) identified the clear need for policy harmonisation in anti-doping policies.

Doping practices became synonymous with characteristics of the growth of sport in the latter half of the Twentieth Century. According to König (1995: p. 248), critiques of doping characterised by moral conviction make it appear that doping represented a general threat, jeopardising the very nature of sport. However, one must question whether the consecrated notions of sport could ever have repelled notions of doping. König (1995: p.257) provocatively argued that doping is part of the constitutive demands of sport and he dispels notions of doping being characterised as “an infringement of and treason to the idea of pure sport”. He attributes the decline of sport to the moral indifference that has accompanied doping as an inherent practice in modern sport. Yet, whilst König’s argument is highly persuasive, it concerns itself with a discussion of doping in the context of sport ethics. In a more practical sense, sport concerns itself with how the issue of doping in modern sport must be addressed. To eliminate the practice may indeed be an additional, unobtainable ideal to preserve the value of sport, but that has not led to the abandonment of anti-doping policies. If one accepts König’s view, then those concerned with the organisation of sport either intentionally neglect to understand what constitutes acceptable or unacceptable sporting practices, or they seek to unintentionally sanctify sport through a desire to blame external forces for moral crises that sport encounters. Loland (2000) and Morgan (2006) previously contended that sport must be “put right” and that the moral integrity of sport is something that is worth pursuing. The challenges in doing so are a colossal challenge to the fabric of modern global sport.

## **Identifying and Managing a ‘clean sport’ agenda – indicative challenges**

A ‘clean sport’ agenda has at its heart the credibility and integrity of sport itself. A culture of ‘clean sport’ not only means that sport remains fair and competitive, but that sport operates to the highest principles of good governance and ensuring transparency, accountability, democracy, responsibility, equity, efficiency and effectiveness (Henry and Lee, 2004). The term ‘clean sport’ is narrowly but historically, synonymous with anti-doping practices in humans and also animals, most notably, horses but, in reality, the term is considerably broader. ‘Clean sport’ encompasses the integrity of sport which is not only challenged by doping practices but also consumed by issues such as match fixing, spot fixing, acts of violence, illegal gambling, poor governance, the pressures on athletes to succeed, medical protection for athletes in high contact sport and numerous other examples of what has been termed the ‘dark side’ of sport. In the UK, the winner of the 2014 annual sports book of the year award (sponsored by a leading gambling company) was an examination of the rape trial of an Australian Rules football player, and the darker recesses of sport in general (Krien, 2014), which powerfully exemplified the extent to which sport is entwined with every sinew of society. For many these ‘anti-clean sport’ practices have often been seen as ‘deviant behaviour’ (Coakley and Pike, 2014). Achieving ‘clean sport’ may at first glance appear practically impossible and the debates and reasoning as to why are not new:

*Competitive sport is a deeply moral business. It is rule-bound activity, so issues of duties, fairness and cheating frequently emerge in discussion of sport. There appears to be a form of implicit contract entered into by contestants who play sport. Such agreements, whether implicit or explicit, suggest a sense of duty to abide by the agreement. Sport values performance, and, as a result, the means of performance enhancement.*

Culbertson et al (2013; 41)

*The duality of sport means that it unites and divides, is fair and foul, healthy and destructive, expressive and controlled, myth and reality, both public and private in terms of ownership living with an increasingly international entity that is sport today involves mutual responsibility for all the comes with 21<sup>st</sup>-century sport. Arguably, the enduring moral problem of global sport is the vast gap between and within different sporting words. One thing that, so far, has escaped global sport has been the collective ability to act globally*

(Jarvie, 2012: 194)

Paradoxically, it is not too much to say that the corruption of sporting practices is the single greatest threat to the management of sport's future. The financial cost to sport which lacks integrity threatens the very nature of sport itself in an era where commerce and capital proliferates international sporting practice. The tarnished or diminished reputations of those involved in 'anti-clean sport', such as Lance Armstrong, Shanthakumaran Sreesanth, or even a local player in a local league or competition, illustrates that in sport, the dirt sticks. An intriguing example is Michelle Smith De Bruin, the Irish swimmer who one three gold medals and a bronze at the 1996 Olympics: the fact that her husband and coach – the former Dutch discus-thrower Erik de Bruin – had served a four-year ban for testing positive for illegal levels of testosterone may have fuelled speculation but two years after the success at Atlanta the swimmer was banned for four years, not for testing positive, but for tampering with her urine sample. Laboratory analysis showed the sample, which testers said had a strong whiskey odour, and contained traces of the drink. Smith de Bruin was not stripped of her medals (only samples subsequent to her Olympic involvement tested positive) and has always denied using illegal performance enhancing drugs. Smith de Bruin now practices law as a barrister.

But whose interests does 'clean sport' serve? Is it the billions of fans worldwide who have a love of sport and for whom sport brings health or pleasure? Perhaps a complex moral facade actually suits the administrators and the athletes who wish to bend, not break, the rules for some personal or financial gain. Or, quite simply, does the integrity of sport need to be maintained by those that govern it so that it can continue to grow even further as the global multibillion dollar industries that it has become? And without 'clean sport' is there a danger that sport cannibalises its own practices to such an extent that sport cannot be taken seriously anymore? Sir Ronnie Flanagan, the head of the International Cricket Council's anti-corruption and security unit (ACSU) identified challenges the unit faced immediately prior to the 2015 International Cricket Council World Cup prior to which, invoking a new form of moral panic on the cricketing public, he likened the predatory intentions of those keen to manipulate players and officials to those of child abusers.

*In our line of work we too often meet and know there are rotten people out there, criminal people who will do all in their power to corrupt players and others with influence within the game. They'll trick them, they'll coerce them, and they'll try and attract them. They're almost like paedophiles in how they attempt to groom people into ultimately attempting to do what suits their nefarious intentions in terms of illegal betting and other elements of criminality.*

(The Guardian, February 6<sup>th</sup> 2015)

Thus the integrity of sport is fundamental to the geopolitical governance of sport and a new wave of sports administrators have begun to illustrate that, perhaps, the only way to acquire credibility is to look at the principles of good governance and then to try and enact them. Four examples are presented. First, Brian Cookson's election as president of the UCI (Union Cycliste Internationale), the international governing body for cycling, was predicated on his ability to be the 'clean' candidate. Yet despite the publication of the findings of the Cycling Independent Reform Commission (CIRC, 2015) such has been the depth of problems in cycling that Cookson still faces an uphill battle to demonstrate that cycling is a well governed sport able to independently regulate itself. Second, the International Amateur Athletics Federation (IAAF) faces an intriguing decision later in 2015 when it votes whether to elect Sergei Bubka or Sebastian Coe as its new president. With candidacies based both on world record-breaking achievements from the 1980s and distinguished administrative careers, both candidates published manifestoes which are shaped strongly by the future integrity of the sport in terms of its governance and in particular its stance on doping. Contrast that, however, with the 2015 Confederation of African Football (CAF) Annual Congress, held in Cairo, where CAF President, Issa Hayatou, aged 68, oversaw a change to the organisation's constitution, which said previously that the President must step down at the age of 70, to secure an eighth term of office. "Sepp Blatter, President of FIFA (Federation de Internationale de Football), the international governing body for football, asked if relying on Hayatou's backing to secure his Fifa re-election looks right, given Hayatou's 2011 reprimand for taking kickbacks said "This is an absolutely disgusting declaration you are doing here. I reject it." (Hills, 2015; p.11). Third, in India, a country unfortunately subject to considerable corruption in sport (Majumdar and Mehta, 2010) the 'clean sport' agenda is not just restricted to doping but is organised in an attempt to:

*Create change in the world of organized sports through activism and spreading awareness of the misuse and mismanagement of sports in the country. By fostering a peaceful and democratic movement inspired by the spirit of the Olympic Charter, we aim to foster an environment where sports can be enjoyed, and sportsmen and women can compete and achieve their goals free from the shackles of corruption and prejudice.*

*(Clean Sports India, 2015)*

Fourth, a recent development in the 'clean sport' landscape has been the emergence of the Qatar-based International Centre for Sport Security, a not-for-profit, independent agency with a vision for 'safe, secure and clean sport', which aims to become a global hub of expertise. Notwithstanding some scepticism of its intentions following the nation's controversial but ultimately successful bid for the FIFA World Cup of 2022 and the ongoing concerns about migrant labourers building the stadia, the Sorbonne-ICSS Research Project (2014a), an extensive international research work addressing the economic, ethical, criminal, sports disciplinary and betting elements of match-fixing was published. Subsequently, the Sorbonne-ICSS Guiding Principles on Sports Integrity (2014b) have been drafted as a result of existing good practices, legislation, regulations or codes of conduct already in force by some stakeholders; some coincide with the provisions of the draft Convention of the Enlarged Partial Agreement on Sport (EPAS) of the Council of Europe Against the Manipulation of Sports Competitions; some are new. These publications are worthy of much greater critical interrogation.

The practical challenges in managing and developing an approach to 'clean sport' are complex and ceaseless; they are as much a part of modern sport as the sport itself. Two examples illustrate the point.



First, in the UK, whilst Houlihan (2014) published analysis of the way in which anti-doping policy harmonisation has moved policy 'compliance' the UK Anti-Doping Agency (UKAD) held its fourth annual Clean Sport Forum to discuss preparations for the implementation of the 2015 World Anti-Doping Code. Andy Parkinson, CEO of UKAD emphasised the importance of 'collective responsibility' to ensure successful implementation of the 2015 Code, which requires sports to have a clear understanding about their responsibility of how to manage the impact of changes. Second, and in contrast, a German court decision in early 2015 to allow a lawsuit from speed skater Claudia Pechstein related to her doping ban could upset the entire sporting disciplinary system. The Court of Arbitration for Sport (CAS), sport's highest tribunal, which upheld Pechstein's case and said that if other countries followed suit, it could lead to a situation where athletes were able to compete in some countries and not others, threatening the credibility of sport in general. Pechstein was banned by the International Skating Union (ISU) for two years in 2009 over irregular blood results, although the German never failed a drugs test. CAS rejected her appeal as did the Swiss Federal Tribunal (SFT). However, a Munich court said in January 2015 it would allow Pechstein to bring a lawsuit for more than four million euros over lost earnings. The Munich court said in a statement that its ruling "did not recognise the decision by CAS", adding that the ISU decision on the ban was "void". CAS is the agency identified by the World Anti-doping Agency (WADA) for the final resolution of anti-doping disputes and if state courts reopen cases involving their national athletes it appears to endanger the international effectiveness and the harmony of the decisions.

## Conclusion

Anyone perpetuating the view that sport is always engaged in, or even 'losing', a battle against 'dark forces' which threatens the fundamental fabric of sport actually do sport no favours. The critical issue is whether the governance of sport can be seen to be truly independent. Independence is achieved by having the jurisdiction of programmes relating to 'clean sport' made accountable to policies of governance, permitting a programme to operate independently of those who are subject to or involved in the programme. Independence is not an abrogation of responsibility but an exercise in authority and a trust in those who are responsible for implementing anti-doping and anticorruption systems. Preventive education programmes can concentrate on a number of aspects of 'clean sport'. The concept of fair competition and the ethical aspects associated with sport remain redundant unless policy-makers regulate sport more forcefully and identify what actually is 'fair'. The values of fair play and the ideals of equitable participation in sport can be raised but to young athletes these values mean little in the face of phenomenal commercial rewards for sporting success. Preventive education programmes may focus on the consequences associated with being caught such as sanctions and fines. The historical development of the politics of anti-doping policies is but one example that to be branded a cheat may well be worth the risk, given that the punitive intentions of anti-doping policies have historically been ineffective at best. The health risks associated with the use of doping may also be an element of preventative educational programmes. Indeed, it may well be that a 'shock' component could have a greater impact upon young people than simply explaining the health implications of doping, but the indications are that views like this are idealistic at best.

If doping, corruption or 'anti-clean sport' more generally, continues to be an element of modern sporting practice, policies designed to combat such practices have a diminishing effect on emerging performers seeking an extra edge. It is important that the effectiveness of education initiatives is regularly monitored and reviewed, as changes in environment and attitudes may alter the approach that is required for any form



of long-term educational programmes. There is no quick-fix solution to eradicating 'anti-clean sport' practices and previous attempts to 'fix the problem' have provided numerous opportunities for critics of anti-doping policies, for example, to argue for the removal of the ban on doping itself. 'Clean sport' can easily be criticised as yet another throwback to idealised consecrated notions of an epoch when sport was a force for good (even though that time never existed), especially at a time when transnational sports organisations suffer from stark democratic deficiencies and there is not a coherent idea as to whether or even democracy can be properly realised in an increasingly globalised sporting world. The starting point for policy-makers is to rip the façade from sport, accept that 'anti-clean sport' practices are constitutive elements of sporting practices and confront those at the very top of sports administration with one simple question: can educational elements of policies have any validity until the prevalence of practices which threaten the integrity of sport are universally acknowledged?

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## The Personal and the Political in Teaching, Research and Activism

Megan Chawansky, Christopher R. Matthews and Nigel Jarvis

*In this essay, we consider the ways in which John Sugden's outline of critical proactivism plays out within our specific areas of research, teaching and activism. In particular, we consider how our understanding of "critical, practical, [and] empirical engagement, rather than fixating upon abstract debate and unmovable theoretical principles" (Sugden, 2010, 267) allows us to refine and develop as scholars and practitioners. We use personal narratives to demonstrate the self-reflective nature of our long-term engagement with a critical reading of sport, social justice, and different forms of activism. When considered together, these separate stories offer some insight into the ways in which critical proactivism is embedded within our work at the University of Brighton and will hopefully offer readers practical illustrations of the implementation of such strategies.*

### Megan Chawansky

When I consider notions of critical proactivism or discussion of public intellectualism (especially in sport) I lament the lack of feminist voices or the acknowledgement that much feminist theory seeks to challenge the division of theory and practice and dismantles the public/private divide that seeks to privilege the notion of 'public' engagement over 'kitchen table' or perhaps nowadays, 'Facebook' activists (or, some might say, slacktivists). How can you be a *public* intellectual if– as a woman or girl– your access to public spaces is curtailed by customs or daily practicalities? How can you speak out publicly if doing so will potentially threaten your life or your family's livelihood? Too often, the realities of women's and girls' public and private lives are not integrated into discussions of ideas such as critical pro-activism, public intellectualism and who is deemed worthy of these designations. I am not considered a public intellectual according to some prevailing definitions (see Bairner 2009) and so until a gendered analysis of this phenomenon ensures, I continue to adhere to some of the guiding tenets of US feminist thinking. My/our personal stories are political, our bodies are battlegrounds and– to paraphrase feminist folk singer, Ani DiFranco– that every time I move, I make a woman's movement.

For instance, I recently traveled to Brazil for a workshop and delivered a brief public lecture on my work as it related to the workshop theme of 'sport and social transformation' I presented a portion of my recent research with Dr. Payoshni Mitra which examines a girls' 'sport for empowerment' project in Delhi and the changes that occurred in the girls throughout the duration of their involvement. During the Q&A session, I had one question on my presentation, which as sometimes happens, did not deal directly with my findings. Once the lectures concluded and my co-panelists and I attempted to leave the stage, I noticed six students, mostly women, heading straight towards me. One asked me, 'Do you think there will be a job for me [as a woman] in sport?' 'Yes,' I said to her, and I gave her my email and told her to send me a message so we can keep in touch. Another told me that my presentation almost made her cry, and that it was difficult to be a

woman in sport in Brazil. Finally, one woman asked if I would take a photo with her. I obliged. 'Tag me, and find me on Facebook,' I told her. Later that night, I had a new friend request, and Payoshni and I had the first summary of our project in Brazilian Portuguese.

When I was young and beginning to show some aptitude for the sport of basketball, my father refused to put up a hoop in our driveway, despite having the resources and space to do so. I know now that his strategy was— in part— to get me to play basketball with the boys in my neighborhood. He believed that this would make me a better and tougher player in the end. I begrudgingly did so, frequently lamenting that the boys would not pass to me nor did they seem to recognize my abilities. In some ways, I cite my father's decision for setting me on my current career path and for igniting my passion for researching, teaching and promoting girls' and women's rights in and through sport and physical activity. I also learned how to navigate spaces which minimize my contributions. I am a sportswoman who speaks, writes, and asks questions about girls' and women's sport. Because my work invariably challenges the public discourse which suggests that women's and girls' sports are not important enough to fund, talk about, broadcast, promote or cover in sport pages, I am not afforded the choice of whether to be political, an activist or to engage in critical pro-activism. My personal is political.

### **Christopher R. Matthews**

The reason I was drawn to a critical sociological interpretation of the world is that within the discipline there is a strong personal and political commitment to making the world a fairer and more equal space to live in. Indeed, this basic idea underpins my teaching and research at the University of Brighton. Simply put I believe the key element of an academic career is to use knowledge to make the world a better place. A lofty, perhaps utopian, goal, but one which I feel is necessary. And also a goal that resonates with, and can be supported by, critical proactivism.

As Bairner (2009) highlights, a university setting may no longer be the best place in which to attempt such an undertaking. The pressures, tensions and strains of 'the brave new world' of academia (Holmwood, 2015; Matthews, 2014a) are hardly conducive to becoming a public intellectual. However, I believe there is still space within which one can carve out an interesting research agenda which engages with public issues in a politically powerful and importantly rigorous academic manner. Such an undertaking is outlined by Sugden (2006, 2010) in his discussion of the Football for Peace programme. It is with such programs in mind and with support from colleagues at the University of Brighton that I have recently embarked on a project with Dr Alex Channon at the University of Greenwich. We are using our work together exploring combat sports (Channon and Matthews, 2015a, 2015b) to develop an anti-violence campaign. The key aims here are to use sports that might simplistically be associated with violence to undermine, challenge and raise awareness of domestic abuse. We have recently been awarded our first funding for this project and expect to bring it together over the coming summer months. Built within this activism is a commitment to using social theory and empirical evidence to strengthen and refine the ways in which we deliver the campaign. As such, there is not only a clear intertwining of our academic knowledge and research agendas but also our personal political commitments to trying to bring about, in some small way, a better world.

Furthermore, while I have spent some considerable time thinking through some of the more challenging theoretical debates that exist within my field of research (Matthews, 2014b), and I continue to develop research papers which explore such themes, I have certainly felt a sentence of frustration at the likelihood

that my findings are written in an academic 'code' which is challenging for those without experience of such jargon to decipher. As such, I have found the practical engagement that is a hallmark of critical proactivism has breathed new life into what could easily become stale academic debates. I agree with Sugden (2010, 267) when he suggests of such 'left realism' that "for some radical thinkers and doers it can offer a way out of the inertia so often brought on by ideological reification". So while it is important for us to continue to wrestle with the potentially abstract aspects of academic theory, I would argue that pursuing an activist agenda can offer a fantastic opportunity to break through theoretical stalemates. And as McDonald (2002, 101) argues "a radical sociology of sport should be seeking to assist the reconfiguration of the culture of sport by intervening against dominant relations of power". It is not unreasonable to argue that within such a process we can find the conjunction of my idealistic motivations to make the world a better place and the potential to develop interesting and useful theoretical advancements. This I would argue is strength of a critical proactivist perspective and one which I hope to employ throughout my career.

## **Nigel Jarvis**

Annually I am invited to teach a group of final year under-graduate physical education students about issues related to sexuality and sport because of my research expertise and lived experiences participating in both gay and mainstream sport settings. My doctoral thesis was about grassroot gay male athletes and how their participation may help challenge (or not) traditional notions of masculinity (Connell, 1990). I have continued to focus my research on masculinity, gender and sexuality issues as well as the growth of the global gay sport movement.

Sadly this invite appears to be one of the few sessions where they are exposed to this important topic. The lecture starts with the students traditionally being asked to mention the first things that come to their minds when they think about lesbians and gay men and sport. After some initial trepidation, students consistently comment gay men like individual or 'feminine' sports like swimming or dance, while they perceive a lot of lesbians take part in soccer, field hockey or rugby. Normally these stereotypes generate quite a bit of laughter in the room. Further, the class learn about the recent history of gay sport clubs and the Gay Games, and are shown images and videos of the opening ceremonies and athletes taking part in various sports. Surprisingly very few are even aware of the Games as a global phenomenon. My lecture then continues to focus on wider issues of homophobia, masculinity/femininity debates and the inclusive politics of gay sport clubs.

During the lecture, one female student stated recently "I don't understand the big deal. Everyone gets along and young people here don't care if you're gay or straight. I don't understand why there is a need for gay sport clubs or the Gay Games...people should just openly play in a club or in the Olympics." While this may indicate what McCormack (2012) considers as diminished cultural homophobia, the student demonstrates naiveté regarding the complex nature and politics surrounding sexuality and sport. She may not be considering her place of study being privileged. Her University and department, teaching physical education, which has a long history of feminism and being tolerant of sexualities, is located in the south of England, near a city (Brighton) known for being liberal and gay-friendly. Therefore her world view is biased, insulated perhaps by her environment (academia), and does not consider a perspective from more conservative parts of the country. This would include, for example, the debated challenges associated with being 'out' in rural areas or less developed nations (see Leedy and Connolly 2007; Weinke and Hill 2013). Additionally, she and

her fellow colleagues had difficulty in identifying famous gay athletes, further showing considerable work remains to be done despite her comments that people should play openly, regardless of sexuality.

What I try to achieve in my teaching is to make all students aware of how LGBTQI sport spaces, such as the Gay Games, potentially represent a significant transgressive and alternative space in the world of sport. Since the outset of the gay liberation movement in the early 1970s, organized sport has become an integral part of developing lesbian and gay communities. There is little doubt that the considerable growth of gay sporting cultures over the past few decades signifies steady progress for sexual minorities in the arena of physical activity. My recent research on the legacies of the 2014 Gay Games held in Cleveland/Akron demonstrates how they have symbolic significance for both the gay and wider community, and accelerated the process of more accepting societal attitudes towards LGBTQI people in the area. Further, the condition of LGBTQI athletes can offer important political insights into the contemporary and generally conservative, albeit evolving, world of sport.

I always end my lecture by saying why this is an important topic for physical education students. I tell them that it is because they can help shape the future. They will influence how gender, masculinity, femininity and sexuality issues are addressed in schools where they will become the educators, because young children learn sporting norms and values from adults. Nothing makes me more pleased when students thank me at the end of my lecture and state they learnt something new and made them ask questions.

## Conclusion

Taken together, these three narratives show promise and potential for continued engagement with the notion of critical proactivism and related concepts. As staff within the University of Brighton, we are fortunate that our interest in blending research, teaching and activism is supported by our institution through initiatives as the Community University Partnership Programme (CUPP), a nationally recognized scheme which encourages collaboration with local partners, and the Springboard fund, which support staff and students who wish to engage in the types of activities we have described. But it is also important to note that funding support is only one, albeit crucial, dimension in the continuation of such work. Indeed, we would argue that the driving force behind critical proactivism is the critical proactivists. As such, we encourage our colleagues to bring their own academically informed personal political commitments to bear on the world of sport.

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## Equity and Inclusion in Physical Education

*Gary Stidder and Sid Hayes*

Teachers, academics and politicians have historically had different views about what it means to be 'physically educated' or what inclusive physical education is and today there still remains a lack of consensus. The aim of this article is to shed some light on the matter and establish exactly what physical education teachers are expected to do, what they are not expected to do and what they can realistically achieve in the time at their disposal with all pupils irrespective of their ability. Physical education teachers are more than just games masters and mistresses, sports coaches, physical trainers, or fitness instructors and yet this is often the stereotype the media choose to portray on the television and in the cinema.

It is essential to recognise that inclusive physical education must rely on physical education teachers acknowledging that what a child learns derives not only from the content of the physical education curriculum but also from the manner in which it is organised and taught. Physical education teachers play a pivotal role with respect to curriculum design, grouping arrangements, staffing and ultimately delivery. Critical decisions depend on their judgement. These decisions can 'make or break' a child's enjoyment of the subject and future participation in physical activity. As Lamb (2014: 121) eloquently states 'what occurs in the physical education classroom in terms of organisation, content and delivery has an important bearing on the identities, attitudes and opportunities for pupils'. And yet, pupils are rarely consulted and often have radically different views about physical education compared to the perspectives of their teachers (Green 2008:20). Establishing and developing fundamental movement skills in the primary years is the basis of all physical education and that physical activity in the early years of childhood are strong indicators of future behaviours including educational attainment, health and emotional well-being. There are however, very few specialist teachers of physical education in primary schools and there can be an over-emphasis on discrete sports too early in the teaching of primary aged children often taught by teachers who have had as little as six hours of formal training to teach physical education. Almond and Ezzeldin (2013: 55) concluded that fundamental movement skills are more concerned with sport and developing a commitment to a sporting pathway from the early years through to adulthood. The consequences of a sport-focused physical education curriculum in the primary school can be the neglect of pedagogy and the omission of dance, adventurous activities and swimming leading to children learning in rows and taking part in a 'one size fits all' approach to physical education.

During the mid-1980s we were both training to become physical education teachers at different institutions in England. For both of us this was an aspiration that we shared from a very early age and was influenced by our passion for and achievements in competitive team sport. During our secondary school years neither of us had paid much attention to the ways in which we were taught physical education and it was not until we were exposed to the pedagogical process during our undergraduate training that we began to realise and appreciate ways in which physical education could be an alienating experience for some pupils. Much of our understanding of and interest in this particular aspect of education was informed by Richard Peters (1973) and Ronald Morgan (1974) but inspired by the edited work of John Evans (1986) and subsequently by other related publications (Evans 1988; Evans 1993). This influenced us to pursue our own post graduate studies



during the nineties (Hayes 1994; Stidder 1998) and ultimately led to the publication of 'Equity and Inclusion in Physical Education and Sport' (Hayes and Stidder 2003 1<sup>st</sup> edition).

Twenty five years since the writing of these texts we believe that the physical education profession still has work to do with regards to inclusive practice and like our predecessors we contend that the teaching of physical education in some secondary schools still '*fosters rather than contests sexism, racism and elitism*' (Evans and Davies 1993: 21). Moreover, it remains the case that the values of those who define physical education programmes in schools needs to be confronted if a commitment to equity and inclusion '*is to be more than a façade behind which old habits hide*' (ibid: 21). Despite the seminal work of Evans (1986; 1988; 1993), the types of practices witnessed over a quarter of century ago still exist in some schools today whereby ability, performance-related outcomes and sex-differentiated provision in separate male and female physical education departments work against '*a same for all thrust*' (Evans and Davies 1993: 19). Penney and Evans (1999) initially prompted us to reconsider the rhetoric and reality of policy whilst Ken Green's excellent publication 'Understanding Physical Education' (2008) has led us to re-examine our own stance on matters related to inclusion in physical education and has provided the impetus for us to proceed with a second edition of our initial publication.

At this point we are keen to establish what inclusive physical education is and, more importantly, what it is not. Our use of the term 'physical education' rather than the abbreviation 'PE' relates specifically to the seventy six hours (or five per cent) of formal curriculum time devoted to the teaching and learning of physical education to all pupils in an academic year<sup>[1]</sup>. Whilst we accept that there might be a tenuous link between the structured learning that takes place in the physical education curriculum and the extended school sport programme we would like to make it clear that physical education has broader educational objectives and learning outcomes. In this context, the teaching and learning of physical education has little or no relationship to the provision of competitive school sport as these experiences are usually for elite performers often in sex-segregated teams which have performance-related outcomes. As we have stated in one of our previous publications

*The term 'school sport' has been increasingly used in government policy documents alongside 'physical education' in the title of the subject thus giving the impression that school sport is synonymous with physical education. We believe that to refer to 'school sport' alongside 'physical education' is potentially misleading and may cause some confusion amongst our readers. Our use of the term 'physical education', therefore, refers specifically to the UK government's intended offer of at least two hours of high quality physical education in the curriculum to all seven to fourteen year old pupils.*

*(Stidder and Hayes 2011: xix)*

We are also keen to emphasise the fact that sport and carefully managed competition can be a valuable educational experience for all pupils but by the same token should not be at the expense of overall holistic development. In this respect, we believe that all pupils irrespective of social categorisation are entitled to engage with all aspects of a broad, balanced and relevant physical education curriculum. This article is, therefore, our attempt to emphasise a child-centred approach to the teaching and learning of physical education in schools and to dispel the myth and any misconceptions that physical education teachers just coach sport!

The writing of the first edition of *Equity and Inclusion* began at a time when the physical education profession in the United Kingdom (UK) was entering a period of transition and significant change. Ironically, the writing of the second edition of *'Equity and Inclusion in Physical Education and Sport'* also began as physical education teachers in the UK prepared for yet another major policy change under the Labour government with the introduction of a fourth version of a national curriculum for physical education implemented in September 2008 alongside a *'Physical Education and Sport Strategy for Young People'* (PESSYP 2008). This text has, therefore, been both hindered and helped by the speed of change in the educational world and (metaphorically speaking) the *'moving of goalposts'* with regards to physical education, UK government policy and yet another anticipated National Curriculum for Physical Education due for implementation in 2014.

The election of a UK coalition government in May 2010 resulted in further change of education policy and the re-emergence of competitive school sport as a major area of policy development. During the course of our work voices from within educational circles in the UK began to drive the place of competitive school sport and physical education onto the political agenda particularly since London achieved the rights to hosts the 2012 Olympic Games. In June 2010 the UK coalition government announced plans for the introduction of a *'schools Olympics'* and endorsing this particular initiative education secretary of state Michael Gove said: *'We need to revive competitive sport in our schools. Fewer than a third of school pupils take part in regular competitive sport within schools and fewer than one in five take part in regular competition between schools'*<sup>[2]</sup>, echoing his previous sentiments at the Conservative Party conference in October 2007 when he pledged to make it easier once more for children to do *'proper'* competitive team sports in schools. In our opinion, this comment only served to misinform the general public about the perceived demise of competitive activities in schools and was nothing more than an ill-informed doctrine about the place of competition in physical education.

Michael Gove's *'one size fits all'* policy received a luke warm reception and his subsequent public letter to Baroness Campbell at the Youth Sport Trust dated October 20<sup>th</sup> 2010 was, in our view, a nail in the coffin for physical education in schools under the present administration. In his correspondence Michael Gove confirmed that *'The Coalition Government will encourage more competitive sport, which should be a vibrant part of the life and ethos of all schools through the creation of an annual Olympic-style school sport competition'*. In our opinion, this was a sad indictment of the way in which physical education was viewed by policy-makers reflected by Michael Gove's use of the term *'sport'* thirty two times compared to physical education once and the abbreviated term *'PE'* on five occasions. In her response dated October 29<sup>th</sup> 2010, Baroness Campbell referred to the change of government policy as *'deeply disappointing'* and would potentially exclude pupils with special needs, disaffected teenage girls, pupils on the verge of exclusion and those where sport is not culturally embedded. Whilst offering support for competitive sport, Baroness Campbell also stressed her commitment to ensuring that young people who do not enjoy team sports are provided with opportunities to engage in an activity that they can pursue throughout their lifetime. Eileen Marchant, chair of the Association for Physical Education also corresponded with the Secretary of State for Education on November 2<sup>nd</sup> 2010 expressing concern about the impact of the intended policy on the teaching and learning of physical education in schools.

I know that the National Curriculum is shortly to be reviewed and afPE is very much committed to keeping physical education as a statutory subject. We are aware that competition will feature strongly in the revised curriculum but without an effective grounding in a high quality physical education curriculum competition will suffer at all levels.

Despite a recognition by academics that boys and girls could not be categorised as one homogeneous group (Penney and Evans 2002), Michael Gove proceeded without due regard for the dynamics and inter-relationship between gender, ethnicity, ability, sexuality, age, religion, culture and disability. His only public acknowledgement of the effect of social diversity upon British school children was when he publically acclaimed to the Commons Education Select Committee on July 27<sup>th</sup> 2010 that “*Rich thick kids will always do better than clever poor ones*”[3], a reference to the 'yawning gap' which had formed between the attainment of poor children and their richer counterparts.

On November 24<sup>th</sup> 2010 the UK government's white paper 'The Importance of Teaching' was announced in the House of Commons signalling the beginning of a radical overhaul of the education system in England. In terms of physical education it was clear that the vision for physical education was firmly embedded in competitive team sport as a means of providing moral fibre and personal toughness to pupils in schools despite a lack of any evidence base for such assumptions.

*Children need access to high-quality physical education, so we will ensure the requirement to provide PE in all maintained schools is retained and we will provide new support to encourage a much wider take up of competitive team sports. With only one child in five regularly taking part in competitive activities against another school, we need a new approach to help entrench the character building qualities of team sport.*

(DFE 2010: 45)

On the same day as announcing the government reforms to teaching, Prime Minister David Cameron attempted to justify the government's decision to axe the school sport partnership programme along with £162 million of previously ring-fenced funding on the basis that it was a poor use of public money. Whilst accurately claiming that the numbers of schools offering the traditional team sports of netball, rugby, and hockey had fallen under the previous government the Prime Minister failed to acknowledge the unprecedented numbers of young people who had actually rejected these types of competitive team sports in favour of other individual, alternative or lifestyle activities and the increasing numbers of schools who were making these types of provision available through the school sport partnership.

David Walsh, the Sunday Times chief sports writer implied that the government's decision to cut school sport funding was contradictory and full of double standards citing the fact that it was young people that had actually helped London (and Sebastian Coe) to achieve the rights to host the 2012 Olympic games during the bidding and lobbying process in Singapore in 2005. In return, funding for school sports partnerships would be slashed.

*Five years on and one feels nothing but disgust at the way young people were used and are now being abused. Sport and young people are being exploited for political purposes, used by any amount of careerists for their own ends and it asks a serious question about Coe's sincerity when he said that the London games would be about inspiring young people.*

(Walsh 2010: 20)

Physical education and school sport were literally being kicked about like a political football. It was clear that the UK coalition Government intended to restructure the interface of physical education in schools and emphasise competitive sport as the vehicle to engage more young people in physical activity whilst overlooking the significance of lifestyle activities. In this respect, physical education was regarded as no more than a *'conveyor belt for elite level sport, showcasing able and talented youth with potential to succeed'* (Green 2010: xiv) whilst ignoring the individual needs of those pupils who had rejected competitive team sport in favour of alternative team games and non-competitive lifestyle activities. It was in effect an invitation to a small proportion of 'gifted and talented' pupils into what Brown (1997) described as the 'inner sanctum of the physically able and keen young male athletes of the school'.

As the 2012 London Olympic Games approached the vision held by politicians was for physical education to *'serve as a vehicle for the flow of talented athletes into top-level representative sport'* (Green 2010: 4) even though the percentage of pupils in schools aged between nine and sixteen who were defined as gifted and talented was only seven percent of the total population of pupils in schools (Quick et al 2008 cited in Green 2010: 4). Even the Queen's 2010 Christmas broadcast contained references to the belief that competitive sports could contribute to the formation of a nation's character and may have been reminiscent of David Cameron's experiences as a former Etonian schoolboy. After all, it is reputed that the Duke of Wellington once said that *"the Battle of Waterloo was won on the playing fields of Eton"*. Subsequently, the revised policy for physical education in schools had the potential to stigmatize the vast majority of pupils who did not have advanced physical skills, as inferior. Such was the level of public and professional outrage to the planned reforms, the UK coalition government announced a minor U-turn on their intentions to remove all funding from the existing school sport partnerships and instead cut the funding by eighty seven percent enabling this to continue over three years.

In our opinion, the UK coalition government's vision for physical education in schools represented a retrograde step and signified the advent of more performance-related outcomes and a greater emphasis on sex-segregated team sport which would have little or no relevance to a large proportion of young people in schools and is actually counter-productive in meeting other aims associated with physical education such as lifelong participation in physical activity and the cultivation of healthy and active lifestyles. For us, it was a blatant attempt to re-affirm the gendered and elitist nature of the 'PE ritual' (Hargreaves 2000). Indeed, it was tantamount to legitimizing the dominant hegemonic forms of masculinity that had historically prevailed throughout the development of physical education, robustly defended as natural and desirable by politicians in the past (Brown and Evans 2004: 49). Needless to say, the UK coalition government's generic education reforms received considerable criticism from opposition politicians but also had equal relevance to the world of physical education. In spite of all this, the intended reforms to school physical education did receive some support. Eleanor Mills wrote in the Sunday Times (July 17<sup>th</sup> 2011: 4) that a sporting education should be every child's birthright

*Competitive sport, for too long a dirty word in state schools, needs to be put back centre stage. All kids need tough, competitive sport – and lots of it. Michael Gove, the education secretary, is shaking up our schools and making lots of the right noises; let's all ensure that sport is at the heart of his reforms.*

*Eleanor Mills Sunday Times (July 17<sup>th</sup> 2011: 4)*

It was becoming increasingly clear that physical education was being used as a euphemism for competitive school sport and that sport was considered to be the main focal point of government policy whereby the

ability and achievements of physical education teachers and their respective departments was not to be judged on their achievements inside the formal physical education curriculum but more on the accolades and trophies won on the sports field. It appeared to us that physical education teachers were being encouraged to promote the achievements of *their* school teams, to proudly display silver trophies in glass cabinets as the centre piece of the school's main reception area and to compete for overall bragging rights over other schools in their local communities. This has hardly been surprising given that Green (2008) has highlighted the contradictions that physical education teachers face when implementing physical education policy into practice.

*The goals of (UK) government policy towards PE, rhetorically at least, continue to be varied, and tend to include health promotion, academic attainment, and social inclusion alongside the development of sport and sports performance; goals which are by no means compatible.*

Green (2008:40)

For us working in physical education teacher training institutions we were questioning whether the UK coalition government's intentions meant that we should be training sports coaches rather than specialist teachers of physical education who are able and willing to cater for all pupils needs? Were we being asked to condone the type of practice where physical education lessons were just an arena for the selection of school teams, or representation at the annual school sports day, swimming gala or inter school sport competitions? Was physical education simply being used as a guise for promoting elitist competitive school sport? Would an over-emphasis on sex-stereotyped team games leave the vast majority of pupils in secondary schools disillusioned and disaffected? As such this posed other vexed questions with regards the content of the physical education curriculum.

Why were the UK coalition government privileging the place of 'proper' competitive team sport at the expense of other types of activities? Did this contradict Ofsted (2011; 2009) evidence suggesting that pupils were participating in an ever-increasing range of physical activities, rejecting traditional team games and turning instead to yoga, skateboarding, martial arts and cheerleading? If competitive sport was putting children off exercise how would this address the UK national obesity problem amongst children with experts estimating that one in ten children would be obese by 2015 and almost fifty percent of adults and one quarter of children by 2050? Would this address the UK Department for Health's physical activity guidelines for 5 – 18 year olds (Department for Health 2011) and the recommendation that all children and young people should engage in moderate to vigorous intensity physical activity for at least sixty minutes every day? Was this undermining the government's own policy to tackle and curb the UK's increasing record of teenage obesity? Why were fifty percent of all primary school pupils being denied the opportunity to take part in two hours of school physical education per week as highlighted by Eileen Marchant during the BBC 'You and Yours' radio four broadcast on December 15<sup>th</sup> 2011?

Following the UK coalition government's White Paper 'The Importance of Teaching', a systematic and comprehensive review of the primary and secondary National Curriculum in England for five to sixteen year olds was announced. The remit stated that the first phase of the review will 'set out a clearer expectation that all pupils should play competitive sport by 2013 and retain an expectation that all children learn to swim as well as consider the merits of providing schools with guidance about the allocation of time to outdoor physical activities' (DFE 2011: 15: 3). To us, the government's shifting focus away from physical

education to school sport only served to increase the existing misgivings amongst the physical education profession about the place of competitive team games. Our concern was that this would simply provide the green light for 'dinosaur' games teachers bearing one ball and a bag of bibs to continue with the types of practices undertaken for most of their teaching careers. In essence, we believed that it was deliberate attempt to stabilise the types of physical education that had existed for the past three decades despite research that had shown that a broad, more diverse physical education curriculum might be more usefully employed thus challenging the legitimization of a certain type of 'maleness' in terms of what it is to be a successful heterosexual male in western culture (Brown and Evans 2004; 49).

In effect, we believed that the politicians had dug their own grave by rejecting quality physical education in favour of a defunct model trialled in the fifties. The intended policy was in direct contrast with the definition of quality physical education given by the World Summit on Physical education (1999)[\[4\]](#) and evidence from schools visited by Ofsted in consecutive years (2002 - 2011). Ofsted consistently found that a disproportionate amount of the curriculum time available to physical education is devoted to competitive team games. In 2006 Ofsted reported that six out of twelve schools were judged to have good curriculum provision overall in physical education and in the best schools there was 'a broad and balanced curriculum, sufficiently flexible to incorporate more aesthetic and individual opportunities to meet the wider needs of all learners' (Ofsted 2006: 12). Moreover, good provision in physical education was often tailored to attract pupils previously uninterested or disenchanted by introducing an increasing number of leisure-based clubs and contemporary sporting activities which had encouraged more pupils to become involved in physical education (*ibid*: 12). The 2009 report suggested that, increasingly, pupils were being offered a much wider experience of physical education and sport. Golf, skateboarding, mountain biking and cycling, yoga, archery, cheerleading, martial arts and problem-solving challenges were being taught alongside more traditional activities, often at pupils' request. This not only enriched the provision but provided creative solutions when facilities were limited or the programme of traditional team activities was proving unpopular. This had reduced disaffection and improved engagement, particularly among vulnerable groups (Ofsted 2009: 38). Moreover, Ofsted (2011: 7) highlighted the fact that where secondary schools had provided a wider range of games, performing arts and alternative sports this had increased participation in after-school clubs by pupils of all ages, interests and abilities including those that had special educational needs and/or disabilities and had a significant impact on improving pupils confidence, self-esteem and attitudes towards learning in other subjects.

We believed that the UK coalition government's vision contained many mixed messages and were full of contradictions. In essence, they had shot themselves in the foot and scored a political own goal. This was at odds with what we believed to be the most effective and inclusive means of engaging all pupils in physical activities and contradicted our own understanding of the nature and purpose of physical education in schools. If the proportion of pupils playing competitive school sport regularly had remained disappointingly low with only around two in every five pupils playing competitive sport regularly within their own school, and only one in five playing regularly against other schools were they suggesting that the failure of the English national football team at the FIFA World Cup finals in South Africa was the fault of the physical education profession? If this was the case then do we blame our Science or Mathematics teachers if we fail to win Nobel prizes? Do we blame our English teachers if we fail to win Booker prizes? Do we blame our Drama teachers if we fail to win Oscars or our Art teachers if we fail to win Turner Prizes? Do we blame our food technology teachers for the alarming rate at which teenage obesity levels have continued to rise? Do we blame our Music teachers when we fail to win International Music awards?



For the purpose of this article we suggest that the use of the term 'equity' relates to fairness and respect for all pupils where forms of oppression and discrimination are removed from the classroom setting. Penney (2000) has summarised the term equity and its association with physical education:

*In short, equity is concerned with giving value to, and celebrating social and cultural differences of individuals and in society.*

Penney (2000: 60)

Inclusive physical education can be defined as a journey with a purpose (Mittler 2005) as well as involving the politics of recognition and being concerned with the serious issue of who is included and who is excluded within education and society in general (Hodkinson and Vickerman 2010). Our own use of the term 'inclusion' specifically refers to ways in which schools and teachers value the achievements, attitudes and well-being of every young person equally whilst providing a curriculum that is relevant to each individual regardless of ability. It is based on the notion that every child can achieve success irrespective of their personal circumstances and that the term '*gifted and talented*' is a mis-used and inappropriate way to describe a child's educational and physical potential. In this respect, it is often assumed that the terms 'gifted and talented' are synonymous whereas, in fact, the term '*gifted*' refers to up to ten percent of a school's population measured by actual or potential achievement in the main curriculum subjects whilst '*talented*' refers to subjects such as Art, Music and Physical Education (Cambridgeshire County Council (2009). Tomlinson (2008: 59) has observed that, 'despite twentieth-century moves towards egalitarianism in education, the selection and segregation of those regarded as being gifted, talented, or of higher ability in better resourced schools and programmes is now increasingly acceptable'.

Our use of the term 'inclusion', therefore, follows former UK table tennis commonwealth games medallist Matthew Syed and his optimistic, albeit old-fashioned, message in his book 'Bounce' that success can be achieved by all young people, but it comes at a price and depends upon hard work, practice and self-belief rather than innate ability or individual social category. For us physical education involves processes that are not exclusively reserved for individual schools and draws attention to a range of complexities that exist at a time when lifestyle choices, activity preferences and exercise habits amongst young people continue to change. The rhetoric of public policy and the reality of practice in physical education in schools are considered highlighting the ways and means through which physical education is provided to pupils and how teachers are central players in both perpetuating or challenging discrimination and inequality within physical education classes. Moreover, the physical education experiences of young people offer a voice to both those who excel in a physical environment and those who have become disaffected, disinterested and disillusioned with school physical education.

There can be no excuses, however, for the types of practices that simply humiliate young people prompting them to post their feelings through on-line blogs:[\[5\]](#)

In PE, we had a football lesson where we had to get the ball, hold it, THEN kick it; it was pouring down with rain that day so it was hard to hear the teacher, so I just got the ball and kicked it back to the person. Then, he started YELLING at me and said I had to HOLD the ball. He treats me like I'm stupid and then in cricket he said 'am I teaching special needs cricket?' he then yelled at me saying 'IS THAT BAT TOO HEAVY FOR YOU?' and called me an idiot. I don't think my Headteacher knows about this. I'm in the UK by the way.

There have been several characterisations of the stereotypical male Physical Education teacher such as Mr Sugden (played by the actor Brian Glover) from the movie 'Kes' and 'Dynamo Doug Digby' (played by the actor Brian Conley) from the television series 'The Grimleys'. Most recently 'Jasper Woodcock' played by the actor Billie Joe Thornton in the movie 'Mr Woodcock' has arguably exacerbated many of the images that adults and young people may associate with Physical Education. Other stereotypical representations of female physical education teachers and sports coaches have been portrayed by the actress Jane Lynch who plays the fictional character Sue Sylvester, the coach of the William McKinley High School cheerleading squad - a ruthless fascist bully to pupils and staff in the American comedy-drama 'Glee'. Miller and Armstrong's comedy sketch illustrating the stereotypical male Physical Education teacher has also reaffirmed the view that some may have of traditional teaching approaches as the following dialogue exemplifies:

I was on the books of Rangers for a couple of years, but they decided that they did not want to use me professionally anymore, so I did personal training for bit, but apparently I was too aggressive and I had very poor people skills and that's when I thought, why not be a PE teacher. Filled with pent up rage and want to lash out? Then be a PE teacher. ([www.take\\_it\\_out\\_on\\_the\\_kids.gov.uk](http://www.take_it_out_on_the_kids.gov.uk))

([www.youtube.com/watch?v=KwDknTtkVdc](http://www.youtube.com/watch?v=KwDknTtkVdc) – Be a PE teacher)

Many of these perceptions continue to be exacerbated by other portrayals of the stereotypical male physical education teacher such as the character Trevor Gunn, played by actor Philip Glennister, in the BBC (2013) situation comedy 'Big School'. He describes the character he plays as 'a dysfunctional, unfit, lothario physical education teacher who is quite grotesque'. In one episode, Trevor Gunn exclaims that physical education is one of the hardest degrees to do having covered modules on learning how to pump up a football and how to blow a whistle. Glennister's own recollections of his school physical education teachers provided him with material in order to develop his character for television[6].

## **Question: Any memories of your time at school that has helped flesh out the character?**

Answer: You know PE teachers were always fairly sadistic creatures, although they weren't at my school from what I remember. They were always quite good blokes. We used to get caught round the back of the mobiles having a sneaky fag and rather than confiscating our cigarettes off us our PE teacher used to give us money for them, then confiscate them. So it was quite a good deal.

Likewise, the song and accompanying video titled 'Love Lost' by The Temper Trap may be scarily reminiscent of school physical education lessons and the dreaded cross-country run of some individuals who have now reached their twenties and beyond. (<http://www.youtube.com/watch?v=VLTPKkt-pMs>)

What saddens us more is the way in which journalists recall their own secondary school physical education lessons with deep disdain and the way in which their physical education teachers simply provided them with an escape route to either go through the motions or opt out completely from their physical education lessons. In the wake of the controversy about girls low participation rates in sport caused by the Sports and Equalities minister Helen Grant, Rachel Cooke (2014) wrote in the Sunday Observer

Physical education lessons meanwhile became a convoluted exercise in avoidance. The slothfulness soon spread amongst the girls like a contagion. Cross country runs began with a truculent jog until we were out



of sight of the teachers, at which point we would repair at the nearest newsagents for sweets and fags. Rounders involved making sure your team was out as soon as possible, the better that you might field and get to sunbathe and gossip in the long grass. Athletics meant hiding in the loos until it was “too late to change, Miss”.

It is also concerning to know that physical education teachers can make pupils withdraw from physical education lessons as described by journalist Phoebe Doyle. (2012)

When I was at school I hated PE. Dreaded it. Not only that, I thought I was rubbish at it, in fact I was rubbish at it. I was the one running away from the hockey ball (they're hard those balls, y'know). Once I'd tired from the years of humiliation from being last to be picked, I took to bringing letters (a combination of fake and real) getting me out of it. I had all manner of ailments and injuries which rendered me too poorly for PE yet remarkably sparky in English and history. I'd sit on the field with the other twice-weekly rebels; we'd talk about boys and doodle on our class books about who we loved 4eva that week – it wasn't physical, or educational. It was at best passing the time, and at worse learning that exercise just wasn't for us. I remember cross-country too. A regime seemingly invented purely to put us off ever wanting to run. We'd do it January, we'd don our PE pants and airtex tops and off we'd go – no stretching, no training – just straight out for a three mile run/jog/walk/smoke around our local town as an act of sheer humiliation. On return the fast boys who'd win effortlessly would be lined up at the finish line waiting to laugh at us as we ran in.

Such characterisations of ‘typical’ physical education teachers probably serve well the audience that they are aimed at. We would however like to challenge such characterisations of physical education teachers through our work with our education students who wish to have a career in physical education reminding them of the central concept that physical education is for all and meets the needs of everyone who engages with it.

This article has been adapted from extracts from the following publications

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[1] The Education (School Day and School Year) (England) Regulations 1999 require all children aged 5 – 16 to attend school for 190 days (38 weeks) a year. Schools must open for 380 half-day sessions (190 days)

in each school year, beginning with the first term to start after July. This is consistent with the up to 195 days a year required by a teacher's statutory conditions of service: the additional five days are non-teaching work days. The UK government's expectation is that all children receive a minimum of two hour high quality physical education a week.

[2] <http://www.bbc.co.uk/news/10423816>

[3] <http://www.bbc.co.uk/news/education-11331574>

[4] The World Summit on Physical Education (1999) defined quality physical education as the most effective and inclusive means of providing all children with the skills, attitudes, knowledge and understanding for lifelong participation in physical education and sport (World Summit on Physical Education The Berlin Agenda for Action for Government Ministers. Berlin: ICSSPE

[5] <http://uk.answers.yahoo.com/question/index?qid=20120825143810AAQ8BUM>

[6] <http://www.bbc.co.uk/programmes/p01d3njz/profiles/philipglenister>

## Exploring the Social Benefit of Informal and Lifestyle Sports

Belinda Wheaton and Mark Doidge

*Decades of government attention and policy-based intervention have advocated the use of traditional institutionalised sports for combating a range of social 'problems', from youth disengagement to health promotion. Fears about rising levels of inactivity and obesity, particularly amongst children, are increasingly driving sports-based interventions. Yet as surveys across Europe, including Sport England's Active People Surveys (2009- 2013), have illustrated, many young people are increasingly choosing not to participate in organised, competitive sport. In contrast, participation in informal and so-called 'lifestyle sports' - such as skateboarding and surfing - is increasing rapidly in many national contexts (Booth & Thorpe, 2007; Howell, 2008; Tomlinson, Ravenscroft, Wheaton, & Gilchrist, 2005), fuelled by a buoyant transnational consumer industry and culture (Comer, 2010; B. Wheaton, 2004).*

Lifestyle sports are attracting an ever-increasing body of followers, outpacing the expansion of many traditional sports in many Western nations (Jarvie, 2006; Tomlinson et al., 2005; Belinda Wheaton, 2013). This is reconfiguring the lifestyles and leisure practices of men and women, youth and older participants. Such leisure practices - which include activities funded by the state, business and voluntary sectors – are making an increasingly significant contribution to the economy and culture of many Western societies.

Yet, as Tomlinson et al's (2005) report to Sport England identified, and subsequent research and commentaries have reaffirmed (Gilchrist & Wheaton, 2011; K. King & Church, 2013; Katherine King & Church, 2014; Turner, 2013) the potential of Lifestyle sports to inform social policy remains largely untapped. In part, this is because of the difficulty in capturing participation rates, patterns and motivations in what are often unregulated, outdoor, nomadic and non-association based activities, existing outside of traditional sport provision. Emerging research on activities including parkour, skateboarding and mountain-biking has demonstrated the potential to engage those young people disenfranchised by traditional competitive team sports, and to engage them in managed risk-taking, thus, addressing community-engagement, creativity and healthy lifestyles in new meaningful ways (Gilchrist & Wheaton, 2011; King & Howell, 2005; King & Church, 2013; Turner, 2013).

In the USA attitudes to the provision of Lifestyle sports are shifting from participants being perceived as antisocial and deviant, to being embraced as creative entrepreneurial neoliberal citizens (Howell, 2008). Further afield, award-winning NGOs like Skatistan, a skateboarding-focused education project concerned with girls in Afghanistan, have recognized the potential for Lifestyle sports to be a tool for integration, education and empowerment (Thorpe & Rinehart, 2013). When leisure spending by central and local government is falling, the need to understand the social benefits of these more informal sports is even greater. To do so requires the collation and synthesis of the ever-expanding academic research on lifestyle sports' cultures that highlights policy-based concerns and issues. As Coalter (2004) argues, informal sport and leisure plays a central role in the construction of identity, citizenship, community, health and the economy.

## The University of Brighton's response

The University of Brighton has a longstanding history of research in leisure and sport, and lifestyle sports in particular. A team led by Belinda Wheaton, including Jayne Caudwell, Mark Doidge, Paul Gilchrist, Dan Burdsey and John Nauright, successfully won funding from the United Kingdom Economic and Social Research Council to host a seminar series that examines the impact, and potential social and political benefits, that are generated by informal and non-institutionalised sport in general (activities from 'mindful fitness practices' like yoga, to dance and street-sports) and Lifestyle sports in particular. These seminars are being held in collaboration with colleagues in Brunel University, London and Bournemouth University. While our focus is on the United Kingdom, these issues are not unique to the British context; similar trends have been noted in the USA, Australasia, and across Europe. A range of international speakers have been invited so that we can locate the UK in an international context, and to learn from research, policy development and interventions in other national and local contexts.

There are six seminars that address the various interests of academics at the University of Brighton, particularly the role of Lifestyle sports on the PE curriculum and exclusion and discrimination in sport and leisure. It concludes with a workshop which pulls together the key findings of the previous five seminars. The seminar series also reflects a key approach of the University of Brighton in that it brings together academics, policy makers and practitioners, creating dialogue between often-disparate academic disciplines and user communities. The seminars will assess the most current and useful research in these fields, and involve end-users perspectives. They will develop new networks and approaches to issues, and providing a platform for a new generation of researchers to challenge current research agendas.

## The ESRC seminar series

Since Tomlinson et al's (2005) Sport England report, a range of locally-based initiatives using different Lifestyle sports have emerged. These cut across different policy agendas including: social inclusion, anti-social behaviour, increasing physical activity/well being, and urban/rural regeneration. However there is an absence of coherent strategy by practitioners, policy makers or academics, not an understanding of why these initiatives work beyond their local contexts. The first 2-day seminar will explore the existing evidence base and map key issues in the policy debates about the social value of Lifestyle sports. In particular it will assess the different policy contexts in which Lifestyle sports are emerging (including in sport, the arts, physical activity, education, urban planning and health) and how can work across agencies be fostered. In preparation for the subsequent seminars, we will also be addressing how Lifestyle sports can be adopted for promoting more inclusive physical activity amongst target groups such as girls and minority ethnic groups.

Increasing institutionalisation, governance and external regulation are issues that impact on many Lifestyle sports' cultures, particularly those perceived to involve risk. The discourse of risk and (ir)responsibility haunts youth-focused Lifestyle sports practices such as parkour and kite-surfing, and has led to attempts to regulate, contain and institutionalise these activities (from internal stakeholders and external bodies). However the itinerant and non-club based nature of much LS sport activity does not fit easily the rigid boundaries imposed by organisational structures involved in the policy-making processes. In this context Sport England's emphasis on funding through NGBs, which have been tasked with funding, promoting and increasing participation in their sports, presents particular difficulties for developing and promoting Lifestyle

sports' provision. Activities like skateboarding have actively resisted incorporation in traditional sporting structures, including inclusion in the Olympic Games (Thorpe & Wheaton, 2011); others like kite-surfing are actively seeking inclusion. The second seminar, held at Brunel University, London, will examine these processes and issues in different sports and national contexts, providing policy makers and emergent governing bodies with better understandings about how to develop and promote Lifestyle sports' provision. It will allay safety concerns without alienating participants by disregarding their strong alternative ethos and values.

The PE curriculum introduced into secondary schools in England in 2009 marked a shift in emphasis from *activities* (such as team games) towards core *skills* (such as balance and flight). This encouraged some schools to adopt a greater range of activities including non-traditional Lifestyle sports such as skateboarding, Ultimate Frisbee, street surfing, and parkour. More recently there has been an ideological shift back to traditional competitive games. Research about the impact of these initiatives, or about which pupils benefit and why, remains anecdotal. Proponents argue activities like parkour provide managed risk-taking for children in urban environments; but critics claim there are legitimate health and safety fears. The third seminar will examine the ways schools have (or can) expand their provision of non-traditional Lifestyle sports (both in and out of curriculum time), and the perceived benefits and whether these can be transferable to other contexts, such as work or community. It will assess how schools and policy makers can establish parameters of acceptable and safe practice.

In keeping with the University of Brighton's longstanding academic interest in exclusion and discrimination, the fourth and fifth seminars will address the role of women and ethnic minorities in Lifestyle sports. Participation in Lifestyle sports has tended to be associated with youthful white men. However over the past decade increasing numbers of women and girls have been taking to these sports, reflected in, and driven by the buoyant and expanding consumer market for the surfer/skater/snowboard 'girl' (Comer, 2010; Thorpe, 2011). Concurrently, an ageing demographic is apparent in Lifestyle sports' activities, propelled by life-long participants who have aged with their sports, and older men and women who are taking up lifestyle sport increasingly in later life (Wheaton, 2013). Across many Lifestyle sports white bodies are seen to be the 'natural' occupants. They are seen as having the 'right to belong' (Puwar, 2004, p. 8), which works to exclude racialised groups. Chivers-Yochim (2010) describes the cultures of skateboarder as an 'imagined community' of whiteness. Furthermore the non-urban spaces in which many LS take place such as beaches, and hills are overwhelmingly white spaces (Erickson, Johnson, & Kivel, 2009; Wolch & Zhang, 2004). Hosted by Bournemouth University, these seminars will consider the experiences of these "less visible" participants and consumer groups, including minority ethnic groups, girls and women, and older participants. We will examine the political potential of this so-called 'female athletic revolution' (Comer, 2010), and how to promote greater equity and strategies for change amongst young and older women. The forms of exclusion and barriers to inclusion (in relation to sexuality/gender/ race/age/dis-ability) that operate in these informal sporting spaces and the role of the media and action sport industries in promoting greater equity will also be considered.

## Conclusion

The seminars reflect the Brighton approach to research. Our objective is to facilitate dialogue between academics, policy makers, community groups and practitioners. Each seminar includes at least five participants from outside of academia and encourages end-user participation. Up to ten free places have



been funded for community groups, grassroots organisations and PhD students so that they can attend the series. Open and lively interaction is stimulated via a round-table debate lead by a discussant and will be published as podcast on the series website. The intimate format facilitates the participation of PhD students and ECR's, as well as practitioners and policy makers.

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# CURRENT ISSUES

## ICSSPE News

### Living Inclusively

#### Ongoing Demand for Training Opportunities

ICSSPE in co-operation with the Fürst Donnersmarck-Foundation and Freie Universität Berlin hosted a panel discussion which looked at chances and challenges when designing inclusive sport programmes.

It was held on the occasion of the release of ICSSPE's latest handbook *Different. Just like you – A psychosocial approach promoting the inclusion of persons with disabilities* which was produced under the leadership of the International Reference Centre of Red Cross and Red Crescent Societies and in co-operation with Juul Kommunikation and Light for the World.

Despite increasing awareness among teachers and coaches for specific needs of persons with disabilities and growing training opportunities to provide inclusive classes and training, inclusive programmes still face severe challenges. Former ICSSPE President Gudrun Doll-Tepper, Carsten Wolf, Board Member of the Bürgerstiftung Steglitz-Zehlendorf and wheelchair athlete; Katja Lücke, Consultant for Inclusion in and through Sport, at the German Olympic Sports Confederation discussed together with Erika Schmidt-Götz, Director of the National Information Centre for Adapted Physical Activity existing challenges but also informed participants of the growing number of opportunities. The panel took place 17<sup>th</sup> April 2015 in Berlin.

The handbook *Different. Just like you – A psychosocial approach promoting the inclusion of persons with disabilities* aims at professionals who work inclusively, and provides background knowledge and practical support on how to organise inclusive physical activities for everyone. Free copies are available through the ICSSPE office; the pdf-version can be downloaded from the ICSSPE website at <https://www.icsspe.org/content/different-just-you-pdf>

### Inclusive Development through Sport

#### Registration for Communities and Crisis 2015 Open

ICSSPE's hands-on seminar on sport and physical activity as psychosocial support will take place November 2<sup>nd</sup> to 7<sup>th</sup>, 2015. The annual seminar on the use of physical activity and sport as contributors to community rebuilding will engage international experts from social and development work, pedagogy, sport and adapted physical activity. Practitioners and students will participate in a week of inclusive experimental learning opportunities, amongst others in psychology; the usage of sport, physical activity and play in

community building and disaster relief; development of adapted and inclusive physical activity programmes; gender equity; child protection; as well as planning, monitoring and evaluation.

The seminar will take place in Rheinsberg, a historical town 45 minutes north of Berlin, Germany.

For further information, the registration form and a draft programme please click [here](#)

## **Physical Activity Serving Society Project Launch in Brussels, Belgium**

On 25 and 26 February 2015, ICSSPE, EUPEA, FESI, ISCA, the SPOLINT Institute, Sport and Citizenship, and TAFISA gathered in Brussels, Belgium, to launch their European wide physical activity promotion project.

In reaction to the increasing levels of physical inactivity, the seven partners have expressed their intention to provide evidence for policy makers, to propose strategies for transnational European-wide initiatives and to equip decision makers with evidence-based arguments to make the case for European-wide coordinated national physical activity programmes. The partners welcome and support other initiatives like the global Designed to Move framework which from their perspective offers a basis to align this programmes with other initiatives on global level. The advocacy project will run for 36 months and is financed by the Erasmus Sport Programme.

## **Moving Together Psychosocial Well-being through Sport and Physical Activity**

Moving Together: Promoting psychosocial well-being through sport and physical activity is a new handbook jointly produced by ICSSPE, the Reference Centre for Psychosocial Support of the International Federation of Red Cross and Red Crescent Societies, the Swiss Academy for Development, and Technical University of Munich. The publication aims to enable practitioners and experts in sociology, psychology, social work, sport and physical education to provide psychosocial support programmes to people in crisis situations.

The first part of the handbook gives the theoretical framework for sport and physical activities in psychosocial support interventions. The second part presents 28 activity cards that explain how to facilitate activities, how they can be adapted to different circumstances, and how they can be used as a basis for discussion and reflection. The third part explains how to promote psychosocial interventions with sport and physical activities.

The publication has been developed with funding from the European Commission's Lifelong Learning Programme.

Please visit the Scientific Resources section of the ICSSPE website [www.icsspe.org](http://www.icsspe.org) for further information.

## Learning to Move, Moving to Learn? What is the Relationship between Physical Activity and Educational Success?

*Richard Bailey*

(This article first appeared in Richard's regular blog in Psychology Today magazine  
<https://www.psychologytoday.com/blog/smart-moves>)

A fascinating, and potentially very important experiment was carried in with a group of 10 and 11 year children in Vanves, a small district of Paris, France in the 1950s. The teacher-researchers wondered what would happen if a significant proportion of time for academic subjects during the school day was given over to physical activities. The precise rationale for this bold idea is unclear, but it seems that the researchers simply had a hunch that their students would benefit from daily dose of exercise.

It is unlikely that a study like this would be allowed today. At the least, the researchers would need to spend a great deal of time and energy persuading various committees of the wisdom of drastically cutting 15 hours a week of classroom lessons - math, french, history and so on - and replace it with sports, gymnastics, swimming and hiking. They would also need to secure the agreement of the parents and children (although I suspect the latter group would not take much persuading), and they would need to address the thorny fact that no one had ever carried out a study like this before, so they had absolutely no idea what would happen. But these were simpler times, when those with potentially risky-but-interesting ideas for experiments tended to just go ahead and do them. So every school day, morning and afternoon, half the children walked, ran, stretched and played, whilst a (presumably fairly miserable) control group continued to take part in the standard two hours a week of physical activities.

The results of the Vanves study were remarkable. Despite the loss of more than a quarter of their classroom teaching time, the academic grades of the experimental group did not worsen, and in many cases actually improved. What's more, the teachers reported fewer discipline problems, greater attentiveness in class and less absenteeism.

Before we become carried away with these findings and start substituting mathematics with mountain biking and science for salsa in all schools, a note of caution needs to be sounded. This was a small-scale study, although it did use a control group. What's more, the researchers did not publish their findings in conventional scientific journals, and we only know about it from some magazines of the day, so it was not exposed to the checks and balances of criticism that are characteristic of good science. And anyway, it is notoriously difficult to unpick the relative value and harm done by the multitude of factors experienced by children and young people as they pass through their schooling. Even if we take the reported findings on face value, it is impossible to say with any certainty that physical activity was the key factor. It might have been the case that the increased activity led to changes in the children's brains that meant they were better able to deal with the intellectual challenges presented to them. Or perhaps the children simply responded well to spending more time outdoors, or in social or playful settings? Perhaps they just liked the novelty offered to them?

So, as it stands, the Vanves experience is little more than an interesting case study. But if its conclusions turned out to be valid, they would raise profound questions about the standard ways in which schools organise and prioritise their various responsibilities. They also hint to a solution to a problem of enormous contemporary importance. However inactive the children of this French district might have been, it is unlikely that they were as grandchildren were likely to become. France, like almost all developed and many developing countries, has witnessed a progressive decline in the levels of day-to-day physical activity among its young people, and this has raised serious concerns about the effects this may have on their health and well-being, both during childhood and in later life. In the words of a recent statement from a group of international health experts published by the Lancet medical journal, young people are currently in the midst of a worldwide 'pandemic' of inactivity. So alongside the educational story of the Vanves experiment, there is a second about children's health which should not be forgotten.

A number of scientists have subsequently returned to the same basic question asked at Vanves - what happens if we cut a large chunk out of the school academic timetable and replace it with physical activity? - and they have generally used more rigorous methods and much larger groups of children. The first of these studies was conducted in the Canadian city of Trois-Rivières in the 1970s, which focused again on Elementary-aged students, but this time tracked more than 500 of them for 6 years, with control groups being formed from the classes preceding and succeeding classes in the same schools. The experimental classes took an hour a day of physical activity classes, leading to a 14% reduction in time for the other school lessons, while the control classes were taught for the standard 40 minutes of Physical Education per week. According to their teachers' assessments, the overall educational performance of the daily activity group was significantly better than their less active peers. They also scored higher on a standard intelligence test, and achieved higher grades in mathematics in examinations (although they did less well in English tests).

There have now been many studies exploring the question of the relationship between physical activity during the school day and educational performance - more than 40 by my reckoning, based in the USA, Australia, and across Europe and Asia - and they tend to come to broadly the same conclusions: replacing a sizeable amount of time for classroom-based subjects with physical activities does not harm performance in those subjects, and in some circumstances seems to result in improvements in grades for some children.

A second set of studies approached the matter from a slightly different angle: how does physical fitness affect educational performance? Physical activity and fitness are related, of course, as fitness tends to be greater among the most active. But, from the perspective of the poor researcher, fitness is much more slippery concept, as it is impossible to separate the contribution made to fitness from school-based physical activity in school from that which takes place before and after school, over the weekend, and during vacations. It is also a methodological nightmare to deal with the fact that children's bodies and brains are constantly in a state of change and development, and older, more physically mature children tend to outperform their younger, smaller peers, anyway.

Despite all of these cautions and concerns, it is still worth noting that numerous studies have found that physically fit children tend to outperform their less fit peers. According to one meta-analysis - essentially an overview of published studies - increased fitness was associated with better grades in mathematical and reading, and IQ scores. That it is these particular measures that seem to be most associated with physical fitness is in itself rather intriguing as some scientists suggest that they are precisely those areas that would

be expected to be affected by improved brain functioning. But that is a story to be considered in detail in another article.

For now, consider a recent study from Australia that found that, in the words of its title, "Schools With Fitter Children Achieve Better Literacy and Numeracy Results". The researchers found that both activity levels and fitness scores correlated with children's scores on government tests, and that an even clearer difference was found between schools. In other words, the schools with fitter children outperformed the others. Why would this be? The most plausible explanation seems to be that physical activity and the development of fitness are elements of schools that tend to have 'atmospheres' that are supportive of educational achievement and success.

Educational attainment, such as success in examinations and grades, is enormously highly valued by parents, teachers and policymakers. Comparisons between schools, districts, and countries is now a routine feature in many countries around the world, and administrators at every level are in a permanent state of fear that the results under their control relative to those of their competitors. More importantly, from the perspective of responsibility towards individual children, there is no doubt that educational achievement strongly relates to later career success, especially among the most marginalised groups within society.

The default position among many of these decision-makers has been that classroom-based subject areas like math and reading are of the greatest value, and that is essential that these areas are prioritised within schools. A second assumption is that any interference with student success in these areas must be resisted at all costs. Consequently, many schools have found themselves under pressure to squeeze out non-core subjects like the arts and sports, not because they are unimportant, but simply because they are of a lower priority. These practices have been reinforced by parents who fear the consequences of time away from the most academically prestigious subject areas. So, physical activities, like sports and dance, are often relegated to the positions of enjoyable, but ultimately frivolous recreations that distract from the main business of schooling.

In this context, it is hardly surprising that every study from the last few decades of the state and status of physical activity opportunities - and especially of their manifestations as curriculum physical education and sports - has reported serious cause for concern.

Some school systems have little or no place for these physical activity experiences. Others keep a place in the timetable, but their quality is undermined by poorly trained or untrained teaching staff, inadequate facilities, or a common pattern that when time and money is limited, these are among the first subjects to be cut. There are obviously considerable variations between countries and states, and over time, but the evidence is quite clear: quality physical activity experiences in their various forms often become pushed to margins, offered as a trivial escape from the main business of the school, or squeezed out of the school timetable completely.

Schools are the main social settings for the promotion of physical activity in children. In fact they are the only place where all children can learn new skills and have regular opportunities to be physically active. But parents, too, can contribute to this situation. A number of international studies has revealed a tendency to discourage children from participation in sports club as students get older, and especially as they move towards important examinations and transitions, such as to high school and university levels. In many cases,

girls are most affected by these changes, and they are the ones who are typically less active already. <http://www.icsspe.org/sites/default/files/Girls.pdf>.

The reasoning behind this action is entirely understandable. Grades in classroom subjects are powerful determinants of later progression and success, so common sense dictates that the more time spent on studying these subjects is a sound investment. Consequently, time spent running about and playing games is time wasted.

Once again, science suggests that common sense is probably wrong.

These and related issues will be the focus of the blog. It aims to explore the complex and, I think, fascinating relationship between physical activity and the good life. What role, if any, do sports and other physical activities play in education, health and happiness? How does exercise affect the brain and behaviour? Why does it matter?

## **More on this topic**

Bailey, R., Hillman, C., Arent, S., & Petitpas, A. (2013). Physical activity: an underestimated investment in human capital? *Journal of Physical Activity & Health*, 10(3), pp. 289-308.

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# **A Critical Debate on Provision of Primary Physical Education: the English Context**

*Ed Cope, Daniel Parnell, Tony Macfadyen, Matthew J. Reeves*

## **Introduction**

In England, it is commonplace for teachers to teach primary physical education (PE), with a limited amount of training in the subject (Talbot, 2008). Talbot (2008) suggests that in most cases, primary school teachers receive only 6-9 hours of training in PE in a typical teacher-training programme. The result is teachers who often have limited knowledge and understanding of how to deliver high quality primary PE (Hardman & Marshall, 2001). A significant factor that impacts on children's enjoyment levels during PE is the teacher's ability to create a developmentally appropriate learning environment. If the environment created is not suitable the likelihood of children having positive experiences of PE will not be high. This is significant as over the long-term it can lead to discontinued participation in sport and physical activities (Bailey, Cope & Parnell, 2015).

The lack of teachers' training in PE has been one of the reasons for an increase in the number of sports coaches employed to deliver the subject in England. Therefore, it is timely to consider the provision of primary PE and in doing so, we aim to offer considerations for stakeholders in other countries in how PE can, potentially, have a positive impact on a child's life. However, before this, we offer a brief overview of the potential benefits that PE, sport and physical activity (PA) can have on a person's life. This serves to underpin why the delivering of primary PE needs to be taken seriously.

## **What can Primary Physical Education contribute towards the lives of children?**

It has been suggested that for children to experience positively, and appreciate, the benefits of PA, they must have affirmative experiences within a school environment including: PE lessons, recess, or after school activities (Bailey, 2006; Armstrong & Welsman, 1997). It is often during PE that children are introduced to structured PA for the first time. Given this, it is of paramount importance that these early experiences are encouraging and constructive. Also, attempts to promote PE to children beyond primary school already show this to be too late (Jess, Pickup & Hadyn-Davies, 2007).

Where sport and PA are a part of a person's daily routine, the benefits this has for their physical health is widely supported (NICE, 2013). However, there is also clear evidence to suggest that regular participation positively contributes towards all areas of a person's life, not just their physical well being (Bailey, 2006; Bailey et al., 2009). Bailey, Hillman, Arent and Petitpas (2013) conducted a scientific review of the evidence related to the benefits that PE, sport, and PA have on human development more broadly. They re-conceptualised the benefits of these as 'human capitals' given the valuable contributions PE, sport and PA



have at an individual and social level. The six different domains of capital are: 1) physical; 2) emotional; 3) individual; 4) social; 5) Intellectual; and 6) financial:

1. Physical Capital: The direct benefits of sports and physical activity to physical health and human function, including the prevention and mitigation of non-communicable diseases and conditions, such as heart disease, diabetes, cancer, and obesity.
2. Emotional Capital: The psychological and mental health benefits associated with sports and physical activity, including increased levels of self esteem and self efficacy, reduced depression and anxiety, reduced social isolation, and a greater ability to process stressful events (Fox, 2000; Hassmén, Koivula & Uutela, 2000).
3. Individual Capital: The elements of a person's character – e.g., life skills, interpersonal skills, values – that accrue via participation in play, sports and other forms of sports and physical activity. Reported benefits in this area include teamwork, co-operation, moral and social responsibility, and resilience.
4. Social Capital: The outcomes that arise when networks between people, groups, organisations, and civil society are strengthened because of participation in group-based physical activity, play, or competitive sports. This domain of capital includes the development of both prosocial behaviours and social inclusion through participation in physical activity (Long & Sanderson 2001; Sandford, Armour, & Warmington, 2006).
5. Intellectual Capital: The cognitive and educational gains that are increasingly linked to participation in sports and physical activity. This feature of capital focuses particularly on the effects of regular exercise on cognitive functioning, on subject-specific performance at school, and on general academic achievement (Bailey & Reeves, 2013; Bailey et al., 2009).
6. Financial Capital: Gains in terms of earning power, job performance, productivity and job attainment, along with reduced costs of health care and absenteeism/ presenteeism (*i.e.*, lower productivity among those who are present) that are linked to regular sports and physical activity participation.

capital is dependent on people undertaking regular participation in sport and PA. So, children need to experience PE in a positive manner to help make this happen.

## **Moving towards a primary Physical Education coaching workforce?**

It has been acknowledged that many primary school teachers find primary PE a difficult subject to teach (e.g. see Price, 2008; Sloan, 2010). It has been suggested that some primary teachers have little interest or enthusiasm for the subject given that they themselves had no enthusiasm or interest in PE as children (Morgan & Burke, 2008). In fact, some teachers have made it clear that they actively dislike PE as a consequence of negative experiences as children (Curtner-Smith, 1999). Also, because of the limited time teachers receive for PE training, it is unsurprising that many have low confidence levels and low perceptions of competence due to a lack of the necessary knowledge and skills that enable them to deliver high quality PE (Morgan & Hansen, 2008). It is a combination of these issues that have helped lead to a substantial increase in sports coaches being given responsibility for the delivery of PE in England.

Several concerns have been raised regarding the increased levels at which coaches are being employed within primary schools. The main line of this argument is that most sports coaches have no formal teacher

training and therefore do not, perhaps, understand the key tenets of planning, delivery, inclusion, and assessment. Essentially, coaches only require the completion of a National Governing Body of sport coaching qualification to be able to deliver primary PE, which is in no way comparable with a teacher training qualification. Coaches themselves have previously acknowledged gaps in their knowledge working in schools (Parnell Stratton, Drust & Richardson, 2013) centred on National Curriculum requirements (Blair & Capel, 2011). However, because of recent developments in the training and professionalisation of the coaching workforce, previous arguments made seem less valid.

The ambition to make coaching more professional has been a key agenda item for the sports coaching movement (Sports Coach UK) in the United Kingdom (UK) for the past decade. Skilled graduates exiting the many sports coaching degrees available highlight the growing status of the profession. Such motivations in the UK have been mirrored internationally; the International Council for Coaching Excellence (ICCE) leads and develops sport coaching globally and has, for some time now, promoted international relationships for those engaged in coaching education. Such an ambition has led to knowledge exchange in the field of coaching, greater promotion and utilization of research and professional publications in the field of coaching education (ICCE, 2015).

In England, with the realisation that coaches working in primary schools are becoming common practice, qualifications have been developed that advance coaches knowledge of the National Curriculum, and the associated skills required of a teacher in a PE context. Considering this, it could be argued that sports coaches are now better placed to deliver high quality primary PE than generalist teachers. However, this is not to say that primary teachers have no place in the delivery of PE. In fact, we argue the opposite: for children to have the best possible experience of PE, we suggest that coaches and teachers work in partnership.

## **Fostering a positive relationship between coach and teacher/school**

Those who operate within primary schools will recognise the impact of the cultural tenets of the school in contributing to teacher perceptions, attitudes and behaviours towards specific elements of the curriculum, of which PE is not immune. Indeed, many people will recognise the ex-sports playing head teacher who ensures PE and school sport feature as a priority in the school or the disengaged and unenthusiastic head teacher who regards PE as less important. Either way, such leadership means head teachers act as cultural custodians so when a teacher, or coach, joins a school, and they endeavour to 'fit in' (organisationally socialise), the culture of the school is key to developing an interest in, and prioritisation of, PE (Zeichner & Gore, 1990).

Much has been written within the academic literature surrounding the impact of coach and athlete/participant relationships on performance, personal, health and social outcomes, including the relationship between sport coaches working in schools and children (Parnell et al., 2013). However, it would appear that this is not the only relationship that plays a contributory role in developing quality with a school's PE provision, as it appears teachers and coaches need to work together to delivery high quality PE.

Recent research supports the idea that coaches and teachers recognise the importance of building a positive relationship and rapport (Parnell et al., 2015). This relationship should allow both stakeholders to employ their instincts, to 'fit in', share, learn, and adapt to enhance the positive experience for children in PE (Kuzmic, 1994). This can range from coaches sharing their expert knowledge in a sport, to teachers

sharing school-led behaviour management approaches. If PE is to impact – i.e. support children across the ‘human capitals’ then there must be strategic congruence between teachers and coaches to focus their purpose on increasing the quality of PE.

## Primary Physical Education going forward

It would seem the Government has a number of options for primary PE in England that are perhaps pertinent for many other countries to consider. The first point (and we argue absolutely necessary) is to provide continued investment and commitment to the subject. We argue this means providing both a national framework for primary PE training and a minimum time requirement for PE training that *all* providers must adhere to. This would then be supported by ongoing professional development for teachers in schools, with specifically focused PE support in a teacher’s first year.

Secondly, we argue for considerably more investment in qualified primary PE specialist teachers. This has been a continual call within the profession for over four decades and would help to alleviate some of the ‘serious trouble’ (Sloan, 2010, p. 269) the profession finds itself in. These specialists could teach (some) PE but, most notably, support and mentor their generalist colleagues in order to boost their confidence and competence to deliver PE. Such a policy also reduces the school’s reliance on an external coach. Two key advantages of having class teachers teach their own class PE is that they know their children very well and can include PE, fully, within the working week and the term’s schemes of work. Thus, in cross-curricular terms PE *contributes* appropriately to pupils’ development (of, for example, their vocabulary) and benefits *from* other subjects (e.g. music in helping them understand rhythm in dance). Furthermore, where a school continues with the employment of external sports coaches, the PE specialist can, and must, act as a (knowledgeable) point of contact helping to bridge any gaps between coach and school; this will help ensure PE remains tied in to the rest of the curriculum for example.

Given the inevitable time lag to develop national coverage of primary PE specialists we argue for the development and enhancement of relationships between external sports providers and teachers through effective and on-going partnerships. Schools employing specialist coaches are, rightly, concerned about the sustainability of current Government spending on School Sport. Should this Government support cease, it could leave schools with teachers whose skill-set is not appropriate or supportive for high quality PE. In the same way as PE specialists’ would improve the pedagogy and knowledge of their colleagues, sports coaches should be employed to work *with* teachers who must be given the time to work with coaches. Indeed we suggest all coaches employed in a Primary school, delivering curriculum PE, must have a high level, nationally recognised qualification that includes pedagogical elements.

## Conclusion

Ensuring that children have a positive PE experience should be the primary goal for any teacher given the short and long term benefits regular PA provides. However, as we have argued, this is not always a straightforward or simple process. Firstly, teacher training does not adequately prepare teachers to deliver high quality PE. This is problematic as many teachers enter the profession with little confidence or competence to teach the subject. Therefore, the deployment of sport coaches to teach PE can result.

While coaches often have high levels of sport-specific knowledge, their knowledge and understanding of the National Curriculum, inclusion, and planning and assessment processes is questionable. Presently, coaches have much to offer the delivery of primary PE, but given their possible weaknesses as well as doubts about the long term resourcing of School Sport that fund them, coaches involvement should be *alongside* teachers. A partnership approach allowing both parties to profit from professional development opportunities seems an effective way forward.

If primary PE is to be positive and meaningful for all pupils there are no easy, quick, fixes; however we suggest expectations for the training of primary teachers and coaches in PE are raised with a concurrent increase in the time provided for training. Schools will need guidance and reassurance so they can plan for the longer term, confident in the sustainability of their work where staff training in PE is paramount. Whichever way the future leads, it is clear that partnership, in some form, is going to be central to success, and those involved will need the expertise to bind effective and sustainable relationships together.

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The Special feature of this edition, *Critical Pro-Activism and the "Brighton Effect" for Transforming Sport and Physical Education*, provides a unique collection of different perspectives on how to operationalise critical engagement and activism for social transformation in and through sport. The Current Issues section offers articles on the relationship between physical activity and educational success and a critical perspective on the provision of Physical Education in English Primary Schools.

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