



INCLUSIVE AND INNOVATIVE APPROACHES TO PHYSICAL EDUCATION AND SPORTS TRAINING

Good practice handbook,
No. 8

Enlarged Partial Agreement on Sport



Accord partiel élargi sur le sport

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

INCLUSIVE AND INNOVATIVE APPROACHES TO PHYSICAL EDUCATION AND SPORTS TRAINING

Good practice handbook
for the sports movement

Ana Žnidarec Čučković

Good practice handbook No. 8
Council of Europe

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Contents

FOREWORD	5
ACKNOWLEDGEMENTS	7
INTRODUCTION	9
1. Values in sport and physical education	13
1.1. Tolerance and diversity in sport	13
1.2. Bled conference results	15
1.3. Adequate PE policy objectives	17
1.4. How can sport contribute to learning and social change?	20
1.5. Recommendations	24
2. What is needed?	27
2.1. Social and emotional intelligence	27
2.2. From intention to result	28
2.3. Pedagogical approaches	31
2.4. Competences for democratic culture (CDC)	39
2.5. Values and principles	44
3. How can it be done?	49
3.1. The worth of PE	50
3.2. Professional development	51
3.3. Approaches to teaching	54
3.4. Best practice and ideas to promote tolerance and diversity	56
3.5. Seeing the framework, context and core	67

4. Training units	69
4.1. Mapping it all out, playing with definitions – what should PE be?	69
4.2. Reality – ills of PE and sport	79
4.3. PE and sport for democracy and human rights	81
4.4. Competition versus co-operation	84
4.5. Discrimination and violence in sport	87
4.6. Conditioned/modified physical games for ethical development	90
4.7. Teaching styles that support human rights and democracy	93
4.8. Empathy and expectation	97
4.9. From intention to results (TASKs)	100
5. Conclusion	103
BIBLIOGRAPHY	105
APPENDIX I: THE UNIVERSAL DECLARATION OF HUMAN RIGHTS	109
APPENDIX II: DECLARATION OF THE 2015 BLED CONFERENCE ON TOLERANCE AND DIVERSITY THROUGH PHYSICAL EDUCATION AND SPORT	117
ABOUT THE AUTHOR	123

Foreword

Based on the universal spirit and integration of significant progress in the field of physical education and sport, the Council of Europe, the Enlarged Partial Agreement on Sport (EPAS) and their member states are continuing their efforts in this area to work together towards creating examples of good practice in and through sport with relevant pedagogical contributions. The introduction of universal principles such as fair play, gender equality, peace, non-discrimination, human rights and social inclusion in and through sport, the benefits of physical activity, the sustainability of sport, the inclusion of persons with disabilities and the protection of children represent some of the main highlights. Special attention is centred on the main applications of the UNESCO Sport Charter:¹ advocacy, developing or sharing indicators and other monitoring and evaluation tools, education programmes, exchange of good practice and capacity development.

In accordance with the above, EPAS co-organised a political conference entitled “Tolerance and diversity through physical education and sport” with the Ministry of Education, Science and Sport of the Republic of Slovenia and the Planica National Sports Institute. It took place on 19 and 20 November 2015 in Bled, Slovenia. The conference’s aim was to increase awareness of the role of physical education and sport in promoting diversity, tolerance and intercultural dialogue in European societies and in developing a democratic culture, and these were the focus of the political debate. The conclusions, reflected in the conference declaration, can provide impulse and guidance for further steps at national level.

1. See www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/sport-charter (accessed 25 October 2017).

An understanding of sport and physical education as vehicles for connection in one's educational development gives us the wider picture of this holistic process and a wider recognition of their positive contribution. Fully utilising the potential of physical education and sport requires first and foremost a sincere commitment and co-operation on the part of the educational professionals, experts, practitioners and academics, as well as associations, institutions and organisations that administer and support sport.

Examples of good practice exist, and they can be of practical use to policy makers and practitioners on the ground. At the same time, they show that physical education and sports can make an unquestionable contribution to any subject in educational systems. Through the promotion of mutual respect, tolerance and understanding in bringing together people of different genders, races, religions, ages and economic backgrounds, this area represents a positive contribution to society by tackling one's attitudes to, skills in and knowledge of the whole question of discrimination, prejudices and stereotypes.

This addition to the series of handbooks on good practice gives a practical look at the political commitment made by Council of Europe member states to the relationship between physical education and sport and education generally. By using concrete examples, EPAS hopes this handbook will provide the necessary tools to build a bridge of understanding and create tangible benefits that can kick-start the necessary changes.

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Ana Žnidarec Čučković

Introduction

If you can't fly then run, if you can't run then walk, if you can't walk then crawl,
but whatever you do you have to keep moving forward.

Martin Luther King

Despite the large amount of research and literature on physical education, there is no internationally agreed definition or statement of its function. In addition, physical education and sport share a great deal in common, though many people see essential differences. Since the distinction between physical education and sport continues to be debated (Bailey 2005; Murdoch 1990; Whitson and Macintosh 1990), it is important to clarify the use of the terms here. This handbook is based not only on international conventions, policy documents and research outcomes, but also on the educational background, expertise, professional experience, pedagogy and work of the author and her associates in creating this book. Within these pages, readers can find holistic exploration of physical activity/education/sport driven by the interdisciplinary scientific dimensions that pedagogy and kinesiology bring to education.

The handbook begins with an introduction by Executive Secretary, Mr Stanislas Frossard, on the efforts and achievements of the Enlarged Partial Agreement on Sport (EPAS).² He explains the important contributions that are described in more detail later in the handbook. Readers will have an opportunity to identify how far they have drifted from this topic and where they stand in their professional lives. This introduction will motivate readers to discover how to improve or get inspired in their own practice, and how to help others.

2. See www.coe.int/epas (accessed 25 October 2017).

The first chapter, Values in sport and physical education, sets out the framework of reference for this topic. It deals with the terms of reference from EPAS and explains certain related topics in detail. The main focus is on the outputs of the “Tolerance and diversity through physical education and sport” conference which took place in Bled, Slovenia, in 2015. The priority was to increase awareness of the role of physical education and sport in promoting diversity, tolerance and intercultural dialogue in European societies and in developing a democratic culture. Readers can easily follow the debate and the result in the form of the declaration (see Appendix II).

Chapter 2 explores the question “What is needed?” so this chapter explains the bridge. Sometimes it is difficult to transform content into the learning outcomes and competences that we want students to develop. Here, therefore, readers are provided with scientific pedagogical approaches and tools that can help them to understand and build this bridge in real social contexts, with an explanation of Competences for Democratic Culture (CDC) and how they complement physical education and sport. Equally important, there are threads on sports values and principles, which are the fundamental building blocks.

In Chapter 3, entitled “How can it be done?”, the reader is offered possible solutions found in methodology and through continuous professional development. The identification of a teacher’s or coach’s competences, with their application in the field and constant professional development, are described through examples of good practice (Pestalozzi Programme Sport Module,³ EPAS handbooks⁴ and others). Chapter 4 brings together nine training units which are directly applicable in practice and will hopefully spark motivational and brainstorming options for those in the field.

Chapter 5 presents the combined conclusions. Through the exploration of this large spectrum of understanding, knowledge, circumstances and experience, readers can gain a variety of applicable options for inclusive and innovative approaches to physical education teaching and sports training in their own setting and conditions.

3. See www.coe.int/en/web/pestalozzi/modprev (accessed 25 October 2017).

4. See www.coe.int/t/DG4/EPAS/Publications/publications_collection_handbook_en.asp (accessed 25 October 2017).

This handbook does not claim to present a comprehensive evaluation of the good practice initiatives that it describes. Instead it should be understood as a piece of research showing the possibilities of further development in this area. Whenever possible, the author has tried to concentrate on proven statements and initiatives according to competence-based criteria in today's society. The focus is as much on values as it is on competences: values related to anti-discrimination, human rights, democracy, effectiveness, sustainability, impact, transferability, review, assessment and participation of all those involved in the educational process, whether formal, non-formal or informal. In addition, we include a set of recommendations, with the strengths, weaknesses and potential barriers that readers could face in their everyday practice.

We hope to broaden and deepen readers' knowledge of the requirements of physical education and sport pedagogy in contemporary national and international contexts. We have tried to develop a high level of critical understanding of physical education and sport pedagogy regarding models-based practice, critical pedagogy, policy implementation and realisation, and occupational socialisation. Creating the opportunities to develop the skills of enquiry and to demonstrate specialist research competence in some aspects of physical education and sport should strengthen one's skills in creative thinking and the ability to work collaboratively, thus enabling entry to (or consolidation within) positions in executive bodies, research agencies, consultancies and educational institutions in physical education and sport. All this is necessary to create a basis for lifelong learning with contributions, partnerships and creative appreciation of the theory and practice of physical education and sport.

1. Values in sport and physical education

The values that were listed near the end of the Introduction are the foundations of a tolerant and civilised society. They are indispensable for European stability, economic growth and social cohesion. The work of EPAS in the field of sport has the aim of translating those values into the reality of sport.

Sport and physical education (PE) are important in helping to raise future generations in the spirit of the core values promoted by the Council of Europe. Sport means respecting the rules and giving everyone an equal chance of taking part; it incorporates the concepts of friendship, respect for others and sporting behaviour.

Transformation in societies requires active participants who, endowed with certain assets, can effect the change. PE and sport are powerful tools to create changes in society. To promote positive values, attitudes and behaviours, as well as tolerance and respect for diversity, we must instil them in PE and sports. One of the tools of change is excellence in the practice of teachers and coaches. They are the key to creating and maintaining appropriate programmes for students and young athletes. By recognising and promoting key cultural values, attitudes and behaviours through PE and sport, they can effectively support tolerance and diversity in sport.

1.1. Tolerance and diversity in sport

The promotion of diversity in and through sport has been a thematic priority for EPAS for many years, and will continue to be. By organising various seminars and conferences, EPAS has been able to initiate and facilitate debate and promote awareness of this topic. The EPAS Conference on Tolerance and Diversity through Physical Education and Sport, held in Bled, Slovenia, in November 2015, aimed to increase awareness of the role of PE in promoting diversity, tolerance

and intercultural dialogue in European societies, developing a democratic culture and translating these values into the reality of sport. The participants are now building the foundations for a more tolerant and civilised society.

At the beginning of 2014, EPAS and the Pestalozzi Programme of the Council of Europe launched the training project Physical Education and Sport for Democracy and Human Rights. This programme, designed for PE teachers in schools and sports coaches, enabled the successful creation and management of values-based physical education and sports activities.

PE consists of several dynamic processes that include the interactive and interdependent engagement of participants. One way of describing the difference between traditional PE or sport and the new holistic approach distinguishes learning to move and moving to learn. “Learning to move” includes the skills, techniques and understanding required for participation in physical activities: knowledge and control of your own body, its range and/or its ability to move. “Moving to learn” puts PE into the context of resources for learning: for example, participation in physical activities; social skills; management of competition and co-operation; implementation of strategies and tactics; troubleshooting; application of moral and aesthetic judgment; knowing when to employ these different procedures and appropriate behaviours, and why; and the effective relationships between exercise, the participants’ own health and the well-being of the environment. This approach is what Hardman calls “Quality Physical Education” (Hardman et al. 2013).

In the summary of its recommendations to governments, the Sport for Development and Peace International Working Group states:

Sport can be used as an important means of advancing human rights. The explicit mention of sport, play and physical activity in many international human rights instruments underscores the centrality of these activities to human health, development and well-being and establishes a strong and compelling foundation for Sport for Development and Peace. (SDP IWG 2008)

Sport and PE can be tools for the development of individuals and communities and they can support the acquisition of new knowledge and skills (soft skills), including a wide range of competences that are used in everyday life. They can also make a significant contribution to lifelong learning, which is meant to have an impact on developing the knowledge-based society, enabling citizens to improve their knowledge, skills and attitudes.

The original Sport Charter (UNESCO 1978)⁵ was revised by government experts and practitioners, sports organisations, academia and non-governmental organisations (NGOs). This new version was carefully examined in sessions of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) and its Permanent Consultative Council (PCC), as well as UNESCO's Executive Board. It is a follow-up to the Declaration of Berlin that was adopted by 600 participants from 121 countries, as an outcome of the 5th World Conference of Sport Ministers (MINEPS V). The International Charter puts PE, physical activity and sport at the service of human development, and urges everyone – but especially governments, intergovernmental organisations, sports bodies, non-governmental entities, the business community, the media, educators, researchers, sport professionals, volunteers and participants, their support personnel, referees and families, and spectators – to commit to and disseminate this charter, so that its principles can become a reality for all human beings.

1.2. Bled conference results

During the conference in Bled in 2015, five focused debates took place in which participants were asked for possible solutions to the challenges of current practice, based on the values of physical education and sport in Europe.

The focused discussions were organised according to the “world café method” with one or two facilitators and six to ten participants at each table in three 20-minute blocks, with the possibility to change table after each block.

The discussion topics included: the situation and role of PE in schools, and the objectives of PE and policy instruments for the advancement of the practice of PE. Also, two special discussions examined in more detail the impact and contribution of co-operative learning and social change in various sports such as football and water sports.

5. See www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/sport-charter (accessed 25 October 2017).

Expectations of PE classes have changed and grown. Emphasis is placed on tolerance and respect for diversity. In the focus groups the following issues were identified:

- ▶ Are PE teachers prepared for what is expected of them to promote tolerance?
- ▶ Which values drive PE in today's society?
- ▶ Do we have the necessary infrastructure and equipment to achieve these objectives?
- ▶ Does the financial plan provide sufficient funding for PE and sport?
- ▶ What should the school curriculum include in terms of PE and sport?

Participants agreed that PE and sport need qualified and competent teachers and coaches in schools and sport activities. PE teachers are indispensable in primary schools and should work together with the classroom teachers to connect physical activity with other content. Education policy and curricula should reflect the fact that PE is a core subject in schools, just like reading, writing or numeracy. Physical and health education, together with arts subjects, should represent the key to promoting civic education and democratic and human rights.

The World Health Organization (WHO) together with many associations of medical doctors are clearly asking for 60 minutes of physical and health education every day. The lack of infrastructure should not be used as an excuse for not having physical and health education lessons. Participants proposed other creative solutions that could still ensure safety for students, such as classrooms, corridors, space in front of the school, parks and forests.

Money can be used as an excuse for not ensuring suitable conditions for teaching. PE should have secure funding. Co-operation between teachers and administration can be facilitated by an annual plan that includes activities assumed by the school curriculum and their costs. By defining needs for equipment and infrastructure, a budget can be determined for the next school year. A quality assurance system can trace the costs, and thus the implementation of the content and outcomes defined by curriculum can be controlled.

At the Bled conference in 2015, discussion was based on understandings of the definition and objectives of PE⁶ and sport⁷ in the school setting. Among the best-practice examples and ideas to promote tolerance and diversity through value-based physical education and sport, some benefits of PE and sport were identified as health, positive impact on daily habits, motor skills, competition versus co-operation, movement and choice, as well as fitness tests that incorporate assessment with cohesion and inclusion. The PE and sport sections of curricula should have objectives that include social competences as standard. Curricula should combine theoretical with practical knowledge and define requirements appropriate to the research conclusions and best practice of that country. The methods used must include debriefing, that is, conversational sessions that revolve around the sharing and examining of information after a specific event.

An understanding of tolerance and diversity is crucial for the development of society. The PE and sport elements of school curricula should follow the idea of lifelong learning, developing knowledge-based lessons and enabling students to improve their knowledge, skills and attitudes to enhance civic engagement and social cohesion. The objectives of PE must be explored in different contexts. The wall between the classroom and the gym should be destroyed. PE should be an integral part of the education for citizenship and civic values.

1.3. Adequate PE policy objectives

Diversity is a natural aspect of modern societies, and PE and sport can play an important role in helping people to learn how to live together in diverse communities. If qualified players at the political and practical levels create and

-
6. Bailey and Dismore (2004) surveyed over 50 countries to generate a “functional definition” (that is, a description of what happens rather than an analytical account) of physical education: “those structured, supervised physical activities that take place at school and during the school day”; or, in England and Wales, “Physical education is a statutory area of the school curriculum, concerned with developing pupils’ physical competence and confidence, and their ability to use these to perform in a range of activities” (DfEE 2000: 129).
 7. “Sport means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels” (European Sports Charter).

implement the standards outlined above, sport and PE have great potential to teach respect for diversity. Such respect ensures the involvement of young people through learning and participation in social and civic activities, creating an inclusive society and improving the tolerance and mutual understanding of its members.

PE and sport play an important role in building and maintaining society and communities. In particular, they are tools to raise awareness of democratic and human rights and develop relevant attitudes. Co-operation among various sectors of society, particularly between sport and education, is very important if sport is to achieve its highest potential impact in promoting these values of democratic and human rights. PE and sport are also an important economic factor, not only as physical investment, but also the psychological, mental, social and intellectual capital of citizens. PE and sport can be used to develop “physical literacy” and civic engagement, combining and connecting physical abilities with learning based on values and communication, and enhancing cognitive processing. These benefits allow us to question prevailing prejudices and stereotypes related to sport, which is a great start to lifelong civic participation and physical health. Learning through PE and sport should be encouraged and improved by pedagogy.

One proposal for implementing the concept of lifelong learning tools is “to offer tailor-made learning forms to citizens in order to enable them to develop new competences; the idea being to explore new educational forms which complement each other, as new qualifications are essential for achieving economic competitiveness” (Andonova, Acs and Holmes 2013).

Recommendation CM/Rec(2010)7 of the Committee of Ministers⁸ on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education was signed and accepted by all member states of the Council of Europe. Section II, on objectives and principles, says:

- ▶ The following objectives and principles should guide member states in the framing of their policies, legislation and practice.

8. See https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cf01f (accessed 21 October 2017).

- a. The aim of providing every person within their territory with the opportunity of education for democratic citizenship and human rights education.
- b. Learning in education for democratic citizenship and human rights education is a lifelong process. Effective learning in this area involves a wide range of stakeholders including policy makers, educational professionals, learners, parents, educational institutions, educational authorities, civil servants, non-governmental organisations, youth organisations, media and the general public.
- c. All means of education and training, whether formal, non-formal or informal, have a part to play in this learning process and are valuable in promoting its principles and achieving its objectives.
- d. Non-governmental organisations and youth organisations have a valuable contribution to make to education for democratic citizenship and human rights education, particularly through non-formal and informal education, and accordingly need opportunities and support in order to make this contribution.
- e. Teaching and learning practices and activities should follow and promote democratic and human rights values and principles; in particular, the governance of educational institutions, including schools, should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders, including parents.
- f. An essential element of all education for democratic citizenship and human rights education is the promotion of social cohesion and intercultural dialogue and the valuing of diversity and equality, including gender equality; to this end, it is essential to develop knowledge, personal and social skills and understanding that reduce conflict, increase appreciation and understanding of the differences between faith and ethnic groups, build mutual respect for human dignity and shared values, encourage dialogue and promote non-violence in the resolution of problems and disputes.
- g. One of the fundamental goals of all education for democratic citizenship and human rights education is not just equipping learners with knowledge, understanding and skills, but also empowering them with the readiness to take action in society in the defence and promotion of human rights, democracy and the rule of law.

- h. Ongoing training and development for education professionals and youth leaders, as well as for trainers themselves, in the principles and practices of education for democratic citizenship and human rights education are a vital part of the delivery and sustainability of effective education in this area and should accordingly be adequately planned and resourced.
- i. Partnership and collaboration should be encouraged among the wide range of stakeholders involved in education for democratic citizenship and human rights education at state, regional and local level so as to make the most of their contributions, including among policy makers, educational professionals, learners, parents, educational institutions, non-governmental organisations, youth organisations, media and the general public.
- j. Given the international nature of human rights values and obligations and the common principles underpinning democracy and the rule of law, it is important for member states to pursue and encourage international and regional co-operation in the activities covered by the present Charter and the identification and exchange of good practice.

1.4. How can sport contribute to learning and social change?

Teaching in PE and sport implicitly offers possibilities of new knowledge, including skills and competences that will transfer to everyday life. Social competences that include gender equality, cultural pluralism and religious tolerance, for example, will form part of civic activities that can lead to social change.

The mission of PE and sport should include both the “learn to move” and “move to learn” approaches. The authorities should consider the need for global and holistic prevention and intervention, in order to encourage inclusive and innovative approaches. In teaching PE and sport, competent professional practitioners are required who specialise in working in different fields but within a specific concept of society. Educational approaches based on “fun and learn” should prevail over the concept of “win or die”.

Youth participation in sport and physical activity is just as important as improving the quality of learning through sport. PE should be a key part of school curricula. Complex and innovative educational approaches are needed to support the transfer of the necessary values into the wider context of society. Sports coaches and PE teachers should be trained to expand their knowledge and views beyond the physical and motor objectives of PE. The lessons of PE should be revised to include their value to the wider context of society.

Sports didactics and methodology should be further developed. According to Andonova, Acs and Holmes (2013), the teachers and coaches who adopt the non-formal approaches of *Move and learn* to teaching the concept of Education through Sport (ETS) use one of these four definitions:

- ▶ Definition 1: ETS is a method of developing key competencies in various aspects of life using sport and physical activities.
- ▶ Definition 2: ETS is a pedagogical approach that uses sport and physical activity as a vehicle to spread a set of values in order to develop specific competences which can improve different fields in/of life. ETS helps to enhance social, cultural, moral, ethical competencies to provide changes at personal, professional and social levels.
- ▶ Definition 3: ETS is a process of learning and teaching using personalised systems to provide skills, knowledge and experience in many aspects of life.
- ▶ Definition 4: ETS includes a learning process that uses sport and physical activity as a vehicle to implement real life skills and competences for individuals or groups.

According to research by Hartmann and Kwauk (2011), besides the visible physical and psychological effects, participation in sport can also have positive social and economic effects. Sport is considered as a way to combat poverty and unemployment, and to prevent crime and segregation. It may also enhance the empowerment and social connection of young people, especially those living in underprivileged environments. Hartmann and Kwauk believe that participation in sport and exercise improves social behaviour, helps to consolidate social relationships, serves as a vehicle to improve social and professional skills, and is also a tool to increase educational attainment.

Traditionally, participation in sports and PE promotes competition as a priority for the development of the participants. Educational objectives – such as the development of social skills, health, nutrition and civic education – are considered secondary to competitiveness and the improvement of motor skills. It is often believed that sports clubs are not responsible for the positive development of the person as a citizen, and that this should instead be the role of parents and schools. Technical staff focus on the organisation of sports events and developing the physical abilities of actors, which emphasises performance and competition as priorities. Young participants in competitive activities perform under pressure, while still lacking confidence and social skills. Concentrating on competition limits their ability to learn and to acquire other skills necessary for their complete development as human beings. As a result, society loses significant contributions to the prevention of violence and aggression, and to the promotion of positive values and interpersonal relationships.

The International Charter puts PE, physical activity and sport at the service of human development. Every individual in society has a basic right to physical activity and sport. Every person has the right to freely develop physical, psychological and social qualities and skills in order to achieve a desired level corresponding to their abilities and interests. Activities and training should in all cases be implemented without discrimination in any form. Participation in activities should be supported by the government as well as sports and educational institutions. The education system needs to balance and strengthen links between physical activities and other components of education, giving them the necessary place and importance. Ensuring the quality of PE teaching should be a priority of educational and sport institutions that play an integral role in the daily routine of children and young people.

Everyday engagement in physical or sports activities improves mental health and encourages self-confidence, self-esteem and (to use Albert Bandura's term) self-efficacy. It also lowers the risk of mental and physical illness. By developing a broader range of skills and qualities through PE and sport, every human being can establish better and stronger relationships in the community and family. The development of positive social attitudes and behaviour, as well as coexistence with people of different cultures or socioeconomic background, creates a sense of belonging and acceptance in the joint implementation of interests and common goals. PE and sport can make a significant contribution

to society in general, through health, social and economic dimensions, increasing productivity and enhancing civic engagement and social cohesion.

The organisers of PE and sport should also keep in mind the role they can play in eradicating poverty, strengthening democracy, human rights and security, promoting a culture of peace, non-violence and dialogue, resolving conflict, promoting tolerance, non-discrimination, gender equality, sustainability, environmental awareness, health and education, and supporting the role of civil society.

Programmes of PE and sports activities should be designed to meet the needs and personal skills of those who practise them throughout their lives. Those who create school and sports programmes in the area of PE and sport should be qualified and competent to teach the skills, attitudes and knowledge necessary for lifelong learning. Classes and activities need to be systematically monitored and evaluated through appropriate national agencies, in order to assess the worth of the programme to the intended beneficiaries.

It is the duty of all those involved in sport and PE to give attention to the overarching principle of sustainability, whether from an economic, environmental or sports perspective. Sales of sports equipment are growing and can have a global impact on the economy. The industry must take responsibility for the development and integration of social and environmentally friendly practices.

Governments and all stakeholders in the field of sports and PE should initiate and promote research in this whole area. Creating good-quality policy depends on the quality of information collected from various sources, including scientific and expert research, media monitoring and assessment of current and previous policies and programmes. It is extremely important to collect and publish, in a form that all stakeholders can understand, the results of research and other documents on PE and sport; there is a crucial role here that the media can play.

All those who perform and teach in the field of PE, physical activity and sport have a professional responsibility to ensure they have the appropriate qualifications, training and access to continuing professional development.

Physical activity requires adequate space and equipment, which should be maintained in accordance with user needs, taking into account environmental standards, climate, culture, gender, age and disability. The building and maintenance of suitable infrastructure are tasks for public authorities, sports organisations, schools and other institutions, working together. They should provide the conditions for PE and sport to be conducted in a safe environment that protects the dignity, rights and health of all participants. All participants, including administrators, teachers, coaches and parents, need to be aware of potential risks, hazardous or inappropriate methods of training or competition, and psychological pressures of any kind, they should be protected from abuse and they should work together to prevent violence, discrimination based on gender or race, and the promotion of harmful social norms and gender stereotypes.

All actors involved should take measures to prevent manipulation and corruption. Public institutions need to implement transparent business practices and good governance principles. Employers need to pay attention to the mental and physical health of their employees, and promote prevention strategies. Education of all concerned is essential for prevention, based on positive values and health.

A strategy for PE, exercise and sport is needed to balance and optimise the results of policies and objectives at different levels. National and local authorities, teachers, coaches, parents, referees, fans and other participants share responsibility for policy development. Those in authority need to adopt laws and regulations to govern development plans, guidelines and other measures to encourage PE, exercise and sport both nationally and, through international co-operation and partnership, in the service of development, peace, solidarity and friendship between communities and nations, as promulgated in the revised International Charter.

1.5. Recommendations

PE and sport are considered as strong and very effective tools for development, education and learning. There is a belief that they create life skills, social knowledge and skills, positive values and leadership qualities.

Coubertin's interpretation of Olympism in his memoirs is clear. He saw it as a "school of nobility and of moral purity as well as of endurance and physical energy – but only if ... honesty and sportsmanlike unselfishness are as highly developed as the strength of muscles" (Coubertin 1931, quoted in Armour 2011). Therefore, PE and sport should make a shift away from being exclusive (only for athletes) to an inclusive focus on content through education.

All members of the Council of Europe aim to promote a democratic and multicultural society. It is therefore necessary to enable students and teachers, athletes and coaches to acquire the knowledge and skills to promote social cohesion, values and respect for diversity, to prevent all forms of discrimination and to resolve disagreements and conflicts non-violently with respect for mutual rights.

We now have some guidelines for the implementation and further development of PE and sport, derived from the document "Best practice examples and ideas to promote tolerance and diversity through values-based physical education and sport", based on the outcome of discussions among participants at the Conference on Tolerance and Diversity through Physical Education and Sport, at Bled, Slovenia, in 2015. These are introduced in Chapter 3 of this handbook, with actual examples in Chapter 4.

Expectations differ according to context. Promoters of physical education have to bridge the gap between no expectations (the idea that PE is a subject with low value) and, at the other end, expectations that are in danger of overloading the curriculum (for example, that PE classes can make up for less physical activity outside school, or that PE teachers should identify talent, teach technical skills for Olympic sports and instil social behaviour).

This variety of expectations can be observed also at the policy level as ministers of sport often have to manage "sport for all" opportunities alongside high-performance and elite sport, professional sport, as well as political issues like safety, inclusion and equity.

Physical education teachers who have had training seem to have solid knowledge but there is a need for ongoing training on the job with regard to new or trending sports and social values.

National curricula should be revised to ensure the presence of elements that promote values like democracy, respect for human rights and dignity, rule of law, intercultural understanding, non-discrimination and non-violence.

We should strengthen the social psychology and pedagogical aspects in the training programmes of teachers or sports trainers, and focus on the words used to describe adversity and the interpretation of their meaning by youngsters. With regard to football, we should also consider the social aspect introduced by the behaviour of supporters, which can be extremely serious in some countries because of prevailing violence, racism or nationalism.

Finally there is a need to establish educational activities for unlicensed (voluntary) sports practitioners or instructors through ministries of sport, based on one-stop-shop principle for greater efficiency. This would not apply to national licence holders.

2. What is needed?

Physical education (PE) and sport form a key component of the Council of Europe's policies, and of its members' shared traditions and many educational systems. Many research studies suggest that PE and sport can make a valuable contribution to broader educational objectives but that, to date, they have not reached their maximum potential. Rethinking the role of PE and sport as a part of the broader educational experience of young people is therefore timely. Research suggests that appropriate and well-delivered PE and sport have a positive effect on children within educational environments (Bailey and Dismore 2004). Other works argue that the belief that participating in sport and PE adversely affects educational attainment is misconceived (Stead and Neville 2010; Lidner 1999) and that, under the right circumstances, participation can actually lead to improved academic performance (Bailey et al. 2009; Trudeau and Shephard 2008; Cornelißen and Pfeifer 2010).

2.1. Social and emotional intelligence

Alongside educational attainment, socio-emotional development can be enhanced by tackling three aspects: self-awareness, self-management and social awareness.

Building up something, whatever it is, requires a full range of skills, including cognitive, physical and affective skills. As a result, effective and successful activity comes from an accurate assessment of one's strengths and limitations as well as optimism and confidence that challenges can be overcome in the process.

Self-management is important at every stage. Any activity, especially making something new, is likely to involve developing goals on the fly, revising those goals and managing frustrations as the maker works through the task and learns new skills, processes and knowledge related to it.

A key area of social awareness is empathy: being a good listener and understanding other people's perspective.

Makers

For many of us, design thinking goes hand-in-hand with the maker movement and maker education. Cory Doctorow, a Canadian, started the maker movement, in which individuals learn by making while also acting co-operatively. It combines new technology with an artisan culture, but it builds on the ideas of educationists like Montessori and Fröbel. Not all making and building is about attempting to design solutions to community and world problems, but building in that respect has the potential to create more meaningful maker projects.

Furthermore, on a more practical level, it is worth thinking about making connectivity and interdependence the catalysts for all learning. It is not so important that every child is proficient. Sometimes it is appropriate to let students design their own quality criteria, and develop frameworks to help them understand what they are doing and how. We can mobilise learning by mobilising and empowering students, in communities they care about; and we can make classrooms into places where students want to be. Teaching and learning should not oversimplify. Sometimes, the traditional education system is arranged from the top down, but there is plenty of space for innovation. Why not start by giving students a voice to help overcome possible issues?

Those responsible for planning the professional development of teachers should consider offering them education in how to be active, entrepreneurial, responsible, flexible and ready to adapt to changing social and economic conditions. The main challenge is found in changing and influencing adults' mentality and attitudes towards education. The need to invest in teachers is undeniable because they are the individuals who guide our children throughout the education process and have a tremendous influence on their future. We need to respond today. Because today matters.

2.2. From intention to result

The concept of competence is a pillar of curriculum development and a driving force behind the process of change. It can be defined as "the development of complex capacities that enable students to think and act in various fields of

activity It consists of achieving knowledge in action, the result of a sound knowledge base that can be put into practice and used to explain what is happening” (Braslavsky, 1999). Competence-based learning is an approach to education that focuses on the student’s demonstration of desired learning outcomes as central to the learning process.

In a competence-based curriculum, exit profiles specify the types of situation that learners must be able to handle competently by the end of their education. Depending on the system of education or the subject matter, these types of situation are identified either on the basis of real-life or work-related situations or on the internal logic of the discipline in question. Competence as an organising principle of the curriculum is a way to bring real life back into the classroom (Jonnaert et al. 2007). It is thus a move away from the idea that the curriculum is mainly implemented by having students reproduce theoretical knowledge and memorise facts (the conventional knowledge-based approach).

If we are considering an approach that involves a whole school or any other educational institution, we should have in mind three crucial building blocks in achieving our goals. These three are interconnected: a classroom that is open and has a trust-based climate; a school that is governed in a democratic way; plus students and teachers who are developing transversal attitudes, skills and knowledge. All of these need to be reflected in the community through partnership and co-operation with local stakeholders. The benefit here for teachers is that professional development provides support for students’ learning progress, their participation, and the negotiation and decision-making processes.

European initiatives for developing skills start from Rethinking Education.⁹ This initiative was set up in 2012 to reform education systems across the EU to meet growing demand for higher skill levels and to reduce unemployment. The initiative focuses on three areas:

- ▶ quality,
- ▶ accessibility,
- ▶ funding.

9. See <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1389776578033&uri=CELEX:52012DC0669> (accessed 25 October 2017).

Reforms in these three areas should be designed to:

- ▶ raise basic skill levels,
- ▶ promote apprenticeships,
- ▶ promote entrepreneurial skills,
- ▶ improve foreign language skills.

The European Commission works with EU countries to strengthen key competences – the knowledge, skills and attitudes that will help learners find personal fulfilment and, later in life, find work and take part in society. These key competences include traditional skills such as communication in one’s mother tongue and foreign languages,¹⁰ digital skills, literacy and basic skills in maths and science,¹¹ as well as horizontal skills such as learning to learn, social and civic responsibility, initiative, entrepreneurship, cultural awareness and creativity. This provides us with a theoretical framework, but how does this look or how could it be applied in practice?

To meet this need, the Pestalozzi Programme of the Council of Europe delivered *TASKs for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge*, a handbook for professional practitioners in formal and non-formal educational settings.¹² For example, the title of one session in the Train the Trainers course, in the module Physical Education and Sport for Human Rights and Democracy, was “Building the bridge” and it was meant to immediately bring to mind for participants the idea of spanning a gap. The bridge represents the process of putting TASKs into practice. It can be difficult to transform content into learning outcomes and competence gained. This session aimed to make participants better able to develop activities that would contribute to the development of TASKs. The result was five different activities on the topic “Throw and catch” with different TASKs. These activities were posted on the Community of Practice – the online Pestalozzi Platform – to get feedback from other professionals in the Pestalozzi community. Handling TASKs might be challenging, but they give the professionals holistic transfer for each individual they work with.

10. See http://ec.europa.eu/languages/index_en.htm (accessed 25 October 2017).

11. See http://ec.europa.eu/education/policy/school/math_en.htm (accessed 25 October 2017).

12. See www.coe.int/t/dg4/education/pestalozzi/source/documentation/pestalozzi4_en.pdf (accessed 25 October 2017).

2.3. Pedagogical approaches

In the dissemination of new thinking about sport teaching, we can see the distinctions between “sport education” and the traditional approach to teaching sport, related to curriculum structure, content and focus, and pedagogical approaches with their relationship to learning objectives. Sport education emphasises greater depth of content by extending the time spent on one sport and expanding the curriculum goals. These usually include movement technique and tactical understanding, personal/social skill development, and cultural and social understanding. The model includes opportunities for learning not just for players but also for other roles in sport, such as coach, manager, referee and journalist. Sport education has grasped the need for a form of PE that offers students meaningful, authentic and differentiated participation.

With this understanding, sport literacy can be defined as the functional use of sport knowledge for active and engaged citizenship (Pill 2009). Remaining true to Peter Arnold’s definition of education in PE (Arnold 1979), sport literacy aims to integrate teaching and learning to value three kinds of learning: in, through and about sport. Learning in sport is about acquiring the sport skills that enable an individual to move and make tactical decisions efficiently and effectively in game situations; learning about sport is about recognising that sport is structured in certain ways to bring about certain results; and learning through sport is the embodied experience of play.

Furthermore, sport literacy has two principles for sport teaching: sport in PE can enhance students’ access to practices and ideas that can enable them to make a positive contribution to society; and sport helps students to understand themselves and the society in which they live. In promoting sport participation in school and beyond, PE is linked to the development of skills and understanding that enable the functional use of sport knowledge in active and engaged citizenship (Drummond and Pill 2011). By learning in, through and about movement, students come to understand that movement is integral to human expression, it contributes to people’s pleasure and it enhances their lives. They learn to understand, appreciate and move their bodies, relate positively to others and demonstrate constructive attitudes and values. This learning takes place as they engage in play, games, sport, exercise, recreation, adventure and expressive movement in diverse physical and social environments.

PE encourages students to participate in movement experiences that promote the development of physical and social skills, but also help them to learn and apply biophysical knowledge (anatomy, biomechanics, exercise physiology, sports psychology and nutritional principles) and skills. This enables students to understand how their bodies move in new contexts and environments. They gain biophysical and sociocultural knowledge (the social and cultural contexts in which movement takes place) and learn how to think critically about the body's place in society. By actively participating in contexts that involve challenge, students extend and test their spiritual, physical, mental and emotional limits, as individuals and as part of a group. Movement activities have a social and cultural heritage that can contribute to society and maintain societal assumptions. Applying a sociocultural perspective to movement contexts can create a learning environment in which participants address issues such as gender inequality in salaries or media coverage of specific sports.

Pedagogical knowledge is the teacher's deep understanding of the processes and practices in a method of teaching and learning. It includes: understanding the nature of the students, having strategies for evaluating students; and understanding the cognitive, social and developmental theories of learning and how they apply to the students in the classroom (Koehler and Mishra 2008). It involves "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organised, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction".¹³ In this context teachers can apply different perspectives, for instance: a sociocultural perspective, represented by the movement from developmental to sociocultural theories of learning based on an understanding of how learners' development is defined by their sociocultural experiences; a sociocritical perspective, which is inquiry-based and promotes a reflective nature to encourage critical thinking and challenge existing practice and assumptions; or a transmission pedagogy where the teacher has most of the knowledge and transmits it to the students. Some pedagogies are culturally unresponsive and have very limited usefulness. Good examples can be found in works of critical pedagogy, which Henry Giroux describes as an "educational movement, guided by passion and principle, to help students develop consciousness of freedom, recognise authoritarian tendencies, and connect knowledge to power and the ability to take constructive action" (Giroux 2010).

13. L. S. Shulman (1986), "Those who understand: knowledge growth in teaching", *Educational Researcher* Vol. 15, No. 4: 4-14, at p. 8.

Teaching styles

How can we promote worthwhile learning more effectively for the diversity of students in our classes? Teaching styles in PE have been analysed through Muska Mosston's remarkably successful Spectrum model.¹⁴ Its logic underpins the conceptualisation of PE teaching styles in many Western education systems, including those in the United States, Australia, Spain and the United Kingdom. This model evolved over several years and its emphasis on continuing to universalise the technocratic delivery of PE knowledge has taken hold in institutional culture. Spectrum can be a basis for professionals to analyse their own teaching and its effectiveness in reaching particular learning outcomes using one of 11 teaching styles.

- ▶ The Command Style is precision performance: reproducing on cue a predicted response, practice or performance following a set pace and rhythm. The teacher takes all the decisions.
- ▶ The Practice Style instigates the students' individual private practice of a memory/reproduction task while receiving private feedback from the teacher. Students carry out teacher-prescribed tasks.
- ▶ The Reciprocal Style develops a social interaction that reinforces the giving and receiving of immediate feedback, guided by specific teacher-prepared criteria. Here students work in pairs: while one is working, the other is giving feedback.
- ▶ The Self-Check Style develops independent practice of a memory/reproduction task; students engage in self-assessment, guided by established criteria.
- ▶ The Inclusion Style provides opportunities for continued participation of all learners in the selected task, regardless of their skill level. It accommodates varying levels of skill difficulty so that learners can survey the options, select an entry level of difficulty and make adjustments to their task level. Learners check their performance against the prepared criteria.

14. Description of teaching styles: www.spectrumofteachingstyles.org/ (accessed 25 October 2017).

- ▶ The Guided Discovery Style develops logical and sequential thinking: questions are designed in a logical and sequential series that leads a learner to discover a predetermined concept, principle, relationship or rule that was not previously known.
- ▶ The Convergent Discovery Style develops the cognitive capacity to discover a single anticipated, predetermined response to an unfamiliar stimulus by shuffling known information to produce the discovered anticipated response.
- ▶ The Divergent Discovery Style produces, within the same set of cognitive operations, multiple discovered responses to one or more unfamiliar questions or situations. Each learner produces multiple ideas that they did not previously know. Divergent Discovery seeks to expand the parameters of thinking about content beyond the known and expected.
- ▶ The Learner-Designed Individual Programme Style means the role of the teacher is to make general (subject matter) and logistical decisions for the learners. The role of the learner is to make decisions about how to investigate the subject matter or topic.
- ▶ The Learner-Initiated Style acknowledges learners' motivation and cognitive intentions to design their own learning experiences. The learner initiates a request to pursue a topic, with the complexities inherent in making all the decisions, defining the learning objectives and producing ideas. The learner decides the teacher's degree of involvement.
- ▶ The Self-Teaching Style is based on individual tenacity and the desire to construct one's own learning experiences. This teaching–learning style is governed by the individual's decision-making expectations and desires, and does not exist in schools or classrooms.

With this variety of styles, the teacher can really be creative by using mixed options while planning and making decisions. In teaching PE, the effective teacher is continually adjusting and reviewing the expected outcomes according to the needs and responses of students.

TEACHING STYLES IN PHYSICAL EDUCATION

Students vary in their levels of skill proficiency, maturity, independence, responsibility, and other aspects that impact their ability to learn. Teachers need to have a variety of tools in their “teaching belts” so they can create lessons where all students learn.

The teaching styles we present here have been slightly modified (and renamed to make them easier to remember) from **Mosston and Ashworth's** work. The main difference is that we promote the inclusion concept for each of the teaching styles rather than treat inclusion as a separate style. Using an inclusion approach in each style will allow all students to experience success, tackle challenges, and improve self-efficacy. Choosing a teaching style is based on your experience/ability, what the lesson is trying to accomplish, and the needs of your students. Both you and your students will enjoy having the variety.

1

Direct Teaching

Traditional method of teaching where the teacher leads the class through a task. Usually all students are performing the same task at the same time.

Advantages: Can be time efficient; Lots of practice opportunities; Good for introducing new skills.

Disadvantages: Difficult to provide feedback and variations to all students; Teacher centered.

Teacher's Role: To plan tasks, lead students through them, and provide feedback.

Learners' Role: To follow the teacher's “commands!”

2

Teacher Feedback

Students are assigned tasks (task sheets) with clear criteria and the teacher is free to roam around and give feedback.

Advantages: Teacher can provide specific feedback to individual students; Students can work independently.

Disadvantages: Difficult to provide feedback to all students

Teacher's Role: To plan tasks and provide feedback.

Learners' Role: To decide exactly how, when, and where to do task.

Source: Ana Žnidarec Čučković, 2017 (based on Mosston and Ashworth).

3

Peer Feedback

Students are placed into groups where students evaluate each other performing a task with clear criteria.

Advantages: All students receive feedback; Students learn by observing and analyzing other students' movements; Good for working on social skills; Teacher is free to circulate through the class.

Disadvantages: Tasks must be clear enough for students to do on their own; Students may not be able to provide good feedback to each other.

Teacher's Role: To plan tasks and provide specific criteria for how to perform each skill; To observe partners' abilities to work together and provide feedback to each other; To be available when needed.

Learners' Role: To take turns being the doer (performing the skill) and the observer (providing feedback according to the criteria).

4

Self Feedback

Students are given a task with clear criteria and evaluate their own performance. An iPhone app called iCoachview can be used to record and play back video and it allows for annotation, slow motion, and more.

Advantages: Students learn to analyze their own movement; Students are more independent.

Disadvantages: Lower skilled students may not be able to correctly analyze themselves.

Teacher's Role: Same as partner feedback except the teacher must determine the students' abilities to assess themselves.

Learners' Role: To do tasks that the teacher has planned and to evaluate their own performance of each skill.

5

Convergent Discovery

Students are given a problem that only has one solution and are allowed the opportunity to discover the answer themselves (**typically lower order skills**).

Advantages: Promotes the use of critical thinking skills; Good for working on social skills.

Disadvantages: Students need to be self motivated; Grouping students is more important.

Teacher's Role: To design the problem and provide tasks that will help the students discover the solution to the problem.

Learners' Role: To do tasks the teacher has prepared while working cooperatively to find the one solution to the problem.

6

Divergent Discovery

Students are given a problem that has multiple solutions and are encouraged to discover their own answer (**typically higher order skills**). For example, have students create a routine using dance moves they have learned throughout the unit.

Advantages: Promotes student creativity; Great for authentic assessments; Good for working on social skills.

Disadvantages: Students need to be self motivated; Grouping students is more important.

Teacher's Role: To design the problem and provide tasks that will help the students discover different solutions to the problem.

Learners' Role: To do tasks the teacher has prepared while working cooperatively to find a solution to the problem.

7

Jigsaw Learning

Students are placed into groups that are assigned to learn a specific skill. Once they have learned their skill, their group then teaches another group. So on and so forth. More information on jigsaw learning can be found on www.jigsaw.org.

Advantages: Teacher is free to circulate the class; Students teaching others is an effective learning tool; Good for working on social skills.

Disadvantages: Students need to be self motivated; May be difficult for lower skilled students.

Teacher's Role: To create tasks for each group and be available for feedback.

Learners' Role: To be willing to learn from their peers and teach others.

8

Student Teams – Achievement Divisions (STAD)

Students are placed in teams and are assigned a learning task along with the necessary resources. At the end of the specified time limit, students in each team are assessed and their scores are averaged to get a team score. Groups then participate in a discussion on how to improve, are given feedback, and then retry the task. At the end of the task, assessment is given again and team averages are compared to see if there are improvements.

Advantages: Focuses on cooperation and improvement; Students teaching others is an effective learning tool; Good for working on social skills.

Disadvantages: Students must be developmentally ready for the responsibility; Focuses on the product rather than the process; Specific students may dominate while others become bystanders.

Teacher's Role: Create tasks that require cooperation; Provide necessary resources to complete the task; Facilitate discussion after first task; Observe student interactions; Provide feedback.

Learners' Role: Work cooperatively; Focus on team improvement; Work independently of teacher.

Team Games Tournament

Similar to STAD except that the scores from team members are not added together. Instead, each score in the group is given a rank (highest to lowest) and these scores are then compared against the same rank from other groups (ie. highest score vs highest score, 2nd highest score vs 2nd highest score, etc.). Teams earn points for each winning comparison.

Advantages:	Focuses on cooperation and improvement; Students teaching others is an effective learning tool; Good for working on social skills.
Disadvantages:	Students must be developmentally ready for the responsibility; Focuses on the product rather than the process; Specific students may dominate while others become bystanders.
Teacher's Role:	Create tasks that require cooperation; Provide necessary resources to complete the task; Facilitate discussion after first task; Observe student interactions; Provide feedback.
Learners' Role:	Work cooperatively; Focus on team improvement; Work independently of teacher.

2.4. Competences for democratic culture (CDC)

Democracy cannot function without a culture of democracy.¹⁵ All democratic institutions are based on a culture that promotes democratic values, attitudes and practices. Regardless of any cultural divide, a culture of democracy includes an obligation to accept the rule of law and human rights, a commitment to transparency in the public sphere, the belief that conflicts should be resolved through peaceful means, respect for and recognition of diversity, a willingness and ability to express opinions and listen to other considerations, a commitment to accept the decisions taken by the majority, a commitment to ensuring the protection of minorities and their rights, and a willingness and desire to engage in dialogue.

Intercultural understanding and competence are more important than ever because they reveal the key issues in living together in today's culturally diverse societies. These issues are present every day and they are related to a lack of understanding within a society and between societies, causing permanent social ailments like discrimination, hate speech and intolerance.

Intercultural dialogue is extremely important as a tool in the democratic process, because it is a fundamental principle of democracy that people can express their views to achieve equality in civil decision making. Only when individuals consider each other as democratic equals, and respect mutual communication, can true dialogue be established. However, institutions can supply ways to enable citizens to exercise their democratic and intercultural competence.

Awareness and acceptance of intercultural competence is a key precondition for being a citizen. Competences are not acquired automatically, but are developed and learnt throughout life. The central aspect of education in multicultural societies is "civic education", which promotes and develops the coexistence of different cultures within a society and between societies. The development of these competences should be the vision of a democratic society.

15. See www.coe.int/en/web/education/competences-for-democratic-culture (accessed 25 October 2017).

According to the White Paper on Intercultural Dialogue of the Council of Europe,¹⁶ education not only plays a key role in preparing individuals for life but it also enables individuals to acquire the competences they need for effective participation in democracy and intercultural dialogue. Education provides an opportunity for all individuals to function as autonomous social beings who can choose and pursue their life goals. The Council of Europe's model for democratic competence is also intended for people with special educational needs, who have the same rights and basic freedoms as other students (Council of Europe 2016). Building competence is given priority over the traditional approach of teaching content-based curricula.

Pestalozzi Programme training seeks to develop transversal attitudes, skills and knowledge needed in democratic societies and to develop the following competences of educators:¹⁷

- ▶ critical observation from different perspectives;
- ▶ action based on respect for human rights and dignity;
- ▶ the ability to act democratically and to co-operate;
- ▶ understanding of diversity and the ability to live in diversity;
- ▶ understanding of the past and present, and the ability to project oneself into the future;
- ▶ the ability to communicate across all kinds and types of borders;
- ▶ critical, responsible and beneficial use of the media environment;
- ▶ the ability and readiness to continue to learn throughout one's life.

16. *Living together as equals in dignity*, Council of Europe, Strasbourg, 2008. See [www.coe.int/t/dg4/intercultural/source / white% 20paper_ final_revised_en.pdf](http://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf) (accessed 25 October 2017).

17. See www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Module/sport/BAD.pdf (accessed 25 October 2017) for Pestalozzi Programme, Basic Assumption Document for Module Series, 2015.

According to CDC (Council of Europe 2016), there are three main aspects of culture: the material resources used by members of society, social funds (language, religion, rules of social behaviour) and the subjective funds used by individuals (values, attitudes, beliefs and practices).

A second definition of culture is based on the approach to current problems within the group, because cultural groups can be very heterogeneous in themselves. Some groups accept a variety of different standards and practices that may often be disputed and that change over time. The standards and practices of individuals personalise the general consensus in their group. This can be seen as a total set of resources distributed across the entire group, but each member of the group appropriates and uses only a subset of its potential cultural resources, so groups of all sizes can have their own distinctive culture: nations, ethnic groups, religious groups, cities, neighbourhoods, work organisations, professional groups, groups of different sexual orientations, groups of persons with disabilities, generational groups and families. Everyone simultaneously belongs to and identifies with many different groups and cultures. Therefore, there is some variation within cultural groups, because resources are deemed to be linked to membership in the group challenged or rejected by various individuals and within subgroups.

Thus, intercultural situations arise when an individual or group is perceived as different culturally from themselves. When other people are perceived as members of a social group and its culture, rather than as individuals, they are usually categorised (and can be recognised) as members of a cultural group, subject to certain conditions. Dialogue can then be defined as an open exchange of views, on the basis of mutual understanding and respect, between individuals or groups who see themselves as having different cultural connections.

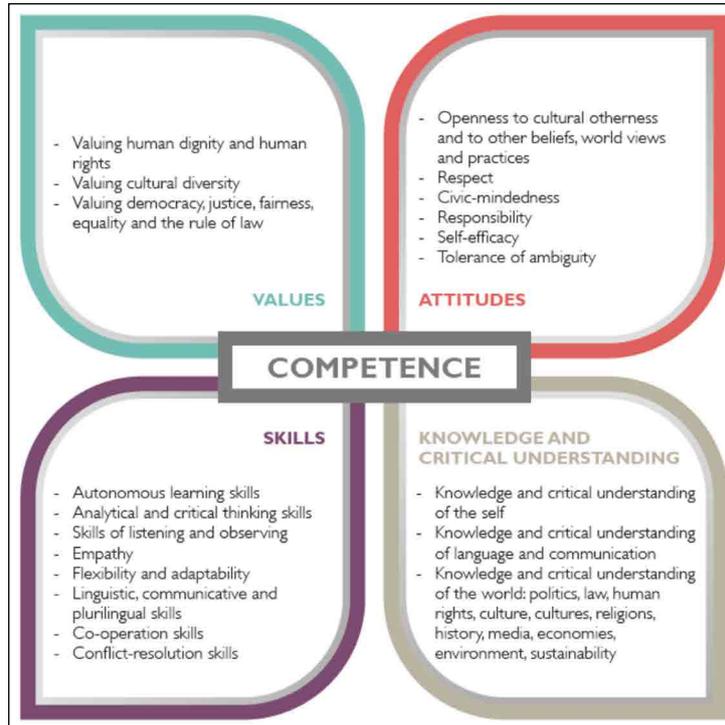
Hence, the current model of competence makes frequent reference to “people who are perceived to have different cultural affiliations from oneself” (rather than to, for example, “people from other cultures”). Intercultural dialogue is construed as an open exchange of views between individuals or groups who perceive themselves as having different cultural affiliations from each other. Intercultural dialogue is extremely important for fostering constructive engagement across cultural divides and for enhancing the cohesion of democratic societies, although full openness may be very difficult to achieve under some circumstances (Council of Europe 2016: 21).

Competences in nature are dynamic. This is because “competence involves the selection, activation, organisation and co-ordination of relevant psychological resources, which are then applied through behaviour in such a way that the individual reacts appropriately and effectively to a given situation” (Council of Europe 2016: 24).

A single competence is rarely used in isolation. Depending on the situation, competences are used with a number of other competences at the same time. During a single intercultural dialogue it is possible to mobilise many different competences. Such dialogue requires an attitude of openness to the other person or group. If during intercultural interaction a person finds that an interlocutor does not have common interests or feelings, they may need to overcome anxiety or uncertainty to continue the communication. After dialogue has begun, they will need to deploy careful listening, as well as language and communication skills, by responding to the content of the dialogue while meeting the communication and cultural needs that match the standards of everyone involved. Also, dialogue requires empathy as well as analytical skills and critical thinking. If there are irreconcilable differences between the positions of the interlocutors, tolerance of ambiguity is needed, both sides accepting the lack of clear definitions. Thus, effective and appropriate behaviour in the context of intercultural dialogue requires the mobilisation, co-ordination and implementation of a wide range of competences.

In the context of a democratic culture, the professional activities of an individual come into consideration when the person meets appropriately the requirements, challenges and opportunities presented by democratic and intercultural situations, and effectively mobilises and introduces some or all of the competences in four broad categories: values, attitudes, skills and knowledge, and critical understanding. Effective and appropriate participation in a culture of democracy requires 20 competences of each individual and society (Council of Europe 2016).

The 20 competences of democratic culture



Source: Council of Europe 2016: 7.

These are competences that are necessary to avoid people having difficulty in becoming effective civic participants and to foster their living in peace with each other as equals in their cultural and democratic societies. The term “culture of democracy” (rather than “democracy”) is used in this context to emphasise the fact that democracy cannot exist without democratic institutions and laws. Such institutions and laws cannot work in practice unless they have foundations in a culture of democracy. These foundations include a commitment to the rule of law and human rights, commitment to the public sphere, the belief that conflicts must be resolved by peaceful ways, recognition of and respect for diversity, willingness to express their own opinions, a willingness to listen to the opinions of others, commitment to the decisions taken by the majority, commitment to the protection of minorities and their rights, and a willingness to engage in dialogue regardless of cultural differences.

2.5. Values and principles

Sport ... has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination. (Nelson Mandela)¹⁸

Sport and recreation help to build communities through social inclusion, a sense of connection, shared experiences and shared achievements. Participation in physical activities and sport can support education and prevent negative social behaviour. Locally, such activities connect people and are a positive influence on physical and mental well-being in the community. Sports and recreational activities can contribute to the development of stronger social networks and more cohesive communities. Participants, volunteers and supporters meet with opportunities for social engagement, creating awareness and acceptance of differences between individuals and communities. The reward for social

18. Speech by Nelson Mandela at the Inaugural Laureus Lifetime Achievement Award, Monaco, 2000, available at http://db.nelsonmandela.org/speeches/pub_view.asp?pg=item&ItemID=NMS1148 (accessed 21 October 2017).

inclusion is shared experience, making individuals and the community stronger in the process. Many institutions and organisations – political, sporting, international, formal and informal – lay down the principles and values underlying their rules to improve the quality of democratic society.

Sport and physical activities can be a way of life and one of the components for creating active and cohesive society, as described in the Olympic Charter,¹⁹ which prescribes the values and principles that are the basis for Olympism and sport:

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles.

The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.

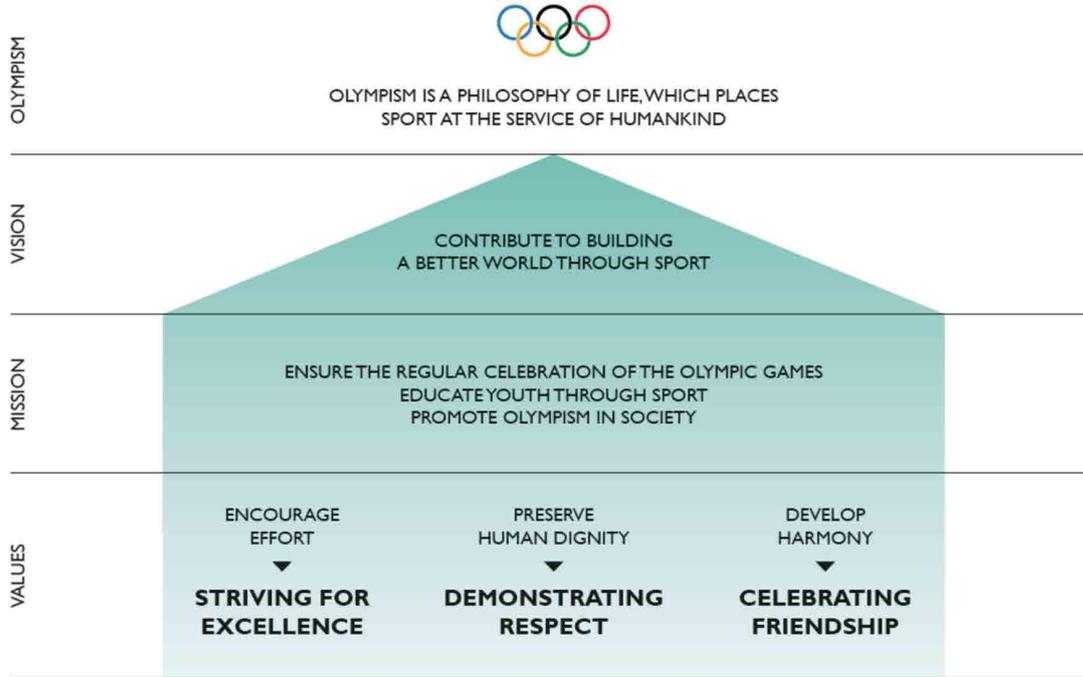
The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.

The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.

Any form of discrimination against a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement and the organisation, administration and management of sport must be controlled by independent sports bodies.

19. Olympic Charter (2015). See https://stillmed.olympic.org/Documents/olympic_charter_en.pdf, p. 13 (accessed 25 October 2017).

The Olympism platform



Source: Olympism platform, IOC, 2010, available at <https://www.olympic.org/factsheets-and-reference-documents/olympism-platform-and-olympic-symbol> (accessed 21 October 2017).

The three core values of the Olympic Movement, which inspire us on individual and organisational levels, are:²⁰

- ▶ Excellence: this value stands for giving one's best, on the field of play or in the professional arena. It is not only about winning, but also about participating, making progress against personal goals, striving to be and to do our best in our daily lives and benefiting from the healthy combination of a strong body, mind and will.
- ▶ Friendship: this value encourages us to consider sport as a tool for mutual understanding among individuals and people from all over the world. The Olympic Games inspire humanity to overcome political, economic, gender, racial or religious differences and forge friendships in spite of those differences.
- ▶ Respect: this value incorporates respect for oneself, one's body, for others, for the rules and regulations, for sport and the environment. Related to sport, respect stands for fair play and for the fight against doping and any other unethical behaviour.

Participation in organised sports and recreation has beneficial effects on social cohesion, educational outcomes and the physical and mental health of all participants. Participation in sports and physical activity by young people, the elderly, the disabled and people with special needs is important in improving their quality of learning and life. PE and sport can be tools to guide and empower participants in transforming the life of their society. PE and sport improve physical literacy and civic engagement, enhance cognitive processing and combine with it to connect physical abilities to learning based on values and communication.

20. See www.foxsportspulse.com/assoc_page.cgi?c=1-3653-0-0-0&slID=138368 (accessed 21 October 2017).

3. How can it be done?

We've bought into the idea that education is about training and "success", defined monetarily, rather than learning to think critically and to challenge. We should not forget that the true purpose of education is to make minds, not careers. A culture that does not grasp the vital interplay between morality and power, which mistakes management techniques for wisdom, which fails to understand that the measure of a civilization is its compassion, not its speed or ability to consume, condemns itself to death. (Hedges and Kumar 2009)

In education or when raising children we have sometimes abandoned previous principles of teaching and learning in order to gain factographical knowledge. Now we are accepting the principle that teaching and learning aim to gain applicable and transformative knowledge and skills, with attitudes and values that are open to innovations and upgrading in line with the rapid changes in society, culture, economy, science and technology.

A number of pedagogical factors contribute to achieving the goals of education: cognitive, affective and psychomotor development. The students' educational goals can be set in the promotion of co-operation, competition or individual effort, and each classroom or gym has a structured learning process with the purpose of achieving the set of agreed goals. Active learning strategies can link teachers and students in the preparation of classes, the students' work and evaluation of the results. Direct interaction between teachers and students enables a choice of diverse methods of work, which can build an appropriate and high-quality teaching process. An atmosphere of critical thinking is achieved through co-operative learning. This teaching method has, among others, its philosophical starting point in the development of thinking/opinion and content.

3.1. The worth of PE

PE is not limited to training in physical skills, and has more than just a recreational dimension. With involvement in many physical activities come knowledge and insight centred on principles and concepts such as “the rules of the game”, fair play and respect, tactical and bodily awareness, and social awareness linked to personal interaction and team effort. Goals that extend beyond PE and sport – such as good health, sound personal development and social inclusion – give further weight to the importance of this subject in the school curriculum. The societal worth of PE and sport has been expressed in various documents. In its White Paper on Sport, the European Commission pointed out that time spent in sports, whether in school or in extracurricular activities, could result in substantial education and health benefits.²¹ In its 2008 Guidelines on Health-Enhancing Physical Activity,²² the EU Working Group Sport & Health asked for attention to be paid specifically to the physical and mental health problems caused by declining physical activity among young people and the concomitant increase in sedentary lifestyles and obesity. They estimated that up to 80% of school-age children engage in physical activity solely at school, and recommended that they should have at least one hour of light physical activity every day. Sufficient time devoted to sport and physical activity at school, either in the formal curriculum or on an extracurricular basis, can make a key contribution to healthier lifestyles.

Many initiatives are trying to connect knowledge, state obligations and the situation in the classroom. The Pestalozzi Programme of the Council of Europe builds on the Organisation’s long history of co-operation in the field of teacher education and training. It has evolved from an earlier bursary scheme and been developed to respond to the challenges identified by the 3rd Summit of Heads of State and Government of the Council of Europe in 2005. Bridging policy and practice, this programme looks at how education policy can best be transposed into everyday practice of teaching and learning to have the desired effect. It acknowledges the crucial role of education professionals in this process and builds on the convergence of competences: specialist and subject-specific competences need to be complemented

21. COM(2007)391 final, available at <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:I35010> (accessed 21 October 2017).

22. See http://ec.europa.eu/sport/library/policy_documents/eu-physical-activity-guidelines-2008_en.pdf (accessed 25 October 2017).

by transversal knowledge, skills and attitudes if they are to bear fruit in politically, socially, economically and environmentally sustainable democratic societies in the Europe of tomorrow.²³

The existence of legislation provides symmetry in finding a balance between school and society through responsibilities, freedoms and obligations. The solution is to strengthen capacity building at all levels, regardless of what country we live in. Critical awareness is a result of education that fosters sustainable development of individuals who live in equality, with equal opportunities and mutual respect with others. Education is a right, but it must be of high quality and focused on social, emotional, physical and cognitive development within the existing environment to be able to support democratic actions. For this, students and pupils needs skills, knowledge, values and attitudes for lifelong learning and for life (Žnidarec Čučković 2014).

To make this bridge stronger and more sustainable, it is very important to empower all actors in this process. We should consider social groups and the changing structures of participation in organisations and society, with a special focus on individuals. The development of each human being and their relationship with others should be natural. Identity and integrity should be tackled through development of personal responsibility and readiness to take action. The need for positive regulation emerges from exclusion and discrimination. Where this behaviour is increasing, one can turn to affirmative action.

3.2. Professional development

Many teachers think that professional development does not meet their needs: over half of those surveyed in 2009 had wanted more than they received in the previous 18 months.²⁴ The definition of professional development recognises that it can be provided in three educational sectors – formal, non-formal and informal. It can be available through

23. See www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi1_TeacherEducationForChange_EN.pdf (accessed 21 October 2017).

24. See www.oecd.org/berlin/43541636.pdf (accessed 21 October 2017) for the TALIS survey (OECD 2009).

external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between institutions, clubs or places in local communities, like observational visits or within the institutions in which teachers, coaches, referees and others work, volunteer or participate occasionally. Professional development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices. It can be done online or face to face (courses or workshops, conferences or seminars, qualification programmes, observation visits, participation in a network, research, mentoring/coaching/peer observations, reading and engaging in informal dialogue).

In any case, according to Mizell,²⁵ research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. The same could be applied to PE. It is known that the effectiveness of professional development depends on how carefully educators conceive, plan and implement it. So one person can start by creating a structure for flexible and innovative learning experiences for individuals or groups. The goals could be information, integration and communication that would enhance students' learning, leading to a participatory and inclusive learning experience, a relevant learning construct that is connected with the world beyond, an intellectually challenging construct or various assessment types, while supporting social development and building relationships.

In addition to helping them master the core of the subject, we should ask ourselves whether we are helping our students/learners to become:

- ▶ critical thinkers?
- ▶ problem solvers?

25. Hayes Mizell, *Why professional development matters*, Learning Forward, Oxford OH, 2010. See https://learningforward.org/docs/pdf/why_pd_matters_web.pdf?sfvrsn=0 (accessed 21 October 2017).

- ▶ good communicators?
- ▶ good collaborators?
- ▶ flexible and adaptable?
- ▶ innovative and creative?
- ▶ globally competent?
- ▶ financially, digitally, visually, critically and traditionally literate?
- ▶ adept with information, media and tools?
- ▶ equipped with skills for the 21st century?

... and when we answer this, we should ask five more questions:

- ▶ Do we tap into the passions and ownership of participants?
- ▶ Do we engage with external partners who offer fresh perspectives?
- ▶ Do we use technology to support collaboration?
- ▶ Do we draw on new data, or existing data in new ways?
- ▶ Do we enable participants to rethink the use of resources?

Technology has given us the opportunity to create resources that can be used by anyone from the same community. This is particularly valuable for individuals who lack initiative and are not fulfilling their potential. Online networks could have a culture that promotes initiative. They can turn people into proactive, engaged, committed drivers of educational performance, and can help to attract and retain the best practices and ideas. Options like delegating and decentralising responsibility can blur traditional lines between different positions in education, and not everyone is comfortable with this. Some people may seize the opportunity to take an active, self-starting approach, while others may need more encouragement.

Having the freedom to show initiative can transform detached, underperforming and process-focused individuals into energised, enthusiastic and committed team players who boost educational performance. Wherever you are in the system or in a non-formal setting, try to find purpose, create a vision, take appropriate action and step up your professional development with critical thinking by looking back through the process.

3.3. Approaches to teaching

The didactic approach to teaching is defined as a manner of instruction in which information is presented directly by the teacher to the pupil: the teacher selects the topic of instruction, controls instructional stimuli, obligates a response from the child, evaluates child responses and provides reinforcement for correct responses and feedback for incorrect ones. Didactic approaches utilise a variety of concepts from behavioural theory, including massed trials, operant conditioning, shaping, prompting, chaining and reinforcement. Now we are getting to the wider sense of definition that leads to the theoretical and practical application of teaching and learning. The normative, instrumental, formative-educative and cognitive functions of didactics help us in designing a holistic approach to a child or a person.

Another option is experiential learning, in which people learn by themselves in an unstructured manner on a topic they are interested in.

By contrast, a competence-based approach provides strength and empowerment. Here facilitators share with their participants in a democratic, respectful and motivating manner through conscious reflection. It is important to use tools and methods that empower education professionals to improve their transversal attitudes, skills, knowledge and understanding (TASKs and CDC) and get into action in their context in the field of PE. One cannot teach these components without reflecting on one's own disposition towards them. Learners should be invited to design teaching activities to support the development of transversal competences and reflect on their own growth and development through co-operative and reflective methods, as well as self-directed and peer learning.

While planning activities or the whole learning process, one should consider these points:

- ▶ creating a safe learning zone – heterogeneous groups can be full of doubts, so working relations should be based on trust, in a place for fulfilment of needs and expectations, with rules, transparency, discussion and diversity. Active listening and flexibility can help in creating a safe learning zone.
- ▶ using our hands, heart and head – when planning the activity or any learning process, we have in mind expected outcomes involving cognition, emotion and active experience in the sense of learning by doing. We can incorporate reading, interpreting, discussion, simulations, projects and role playing, including emotional experiences and assessment.
- ▶ co-operative learning – this requires co-operation between participants and facilitators on the design of the learning arrangements and the common goals, content and methods. Basic principles are: positive interdependence, individual and group accountability, promotive interaction, interpersonal and group skills and group processing. There are three recognised styles: formal and informal co-operative learning and co-operative base groups/initiatives.
- ▶ promotion of active participation – we consider the well-being of the group and individuals so we understand them and their knowledge and experience as a resource. With this it is important to enhance self-awareness by including diverse and authentic perspectives. By sharing responsibilities and power, we are addressing responsibility and gaining higher impact and credibility.
- ▶ communication and peace-building strategies – each person is to some other person a role model. It does not matter in which role you are or how many. Transmission of non-violent communication, mediation and peace-building requires facilitation in a transformative way, especially in the field of emotions. Many methods can be used here, like role playing, energisers, Forum Theatre or acting activities. Make them open-ended for critical reflection and debriefing.
- ▶ mixing methods – learning styles are different so the process should be creative and diversified to address different senses and stimulate participants' motivation. A well balanced dynamic process combined with quiet individual work should provide participants with satisfaction. It is good to use active methods like games, discussions and group work mixed with observation and reflection.

- ▶ assessment – a formative assessment or assignment is a tool that teachers use to give feedback to students and/or guide their instruction. It is not included in a student grade, nor should it be used to judge a teacher's performance. Both of these are considered in summative assessments. One can use: summarisation, list of three things, Venn diagram, visualisation, quizzes, dioramas, posters, file folders, collages, ABC books, metacognition, observing body language, thumbs up/middle/down, thermometer, text the answer, rotate groups and many more.

Pedagogical approaches that stimulate and encourage learners to become actively involved, and that make learning deliberate, emphasise the active aspect of learning through discovery, reflective observation and trial and error, and the potential for growing that comes with challenges and/or co-operation. They are holistic in the sense that they affect the whole person, all senses and a broad range of fields in which a learner is acting as factual or potential agent of change in the society. Facilitators are shaping the learning arrangements in which their participants may experience, reflect and develop their existing skills and resources and, with peers, develop new ones.

3.4. Best practice and ideas to promote tolerance and diversity

The aims and objectives of PE and sport cover a wide array of physical, social and ethical concerns, but there is often a lack of implementation of these aims in day-to-day practice. PE and sport have the potential to promote and develop values that reflect human rights, human dignity and co-operation, including a constructive, respectful attitude to oneself and others. The Pestalozzi Programme's training course for trainers, together with EPAS,²⁶ focused on the contribution of PE and extracurricular sport to personal development and these transversal aims of education – specifically, on how the values promoted by the Council of Europe, such as tolerance, intercultural understanding and diversity, can be promoted in PE lessons and extracurricular school sport.

26. See <https://www.coe.int/en/web/pestalozzi/modsport> (accessed 22 October 2017).

The participants were from states signatory to the European Cultural Convention and were mainly teacher trainers of PE for all age groups in pre- and in-service teacher education, but also instructors or coaches working in schools and in specific extracurricular sport activities. A call was made for health professionals, who can play a role in curricular and extracurricular activities related to sport, including psychologists and teachers, together with referees and NGO representatives, with the general aim of training these professionals to become multipliers for Council of Europe standards and values in education and sport. After exploration of the area and with a clear understanding of the subject in interdisciplinary contexts, these were the expected outcomes:

- ▶ to develop a clear, conceptual framework for PE and sport, including their orientation and scope;
- ▶ to develop attitudes, skills and knowledge of and for efficient methods for developing PE in schools;
- ▶ to become aware of the complex and often contradictory reality of sport and PE;
- ▶ to discover links/relations/connections between sport/PE and human rights/democracy;
- ▶ to alleviate some of the ills and bring back the joy of physical activity without violation of rights;
- ▶ to develop tried and tested training materials and examples of practices/actions for teacher trainers;
- ▶ to create a shared view of the competences of education professionals in PE and sport;
- ▶ to develop appropriate methodology for successful training and teaching in PE and sport;
- ▶ to build a network of education professionals equipped to continue the training on an international, national, regional and local level;
- ▶ to develop awareness of one's own practices, with the personal responsibility to be a reflective active practitioner;
- ▶ to explore the new challenges to ethics in the sport realm.

In accordance with these expectations – and thinking about the tools and methods that have empowered education professionals and improved their transversal skills and knowledge in the field of PE – we focused on attitudes, skills, and knowledge and understanding.

Attitudes

- a. Acceptance of diversity as a positive value for the environment and the survival of humankind.
- b. Readiness to take responsibility and to be accountable for personal actions and choices.
- c. Willingness to act – and encourage others to act – against discrimination, prejudices, stereotypes and injustices.
- d. Acceptance of the fact that every individual constructs knowledge differently.
- e. Acceptance of the fact that personal actions can reflect one's personal values and beliefs more authentically than words.

Skills

- a. Aptitude to elicit and respond to others' beliefs, values, feelings and behaviours.
- b. Aptitude to evaluate situations and issues to look for solutions with all parties involved.
- c. Ability to promote peaceful coexistence.
- d. Ability to cope with complex issues and to avoid one-dimensional answers.
- e. Capacity to face the challenge of doubt and uncertainties.

Knowledge and understanding

- a. Understanding the main concepts related to diversity (culture, identity, equality, empathy, prejudice, stereotype, discrimination, racism, citizenship, global interdependence, sustainability).
- b. Understanding that every group has a power structure.

- c. Knowledge about the different forms of discrimination and violence.
- d. Understanding how meanings of concepts are influenced by contexts and power relations.
- e. Understanding the subjective nature of all knowledge of self and others.

The programme comprised two modules with six months in between for material development. Module A was four training days, divided into four steps: Starting line, Move to learn, Learn to move, and Ready, set, go! These steps provided possible answers to questions like why? what for? from whom? how? in setting the context of PE and sport for human rights and democracy today. The team of facilitators decided to work with definitions, mitigating factors, teacher practices, consequences of different methods and educational strategies. The emphasis was on the participants' professional and personal reflections through transversal attitudes, skills and knowledge (TASK) and during peer learning. Most of the sessions were prepared and run co-operatively by the facilitators, which contributed to the richness and depth of the sessions and variation in the activities.

Module B began by diving deeper into the content of sport and PE and filling in gaps from previous work. The intention was to enhance the connections between the topics with TASKs, a basic assumption document (BAD) and participants' practice. We focused on increasing the participants' competences in pedagogy and methodology on the Pestalozzi Programme by including learning-by-doing sessions. Participants continued working in coaching groups to finalise their piloting session from the pre-task. They were asked to implement some of their training units in this pilot session by trying them out on a group of other participants and the trainers. In debriefing after each pilot session they received oral and written feedback for improvement. In addition, participants got a deeper understanding of the meaning and practice of co-operative learning and critical feedback.

The training resources²⁷ that were produced following the two modules are ready to use and available online. Here are brief descriptions of the units and the various topics.

27. See www.coe.int/en/web/pestalozzi/modsport (accessed 22 October 2017).

Engaging with diversity in PE

This training unit – a four-hour professional development workshop for 20 secondary school PE teachers – addresses diversity issues in PE. The workshop is easily adapted to address other issues in PE and includes a referee perspective. Created by Ronald Zammit, Malta.

Fair play and human rights: what? why? how?

This training unit is meant to help teachers to explore and understand fair play, through co-operative methods. Experiential activities are designed to enhance participants' sense of fair play, realise their strengths and limitations, engage them in critical feedback and develop strategies and activities for playing fair. It includes the following activities.

Agree/disagree statements and recognising and questioning their knowledge (what?) will make participants think critically about what fair play means, and learn their role (why?) in promoting and abiding by fair play practices (how?).

In role play on possible fair play scenarios, participants should assertively and confidently communicate to peers using verbal and non-verbal skills. A fair play charter is to be created, as well as a list of good practices to communicate values and respect the rights of others. These fair play statements can positively influence their school environment and the list of good practices can be implemented in their lessons, on a specific subject area of PE.

This training is designed for a group of 20 people. The trainers should make any necessary adaptations to suit the number of participants they have (e.g. when organising group work sessions, or relative to the space needed). Created by George Yiallourides, Cyprus.

How teaching styles can promote human rights in PE

This four-hour workshop explores human rights, teaching styles and the implications in the PE classroom and it is aimed at a group of 20 PE student teachers, but it can as easily be used for in-service professional development. The activities explore the violation of human rights in our societies, human rights violations in sport and the role of the media, teaching styles and the implications for the PE teacher. A role-play activity aims to promote empathy and to support teachers to reflect on their practice vis-à-vis human rights and teaching styles. Created by Jana Vašíčková, Czech Republic.

Exclusion in PE: How to recognise it and how to deal with it

PE is one of the areas where elements of education should be strengthened. Social learning is particularly present in sports games, where students – by adopting the game's rules – learn relations in the group. Their interests are submitted to the interests of the group, to mutual assistance, consideration, understanding and accepting differences.

This training session focuses on the issue of exclusion in PE lessons. It will question how to raise awareness of this problem. By using specific examples from experience, the participants can be helped to identify different kinds of exclusion situations, and be given methods and tips to deal with them. Created by Špela Bergoč and Gorazd Sotošek, Slovenia.

Ethics and values in PE

This training course addresses the issue of ethics and morality in PE, challenging the notion that PE, sport and competition are somehow set apart from real life and occupy a realm where ethics and moral codes do not apply. It provides activities that support participants to develop a deeper understanding of ethical and moral issues in PE and their role as teachers. Each of the activities presented builds on the previous one, and while some may be used as stand-alone

activities, or the methodology can be adapted to target other issues/needs, it is advisable to schedule the activities in the order presented. Created by Claude Scheuer and Jean-Luc Thill, Luxembourg.

Sport and PE projects with human rights as a “mind set”

This training unit aims to support the development of sport and PE projects that focus on the promotion of human rights. It supports the links between human rights, sport and PE, and project design. It also highlights the importance of co-operation in designing and implementing projects. The training consists of four 90-minute sessions aimed at a group of 20 participants. Created by António M. Rodrigues, Portugal.

Olympism – democracy and human rights

Good rules, like human rights and the principles and values of Olympism, exist to ensure the game is fair by limiting the use of power by some players over others. The rules have to apply to all players, in the same way that human rights and the principles and values of Olympism are universal. This training unit aims at developing a reflection on the way teachers can promote those universal rights and principles in their teaching, especially when it comes to sports issues. It addresses not only the PE teacher, but all teachers who are willing to get involved in human rights education with their students. Created by Phani-Anna Poiriaz, Cyprus.

Learners’ involvement in the learning process

This training unit consists of three parts. The first presents modified games with the purpose of encouraging learners’ motivation and more involvement with the activity. The second part is about living together and co-operative learning. It takes place in the part of the curriculum where learning to dance is the topic. Learners in the groups work their way

through presenting and teaching the basic steps of the English waltz and the quarter turn. The third part is in role-playing mode, trying to make learners see and act on disrespect of human rights. Created by Antonio Perić, Croatia.

Respecting human rights in PE

Respecting human rights is very important for building a healthy society. During the lessons of PE in particular we should choose activities with great caution, to make sure we promote human rights values through our lessons. Teachers have a big role to play in this. Indeed, it is down to them to use and apply methods that can enhance democracy and human rights in their teaching, and challenge discrimination, injustice and prejudices. This training unit aims to give them some material to think about their own practice and help them develop teaching styles that can contribute to the respect of human rights. Created by Katarzyna Pankowska-Koc, Poland.

Reflection of human rights in primary PE

The unit is about reflecting on human rights, and violations of human rights, in PE lessons in primary education. The same unit content is used in pre-service training and in-service training aimed at presenting the violation of human rights in role plays, videos and discussions. Created by Dana Masarykova, Slovakia.

Motivational climate in PE and sport: How to promote active lifestyles, democracy and human rights

Extensive research demonstrates that PE teachers and sport coaches can create a motivational climate associated with success. Several investigators have proved that a task-involving motivational climate (MC) in physical education and sport (PES) is associated with more adaptive behavioural, affective and cognitive outcomes, while an

ego climate is linked with less adaptive outcomes. Specifically, a task involving MC is positively correlated with two fundamental concepts of this training unit, namely, regular participation in physical activity (active lifestyles) and democratic values and human rights. Therefore, the purpose of this training unit is to develop PES student teachers' attitudes to, skills in and knowledge of how to establish a task-involving MC in their classes/sessions. Created by João Martins, Portugal.

Debate as a tool of teaching democracy and human rights through PE and sport

The unit consists of two sessions. The first one is for teachers of different subjects who are eager to use debate technology as a tool to teach students democracy and human rights. The participants are taught to use debate in their practice, and learn about diversity, the principles of debate, debate strategy and judgment. The second session is a debate tournament that is organised for students from different parts of the country who are interested in human rights, youth problems, and problems in the sphere of PE and sport. Created by Valiantsina Liauchuk, Belarus.

Developing and creating equal opportunities with PE lessons on ice

This training unit is focused on assessing five ice activities, plus a debriefing session. In this unit the teachers, students and facilitators try to find ways to compensate for different skills on ice without reducing motivation (among motivated students) and at the same time trying to increase motivation (for less motivated students).

Make sure that learners have the right equipment (skates, helmets, gloves). Safety first! In the first activity, make some notes about learners' skills. It helps you when organising groups. Created by Antti Jokinen, Finland.

Promoting inclusion through ball games

Ball games can be used in PE to develop the co-operative skills of students. However, in a competitive context, where scoring and winning are the main concerns of the players, the traditional ways of playing may flout human rights values such as solidarity, respect, inclusion and fair play. This training unit aims to develop methods that can counterbalance this and encourage the students to develop inclusive and respectful ways of playing. By means of co-operative and experiential learning, the trainees are introduced to the principles of rebound games and encouraged to reflect on their own practices as teachers. Created by Annepetra Røkke Jenssen, Norway.

Constructive competition for all

This training unit consists of four 2-hour in-service training sessions aimed at a group of 20 to 24 PE teachers. It addresses the influence of the media on learner participation during PE lessons and sports. It encourages teachers to develop activities that promote constructive competition while ensuring the participation of all learners. Created by Andra Fernate, Latvia.

Creativity and involvement in PE

This training unit consists of six activities that can be done separately or in one day. It is strongly focused on the interaction between learner and teacher/coach, and the positive atmosphere that can be achieved through many creative approaches.

Collective learning generates a strong form of engagement and understanding, as the learning arises from the experience of the learners. Exercises need to promote the creation of good groups and a positive group atmosphere. The trainer has to encourage openness, dialogue, a feeling of safety and participation. Created by Ruta Dadeliene, Lithuania.

Taking action against discrimination in PE and sport

PE and sport are important areas with wide significance where the development of peace and human rights can occur. In this sense, PE teachers have a key role to play. In this training unit, PE teachers are given the opportunity to reflect on, and exchange dialogue on, what could be “high-quality” PE, leading to the promotion of integration, peace, justice and equality. By raising awareness about the different forms of discrimination and violence, the teachers can develop new skills to enhance co-operation, human dignity and respect among their students. Created by Zlata Crnogorčević, Montenegro.

Creating an inclusive and safer learning environment and preventing violent actions in PE using modified games

This unit, conducted by two trainers, consists of two parts that address different aspects of PE. Each of the two trainers has their own part, but they also help each other. The training unit is created and conducted with the teachers, and then these teachers disseminate it immediately among their students.

It is important to be careful in giving instructions and, if necessary, to be there to react quickly. Reflection is crucial and it is necessary to be focused on the teacher and the students, as all are learners in this training unit. Created by Elvira Baze and Majlinda Hala, Albania.

Teaching and learning methods for democracy in PE

How can PE contribute to the promotion of democracy through modern teaching methods? This training unit aims to develop reflection on the issue of democracy in sport. Is sport contradictory to democracy? How can we deal with the observed contradictions, especially when it comes to PE? How can sport and PE become ways to challenge

discrimination, prejudices and injustice? Through this training unit, PE teachers are given the opportunity to question their discipline and find out ways not only to teach it democratically, but to teach democratic values by using modern methods. Created by Olegas Batutis, Lithuania.

Creating a truly inclusive environment in PE

This four-hour workshop aims to support PE teachers to create a truly inclusive environment for all students, focusing on grouping methods and creating modified games, while addressing issues such as inequality, violation of human rights and exclusion in PE. The ideal number of participants is between 20 and 24. Created by Monika Baran, Poland.

3.5. Seeing the framework, context and core

The training materials that follow were created by Rose-Marie Repond, Angeliki Aroni and Ana Žnidarec Čučković for the Pestalozzi Programme's Module series in order to connect participants with a competence-based approach in PE and sport. They are included here for general use by permission of the authors, which is greatly appreciated, and of the Pestalozzi Programme secretariat. Together the authors have created a selection of much needed pedagogical and didactical overviews for learning and understanding in the holistic field of PE and sport.

4. Training units

4.1. Mapping it all out, playing with definitions – what should PE be?



Time: 90 minutes.

Participants: five groups – each of five or six members

4.1.1. Overview

We construct knowledge with our definitions of PE, sport, human rights and democracy, and make that knowledge interdependent with co-operative learning (CL) strategies. In this activity we map out the basic ground of the field in order to have a mutual understanding. For this purpose, we use CL structures – forming a jigsaw puzzle.

Learning outcomes:

- ▶ learn about basic elements of CL
- ▶ get an insight into and knowledge of a theoretical PE framework
- ▶ compare current self-observations of PE and sport from human rights and democracy perspectives
- ▶ plan the implementation of CL in your own practice
- ▶ identify possible questions about CL in PE and sport
- ▶ understand the importance of human rights and democracy in this field



Materials and preparation: 10 flip charts, six coloured markers for each of the five groups, printed material, duct tape. Tables should be prepared for groups, with markers and flip charts on them. Printed material will be shared out during the session (see ideas below in section 4.1.3).

4.1.2. Activity

1st step: participants are separated into groups – remember that grouping can be done in many fun ways (5 minutes)

2nd step: devise/allocate roles for members of the group (10 minutes)

- ▶ Tracers: their task is to facilitate the group process. They have to keep the group hot on the trail, on the given task. For example, the Tracer can regularly make sure that the work results are summarised, to help the group move on with the task.

- ▶ Encouragers: their task is to ensure equal access and participation for all of the group members. They are practical helpers, who have to ensure that everybody contributes to the work equally. For example, the Encourager may prompt silent members to express themselves and talkative members to remain silent if needed.
- ▶ Timers: their task is to help the micro-group to be on time by finding common solutions and help the group find more efficient or quicker ways to do the task and finish on time.
- ▶ Writers: their task is to ensure that every group member's voice is taken into account and recorded. They make sure that each member has written something on the final paper.
- ▶ Spy: when the group has a problem and gets stuck, the spy's task is to spy on the other groups for ideas. They should wait until their group gives them a clear assignment. They must be quiet and try not to disturb the others as they listen and watch. Be polite and respect others in their work.

3rd step: division of participants into expert groups (the jigsaw) so those with the same coloured marker are at the same table (5 minutes) and explain task to expert groups (5 minutes). All groups will get printed material on PE, sport, human rights, democracy and CL.

4th step: group members read their material individually and then discuss it at group level to come to a common decision on knowledge that they will share with others (10 minutes).

5th step: division of participants into mixed groups of experts where they share what they find out and write it down on the flip-chart (20 minutes).

6th step: participants return to their initial expert groups, and get a flip-chart. Each group checks if anything is missing and discusses what are they going to write in the middle of the paper (sentences that best describe the framework from their perspective – what should PE be?)

7th step: sentences are written and placed somewhere visible in the room (as a future gallery).

Debriefing: this follows the jigsaw presentation of groups (only middle part) and questions the understanding of the common ground of the field of PE.



4.1.3. Suggestions for handout material for Training Unit 4.1

The printed material to be handed out on the five subjects (PE, sport, human rights, democracy and CL) can be any text that gives a definition of each topic, as long as it is objective and ideally fits onto an A4-sized paper. Below are some short examples and links for inspiration.

1st expert group: PE

Physical education, PE or P.E. is an educational course related to the physique of the human body, taken during primary and secondary education, that encourages psychomotor learning in a play or movement exploration setting to promote health.

PE trends have developed recently to incorporate a greater variety of activities besides typical sports. Introducing students to activities like bowling, walking/hiking or frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga, deep breathing and tai chi.

Research has shown that there is a positive correlation between brain development and exercise. Studies have found that PE can help improve academic achievement. In a 2007 article, researchers found a profound increase in students' English or Arts after standardised testing of students who had 56 hours of PE in a year compared to similar students who had 28 hours of PE a year.

New technology in PE is playing a big role in classes. One of the most affordable and effective is a simple video recorder. With this, students can see the mistakes they are making in things such as a throwing motion or swinging form. Studies show that students find this more effective than having someone try to explain what they are doing wrong, and then trying to correct it. Educators also found the use of other technologies such as pedometers and heart-rate monitors very successful, using them to make step and heart-rate goals for students.

Other technologies that can be used in a PE setting include video projectors, GPS and even gaming systems such as Kinect, Wii Fit and Dance Revolution. Projectors can be used to show students things such as proper form or how to play certain games. GPS systems can be used to get students active in an outdoor setting and active games can be used by teachers to show students a good way to stay fit in and out of the classroom setting.

A pedometer does not necessarily track how far a person has gone, but it will let them know how many steps on average they take and encourage them to strive to make more. There are many lessons that you can use for many grade levels when you are teaching students to use a pedometer. It is important to make it a game, especially for younger students.²⁸

2nd expert group: sport

The terms physical activity, exercise and sports are often used interchangeably. They are, however, different in some ways.

Physical activity can be defined as any activity that involves some form of physical exertion and voluntary movements that burn calories. Such an activity causes a person's body to work harder than normal. Examples of physical activity range from gardening, dancing and walking the dog to shovelling snow and raking leaves.

Exercise also involves physical exertion, voluntary movements and burning calories. This form of physical activity, however, is specifically planned, structured and repetitive. It does not usually involve any kind of competition. Examples of exercise include jogging, cross-country skiing, recreational swimming, cycling and aerobics.

Sports also involve physical activity and exercise but differ in that they also have a set of rules or goals to train and excel in specific athletic skills. Some are individual sports such as golf and swimming. Others are played in teams, for example, soccer and hockey. Sports are often, but not always, competitive.

28. See https://en.wikipedia.org/wiki/Physical_education.

Sport (or sports) include(s) all forms of usually competitive physical activity which, through casual or organised participation, aim to use, maintain or improve physical ability and skills while providing entertainment to participants, and in some cases, spectators. Hundreds of sports exist, from those requiring only two participants, through to those with hundreds of participants, either in teams or competing as individuals.

Sports are generally recognised as activities that are based on physical athleticism or physical dexterity. The largest major competitions, such as the Olympic Games, only admit sports that meet this definition and other organisations, such as the Council of Europe,²⁹ use definitions that preclude activities without a physical element from classification as sports. However, a number of competitive, but non-physical, activities claim recognition as mind sports. The International Olympic Committee (through ARISF, the Association of IOC Recognised International Sports Federations) recognises both chess and bridge as bona fide sports, and Sport Accord, the international sports federation association, recognises five non-physical sports, although it limits the amount of mind games that can be admitted as sports.

Sports are usually governed by a set of rules or customs, which serve to ensure fair competition and allow consistent adjudication of the winner. Winning can be determined in physical events by scoring goals or crossing a line first, or by the judges who score elements of the sporting performance, including objective or subjective measures, such as technical performance or artistic impression.³⁰

3rd expert group: human rights

As a first handout, see the Universal Declaration of Human Rights (Appendix I)³¹.

29. See <https://rm.coe.int/16804c9d9bb>.

30. See <https://en.wikipedia.org/wiki/Sport>.

31. See www.un.org/en/universal-declaration-human-rights/.

What are human rights? Human rights are rights inherent to all human beings, whatever their nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status. Everyone is equally entitled to their human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of governments to act in certain ways or to refrain from certain acts, in order to promote and protect the human rights and fundamental freedoms of individuals or groups.

The principle of the universality of human rights is the cornerstone of international human rights law. This principle, first emphasised in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of states to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

All states have ratified at least one, and 80% of states have ratified four or more, of the core human rights treaties, reflecting the consent of states. This ratification creates legal obligations for them and gives concrete expression to universality. Some fundamental human rights norms enjoy universal protection by customary international law across all boundaries and civilisations.

Human rights are inalienable. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression, economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.

Non-discrimination is a cross-cutting principle in international human rights law. The principle is present in all the major human rights treaties and provides the central theme of some of the international human rights conventions, such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.

The principle applies to everyone in relation to all human rights and freedoms, and it prohibits discrimination on the basis of a list of non-exhaustive categories, such as sex, race, colour and so on. The principle of non-discrimination is complemented by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, protect and fulfil human rights. The obligation to respect means that states must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires states to protect individuals and groups against human rights abuses. The obligation to fulfil means that states must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled to human rights, we should also respect the human rights of others.³²

4th expert group: democracy

Democracy is a form of government in which all eligible citizens participate equally – either directly, or indirectly through elected representatives – in the proposal, development and creation of laws. It encompasses social, religious, cultural, ethnic and racial equality, justice and liberty. The term originates from the Greek *dēmokratía* (“rule of the people”), which was coined from *dēmos* (“people”) and *kratos* (“power” or “rule”) in the 5th century BCE to denote the political systems that existed in Greek city-states, notably Athens. In virtually all democratic governments throughout

32. See www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx.

ancient and modern history, democratic citizenship has consisted of an elite class until full enfranchisement was won for all adult citizens in most modern democracies through the suffrage movements of the 19th and 20th centuries. The English word dates to the 16th century, from the older Middle French and Middle Latin equivalents.

Democracy contrasts with forms of government where power is held either by an individual, as in an absolute monarchy, or by a small number of individuals, as in an oligarchy. Nevertheless, these oppositions, inherited from Greek philosophy, are now ambiguous because contemporary governments have mixed democratic, oligarchic and monarchic elements. Karl Popper defined democracy in contrast to dictatorship or tyranny, thus focusing on opportunities for the people to control their leaders and to oust them without the need for a revolution.

Several variants of democracy exist but there are two basic forms, depending on how the body of eligible citizens executes its will. One form of democracy is direct democracy, in which all eligible citizens have direct and active participation in the political decision making. In most modern democracies, the whole body of all eligible citizens remains the sovereign power but political power is exercised indirectly through elected representatives; this is called representative democracy. The concept arose largely from ideas and institutions that developed during the European Middle Ages, the Reformation, the Age of Enlightenment, and the American and French Revolutions.³³

5th expert group: CL

Without the co-operation of its members, a society cannot survive, and human society has survived because the co-operation of its members made survival possible. It was not an outstanding individual here and there who did this, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group.

33. See <https://en.wikipedia.org/wiki/Democracy>.

In the mid-1960s, CL was relatively unknown and largely ignored by educators. Elementary, secondary and university teaching were dominated by competitive and individualistic learning. CL is now an accepted (and often the preferred) instructional procedure at all levels of education. CL is now used in schools and universities in every part of the world, in every subject area and with every age student. It is difficult to find a text on instructional methods, a teacher's journal or instructional materials that do not discuss CL. Materials on CL have been translated into dozens of languages. CL is now accepted and highly recommended.

Students' learning goals may be structured to promote co-operative, competitive or individual effort. In every classroom, instructional activities are aimed at goals and conducted under a goal structure. A learning goal is a desired state of demonstrated competence or mastery in the subject being studied. The goal structure specifies how students will interact with each other and the teacher during instruction. Each goal structure has its place. In the ideal classroom, all students would learn how to work co-operatively with others, compete for fun and enjoyment, and work autonomously on their own. The teacher decides which goal structure to implement in each lesson. The most important goal structure, and the one that should be used most of the time in learning situations, is co-operation.

Co-operation is working together to accomplish shared goals. In co-operative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. CL is the instructional use of small groups so that students work together to maximise their own and each other's learning. It may be contrasted with competitive learning (students work in competition with others to achieve a goal such as a grade A that only one or a few students can attain) and individual learning (students work by themselves to accomplish learning goals unrelated to those of other students). In co-operative and individual learning, you evaluate student efforts on a criterion-referenced basis. In competitive learning you grade students on a norm-referenced basis. There are limitations on when and where you can use competitive or individual learning appropriately, but you can structure any learning task in any subject in any curriculum co-operatively.³⁴

34. See https://en.wikipedia.org/wiki/Introduction_to_cooperative_learning.

4.2. Reality – ills of PE and sport



Time: 90 minutes.

Participants: four to five groups – individuals assigned randomly by coloured stickers.

4.2.1. Overview

The reality of sport and PE, including the positive (wellness, fitness, health, entertainment, joy), but mostly the negative aspects (violence, commercialisation, corruption, discrimination, hooliganism, nationalism, doping).

Learning outcomes:

- ▶ become aware of the complex and often contradictory reality of sport and PE,
- ▶ explore the negative aspects in the sport realm and become aware of own practices and possible contributions,
- ▶ practise critical thinking,
- ▶ practise media literacy skills.



Materials and preparation: Newspapers and magazines, scissors, glue, eight flip-chart papers, coloured pens or markers, stickers for groups. Facilitators should make sure that there are newspapers with pictures of all the ills they want to address in the debriefing (doping, violence, discrimination, foul play, etc.) as well as the positive aspects of PE and sport (including health and wellness magazines).

4.2.2. Activity

Participants are divided into eight groups, using coloured stickers on their foreheads, to prepare a collage about the reality of PE and sport, as they see it. They can cut out pictures, put up words or phrases, draw their own pictures – whatever they think expresses the reality of PE and sport in the world. Each team puts their collage on the wall in order to create a large one made up from the various teams' products.



Debriefing: Facilitators deconstruct the world of sport and PE as presented in the collages, starting with the positive images (linking them to the previous session about what PE and sport should be) and then moving to the ills by asking participants to elaborate on certain photos that depict the negative reality. Participants are also led to a discussion about their own practices in relation to the reality they have depicted.

4.3. PE and sport for democracy and human rights



Time: 90 minutes.

Participants: four to five groups.

4.3.1. Overview

How human rights in the realm of sport and PE are practised, denied, protected or conflicting.

Learning outcomes:

- ▶ develop an awareness of rights issues in everyday life and see human rights not only as they are violated but also as they are protected and enjoyed,
- ▶ practise critical thinking,
- ▶ practise media literacy skills.



Materials and preparation: the collages from the previous session (4.2), copies of the Universal Declaration of Human Rights (see Appendix I), coloured pens or markers. Make sure that there are enough copies of the Universal Declaration of Human Rights (UDHR) and plenty of space in the workshop room.

4.3.2. Activity

Participants are in the same groups as in the previous activity (4.2). Each group takes a collage of another team, scissors, tape or glue and a sheet of chart paper. Groups construct a poster using the items from the collage, grouped under one of these categories:

- a. rights being practised or enjoyed,
- b. rights being denied,
- c. rights being protected,
- d. rights in conflict.

Participants are encouraged to look carefully at the pictures, writings and drawings on the collage (e.g. the language of a paper itself illustrates the right to language and culture, advertisements can illustrate the right to private property, reports of social events may illustrate cultural rights). Participants are asked to analyse:

- ▶ what specific rights were involved in the collage? List them beside the collage;
- ▶ find the article(s) of the UDHR that cover each right and write the article number(s) on the list.

Groups present their findings in a plenary meeting.



Debriefing: ask participants – what categories of rights' stories were easiest to find? Hardest? Why? Did some articles of the UDHR come up more often than others? Did others not come up at all? How can you explain this? Based on these collages, what seems to be the state of human rights in the sport world today? In your community? Your country? What are some positive initiatives and actions for the protection and fulfilment of human rights indicated by the stories? Who is taking these actions?

4.4. Competition versus co-operation



Time: 90 minutes.

Participants: two groups in two rooms.

4.4.1. Overview

Which works better – co-operation or competition? Co-operation. This is clear from hundreds of studies. Researchers even show that too much competition may cause poor health. The idea of this workshop is to discuss how to use competition in sport and PE and how to privilege co-operation within the team and the group of participants.

Learning outcomes:

- ▶ experiment to facilitate co-operation: doing well (rather than beating the others);
- ▶ allow ample time, use common language, share leadership;
- ▶ share resources and information;
- ▶ reinforce team efforts.



Materials and preparation: two balls, two whistles, four tables ready with the coffee break (drinks and snacks), four goals, and markers for the field and a prepared list of possible observable criteria. The facilitator gives information to the teams: one team will play co-operatively and the other competitively. The trainer has to emphasise the roles. Two rooms for the same game (two teams playing, two trainers, two referees and two observers).

4.4.2. Activity

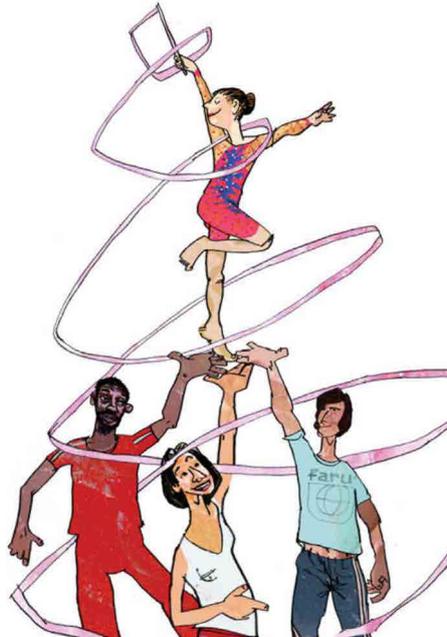
Start this activity with an energiser that will lift the energy in both groups. The teams play a roll-ball game, two teams in two rooms, each with five participants + one trainer, one referee and one team observer. Team A gets information about how to co-operate to play together and develop a team spirit. Team B is instructed to win at any price, and the trainer will push them to act this way. The teams are unaware of these different instructions. The coffee break will be part of the workshop. The observers will observe the behaviour of the two groups during the game and when they



arrive to have a drink and snacks. The observers will get a list of criteria to observe: verbal and non-verbal behaviour, body language, foul play, respect for rules, encouraging partners, helping partners, etc.

Debriefing: Let off steam. After the tournament, with the observers, the teams compare what they did well or not, what worked, what did not work, and why they won or lost. The tasks are revealed by the teams, who discuss different examples of practice (vocabulary, behaviour, coaching). The team trainers explain their feelings and how they coached their team. Together, all reflect on how co-operation contributes to success even in a competitive context.

4.5. Discrimination and violence in sport



Time: 90 minutes.

Participants: Together, but in five groups.

4.5.1. Overview

Addressing the most common forms of discrimination and violence in children's sports.

Learning outcomes:

- ▶ become knowledgeable about the different forms of violence and discrimination that child athletes are exposed to;
- ▶ explore ways to move forward to protect and enhance the human rights of children in sport.



Materials: handouts containing the case study below (section 4.5.3), A4 paper and pens.

Participants in five teams are assigned one of the following roles:

1. Coach of the National Team
2. Maria's parents
3. Maria's friends and boyfriend
4. School teachers
5. Maria (professional athlete)

4.5.2. Activity

Each group studies Maria's case for 20 minutes and they prepare their expectations, wishes, comments and complaints about Maria according to their role. One at a time, the members of each group standing in a circle around "Maria" express to others what they want to say to her (e.g. one from her parents, one from the coach, one from her friends and so on), and then again around the circle in replica. When they have finished, "Maria" is asked to describe her feelings about the expectations, pressure and "psychological" violence that each role exposes her to. She is then asked to express her own wishes and expectations. The facilitator debriefs the forms of violence the child athlete has to cope with.



Participants go back to their groups and discuss ways to move forward to avoid violations of children's rights in sports. They do this by brainstorming specific actions related to their assigned role (parent, coach, friend, child athlete, teacher). Groups present their suggestions or solutions.

Debriefing should cover the following issues:

Educating children: increased understanding that children can be part of the solution has led international efforts to educate children about the risks of abuse in sport, their rights and who they can ask for help.

Raise awareness of parents: informing parents of their role and responsibilities, and the possible harm that intensive training can do to their children, can contribute to preventing child abuse in sport.

Targeting coaches: effort to mitigate child abuse requires training and education of coaches on ethics in sport and acceptable training techniques, as well as screening for potential offenders.

Developing policies: To protect children and youth, policies on sport participation, training and competition should recognise and prioritise the needs and interests of the child or youth athlete at all times.

4.5.3. Annex: Maria's case study

Maria is a 16-year-old athlete and a member of her country's national Rhythmic Gymnastics team. Maria, because of her age, competes in the women's category in her sport. She is a very good student and attends the public high school of her district. An outgoing, friendly teenager, Maria has been romantically involved with 18-year-old Mario for the last nine months. Maria has exercise-associated amenorrhea, lack of menstrual period, mainly due to low body fat, a consequence of the restricted nutritional regime she follows. Her country has qualified for the forthcoming European Championships and Maria, as a first-time gymnast, has been practising intensely under the guidance of a very demanding coach, who has been accused of using unorthodox punishments to ensure athletes achieve high performance. Lately, Maria has missed school in an effort to compensate for her lack of rest and has refrained from going out with her friends and boyfriend.

4.6. Conditioned/modified physical games for ethical development



Time: 90 minutes.

Participants: work together.

4.6.1. Overview

Participation in PE and sport does not necessarily facilitate ethical development in children and youth. Physical educators need to arrange young people's experiences of games and activities to make the ethical dimensions of participation explicit. One explicit pedagogical application with this potential is conditioned/modified games.

Learning outcomes:

- ▶ know what conditioned/modified games are and how they can be designed;
- ▶ understand the pedagogical value of using these games in PE practice;
- ▶ promote critical thinking;
- ▶ physically practise such games;
- ▶ apply this new knowledge to design conditioned/modified games related to students' needs.



Materials and preparation: blank A3 and A4 paper, masking tape or blue tack, flip-chart stand and paper, and CD player for music. Chairs are arranged in a circle for participants to play the game of "musical chairs". The music is ready to play.

4.6.2. Activity

The participants play the game "Musical chairs" (5 minutes). They have to run around the circle of chairs while music plays and find a chair to sit on when the music stops. The facilitator removes one chair per round so participants who cannot find a chair fast enough are disqualified until only one participant remains, the winner.

Participants then play a modified game of "Musical chairs" (5 minutes). This time, as chairs are removed, no participant is disqualified; instead they have to find a chair and share it with someone, until they all have to co-operate and find a way for all of them to sit on only two or four chairs depending on the number of players.



Debriefing: Through debriefing, participants discuss the differences between the two games, how they felt while playing them, how the conditions changed in the second one, what purposes did the modification serve, whether the physical contact was uncomfortable for some, if the lack of competition made the game boring for some, etc. The facilitator makes a presentation on modified/conditioned games and their value in promoting ethical behaviour in PE classes.

Participants are introduced to the acronym CHANGE IT, a tool that can be used to help modify an activity or game to meet a physical educator's particular objectives and students' needs. Here is the acronym CHANGE IT:

Coaching style – e.g. demonstrations, or use of questions, role models and verbal instructions

How to score or win

Area – e.g. size, shape or surface of the playing environment

Number of participants involved in the activity

Game rules – e.g. number of bounces or passes

Equipment – e.g. various balls (size, weight, colour, texture, number) and bats/racquets, Size and height of goal/target

Inclusion – e.g. everyone has to touch the ball before the team can score

Time – e.g. how many ... in 30 seconds?

The facilitator forms groups, and participants are asked to individually think and write down on A4 paper a traditional game played in their country or a popular one among their students. Instructions should be short and comprehensive. Each group chooses one of the games to work on. They decide on a learning objective and are asked to modify one or two of the conditions in the CHANGE IT acronym. In a plenary session, they make a short presentation of their modified games and one is chosen by the facilitator (one that can be done easily) and is put into practice with everyone. At the end of the session, rules for all the games are hung on the walls for the rest of the workshop participants to go through. Participants debrief on the role and value of modified games in facilitating ethical development in children and youth and discuss the practical implications of them in their practice.³⁵

35. For more, see <https://ethicseducationforchildren.org/en/news/latest-news/312-learning-to-play-together-booklet-now-available> (accessed 24 October 2017).

4.7. Teaching styles that support human rights and democracy



Time: 90 minutes.

Participants: Together in two groups (actors and participants).

4.7.1. Overview

The famous Brazilian theatre director, Augusto Boal (1931-2009), founded the Theatre of the Oppressed movement. He was deeply influenced by Freire's Pedagogy of the Oppressed, using the stage as a platform for social dialogue to ultimately change society. Boal's methods of Image Theatre and Forum Theatre are used to encourage the participation of the audience as "spect-actors," as he liked to call them, rather than mere spectators. Like Boal, the goal is to engage the audience in a theatrical rehearsal for real-life human rights issues. Like Freire, many educators view education as an effort to liberate people and not as another instrument to dominate them. Theatre of the Oppressed is one such methodology, which mirrors the dialogical and transformational aspects of Freire's critical pedagogy.

The goal is to show how theatre can be used to create a world where human rights are appreciated and protected.

Learning outcomes:

- ▶ promote critical thinking so that participants can reflect upon and formulate their own ideas of the world they would like to help create;
- ▶ understand the power of Forum Theatre as a tool to raise awareness of human rights and to build social dialogue;
- ▶ discover how Forum Theatre can foster personal development (self-esteem, self-confidence, entrepreneurship and communication skills);
- ▶ experience the process of creating Forum Theatre (play warm-ups, building scenarios, acting, role of the Joker);
- ▶ plan local activities based on Forum Theatre methodology;
- ▶ create a space to exchange and promote good practice in using Forum Theatre in non-formal education;
- ▶ connect PE and teaching styles and this technique for future purposes;
- ▶ address values such as trust, spontaneity and creativity, collaboration, listening and awareness, communication, effective interaction, confidence and capacity, information, collection, problem-solving, incitement to change versus catharsis, and community development.



Materials and preparation: blackboard and chalk/whiteboard and pen (with teaching styles displayed, see 4.7.3 below) and plenty of space. Participants will be split into two groups – actors and audience.

4.7.2. Activity

Introduction: Forum Theatre should begin with a dramatic, entertaining and confident introduction that captivates the audience's attention. Then explain the rules of the game: "First we play, then you play, then we discuss".

1st step: actors rehearse their roles for a scenario that they choose, or like the one below containing an introductory scene, a rising action, a crisis, and the resolution.

Actors:

John – 13 years old, boy, athlete with strong parental support

Mark – 14 years old, boy, not a fan of school, trouble-maker

Maya – 13 years old, girl, good grades, insecure

PE teacher – the boss

The teacher gives the task: (shouts the text) "Basketball – throwing the ball/two-step" and goes out of the hall. Students continue the task (in two lines). John shoots and hits and he is happy, but Maya starts to yell "That's against the rules!" John ignores her and continues with to play. Maya loses her temper and tries to take the ball because she believes that John is no longer eligible to play for the attack. Maya is joined by other students who yell and side with her. The teacher comes, mutes the students (shouts, whistle) and asks "What happened?" not really looking for an answer. Students begin to respond loudly, the teacher interrupts and says that the ball goes to Maya – wanting to stop the shouts and continue teaching. Mark has the ball and behind the teacher's back angrily and strongly hits Maya on the head. She falls, injured. The teacher accuses John and threatens to call his parents and other school staff, to which Mark and Maya both respond "Please – NO". The students agree: "Don't, teacher, everything will be fine!" To hushed noise, the teacher continues teaching. At that point the director comes down the hall.

2nd step: participants have two options – to freeze the scene so that they can ask the actors questions or they can play themselves any role except Mark (bully).

3rd step: The teaching styles are on the blackboard/whiteboard so that participants can try different roles.

Debriefing: it is important to debrief on all aspects of the activity – from method to styles.



4.7.3. Annex – teaching styles

Spectrum style	Learning intentions	Students
Command	Physical: motor skill acquisition	Teacher makes all decisions
Practice	Physical: motor skill development	Students carry out teacher-prescribed task
Reciprocal	Social: working with others Cognitive: observing, analysis	Students work in pairs: one performs and the other provides feedback
Self-check	Social: helping others assess their own performance	Students assess their own performance against criteria
Inclusion	Social: maximising involvement, assisting others to succeed	Teacher-planned: students monitor own work
Guided discovery	Cognitive: discovery learning	Students solve teacher-set movement problems with assistance
Divergent	Cognitive: independent thinking Social: confidence, group work	Students solve problems without assistance from teacher
Individual	Cognitive: planning	Teacher determines content: students plan the programme
Learner-initiated	Cognitive: selection & application Social: personal & responsibility	Students plan own programmes: teacher is adviser
Self-teach	Cognitive: understanding Social: independence	Students take full responsibility for the learning process

4.8. Empathy and expectation



Time: 90 minutes.

Participants: three groups for the activities, pairs for the evaluation.

4.8.1. Overview

In an ideal case, we would understand perfectly what the students in our class/group expect from our teaching/coaching. Unfortunately, this is difficult because their expectations are often not apparent until change has already been made – for better or worse. In this training unit, with the empathy map (see 4.8.3), you collaborate with your peers – taking the perspective of your students/athletes – to strategically analyse their desires and needs and to uncover ways to improve your teaching/coaching.

Learning outcomes:

- ▶ experiment and understand what is the source of the emotion,
- ▶ take others' perspective,
- ▶ share the emotion when you know the difference in perspective between the others and oneself.



Materials and preparation: 12 backpacks each loaded with 5 kg, material to mark the floor, targets and balls, and copies of the empathy map (annex 4.8.3). Three groups do the three activities: climbing the stairs with back packs, throwing ball to reach target, and long jump. One empathy map is prepared for every participant.

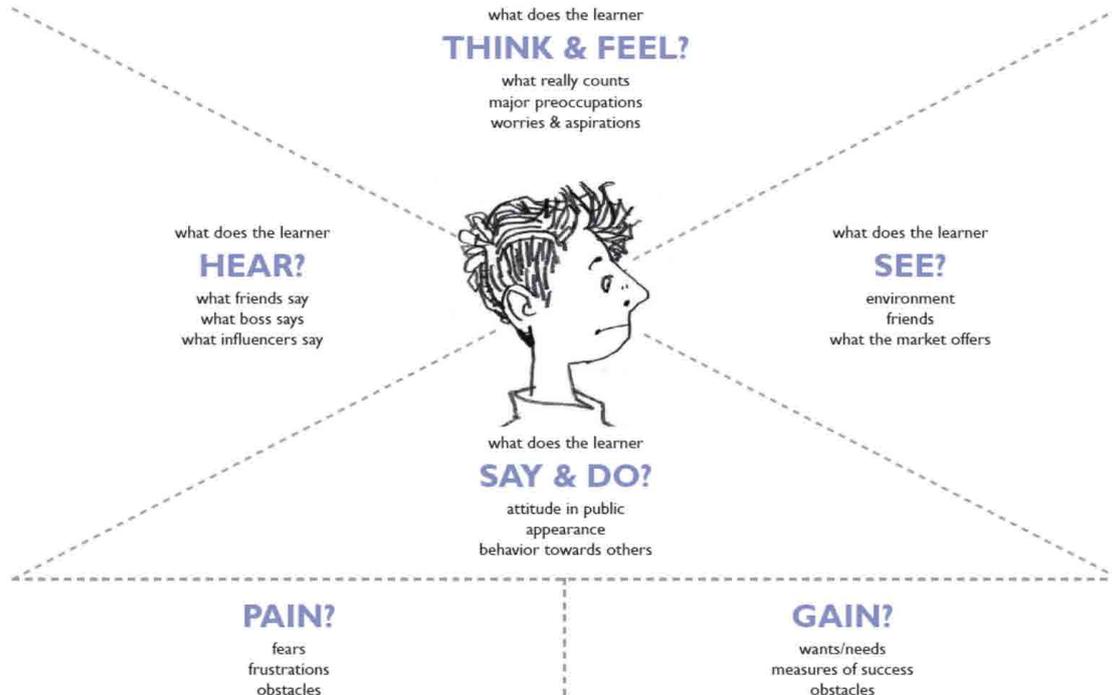
4.8.2. Activity

Participation at the three different game stations in a polygon manner. The first station involves climbing while carrying weight; the second involves trying to reach, with a small and big ball, targets that are different sizes and distances from the participants; and the third involves the long jump. Groups swap after 5 minutes at each station. Reflect on the sensory and emotional experiences you had during the games (in pairs). Project yourself into the learner's persona and write your experience on the map. When discussing in pairs, empathise with each other to understand how you can improve your teaching/coaching, and your lessons.



Debriefing: Once the chart is complete, each participant analyses the empathy map and thinks how to apply the results to their teaching/coaching. Help participants to transfer their findings into coaching/teaching in a practical situation.

4.8.3. Annex



Source: Ana Žnidarec Čučković, 2017.

4.9. From intention to results (TASKs)



Time: 90 minutes.

Participants: five groups.

4.9.1. Overview

In this activity we introduce and apply TASKs or CDC (or any other suitable competence framework). Here we address the TASKs described in Chapter 3 of this handbook.

Learning outcomes:

- ▶ put TASKs into practice;
- ▶ be better equipped to develop activities that contribute to the development of TASKs.



Materials and preparation: five bags containing numbers from 1 to 5, five tables numbered 1 to 5, three TASKs in paper strips on each table (total of 15 strips), five strips with Throw and Catch written on them, five flip-chart sheets stuck on the wall, five flip charts to act as place mats, 10 sheets of A4 paper per table, duct tape and highlighters. The workroom is prepared for groups to work at five tables (numbered 1 to 5).

4.9.2. Activity

Participants choose blindly a number (from 1 to 5) from a bag and then go to the workroom and sit at the table that has their number. On the tables are three TASKs (written on strips of paper) and the name of a possible PE lesson “Throw and Catch” (on another strip) waiting for them. Individually they are asked to think of ways to connect the TASKs with a Throw and Catch activity (ways that Throw and Catch can become an activity, game, drill, etc.), and write their ideas on A4 paper. Participants in their groups share their ideas on a place mat. From the ideas they create about the activity, they give a clear written description on the A4 paper. They give their activity to the group situated on their right in order to check clarity and write comments of their own when it comes back. They can rewrite it afterwards if necessary. Groups create a poster each, in a structured way to include the TASKs, an activity and a description of the activity. They deliver a 5-minute presentation of each poster (show what they created). During the presentations, the facilitator highlights any input to be discussed afterwards.



Debriefing: it is important to summarise the participants' actions. They created five different activities under the same title, so diversity is clearly seen. Ask them questions, such as: how is this different from your daily routine in class? Is it worthwhile to change it? How deeply can you reach to students' development of attitudes, skills and knowledge?

5. Conclusion

Sport and physical activity inspire us through games; athletes amaze us with their abilities and inspire a sense of respect. Yet the wider world is filled with hate, discrimination, negative politics, intolerance, laziness, crime, unnecessary media attention and many other negative phenomena that make our society ill. Successful and positive events are followed by negative events, and it feels as if the circle will never end. But we should not give up our efforts. Sport and PE are powerful tools that can help in many ways to build a society of active citizens.

Recognition of the positive contribution of active citizens in society requires an understanding of sport and PE as vehicles for connection. Developing this through education is a holistic process that demands full commitment – and involvement in making changes in society – from the education professionals, experts, practitioners and academics, as well as associations, institutions and organisations that administer and support sport.

Sport and PE are important means to raise future generations in the spirit of the core values promoted by the Council of Europe. Sport means respecting the rules, providing everyone with an equal chance of taking part; it incorporates the concepts of friendship, respect for others and sporting behaviour.

Transformations in societies require active participants who can effect change. Positive values, attitudes and behaviours, including tolerance and respect for diversity, need to be instilled and promoted through PE and sport. One carrier of change towards excellence in teaching is teachers and coaches who recognise and promote cultural diversity and tolerance. They are the key to creating and maintaining appropriate programmes for students and young athletes.

All actors in the field of sport and PE who bring additional education and empowerment can contribute to significant changes in sport, offering knowledge and skills that help develop social cohesion, respect for diversity and tolerance among people of different identities.

PE and sport have the potential to raise awareness of democratic and human rights and relevant attitudes. Diversity is a natural aspect of communities and societies, and PE and sport can play an important role in helping people to learn to live together. Co-operation among the various sectors, particularly between sport and education, is important to achieve the highest potential impact of sport as a tool to promote these values.

PE and sports are an economic factor too: not only a physical investment, but also part of the psychological, mental, social and intellectual capital of citizens. PE and sport develop physical literacy and civic engagement, combine and connect the physical abilities to learning based on values and communication, and enhance cognitive processing. Learning through PE and sport should be encouraged and improved by pedagogy.

Teaching in PE and sport through implicit actions offers possibilities of new knowledge, especially the skills and competencies that will be transferred to everyday life, as part of civic activities that can lead to social change.

The problem often lies in the lack of implementation of these aims in day-to-day practice. PE and sport should be recognised in many places for the promotion and development of values such as human rights, human dignity, and co-operation, as well as a constructive, respectful attitude to oneself and to others.

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Appendix I: The Universal Declaration of Human Rights

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

The UDHR is a declaration adopted by the United Nations General Assembly on 10 December 1948 at the Palais de Chaillot, Paris.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Appendix II: Declaration of the 2015 Bled Conference on Tolerance and Diversity through Physical Education and Sport

Strasbourg, 20 November 2015

EPAS (2015) 60

Enlarged Partial Agreement on Sport

Tolerance and Diversity through Physical Education and Sport

Conference co-organised by EPAS and the Ministry of Education, Science and Sport of the Republic of Slovenia

19-20 November 2015

Bled, Slovenia

Declaration

Respecting democracy, human rights and the rule of law as the basic values of the Council of Europe, and reflecting on the recent terrorist attacks and the present situation of refugees and asylum seekers in and around Europe,

Bearing in mind the points contained in Recommendation Rec(87)9 of the Committee of Ministers to member states on the Eurofit **tests of physical fitness**, Recommendation Rec(1992)13 REV of the Committee of Ministers to member states on the Revised **European Sport Charter**, the Resolution of the meeting of Sport Ministers on the **Code of Sports Ethics** (1992), Recommendation Rec(2001)6 of the Committee of Ministers to member states on the **prevention of racism**,

xenophobia and racial intolerance in sport, Recommendation Rec(2003)6 of the Committee of Ministers to member states on **improving physical education and sport** for children and young people in all European countries, and Recommendation CM/Rec(2012)13 of the Committee of Ministers to member states on ensuring **quality education**,

Referring to the experiences and outcomes of the sport and physical education for democracy and human rights programme, co-organised between the Pestalozzi Programme and the Enlarged Partial Agreement on Sport, in accordance with the Steering Committee for Educational Policy and Practice of the Council of Europe,

The participants of the conference are convinced that, if designed and implemented by qualified actors at policy and implementation level, and in accordance with the above-mentioned standards,

- ▶ **sport³⁶ and physical education** have great potential to contribute to education on the respect of diversity and mutual understanding of difference,
- ▶ physical education and sport have real potential to involve young people, provide easily accessible learning opportunities, and develop social and civic skills,
- ▶ physical education and sport policies can include learning objectives that support the development of an inclusive society that respects diversity and improves tolerance and mutual understanding of its members,
- ▶ physical education and sport play an important role in building and maintaining society and communities,
- ▶ all practitioners who are working in sport and physical education can be further empowered and educated to contribute to the change sport can offer in relation to social cohesion, diversity and tolerance³⁷ among people of different identities,

36. Sport means all forms of physical activity, which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels (European Sports Charter).

37. In the context of sport and physical education, diversity should be referred to as the difference among people regarding their looks, physical conditions, gender identity, sexual orientation, ability, cultural identity, language, ethnic belonging, religious identity, or any other characteristics that they have or they are identified with. Tolerance should, in this context, mean a mutual understanding of difference but at the same time equality among the members of the community.

- ▶ physical education and sport are tools to transmit these values and can develop the relevant attitudes,
- ▶ diversity is a natural aspect of human communities and modern societies and physical education and sport can play an important role in supporting people to learn how to live together in diverse communities,
- ▶ co-operation among different sectors, especially between sport and education, is very important for maximising the potential impact of sport as a tool that promotes these values,
- ▶ physical education and sport are an important economic factor that is not only a physical investment, but also psychological, mental, social and intellectual capital of citizens,
- ▶ physical education with sport improves physical literacy and civic engagement, and may combine body and physical competence with values-based learning and communication; it also improves cognitive processing, it is a platform of inclusion that can challenge stigma and overcome stereotypes, and it is an excellent entry to lifelong participation and physical well-being,
- ▶ learning in and through physical education and sport should be pedagogically fostered and improved,
- ▶ learning competences in physical education and sport can happen because physical education and sport implicitly provide opportunities for learning, but these new social skills and competences may stay within the sport community and are not transferred automatically to everyday life; thus they may not become civic competences that can result in social change,

The conference concluded that:

- ▶ physical education and sport should have a widely agreed double mission: learn to move, move to learn;
- ▶ clear definitions and strong theoretical models are needed;
- ▶ policies should encourage inclusive and innovative approaches in PE;
- ▶ specific interventions are required for specific communities and specific context, which require professional competent practitioners;
- ▶ global and holistic prevention and interventions by the relevant institutions are also required;

- ▶ in the educational approach, “Have fun and learn” should overrule “Win or die!”;
- ▶ the relevant social competences can be addressed separately: gender equality, cultural pluralism, religious tolerance etc.;
- ▶ participation of young people in sport and physical activities is as important as improving the quality of learning through sport;
- ▶ complex and innovative educational approaches are required that can support the transfer of the required values into a broader context of society;
- ▶ physical education should be a core part of school curricula;
- ▶ sport coaches and physical education teachers should be educated on how to go beyond the physiological and motor objectives of PE;
- ▶ mandatory physical education lessons should be revisited against their values-based objectives;
- ▶ relevant sport pedagogy and research methodology should be further developed;

and identified three main strategic objectives:

- a. values-based learning objectives should be further developed and included in school curricula and physical education lessons, as well as in sports programmes;
- b. political support should be enhanced for the promotion of democratic values and respect for human rights at all levels of sports and physical activities;
- c. quality data and research should support policies aimed at promoting social values in physical education and sport.

The conference puts forward the following recommendations:

Policy

- a. There should be adequate **European standards** in place in the field of physical education and sport promoting social values in line with the competence framework for the exercise of European citizenship³⁸ of the Council of Europe.
- b. There should be **indicators** for assessing the above-mentioned competences of young people together with European indicators for measuring physical condition (referring to the Eurofit indicators).
- c. There should be an **evidence-based approach**: research based on the above indicators across Europe in order to compare existing data and to produce policies, programmes/projects that are region-/country-specific.
- d. **Policy guidelines** should be worked out together with signatory states in order to support the establishment of policy measures that support the achievement of the educational objectives.
- e. **Primary and secondary schools** should employ qualified teachers who are also competent in values-based physical education.

Advocacy, awareness raising

- a. Values-based physical education should be promoted in **public media and social media**.
- b. **Good policy practices** promoting these values should be identified and shared among the participating countries.

38. "In the field of education, we call for the development and utilisation of tools for education for democratic citizenship, intercultural education and history teaching. We call for the adoption by the end of 2015 of the key elements of the competence framework for the exercise of democratic citizenship and thereafter the holding of a Council of Europe Conference of Ministers of Education to promote the implementation of that framework." Declaration of the Committee of Ministers of the Council of Europe "United around our principles against violent extremism and radicalisation leading to terrorism" 125th Session of the Committee of Ministers (Brussels, 19 May 2015).

- c. **Sport for all** programmes should be further promoted at all levels.
- d. **Results of innovative projects, good practices and methodology** (eg. ETS Move and Learn and Pestalozzi Programme) should be further identified, collected and disseminated to physical education teachers and sport coaches. The EPAS website could share these good practices on its website.
- e. **Parents** should also be addressed to support the learning of their children.

Capacity building

- a. **Specific funding mechanisms** should be allocated to address the development of values-based physical education in schools and sport structures, and European institutions should set their funding mechanisms in line with the concept of sport as a tool for education.
- b. The Council of Europe, in co-operation with other international partners, should organise and co-ordinate **studies and research** about social attitudes of young people to diversity and their change in attitude after participating in values-based physical education.
- c. **The Council of Europe** should organise further **European training courses** for physical education teacher trainers in co-operation with signatory states.
- d. Graduate and post-graduate **physical education teacher training** should include competences in values-based physical education. Further professional development for physical education teachers and sport coaches is needed.

Learn to move and move to learn!

About the author

Ana Žnidarec Čučković, is an assistant professor at the Faculty of Kinesiology, University of Zagreb, Croatia, specialising in Pedagogy and Didactics. She is a licensed mediator and active member of National Team for Crisis and Trauma Intervention. She works with several civil society organisations (CSOs) as a trainer, researcher, moderator and facilitator. Ms Žnidarec Čučković has been involved in the Pestalozzi Programme – the Council of Europe capacity-building programme for education professionals – since 2013 in a number of roles, including as a trainer, a co-ordinator of trainer teams, a steward of the online Community of Practice of the Pestalozzi Programme (with 1 600 members from nearly 50 countries) and as an editor. Apart from academic experience, Ms Žnidarec Čučković has over 10 years' professional experience in school education and research, some of which has been published in books and papers.

Since the Enlarged Partial Agreement on Sport (EPAS) was set up in 2007, its major priority has been to address current challenges facing sport in Europe. To this end, it has developed a pan-European programme involving a variety of stakeholders from public authorities and the world of sport. All have an important role to play in reversing the discriminatory trends currently observed in sport and in promoting sport as a means of fostering diversity and social cohesion. This handbook outlines how sport and physical education are important in helping to raise future generations in the spirit of the core values promoted by the Council of Europe, and how this can be done effectively.

This collection of good practice handbooks is an illustration of current policies and practices throughout Europe. Its aim is to disseminate and share positive experiences highlighting the potential of sport in promoting the Council of Europe's fundamental values of human rights, democracy and the rule of law.

www.coe.int/epas

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The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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