

FIEP EUROPE PROPOSAL ON KEY COMPETENCIES

BACKGROUND

In Spring 2000 in Lisbon, the European Council called for Europe's education and training systems to be modernized in response to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion. The Council of Europe's Stockholm Meeting in March 2001 set 3 strategic goals:

- improvement of the quality and effectiveness of the educational system and professional preparation
- creation of study opportunities to study for all
- opening the education system and professional preparation worldwide

Related strategy goals have been developed and are found in the "Education and Training 2010" work programme: "Every citizen must be equipped with the skills needed to live and work in this new information society" requiring modernisation of education systems. In improvement of education, curricula need to focus on key competences for lifelong learning. In the recommendation of the European Parliament and of the Council of 18th December 2006 (2006/962/EC) competences are defined as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those, which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The European Parliament and Council of Europe agreed 8 key competencies:

- communication in mother tongue
- communication in foreign language
- mathematical competence and basic competences in science and technology
- digital competence
- learning to learn
- social and civic competences
- sense of initiative and entrepreneurship
- cultural awareness and expression.

Significantly, basic human qualities such as physical and motor ability, motor performance, management of active lifestyle and health capability are neither included nor readily identified or recognised among the 8 key competences. Thus, Movement Competence as a key competence is missing from this list. According to the *Recommendations* of the European Parliament and of the Council of Europe Round Table participants (2006/962/EC), it is necessary:

- to identify and define new movement competence as an important element for personal fulfilment, active citizenship, social cohesion and employability in a knowledge-based society,
- to provide a framework of physical education curriculum community level within the Education and Training 2010 work programme and within the Community Education and Training programmes.

At a FIEP Europe Round Table Discussion on "The Role of Movement Activity, Physical Education and Sport for the Development of Key Competences for Lifelong Learning" in Bratislava on the occasion of the 4th FIEP European Congress on 30th September, 2007, concern was expressed about a missing key competence in the recommendations of the European Parliament and of the Council (2006/962/EC), in the domain of physical activity. A proposal was unanimously agreed by the participants to recommend to the European Parliament and Council of Europe the inclusion of "Movement Competence" as a 9th competence in the list of key competencies.

RATIONALE FOR INCLUSION OF "MOVEMENT COMPETENCE"

Movement education in the form of physical education makes a unique contribution to the education of all through the development of 'physical literacy'. It provides people with the knowledge, skills and understanding necessary to perform a variety of physical activities, maintain

physical fitness, and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle over the full lifespan. It is a springboard for involvement in sport and physical activities throughout life. It is also a source of communication with others and, in addition, can involve an appreciation of the natural environment as well contribute to moral and aesthetic education and development. *Physically educated persons* might be described as being physically literate, having acquired culturally normative skills enabling engagement in a variety of physical activities, which can help to maintain healthy well-being throughout the full life-span; they participate regularly in physical activity because it is enjoyable; and they understand and value physical activity and its contribution to a healthy lifestyle. Physical movement education is the only educational experience where the focus is on the body, its movement and physical development, and it helps children and young people to learn to respect and value their own bodies and abilities, and those of others. Its aim is systematically to develop physical competence so that people can move efficiently, effectively and safely and understand what, why and how they are doing. Its outcomes embrace commitment, confidence, willing participation, knowledge and understanding and acquisition of generic and specific skills, positive attitudes, active lifestyle and activity enjoyment etc.

Specifically, the rationale for inclusion of Movement Competence as an additional key competence is grounded in the following:

- ✓ Movement makes a unique contribution to “physical literacy” in the harmoniously and balanced optimum development of all individuals
- ✓ Movement is an essential pre-requisite for enhancement of quality of life and good health
- ✓ Movement including motor activity in physical education, sport and physical activity is an important irreplaceable phenomenon in physical, cognitive, functional, sensory-motor, psycho-social development, in wellness development of all age groups and especially of children and youth
- ✓ Development and improvement of motor skills, knowledge about, and understanding of, health and movement and motor abilities are significant key spheres of individual and group endeavour; only a healthy, properly functioning human body can be productive in society to make “the Union the most competitive and dynamic knowledge-based economy in the world”.
- ✓ Movement influences the capability of making and taking appropriate positive decisions as well as the ability to formulate, solve and interpret problems in a variety of situations
- ✓ Movement is a source inter-personal communication and, in addition, can involve an appreciation of the natural environment as well contribute to moral and aesthetic education and development.
- ✓ Movement fosters and facilitates efficient, effective, economic, purposeful and safe physical activity engagement; physical activity also includes both promotion of activity among children and youth and promotion of lifelong activity that will enhance workplace skills, fitness and wellness associated with quality of life.

Collectively and primarily, movement competence enables individuals to participate effectively in multiple contexts or social fields, which contribute to an overall successful life for individuals and to a well-functioning society. It is a part of health care and disease prevention. It is connected not only with sport and recreation but also with everyday life activities and only secondarily with specific sports skills. Movement should be properly coordinated in order that everyone becomes both able to accommodate and capable of accommodating changing human and ecological environments and managing active lifestyles and risks

Movement competence is acquired and developed throughout the full lifespan. It can be learned, taught and developed (both indirectly and directly) in a range of institutions and other settings (educational, social and cultural public, private, commercial and voluntary systems and sub-systems). Essentially, there are three stages in education:

- Informal education (in family, in life situations)
- Non-formal education (in specific educational and social organizations and institutions)
- Formal education (every schools level).

Within the formal education setting, physical education, sport and other physical activities are

pre-requisites for a well-functioning knowledge triangle (education – research – innovation). They have a key role in boosting growth and jobs and ensuring equal opportunities and social cohesion for all citizens.

DEFINITION OF MOVEMENT COMPETENCE

Movement competence is a combination of applicable multi-functional knowledge and understanding, motor skills, motor abilities and human attitudes, values and norms, which are necessary for movement growth, optimum physical, psychological and motor development, motor performance, personal fulfilment, overall healthy well-being and employment satisfaction.

INDICATORS OF MOVEMENT COMPETENCE

- mobility of every day life
- manual skills
- active life style and its quality
- positive attitude to, and value of, life and community
- prevention of civilization diseases
- postural health
- specific sport activities
- professional, personal and inter-personal skills

INVITED PARTICIPANTS FOR ROUND TABLE

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