

Physical Education and Sport: Facing Change

1. Introduction

I thank the AIESEP President and the AIESEP Board for having chosen me to present the prestigious José Maria Cagigal Lecture here at the AIESEP World Sport Science Congress in Rockhampton. It is truly a great honour for me.

José Maria Cagigal has made a remarkable contribution to our profession and he has left a legacy to all of us to increase our efforts towards a humane and peaceful world through physical education and sport.

Change has become a key word in our globalised world. This is even true for conference themes and accreditation. Only recently a conference titled "Meeting the best" was held in Berlin. The report about this international event was full of interesting remarks (see Rinke 2000):

Did you e-mail your accreditation for "Welcome Future" or "Sensing Futures"? You did not e-mail it? You just called and sent a fax? Sorry, www.meetingthebest.com – you are not registered! Amongst the topics were: "The world in the global dialogue?" – "The future belongs to those who shape it" – "Fit for net" – "High Touch" and how to keep the "Live-work-balance". Do we need this kind of training to be fit for life? Do we need to invest US \$ 2.300 + tax to participate in a 3 day conference of this kind to be prepared for the future changes and challenges? Maybe – maybe not. But there is no question that sport scientists and professionals in physical education need to be aware of the changes underway, how these changes influence our field and how we can proactively have an impact on future developments.

Today, in the year 2000, it seems that there are no limits in sport opportunities – including individuals with a disability. Adventure and risk-taking, like in heli-jumping, are important ingredients for participation in physical activity and sport. The pictures of sporting activities in the years 2050 and 2100 are still in preparation.

2. Sport, sport science and physical education – from an international perspective

Here are some selected areas where changes is evident:

- The world of sport is changing
- Opportunities are almost unlimited – even in the Virtual World
- Elite sports presents specific challenges – including doping, commercialization, violence, etc...
- The sport for all movement is increasingly offering new forms of participation
- People's lifestyles are changing – for example, health and quality of life has become a key factor in many people's lives

- Cultures are changing – due to the influences of different lifestyles and multicultural societies
- Education and communication are changing due to advances in technology
- Sport science is changing – differentiation and specialization in sport science is increasing
- Values and priorities are changing – the focus is now often on the individual rather than on the community
- Job markets in sport and physical activity are changing – the expansion of opportunities is evident in all regions of the world
- And physical education is also changing – in many parts of the world, physical education is an area of contention and heated debate – with changing expectations within the school system and in society in general (see Doll-Tepper/Brettschneider 1996; Hardman/Standeven 1998; Doll-Tepper 1999).

In order to effectively meet these changes, there is a growing need to emphasize physical activity as an essential and integral part of lifelong education, to make scientific knowledge available, to facilitate inter-/crossdisciplinary dialogue both with regard to teaching and research.

This is one of the major tasks of international organizations of sport science and physical education, such as ICSSPE, AIESEP and the range of other organizations active in the field.

3. Internationalization of studies in sport science and physical education

Technology not only speeds up the flow of information, but it also changes the opportunities and methods of professional training. Distance learning and the recent development of virtual universities enable students in all corners of the world to take part in degree programs. However, the question of quality control and standardization still remains a very big challenge.

In many countries around the world, there is a growing trend to either develop co-operative links with other universities or implement international studies and degrees in sport science and physical education. This trend complements the expanding job market offering new opportunities for students in a variety of professional fields. Over the past ten years in Europe, we have witnessed enormous changes with regard to the introduction of new degree programs, e.g.

- "European Master's Degree in Adapted Physical Activity"
- "European Master's Degree in Physical Education"
- "European Master's Degree in Health and Fitness"
- "European Master's Degree in Physical Activity and Ageing" etc. etc.

Are the graduates from these programs more capable of facing change? Certainly, they enter the job market with an expanded network of resources and professionals and – in most professions – this is a key to success. Hardman (1998) identified a "great diversity of course programs reflecting the amorphous nature of physical education and sports-related career opportunities. Equally the diversity of the employment situations and possibilities brings into question the extent to which course planners and providers, and programs can deliver in catering for a broad range of occupations" (Hardman 1998, 7). Issues arising from this analysis include e.g. decisions concerning either generalist or specialist education and even concentration on specific employment sectors. In addition, the question is "how to accommodate the pursuit of academic, professional and vocational breadth without compromising depth of understanding." (Hardman 1998,7). And how to identify and teach "core competencies" (Drucker 1999) of today for a world of tomorrow?

4. Expanding Job Markets

There is no question that sport in its various forms is a significant source of employment. According to a recent study commissioned by the European Union, the number of jobs in the sport sector has risen sharply in the past ten years: on average there has been over a 50% increase in the number of sport-related jobs in Europe. In addition to direct sport and physical activity provision, the study identified related fields such as sport as entertainment, tourism, sports journalism, the sporting goods industry, etc. (see Le Roux/Froberg 2000).

5. The provision and transfer of knowledge

New technologies offer immense opportunities to access information, e.g. via databases on literature about sport, physical education and sport science. Sport Quest, Heracles, SPOLIT, SIRC, Sportdiscus, Medline are just a few examples. Limitations, however, still exist regarding the accessibility of information and research findings that are not published in English, French or German. How can we make sure that this important material can be used in as many languages as possible in all parts of the world?

Yet another issue needs to be mentioned here: There are clearly deficits with regard to common understanding of terms and definitions. This is reflected in the variety of terms being used to describe our professional area in the names of institutions, departments and organizations:

- Sport, physical activity and physical education
- Human movement sciences, human movement studies
- Kinesiology
- Exercise and sport science

- Health and human performance
- Health and sport science etc.

How does this "broadened vocabulary" affect co-operation and communication with one another and how does it affect our ability to act with a unified voice on issues of common interest?

Moreover, sport science knowledge can be seen in close relation to health sciences and cultural science. What is our own specific identity? How do we share our knowledge with other related sciences?

And: How do we ensure that knowledge from the various sub-disciplines is transferred to those teachers, coaches, administrators in the field? Recent studies (Bleul 1999) have shown that practitioners are not aware of the available information regarding new teaching methods, the introduction of new sporting activities, the inclusion of individuals with disabilities etc. How can we bridge these gaps of knowledge?

6. New developments and profiles in sport science

During the 20th century the field of physical education has evolved, "from an almost exclusive focus on the delivery of instructional services to children and youth, into a field that is often conceptualized as a group of loosely organized and affiliated endeavors capable of providing multiple services to an almost limitless population." (Massengale/Swanson 1997, xiii). In their "History of Exercise and Sport Science" Massengale/Swanson (1997) highlighted 9 sub-disciplines:

- Sport Pedagogy
- Adapted Physical Activity and Education
- Sport Sociology
- Sport History
- Philosophy of Sport
- Sport and Exercise Psychology
- Exercise Psychology
- Biomechanics
- Motor Behavior

The most recent publication of ICSSPE lists 19 areas/sub-disciplines of sport science:

- Sport Pedagogy
- Adapted Physical Activity and Education
- Sport Sociology
- Sport History
- Philosophy of Sport
- Sport and Exercise Psychology

- (Sport and) Exercise Psychology
- Biomechanics
- Coaching Science
- Comparative Physical Education and Sport
- Kinanthropometry
- Neuromotor Psychology, Motor Learning and Control
- Political Science of Sport
- Sport Facilities
- Sport Information
- Sport Law
- Sport Management
- Sports Medicine
- Sports Vision

Here, as well, we are facing great changes. While it is important to support these trends towards specialization, at the same time it is crucial to build connections between the specialization areas. Issues such as violence, doping, commercialization, sustainable development, etc. can be dealt with most effectively when a holistic and multidisciplinary approach is used. For example, the IOC initiated the Olympic Movement's Agenda 21 to facilitate a contribution from sport to sustainable development. Many different perspectives on how this can be done are included in this document, with action steps falling into the following different categories: soften poverty, protect and promote human health, facility building, advancement of the role of the women, youth and physical education, recognition of Indigenous populations and science and technology (see Melling 2000).

A multidisciplinary approach is especially important for physical education, where scientific knowledge is necessary not only with regard to teaching and learning, but also to legitimize this subject as an indispensable school subject.

7. An international initiative for physical education

In many documents and publications (Hardman 1999, Talbot 1999, Feingold 1999 etc.) a "global crisis of physical education" has been identified. Reports point out a diminishing status, a lack of societal relevance, an identity crisis etc. In order to better understand the current situation an initiative was started in 1998 to collect scientific data about the state and status of physical education worldwide. Hardman/Marshall (1999) state: "There is a widespread skepticism about a secure future for school physical education." Some of the respondents of this worldwide survey suggested that in the future in some instances physical education may even cease to exist. To most of you here today, this is not a surprise.

The presentation of data of a worldwide audit were the focal point of the "World Summit on Physical Education" held in Berlin in November 1999.

Here are some of the most important findings: clearly showing that physical education has been pushed into a defensive position:

- " – Decreasing curriculum time allocation;
- Budgetary controls with inadequate financial, material and personnel resources;
- Low subject status and esteem;
- Marginalization and under-valuation by authorities"

(Hardman/Marshall 1999, 16)

In this context it is important to emphasize that this research project was based on an initiative of ICSSPE carried out with the financial assistance of the IOC and in collaboration with ICSSPE's International Committee of Sport Pedagogy (ICSP). A multidisciplinary and international committee composed of:

- Association Internationale des Ecoles Supérieures d'Education Physique (AIESEP)
- International Federation of Adapted Physical Activity (IFAPA)
- International Society for Comparative Physical Education and Sport (ISCPES)
- Fédération Internationale d'Education Physique (FIEP)
- International Association of Physical Education and Sport for Girls and Women (IAPESGW)

The whole project is an excellent example of a joint venture on international level. In addition, the "World Summit on Physical Education" offered the opportunity to discuss physical education from different scientific angles:

- State and Status of Physical Education in Global Context
- The Case for Physical Education
- Good Practice in Physical Education
- Nutritional Needs for Physical Activity
- Physical Education and Physical Development
- Social and Community Development through Physical Education
- Physical Education, Health and Well-Being
- Physical Education: Economic Considerations

There was consensus that "quality" is the key to all future developments, especially with regard to

- physical education in schools
- in co-operation between schools, community and clubs and
- professional training in universities and in inservice-training

The most important result of the "World Summit on Physical Education" was the unanimous adoption of the "Berlin Agenda for Action for Government Ministers" on

November 5, 1999. It states: "The World Summit on Physical Education reinforces the importance of Physical Education as a life-long process. It is particularly important for every child as articulated in the International Convention on the Rights of the Child. All children have a right to: (1) the highest level of health; (2) free and compulsory primary education for both cognitive and physical development; (3) rest and leisure; (4) play and recreation."

Immediately following this international event, a working group summarized the findings and prepared a comprehensive document of results and recommendations to be presented in three languages (English, French and Spanish) to the 3rd International Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS III), organized by UNESCO, and held November 30 – December 3, 1999 in Punta del Este (Uruguay).

Why do I report this to you?

I do this, because I am convinced that joint efforts on international and national level are absolutely necessary and will eventually lead to success.

And success never comes easy. A well prepared document alone is not enough, you need to use strategies and a plan of action when aiming at acceptance. By means of collaborative efforts it was possible to introduce the results and recommendations of the World Summit to MINEPS III. UNESCO's final report makes reference to these documents, both the Declaration of Punta del Este and in the recommendations:

The Declaration of Punta del Este.

"... In this context, they endorse the Berlin Agenda for Action adopted by the World Summit on Physical Education in 1999 and encourage Member States to ensure that sport and physical education are incorporated in school programs or, as a minimum, that their legal requirements with respect to physical education programs in school curricula are being met."
(MINEPS III, 1999)

Highlights from the recommendations include:

"Physical education and sport is a fundamental human right and an essential factor in human development, ...

Physical education and sport, as an integral part of lifelong education, are essential means of enhancing the quality of life, health and well-being of all persons, regardless of their ability/disability, sex, age, cultural, racial/ethnic, religious or social backgrounds, ...

Physical education and sport bring direct financial benefits in terms of savings in health care costs, in the prevention of violence and juvenile delinquency, and in related social services, ...

Physical education and sport provide an ethical and social foundation for the spirit of fair play, mutual respect, gender equity, solidarity and human understanding, which are essential for the creation of a culture of peace, ..."

These are important steps, but recommendations are not enough. We need to make sure that these recommendations are implemented. With the help of its member organizations, such as AIESEP, ICSSPE intends to:

- Provide leadership and serve as a hub for sharing information and dissemination;
- Monitor and review progress;
- Make proposals for future work;
- Publish books – "Building the Case for Physical Education", "Physical Education: Sharing Good Practice";
- Produce an advocacy toolkit – "Making the Case for Physical Education";
- Co-ordinate and publish a Berlin Agenda II, for Physical Education themselves to use in their own countries.

Let me stop here for a moment and share with you some interesting observations. I call it "the avalanche of declarations".

8. The avalanche of declarations

From an international perspective a remarkable increase of declarations regarding physical education and sport can be observed. Almost every international conference, organized by the IOC, UNESCO or organizations of physical education and sport science have adopted declarations. I am sure many of you have either contributed or witnessed such initiatives. Here are some international examples from the last two years:

- Windhoek Call for Action 1998
- World Conference on Education and Sport for a Culture of Peace 1999
- World Summit on Physical Education 1999
- UNESCO MINEPS III 1999
- IOC Congress on Women and Sport 2000
- IOC Congress on Sport for All 2000
- FOSE 2000 etc.

Who is responsible for the dissemination and – even more importantly – for the implementation? How do we ensure that implementation occurs and monitor the progress? How do governments co-operate with NGO's? How do these international declarations affect national policies?

I would like to recommend strategic planning as it is used in management; we need to answer questions like:

- What do we want to be? (vision)
- What will we do? (mission)
- What do we believe? (values)
- What will we gain? (goals)

- How do we win? (strategy)

(see Gruppe von Lissabon 1991).

In addition to these strategic questions facing the field as a whole, individuals are increasingly concerned with questions and challenges reflecting their own specific situations, such as: What are my strengths? And what is my contribution? New challenges, in the area of social competence or relationship responsibility are integral to success (see Drucker 1999, 164). Professionals in our field of work, as in all other areas, need to be aware of these individual challenges as well as the 'big picture' and challenges at a more global level.

Networking and building alliances are of crucial importance, again both at the international and national level.

Additional examples of action steps at national level that can facilitate implementation:

- endorsing the Berlin Agenda
- initiating a comprehensive evaluation of physical education in schools (state & status)
- development recommendations and plans of action
- linking physical education and sport to community
- mobilizing the students and parents
- empowering existing action alliances and
- networking with new parents beyond physical education and education; e.g. with professionals and politicians in the sectors of health, science, culture, economics etc.

9. Towards becoming a "global player"

If we wish to achieve our goal, that is offering quality and inclusive physical education/activity and sport as part of a lifelong education process, we have to be proactive: (I am using the language of sport here!)

- we have to give up our role as spectators
- we have to get off the bench and play as a team
- we have to significantly influence the game
- we have to reach to highest league and stay there
- we have to extend our area of influence beyond our own playing field
- we have to move from being a "player" to a global player

What do we need?

In concrete terms:

- We urgently need to intensify dialogue in our profession of physical education, sport and sport science

- We need to initiating networking opportunities outside our profession, e.g. with health, culture, science, technology
- We need to advocate and lobby other areas of society, e.g. politicians, media, corporate sector.

In general

- It is important to increase our knowledge base, be self-confident, have visions and be courageous! In other words: follow a success cycle.

With regard to the "Science System – Facing Change" Markl, President of the Max-Planck-Society, stated:

1. "Competition – more recently global competition – for almost everything is becoming more intense.
2. The availability of financial resources for everything and everybody will decrease year by year.
3. As a consequence, nothing will stay as it is. In modern societies we can only rely on continued and even faster developing change – and post-modern societies will surely not be better of." (Markl 1998, 35)

Based on his analysis and prognosis, which can easily be adapted to our own profession, we should develop a "culture of effort". In this sense, it is my hope, that we take responsibility in relation to our own professional areas, in other sectors of society and in relation to society as a whole, so economical, ecological, political, social, educational and scientific challenges.

With a positive self-image, quality performance in research and teaching, and the willingness to work together we will be able to face change effectively and meet the challenges of the 21st century.

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(Cagigal's Lecture at the AIESEP International Congress – Rockhampton, Australia)

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Declarations

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- ICSSPE, World Summit on Physical Education, Berlin 1999
- UNESCO, MINEPS III, Punta del Este 1998
- IOC, World Congress on Women and Sport, Paris 2000
- IOC, World Congress on Sport for All, Quebec 2000
- FOSE (Foundation of Olympic and Sport Education), 2nd World Conference, Mount Olympus 2000