



The Pestalozzi Programme Council of Europe Training Programme for education professionals

Category: External report - Evaluation on Module A

Title: Physical education and sport for democracy and human rights (SPORT)

Type: Module A - CoE 2014-1021-1024 SPORT

"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

Useful websites links:

[Council of Europe Internet Website](#)

[Pestalozzi Internet Website](#)

[Enlarged Partial Agreement on Sport Internet Website](#)

[Pestalozzi Platform - Community of Practice](#)

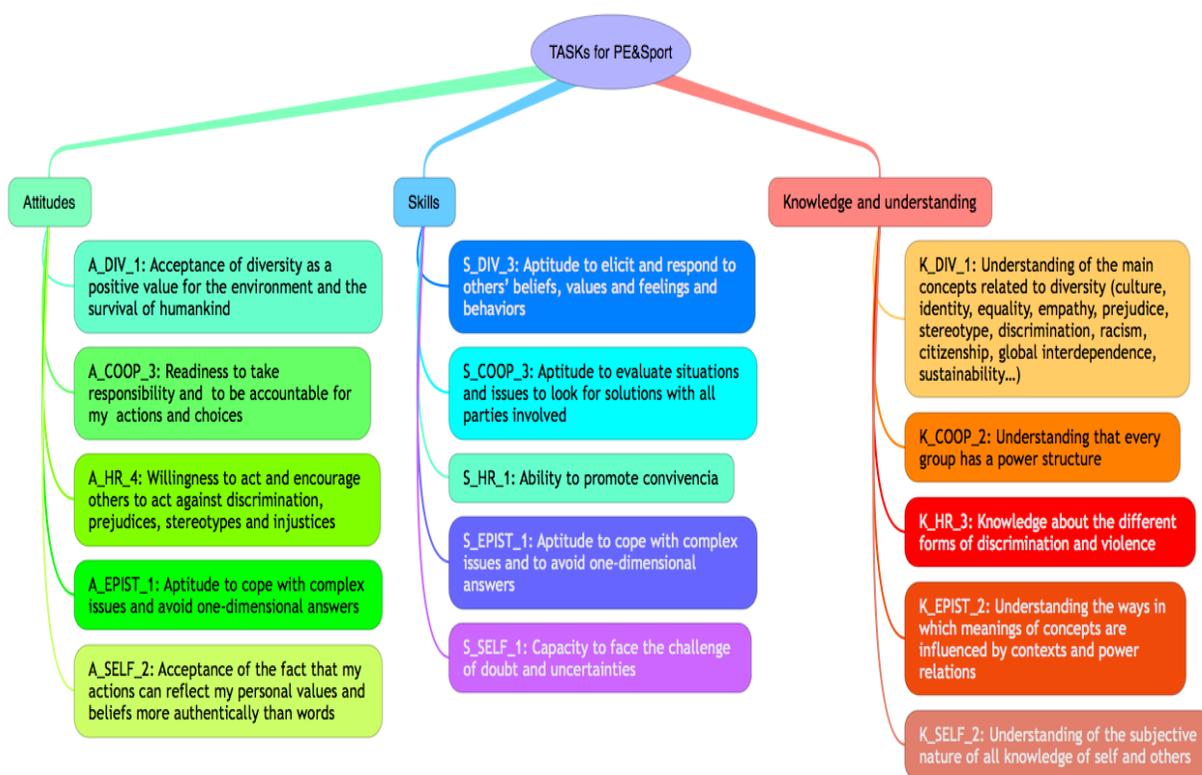
This is a trainer training course organized by the Pestalozzi Programme of the Council of Europe in cooperation with the Enlarged Partial Agreement on Sport (EPAS) of the Council of Europe.

Introduction

It has been argued in a paper for the Council of Europe that "...sport has the potential both to improve and inhibit an individual's personal growth. Several authors have observed the futility of arguing whether sport is good or bad. Sport, like most activities, is not a priori good or bad, but has the potential of producing both positive and negative outcomes. Questions like 'what conditions are necessary for sport to have beneficial outcomes?' must be asked more often" (Patriksson, 1995, p. 128).

It was within the present Module series aims to explore and identify these conditions in order for participation in sports and physical activities to contribute to the individual's whole personal development. Issues like the importance of PE and sport in the context of democracy and human rights, its specific content, challenges and resistances, as well as suggestions on how to overcome these, how to promote change in the field of PE and sport were among the outcomes of the training course.

We worked with tools and methods that empowered education professionals and improved their transversal attitude skills and knowledge in the field of Physical education. More



specifically we focused on:

The first module of the training course on Physical education and sport for democracy and human rights (SPORT) took place in Strasbourg at the European Youth Centre of the Council of Europe from 21st to 24th of October 2014. 29 education professionals from over 20 countries participate in this course guided by a team of three facilitators. The preparation started in spring 2014 with Skype meetings and online cooperation. At the beginning of April the preparatory meeting took place in Strasbourg where the team together with the Secretariat and the Pedagogical adviser developed the programme and discussed the main theme and working strategy. During the summer a document outlining the basic assumptions on which the course is based was developed and will be further developed in cooperation with the participants throughout the module series. At the same time the team prepared, shared and discussed the plans for the individual sessions of Module A using the online cooperative working space of the Pestalozzi Programme.

The report mainly focuses on the ideas behind Module A while describing the process of training and learning throughout Module A, as well as during the online preparatory phase with the participants. Next to the content and the strategy behind the programme, the educational tools for initiating action and trust, the theoretical foundations of the chosen approach to personal and professional development are exemplified. Furthermore, the platform for collaborative work and the Community of Practice of the Pestalozzi Programme as well as the individual actions for educational changes in the field of Physical education and Sport of the participants are presented.

Preparatory task

Participants were invited and welcomed to the platform in August and started by informal talk. Then they were asked in beginning of September to do a preparatory task divided in few steps. Participants were invited to explore Community of Practice; like join specific rooms, introduce themselves, fill "Fact File" list in order to gain their expectations and professional background and read BAD document. The result from the "Fact File" list were used to adjust the programme to their expectation and need, furthermore, to get to know their background and evaluating what they can give the programme and the setup in general and finally to use in base group activity during the whole Module A. Also a poster with good practice in PE and within the context of Human rights and democracy was suggested in order to share the experience with all the participants during our exhibition Show and Tell.



Description of the Module A

The module was divided in 4 days - 4 steps: Starting line, Move to learn, Learn to move and Ready, set, go! These steps included possible answers to questions: why, what for, from whom, how in setting the context of PE and Sport for HR and Democracy today. So we decided to work with definitions, mitigating factors, teacher practices, consequences within different methods and educational strategies. The emphasis was on participants professional and personal reflections through TASK and Peer learning. Most of the sessions were prepared and ran cooperatively by the facilitators which contributed to the richness and depth of the sessions and variation within the activities.

Module A

- ❑ We started with session “Mapping out the situation”. With cooperative learning (CL) method called jigsaw we played with definitions of PE and Sport; with materials of Democracy, with role of cooperative learning structures and finally with HR. Discussion was lead in terms what PE and Sport should be for us, what do we teach and can we make correlations with HR, Democracy and CL. So we used construction of knowledge and interdependent construction of it with definitions in order to understand and map out the base ground of Module.



- ❑ In the session titled “*The reality of Sport and Physical Education*” participants in teams created collages about the situation of Physical Education and Sport as it is presented in different media in their countries. Using photos, pictures, articles, words, drawings from journals, newspapers and sport magazines they explored the current state of PE and Sport including the positive (wellness, fitness, health, entertainment, joy) as well as the negative aspects (violence, commercialization, corruption, discrimination, hooliganism, nationalism, doping) of it. During debriefing they had the opportunity to further work on their awareness of the complex and often contradictory reality of sport and physical education but most importantly they reflected on the negative aspects in the sport realm and on their own practices and possible contribution to them.

They discussed about the role of media in the perpetuation of stereotypes and prejudices in sports and concluded with ways that they can individually contribute in changing the situation.

- ❑ The collages were also used in the session that followed *“Physical Education and Sport in connection to Democracy and Human Rights»* where participants became aware and gained knowledge on how Human rights in the realm of sport and physical education are practiced, denied, protected or in conflict with one another. They were asked to go through the contents of their collage again and using a copy of the Universal Declaration of Human Rights to analyze what specific rights were involved in the collage, to make a list of them beside the collage and find the article(s) of the UDHR that cover each right and write the article number(s) on the list. They used different colours in order to be easy to identify the rights that were protected or practiced (green), denied or violated (red) or in conflict (blue).



- ❑ *Cooperation or competition* awareness and reflection on their own practice - which way to succeed with our team and win the match? Role play for the players, the coach, the spectators - one group playing the cooperation, the other the competition (not respecting the rules, the others, having no limits to win). Analysing the behaviour of the spectators showed how difficult it was to support a team effectively with respect (vocabulary, volume of the voice...). On the contrary the verbal communication's skills of the coach (cooperation) develop the coherence of the team, the efficacy of the game, the respect of the common strategy. The role of the referee had been discussed (keeping the fluidity of the game when ensuring the respect of the rules). A reflection on every one's practice ends up with question about the role of the coach, the difference between being firm with respect or harassing the players.

❑ In the session *“Discrimination and Violence in sport”* participants became knowledgeable about the different forms of violence and discrimination the child athlete is exposed to and explored ways to move forward to protect and enhance the human rights of children in sport. Working in 5 groups on a real life scenario about Maria (a 16 year-old athlete, member of her country’s national Rhythmic Gymnastics team) they took the roles of 1. Coach of the National Team 2. Maria’s parents 3. Maria’s friends and boyfriend 4. School teachers and 5. Maria herself. Each group after studying Maria’s case prepared their expectations, wishes, comments, complains about Maria according to their role. Afterwards, one member of each group stood in a circle around “Maria” and expressed them one at a time (e.g one from her parents, one from the coach, one from her friends, etc. and then again. When they were done with their input “Maria” described her feelings according to the expectations, pressure, “psychological” violence that each role exposed her to. She then expressed **her own** wishes, expectations from herself, dreams. After the debriefing, in which the various forms of violence the child athlete has to cope with were reflected on, participants went back to their groups and discussed ways to move forward to avoid child rights violations in sports brainstorming concrete actions related to the role they had been assigned (e.g parents, coaches, children, children athletes, teachers). Groups presented their suggestions/solutions in plenary.

❑ Participation per se in physical education 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* which was the title of the first session on **Day 3**. The session started with participants playing the traditional elimination game of “musical chairs”. When this was finished they were asked to play again a modified game of “Musical chairs”. This time, as chairs were removed, no participant was eliminated as they only had to find a chair and share it with someone, until they all had to cooperate and find a way for all of them to sit on only two chairs.

Through a short debriefing that followed participants discussed about the differences between the two games, how they felt while playing them, what was the condition 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.

Afterwards, the facilitator made a presentation about modified/conditioned games and their value in promoting ethical behavior in physical education classes.



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

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. Vary balls (size, weight, color, texture, number) 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 formed groups and asked participants to think and write down a traditional game played in their country or a popular one among their students, decide on a learning objective they want to achieve and modify one or two of the conditions mentioned before in order for the game to meet their purposes. In plenary groups made a short presentation of their modified games and at the end all were hung on the walls for the rest of the workshop for participants to go through.

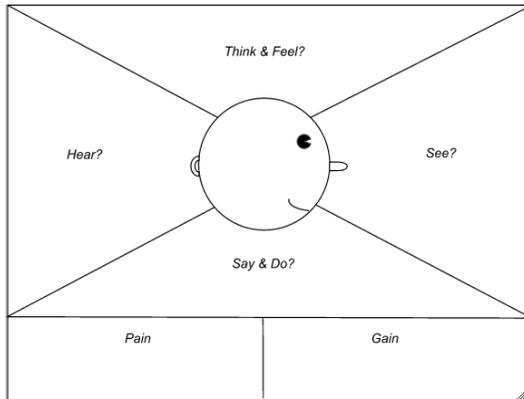


□ We performed Augusto Boal's "Theatre of the Oppressed" in session "Teaching styles that support HR and Democracy". With this method we encourage the participation of members as "spect-actors" for rehearsal of real-life human rights issues. The goal was to show how crucial is to act and react in everyday situations from PE point of view. On the board was written spectrum of possible teaching styles for use in acting and changing reality.

□ Each day we had "Base groups". This was independent participants time for learning together with direct reflection. They meet every day to discuss what they have learned during each day of module. They shared their experience and build up with new knowledge and understanding. They produced creative outcomes using different media tools. Before they start, they were invited to participate in convivencia activities.



- *Empathy is motivation for providing support. Support enables high expectations. High expectations lead to success. (Ref. molehills out of mountains 21st Century Educating, Part 5: Expectations and Empathy).* The Empathy map had been suggested



for reflecting of the sensation, feeling, analysis of the participants within the Pestalozzi module (opportunity for writing in one's own language).

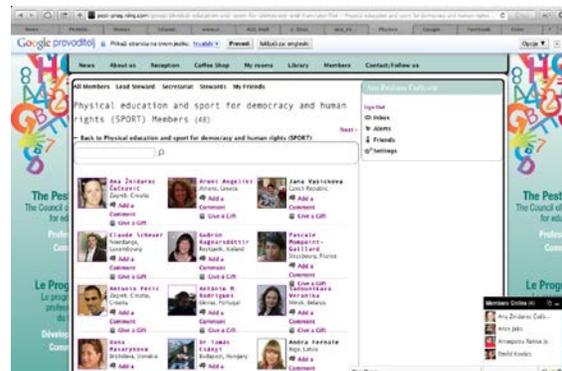
Some suggestions/ questions, had been used: thinking and feeling about their aspirations or worries? - hearing about what they are doing, saying, organizing - seeing what they achieve or not? saying and doing while promoting Human right and democracy - experiencing a paint point - experiencing a positive gain when including HR and democracy in their own life and teaching. (<https://docs.google.com/drawings/d/11XxZwISoSWySYU5CsPOs8yf4wsUW0S8Qo5kshCVeY5I/edit>).

Show and tell

A vernissage for presenting and discussing examples of practices. More than 20 participants participated at the exhibition and for a long evening discussions about the examples in different countries and projects, cooperation, exchanges took place among participants.

Community of Practice (CoP)

Participants got familiar with the Stewards of the CoP through the treasure hunt activity. They got to know the platform and its technology and how it can be used for their own professional and personal development. With the help of the stewards they learnt to appreciate the difference between the Community of Practice and the tool (platform) itself.



Coaching groups and preparation of Action Plans

The last day of the module was reserved for evaluations, reflections, and projections to action plans and training units. The participants suggested having more time for the exchange of experiences and expertise. They were all eager to start writing their Action plans. The 3 coaching groups started working, pairs or trios were organised according to the theme and interest of the participants. An intense time of cooperation and exchange among participants and different experts (facilitators, pedagogical consultant, responsible of Pestalozzi project).

Looking forward in Module B

We had the opportunity to present the Pestalozzi program at the ENGSO (European Non Governmental Sport Organisation) in Stockholm in Oct. 2014 and Prof. Bailey was there, arguing in favor of physical activity, like in a previous publication:

“Physical activity is an important contributor to human health and well-being, and the full extent of its benefit is only now becoming realized. However, the physical health outcomes of regular exercise that generate Physical Capital are so compelling and urgent that they are in danger of excluding other outcomes by dominance. This would be unfortunate, as the cases for each of the forms of Human Capital—Emotional, Individual, Intellectual, Financial, and Social—seem to be moving toward a point where their place in public policy discourse will soon become unarguable.” (R. Bailey and all., Physical Activity : an underestimated investment in Human Capital, in Journal of Physical Activity and Health, 2013, 10, 289-308 © 2013 Human Kinetics, Inc.)

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