



The Pestalozzi Programme Council of Europe Training Programme for education professionals

Category: Brief report on the trainer training course

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

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“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.

This trainer training course: *Physical education and sport for democracy and human rights* (SPORT), was 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. It targeted pre- and in-service teacher trainers for physical education; coaches for extra-curricular sport activities and other education professionals involved in sports and health activities on the school level.

Introduction

The module focused on the central issue of “what conditions are necessary for sport to have beneficial outcomes?”¹ (Patriksson, 1995, p.128). Physical education and sport is still often an arena where violent and war-like language and images abound, be it in everyday communication or through the media, where discrimination and stereotypes are common. This module series aimed to explore and identify these conditions in order for participation in sports and physical activities to contribute to the individual’s whole personal development in the context of democracy and human rights. The group of participants and facilitators identified specific approaches, challenges, resistances, as well as suggestions on how to overcome these challenges. In short, we focused on how to promote change in the field of PE and sport to support human rights and contribute to a democratic culture in schools.

The first module took place in Strasbourg at the European Youth Centre of the Council of Europe in the fall of 2014. 29 education professionals from over 20 countries participated in this course.

The second module, Module B, took place in Larnaca, Cyprus in May 2015 with the highly appreciated support of the education authorities of Cyprus. In total 22 out of the 29 initial education professionals participated in Module B.



“Goose game” for a conceptual framework

Expected outcomes of the Module series

- To develop a clear conceptual framework regarding Physical education and Sport, its orientation and scope.

¹ Patriksson G (1995), ‘Scientific Review Part 2’, The Significance of Sport for Society - Health, Socialisation, Economy: A Scientific Review. Prepared for the 8th Conference of European Ministers Responsible for Sport, Lisbon, May 17-18: Council of Europe Press.

- To create a shared view of the competences of education professionals regarding Physical education and Sport.
- To explore the new challenges to ethics and values in the sport realm.
- To develop attitudes, skills and knowledge on and for efficient methods for developing Physical education in schools.
- To develop awareness of own practices with personal responsibility to be a reflective active practitioner.
- To become aware of complex and often contradictory reality of Sport and Physical education.
- To discover links/relations/connections between Sport and Physical Education with Human Rights and 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 develop appropriate methodology for successful training and teaching in Physical education and Sport.
- To build a network of education professionals equipped to continue the training on an international, national, regional and local level.

Competence based model of professional development in the Pestalozzi Programme

The Pestalozzi competence based approach was strengthened within the module. We worked with tools and methods that empowered education professionals to improve their transversal attitudes, skills and knowledge and understanding (TASKs for democracy²) and get into action in their contexts in the field of Physical education. One cannot teach these components without reflecting on one's own disposition towards

them. This is why participants were invited to do both: design teaching activities to support the development of transversal competences and reflect on their own growth and development through cooperative and reflective methods, as well as self-directed and peer learning: daily "base groups" to support individual learning goals, private diaries (to write down thoughts, feelings, and reflections) and feedback sessions on performance. Participants' activities were posted on the online community of practice - Pestalozzi Platform- with the purpose to gain feedback from fellow professionals of the community.



The traditional elimination game of "musical chairs" played again as a modified game of "Musical chairs".



Designing activities for learning

Participants were able to share the materials (training units) they had designed and written between Module A and B. They were asked to create a **short video** (60-90 seconds) showing their piloting experience (using pictures, video footage from the piloting, interviews, drawings, etc.) and to choose **one activity from their training unit and prepare to facilitate** with 10-11 participants, for 20 minutes. Only half of the participants produced a video but all contributed to the further testing of their activities.

² Mompoin-Gaillard, P., Lázár, I. (eds) (to be published in 2015), Developing competences for democracy, 60 activities to learn and assess transversal attitudes, skills and knowledge (TASKs), Series editor Huber J., *Pestalozzi series #4*, Council of Europe publishing, Strasbourg, France

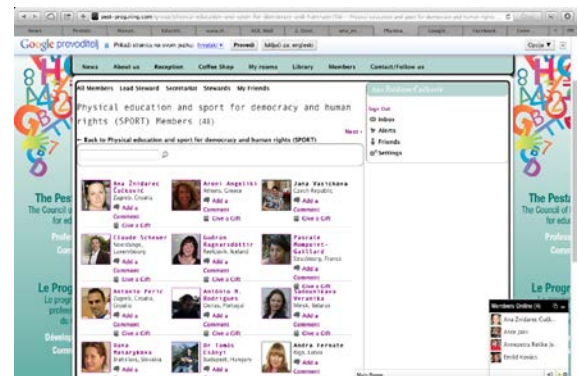
Each “micro-training” session should include clear instructions, implementation of the activity and a short debriefing. Each participant got individualized, oral and written feedback to improve their training materials.



A 10-minute feedback loop from peers followed after each session, in 3 rounds: questions for clarification, highlighting a strong point, giving suggestions for improvement.

Designing and writing training resources is a very demanding work that participants were engaged in for some 10 months. It requires many steps: drafting, piloting and testing, receiving feedback, evaluating and revising with critical friends. It takes patience to learn and teach how to write clear instructions for a reader who is in another context than our own; or to persuade colleagues in your local practice who may not be receptive to innovation in teaching methods, etc.

Part of the work took place on the online platform. This in itself represents a challenge, not only technical, but also concerning communication. It takes new skills to express oneself in short messages, yet with nuance, to convey support, emotion, and things like caring, constructing and cooperating.



Community of Practice (CoP)

Evaluation ...



Participants were asked to answer the following questions for each of the individual activities they experienced during the 3-day module:

- How did you feel?
- Does it achieve inclusion? How so?
- How useful is it?
- How would you adapt it?

The overwhelming majority of the feedback was positive and enthusiastic. Participants greatly *enjoyed* the sessions (“I felt inspired by some ideas, safe in the group, comfortable, open for ideas, support and understanding, interested”). They believed that most activities were *inclusive* (e.g. “yes - everyone had to take part”). They also found the sessions *useful* (e.g. “feedback was very useful, yes!” “very useful and inspirational” “useful not only

because of knowledge but also because of fun”). It is interesting to note that participants considered the activities that did not make space for cooperative structures to be non-inclusive. As for the last question, it was hardly elaborated on and the team realized that this evaluation activity should have been done earlier, perhaps after each activity, when participants were less tired.



The outcome-based evaluation showed that the expected outcomes of the module were mostly reached while just a few still posed a problem for some participants:

Some red	Some yellow	All green
<ul style="list-style-type: none"> - I have developed my skills to use the TASKs to design activities (competence based educational approach) - I know what to expect from this module 	<ul style="list-style-type: none"> - I have a clear notion of what I will do to improve my training unit - I understand what are the benefits of the online professional learning community 	<ul style="list-style-type: none"> - The learning atmosphere is safe - I have gained ideas to improve one of the activities of my TU - I am convicted that PE can contribute to the promotion of human rights and democracy - I feel energy to further disseminate the result of our work

... and looking beyond module B

Some of the more salient issues that were identified during discussion concern: i) the status of PE as a subject and the **status of the PE teacher** within the faculty, producing a negative impact on their capacity to initiate innovative approaches with colleagues (in this respect the **importance of movement**, and body and mind training for learning was stressed as a possible outlet for PE teachers to initiate more collaboration with teachers from **all subject areas**); ii) the relation between **competitive structures and social inclusion** can be seen as antagonistic: should human rights and democratic values be considered as main objectives in PE? What should an educator do when the rules of the game go in another direction than the optimal for equal opportunity? iii) is creating opportunities for participation through games equivalent to **creating conditions for equal participation in physical activity**? These questions and concerns show us how complex the conditions are for sports and physical education to contribute to the individual's whole personal development in the context of democracy and human rights. To cite a participant in the closing discussions: "A *module C* would be granted to answer a few more unsolved questions!"

Appendices

Appendix 1 TASKs

Attitudes

A_DIV_1: Acceptance of diversity as a positive value for the environment and the survival of humankind

A_COOP_3: Readiness to take responsibility and to be accountable for my actions and choices

A_HR_4: Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices

A_EPIST_1: Acceptance of the fact that every individual constructs knowledge differently

A_SELF_2: Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words

Skills

S_DIV_3: Aptitude to elicit and respond to others' beliefs, values and feelings and behaviours

S_COOP_3: Aptitude to evaluate situations and issues to look for solutions with all parties involved

S_HR_1: Ability to promote convivencia

S_EPIST_1: Aptitude to cope with complex issues and to avoid one-dimensional answers

S_SELF_1: Capacity to face the challenge of doubt and uncertainties

Knowledge and understanding

K_DIV_1: Understanding of the main concepts related to diversity (culture, identity, equality, empathy, prejudice, stereotype, discrimination, racism, citizenship, global interdependence, sustainability...)

K_COOP_2: Understanding that every group has a power structure

K_HR_3: Knowledge about the different forms of discrimination and violence

K_EPIST_2: Understanding the ways in which meanings of concepts are influenced by contexts and power relations

K_SELF_2: Understanding of the subjective nature of all knowledge of self and others

Appendix 2

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Appendix 3: Attendees

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