



The Pestalozzi Programme Council of Europe Training Programme for education professionals

Category: Final report on the trainer training course

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

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

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 was based, was developed; the document was 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.

Expected outcomes of the Module series

- To develop a clear conceptual framework regarding Physical education and Sport, its orientation and scope.
- To develop attitudes, skills and knowledge on and for efficient methods for developing Physical education in schools.
- 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 create a shared view of the competences of education professionals regarding Physical education and Sport.
- 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.
- To develop awareness of own practices with personal responsibility to be a reflective active practitioner.
- To explore the new challenges to ethics in the sport realm.

Target group of SPORT&PE module series of CoP

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. And yet, physical education and sport have a potential, readily recognised in many places for the promotion and development of values such as human rights, human dignity and cooperation as well as a constructive, respectful attitude to oneself and to others.

This training focused on the contribution of physical education and extra-curricular sports to personal development and these transversal aims of education. The main participants were 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.

Preparatory tasks

The participants were invited and welcomed to the platform in August and started by informal talks. Then they were given in the beginning of September a preparatory task divided in several steps. They were also invited to explore the online Community of Practice; they had to, for example, like join specific rooms, introduce themselves to the group, fill in the "Fact File" list and mention their expectations and professional background; in preparation they also had to read the BAD document. The results from the "Fact File" list were used to adjust the Module to the participants' expectations and needs; furthermore, they were used to highlight their background and assist in evaluating what they can contribute to the programme and to the setup in general and finally to use for the base groups activity all throughout Module A. Also a poster with good practices in PE and within the context of human rights and democracy was proposed so as to be able to share the experience with all the participants during our exhibition: Show and Tell.

Description of Module A

Module A was a four (4) day training - divided into 4 steps: Starting line, Move to learn, Learn to move and Ready, set, go! These steps included 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 within different methods and educational strategies. The emphasis was on the participants' professional and personal reflections through TASK and during 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 the variation within the activities.

Module A

- ❑ We started with the session “**Mapping out the situation**”. Using a cooperative learning (CL) method called jigsaw we played with definitions of PE and Sport; with materials of democracy, with the role of cooperative learning structures and finally with human rights. The discussion was lead in terms of what PE and Sport should be for us, what we teach and how we could make correlations with human rights, democracy and CL. So we used methods like the construction of knowledge and the interdependent construction of it with definitions, in order to understand and map out the ground base of the 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). During the 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 of 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 one more time and, using a copy of the Universal Declaration of Human Rights (UDHR), to analyze what specific rights were involved in the collage, to make a list of them beside the collage and find the article(s) within the UDHR that cover each right, then write the article number(s) on the list. They used different colours in order to easily 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 - how to insure the success of our team and win the match? This was a role-play exercise, participants assuming the role of the players, the coach, the spectators - one group playing the cooperation, the other the competition (not respecting the rules, the others, having no limits in their pursuit of the 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 skills of the coach (cooperation) developed the coherence of the team, the efficacy of the game, the respect of the common strategy.

- ❑ The role of the referee was also discussed (keeping the fluidity of the game when ensuring the respect of the rules). In the end, reflecting on every one's practice we arrived at the question about the role of the coach, the difference between being firm, channelling respect or harassing the players.

- ❑ In the session "*Discrimination and Violence in sport*" participants learned about the different forms of violence and discrimination the child athlete is exposed to and explored ways towards protecting and enhancing 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 notes on their expectations, wishes, 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. 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 for 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 about concrete actions that can be taken in relation to the role they had been assigned (e.g parents, coaches, children, children athletes, teachers). The groups then presented their suggestions/solutions in the plenary.

- ❑ Participation per se in physical education and sport does not necessarily facilitate an ethical development in children and youth. Physical educators need to organize young people's experiences of games and activities in such a way as 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 that changed in the second one, what purposes did the modification serve, whether the physical contact was uncomfortable for some, or if the lack of competition made the game boring. Afterwards, the facilitators discussed in more detail about modified/conditioned games and their value in promoting ethical behaviour in physical education classes.



Participants were thus introduced to the following acronym CHANGE IT, a tool that can be used to help modify an activity or game to meet a physical educator's particular objectives as well as his/her 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. Balls of various sizes (weight, colour, 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 facilitators formed groups and asked participants to think of and write about a traditional game played in their country or one popular among their students, decide on a learning objective to achieve and modify one or two of the initial conditions in order for the game to meet their purposes. Then, while in the plenary, groups made a short presentation of their modified games and at the end all posters were hung on the walls for the rest of the workshop so that participants could go through once again if and when they wished.

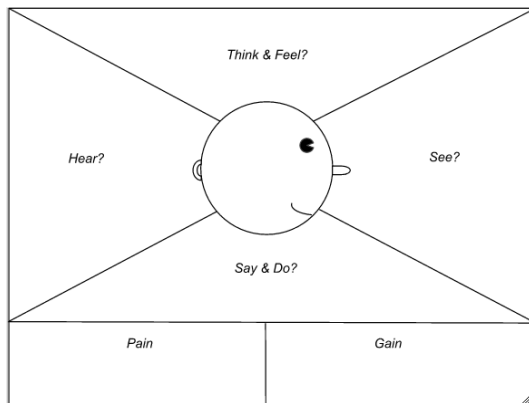


□ We performed Augusto Boal's "Theatre of the Oppressed" in the session "Teaching styles that support Human Rights and Democracy". With this method we encouraged the participation of members as "spect-actors" for rehearsal of real-life human rights issues. The goal was to show how crucial it is to act and react in everyday situations from a PE point of view. Also, the facilitators placed on the board a variety of examples for possible teaching styles useful for acting and changing reality.

□ Each day ended with an activity called "Base groups". This was the time participants used for learning as well as direct reflection. They meet every day to discuss what they have learned throughout, shared their experience and build up with new knowledge and understanding. They produced creative outcomes using different media tools. Before each base group meeting, they participated 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*). To facilitate reflection on

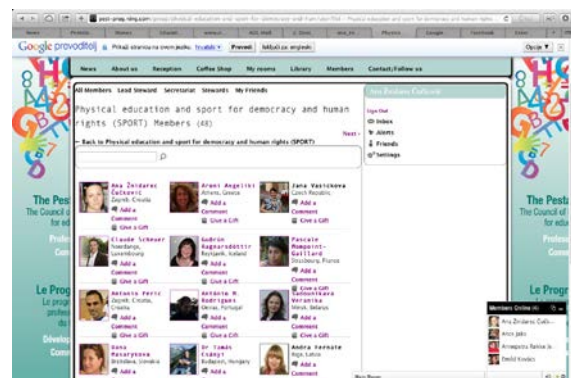


sensations, feelings, the analysis of participants within the module an empathy map was suggested (also created the opportunity for writing in one's own language).

As suggestions/ questions, they were given the following: - 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 rights and democracy; - experiencing a pain point; - experiencing a positive gain when including human rights and democracy in their own life and teaching. (<https://docs.google.com/drawings/d/1IXxZwISoSWySYU5CsPOs8yf4wsUWOS8Qo5kshCVeY5I/edit>).

Community of Practice (CoP)

The participants also 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, reflection, and planning towards action plans and training units. They were all eager to start writing their Action plans. The three coaching groups started working, pairs or trios were organised according to the theme and interest of the participants. All in all it was an intense time packed full of cooperation and exchange among participants and the different experts present (facilitators, the pedagogical consultant, responsible of Pestalozzi project).

Between Module A and Module B

The time between the two modules was a creative and productive one as participants applied what they learned in Module A to the designing and planning of their Training Units. Based on the Action Plans they had already started at the end of Module A, participants created their own sessions and, after reviewing their TUs with their peers, they further worked on them with their respective coaches. A piloting phase followed throughout which sessions were facilitated, activities tested and reports on the whole process were written. The facilitators' team thus met in April to review the reports and assess the work done so as to decide which participants of Module A would receive an invitation to participate in Module B. The team also planned the content of Module B and decided on the pre-tasks; the participants were asked to:

1. Create a short **video** (60-90 seconds) - highlighting one aspect from their piloting experience (using pictures, video from the piloting, interviews, drawings, etc ...)
2. Choose **one activity or a part of an activity from their TU and prepare to facilitate it** during Module B, with 10-11 participants for 20 minutes. The requirements were that the activity should include clear instructions, implementation and a short debriefing. The participants were asked to bring along the material they needed for this session.
3. Re-read BAD
4. Re-read their peers' TUs
5. Bring 2 copies of their own TU

Description of Module B

The second module (Module B) of the Pestalozzi training course on Physical Education and Sport for Human Rights and democracy - (SPORT) 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.

The main focus of Module B was, firstly to dive deeper into the content of Sport & PE and fill in the gaps from our previous work. The main intention was to enhance connections of the topic with TASKs, BAD and participants practice. We focused on increasing participants' competences on the pedagogy and methodology of 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 part of their TUs in this pilot session and tried them out on a group of both other participants and the trainers. Through a debriefing activity after each piloting session they got oral and written feedback to improve their TUs. In addition to this participants got deeper understanding of the meaning and practice of cooperative learning and critical feedback.

Module B

Day1 - Introduction of Learning Logs

During the first day of the module, participants were introduced to **the Learning Logs** and their use both for Module B and, hopefully, for their pedagogical practices. Special diaries were created and distributed to them for this specific purpose. At the beginning of this activity participants discussed about the importance of self-reflection for their practice and how the Learning Logs can be a useful tool in this process. The facilitators explained that the logs were for individual use, thus private in nature, and participants were encouraged to use them during Module B to write down thoughts, feelings, reflections on things they experienced during each of the sessions. In this way they would make the connections and find the applications and/or the implications of the activities to their professional life and thus reach an important factor towards their professional development. Their input would be written down in the evenings, after individual or in pair discussions.

To initiate the use of the Learning Logs the facilitators placed cards all around the room and asked them to walk around, take their time to read the messages cards and choose one they felt related to them the most. Afterwards, in pairs, they had to discuss about the cards they chose and write the first input in their Learning logs.



From intention to result

The title of this session was meant to immediately bring to mind for the participants the idea for 'building the bridge'. This 'bridge' represents a process of putting TASKs into practice. Sometimes it is difficult to transform content into learning outcomes and gained competencies that we want to develop. This session helped participants to be better equipped and better able to develop activities in order to contribute to the development of TASKs. The result was five different activities on the same topic "throw and catch" created with different TASKs. These activities were posted on the online Community of Practice - the online Pestalozzi Platform - with the purpose of getting the feedback of other professionals within the Pestalozzi community.

Piloting of TUs

The main feature of Module B was that the majority of time was devoted to participants who are given the opportunity to facilitate part of their Training Units. From Day 1 and going through the end of Day 2 participants had prepared a 20 minute sessions (to implement the activity and do the debriefing) each which they then piloted with the other participants. Instructions given, they were divided into two groups (language being the main criterion) and began working in parallel, in two different rooms.

A 10-minute *feedback* followed each session where participants focused on three aspects: first, every participant could ask a question for clarification; secondly, participants were

encouraged to say something positive about the session; third, they gave a piece of useful advice, in one sentence, on how the session could be improved. The general rule was that every participant could only skip ONE step.

Participants greatly enjoyed and appreciated this part of Module B as they were able to share part of their TUs, give insight and receive feedback for each other's work.



Day 2

At the beginning of Day 2 participants continued piloting their TUs in their two groups.

Open Space

In an attempt to encompass all possible issues that might be important to participants, we used the open space method. Thus, participants were able to ask questions, create self-directed reflection and share stories. We wanted to address more issues on the topic of PE and human rights some of which arose during Module A. This method helped to reinforce and boost energy, commitment and shared leadership. During the process participants take responsibility for both action and lack of thereof, and during these informal discussions action plans and recommendations emerge. Throughout the entire process we took notes of what was discussed and the final result can be online in form of blogs:

- The teachers, the objectives and the status of Physical Education as a subject
- Coaches vs Physical Education Teachers
- Should human rights, Democracy, values be considered as main objectives in PE? → Theory and Practice for inclusion in Physical Education
- Transfer knowledge into pedagogical practices
- Group work, cooperative learning structures and development of critical thinking in PE.

Day 3 - Modifying the GOOSE game

A ludic way for the participants to reflect and connect their Training Units (TUs) to the different aspects of the Basic Assumptions Document (BAD).



The original game: "The board consists of a track with consecutively numbered spaces (usually 63), and is often arranged in a spiral with the starting point at the outside. Each player's piece is moved according to throws of one or two dice. Scattered throughout the board are a number of spaces on which a goose is depicted; landing on a goose allows the player to move again by the same distance. Additional shortcuts, such as spaces marked with a bridge, move the player to some other specified position. There are also a few penalty spaces which force the player to move backwards or lose one or more turns, the most recognizable being the one marked with a skull and symbolizing death; landing on this space results in the player being sent back to start" (http://en.wikipedia.org/wiki/Game_of_the_Goose).



Our goose game was a giant version of the original one; every space was an A4 picture about PE and sport. Landing on certain picture allowed the player to move again - depending on the text written underneath. There were also spaces with questions about BAD, the Council of Europe, EPAS and the Pestalozzi Programme as well as penalty spaces. The participants had time to look for the answers

(copies of the BAD document were available in the room).

We used this game to also work in teams (3 participants were playing together). We had two giant boards on the floor. Four teams were playing on board one and another four teams on board two. There were two levels of competition. The first one was among the teams on each board. As soon as one team reached the goal the other teams were allowed to receive help from the winning team of the same board and thus the four teams of board one created one team competing against the teams from the other board.

Using a game to map the basic assumptions for Physical Education and Sport for Democracy and Human Rights supports the idea to revisit games for different goals - linking cognitive,



and emotional learning.

motor learning, illustrating the moving to learn and the learning to move, also one motto of the program. This may also be a way for an intercultural activity, as well as a transversal learning method (language and PE, literature and PE). It is also possible to use the sport hall as a huge goose game board and the participants (pupils, students) as pieces in the game.

Rethinking Training Units

As a last activity, before the evaluation of the Module, participants had the chance to rethink and reassess their TUs as well as the ones of their peers in the light of what they had heard, experienced and learned. They were given time to make comments of what needs to be corrected, changed or modified.

After been given instructions in the plenary, participants were divided into their three coaching groups and worked in separate rooms using printed copies of their TUs and printed Guidelines for the peer review. They were asked to individually go through their own TU first; this included the title of their TU as in several cases titles were too long or too vague. They were encouraged to make comments on the parts they would like to change, adapt or rewrite preferably in red in order to make it easier and simpler for their peer to have a look at it right afterwards.

In the second part of the session they sat with their peer/s and exchanged their TUs. They went through the same process with each other's TU.

In the end they discussed explaining to each other the comments and input they gave and for the last 30 minutes of the session participants worked on their TUs on the aforementioned suggestions.



EPAS (Enlarged Partial Agreement in Sport) - tool

The Enlarged Partial Agreement on Sport (EPAS) aims to promote sport and emphasize its positive values; it also aims to establish international standards and develop a framework for a pan-European platform of intergovernmental sports co-operation, while, at the same time, helping the public authorities in EPAS member States, as well as sports federations and NGOs, to promote sport and make it healthier, fairer and better governed.

Council of Europe's EPAS implements together with 14 project partners, the EU funded initiative "Pro Safe Sport for Young Athletes (PSS)" aimed at the promotion of the physical and mental well-being of young athletes

The Pro Safe Sport toolkit was produced in the framework of an 18 months long project which was managed by EPAS in cooperation with other stakeholders such as the European Commission, which co-financed it. The PSS kit consists of a self-assessment tool and other useful resources enabling users of this kit to develop ideas and action plans to promote the well-being of young athletes.

Various organisations stated their interest in obtaining a PSS toolkit. An online version is available by following the link: <http://pjp-eu.coe.int/en/web/pss/pss-academy>.

Evaluation - Participants' thoughts

At the end of Day 3 we had a Feedback Session which looked at all the other activities part of Module B. Participants were asked to go through each one and answer the following questions:

1. How did you feel during this particular session?
2. Does it achieve inclusion? How so?
3. How useful was it?



4. How would you adopt it?

Despite the fact that in some cases there were very different or even contradictory replies (e.g. I felt good, relaxed; I felt bad, pushed) the majority of the answers were 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 almost all activities were *inclusive* (e.g. "definitely yes,

tough group work, mostly yes through learning by doing and discussions, yes - everybody of participants tells his/her opinion, yes - everyone had to take part"). Participants also found the sessions *useful* (e.g. "great feedback & discussion very useful, yes! too much!, very useful and inspirational, it was useful to compare our points of view, exchange experience, yes - big time, very good for self-reflection, yes, good for theory implementation in practice, very useful not only because of the added knowledge but also because of fun") with the exception of a few who didn't find Open Space, Beehive and the creation of their Videos either very inclusive or useful enough. As for the last question, it was hardly elaborated on, as although most of the participants wrote that they would use the activities they were too tired to explain how they would adapt it to their context.

Conclusion

The evaluation and participants' thoughts show a wide range of knowledge, experience, while appreciation and understanding were also highly present. The experts appreciated this diversity as well as each participant's contribution. Reflecting on the BASE, the modules were mostly focused on "Moving to Learn" while "Learning to Move" has been less addressed - due to the environment and the decision to emphasize human rights and democracy. If there is a follow up on this Module series, Learning to Move, motor learning, quality of movement could also be illustrated in the context of Pestalozzi Programme priorities.



References and useful links

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Useful Links

<https://www.youtube.com/watch?v=m-xDuhf13z0&list=PLQA6F8b2YLpmyOZp-7TxwHDeaKWOZJF1k>

<https://www.youtube.com/watch?v=CbEoku2kp50>

<https://www.youtube.com/watch?v=YsXGw8muThE>

<https://www.youtube.com/watch?v=LROULilxv3w>

<https://www.youtube.com/watch?v=3XVgOp5gZZk>

https://www.youtube.com/watch?v=ljvrzo5_UVQ

<https://www.youtube.com/watch?v=8iYJzCJCTgk>

<https://www.youtube.com/watch?v=LKTg5dsfl54>

<https://www.youtube.com/watch?v=dDj6KvUEjl>

Useful websites: (EU, Council of Europe, EPAS, UNESCO)

http://www.coe.int/t/dg4/epas/Publications/publications_collection_handbook_fr.asp

<http://www.consilium.europa.eu/press/press-releases/education,-youth,-culture-and-sport?lang=en&BID=92>

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/150en.pdf
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