HEALTH AND PHYSICAL EDUCATION: A NEW GLOBAL STATEMENT OF CONSENSUS*

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Abstract
* According to global idea to inform people in countries all over the World, this statement is publish in native languages with chosen authors in this countries: Austria, Belgium, Bosnia & Herzegovina, Brazil, China, Czech, Hungary, India, Japan, Korea, Malta, Malaysia, Mongolia, Philippines, Nigeria, Poland, Belarus, Kazakhstan, Romania, Russia, Slovenia, South Africa, Sri Lanka, Switzerland, Taiwan, Thailand, Turkey, Ukraine, United Arab Emirates and United States of America. This Statement is published in Croatian (native language) in Acta Kinesiologica scientific journal.

The GoFPEP 2010 Consensus Statement provided multifaceted recommendations focused on improving physical education pedagogy and the preparation of physical education teachers. Recommendations advanced the importance of healthy active lifestyles, integrating health and physical education, promoting best practices, advancing the knowledge and skills around physical literacy, student and teacher assessment and community partnerships. The core of the Consensus Statement called for enhancing and maintaining the health and wellbeing of individuals. Action by students, physical educators, health and leisure professionals, policymakers, citizens and business leaders was called for to provide programs that promote a committed effort to addressing the ever increasing worldwide concern of obesity and overweight among children and youth.

Key words: Physical Education, teachers preparation, life-style, health, exercise

Introduction
Significant changes in physical education have taken place over the past 40 years with a transition from a traditional sports skill-orientation to a broader emphasis on health-related fitness and lifelong physical activity (Bocarro et al., 2008; Jago et al., 2009; McKenzie & Kahan, 2008). However, throughout the world, physical education programs are being reduced, minimized and/or outright eliminated from elementary and secondary curriculums (Hardman & Marshall, 2009; Puhse & Gerber, 2005). It is increasingly apparent that the value of physical education programs are being tested worldwide. In an age of increased accountability, the lack of effective measures to demonstrate the importance of physical education in the development of learners is a serious challenge to the future of the profession (Lund & Kirk, 2010). Linking the benefits and outcomes of physical education to 21st Century core learning areas such as critical thinking, problem solving, the ability to operate with agility and adoptability, the ability to analyze information, communicate effectively and the ability to act innovatively will be essential if physical education is to continue to be valued as a part of the basic school curriculum (Bailey, 2006). If, in fact, physical education can be linked to such core learning areas, then the importance of physical education will be more fully embraced. Can we demonstrate that physical education is as important as other basic areas such reading, writing and mathematics as a necessary life-long vocational and ad vocational requirement? It is evident that there is a need to develop more effective assessment leading to greater accountability.

Physical education programs must generate data that can make the profession’s efforts much more accountable for program interventions. The lack of accountability in physical education prevents programs from becoming a part of the health care system of any community. There is an obvious need for performance standards and ways to measure the impact of physical education. The need for physical education programs to enable students to demonstrate their basic proficiencies is paramount in an increasingly standardized educational world. Just as there is a need to improve basic skills such as reading, math and science, there is a need to justify the existence of physical education programs.

The physical education teacher is increasingly being called upon to demonstrate student proficiency in developing the skills to achieve a health active lifestyle. We now live at a time when obesity and overweight, especially among children and youth, has become a major health concern on a worldwide basis (International Obesity Task Force, 2009; World Health Organization, 2010). It has been well documented that patterns developed in one’s childhood will, in fact, carry forward to one’s adult life (Freedman et al., 2007). The emerging epidemic of obesity among children and youth thus becomes a concern for future adult populations. The challenge is a complex one that requires more holistic and multidisciplinary thinking to address the problem. Health, leisure and physical education professionals worldwide have a key role to play in formulating strategies to address this problem.
There is a need to employ new forms of pedagogy, integrate health and physical education programs in a more effective fashion, support the development of healthy active lifestyles, explore ways to employ technology in the teaching of physical education, link school-based activities to informal community programs and review the way in which physical education teachers are prepared (Edginton et al., 2011). In the same context, Bosnia & Herzegovina, as an immanent part of Europe, passes through several simultaneous transition processes that all reflect Physical Education position. One of those processes is surely implementation of Bologna presumptions in higher education institutions, therefore those institutions that educate future Physical Education teachers. Second process is already for decades inherent as adoption of sport as industry in all life pores, and with specific and sometimes unacceptable ways of reflection on Physical Education as well as on its role. Furthermore, relations of Physical Education with medical postulates shows some kind of divergent degree that slowly establishes as inevitably cooperation with mutual benefits. All that because it is obvious that those two domains, each with its own subject of examination and treatment, contain high degree of correspondence and interaction. Moreover, organized acting system of physical education teachers slowly but surely has been formed, because it is clear that it is inevitably process that have to bring to common acting in operative sense. Finally, scientific work and researches that can provide relevant conclusions and that can address argumentative messages are a little marginalized on state level, although one can register some local articulations directed exactly toward route of examination of adequate global community solutions for quality of life preservation by means of physical exercise. It is for serious concern, as all over the World, quite emphasized indifference of political top-levels for serious occupation with Physical Education problem, and in the same time maximal possible resources are directed toward sport, and such behavior additionally marginalize physical education, although it is obvious that those two domains do not have same goals. Maybe precisely because of that, education of future professionals in Physical Education is partly inappropriate with deficit in some areas like pedagogical-methodical disciplines with pronouncedly large amount of motor knowledge about many concrete sport disciplines. One need to notice that total standpoint towards Physical Education varies from one to other local community/milieu (Bonacin et al., 2008). These are, indeed, difficult and complex challenges, problems and issues that require multiple perspectives and, increasingly, views that are global, reflecting successful methods, strategies and procedures from throughout the world. The Global Forum on Physical Education Pedagogy 2010 (GoFPEP 2010) was established and structured to explore ways of rethinking, reforming and reframing health and physical education pedagogy as well as physical education teacher preparation.

The Global Forum on Physical Education Pedagogy 2010 (GoFPEP 2010)

Organized to examine new forms of pedagogy, GoFPEP 2010 sought to review the use of technology, ways of linking practice to theory and the importance of contextually-based education embedded in community life as a way to reshape and redesign the future of health and physical education.

GoFPEP 2010 explored several basic areas including 1) reframing health and physical education pedagogy internationally by promoting dialogue and discussion on critical themes and issues; 2) exploring a new model of pedagogy for preparing health and physical education teachers which promotes accountability, builds community life, employs a greater use of reflection to improve practice and embeds learning in practice; 3) examining the extension of health and physical education based school programs into community life; 4) reviewing the application of technology as related to the teaching of health and physical education; 5) promoting the establishment of partnerships between the school, community, university, nongovernmental organizations and commercial enterprises; 6) rethinking the relationship between health and physical education as a strategy for promoting lifelong active living; and 7) stimulating forward thinking.

GoFPEP 2010 invited international voices in a dynamic program designed for educators, health professionals, administrators, policymakers and citizens the opportunity to discuss the future of physical education pedagogy. The forum provided unique opportunities for professional enhancement, drawing together leading educational and professional experts from throughout the world. GoFPEP 2010 saw 70 invited delegates from 25 countries representing 64 universities, institutions and schools participate in the event. Delegates met over a two-day period of time in an intensive format featuring keynote and invited presentations and workshops and discussion groups. A primary goal of GoFPEP 2010 was the crafting of a Consensus Statement focused on the theme of “Health and Physical Education Pedagogy in the 21st Century” and is found in Table 1.

The consensus statement was built upon previous documents such as United Nations, Scientific and Cultural Organization’s (UNESCO) International Charter for PE and Sport adopted at its General Conference in Paris, 1978 (UNESCO, 1978); The Berlin Agenda for Action for Government Ministers, accepted at the 1st World Summit of Physical Education, 1999 (International Council of Sports Science and PE, 1999); and the Magglingen Commitment for Physical Education approved in 2005 in Switzerland (International Council of Sports Science and Physical Education, 2005). The uniqueness of GoFPEP 2010 was that it was deeply embedded in the actual context of a school setting and its community environment.
This enabled focused dialog and discussion in real time as the school day unfolded, providing the opportunity for a more authentic analysis of challenges, problems, issues and solutions. Each delegate to GoFPEP 2010 was asked to offer suggestions and recommendations formatted to poster presentations in advance of the event. Recommendations were sought in the following areas: 1) innovative strategies employed in the teaching of health and physical education at the elementary, secondary and/or post-secondary levels; 2) innovative approaches employed in the preparation of health and physical education teachers; and 3) three to five of their most important recommendations that could be used in formulating the GoFPEP 2010 Consensus Statement. Information from the discussion groups and poster presentations was analyzed using the Qualrus qualitative analysis software package. In turn, this yielded themes which were highlighted in the final drafting of the document.

Concluding Comments

The GoFPEP 2010 Consensus Statement provided multifaceted recommendations focused on improving physical education pedagogy and the preparation of physical education teachers. Recommendations advanced the importance of healthy active lifestyles, integrating health and physical education, promoting best practices, advancing the knowledge and skills around physical literacy, student and teacher assessment and community partnerships. The core of the Consensus Statement called for enhancing and maintaining the health and wellbeing of individuals.

Action by students, physical educators, health and leisure professionals, policymakers, citizens and business leaders was called for to provide programs that promote a committed effort to addressing the ever increasing worldwide concern of obesity and overweight among children and youth.

Literature

Table 1

Global Forum for Physical Education Pedagogy 2010
Health and Physical Education Pedagogy in the 21st Century
A STATEMENT OF CONSENSUS

Physical education programs in the 21st Century can inspire, motivate and prepare learners to live in an ever-changing world, increasingly marked by the epidemic of obesity and overweight individuals. Increasingly, globalization, explosion of knowledge and changing demographics have a significant impact on the knowledge, skills and dispositions required to live, work and play in the 21st Century. Children and youth will be required to gain critical thinking and problem solving skills, operate with agility and adaptability, effectively analyze information, communicate in various oral and written forms, reflect greater curiosity, imagination and innovation in their thinking and develop healthy active lifestyles. Worldwide, physical education programs, as well as physical education teacher preparation programs, need to be rethought and reformed. Hosted by the University of Northern Iowa (USA) and the Grundy Center, Iowa (USA) Community Schools, the Global Forum for Physical Education Pedagogy 2010 (GoFPEP 2010) was organized to examine 1) a new pedagogy for preparing physical education teachers; 2) utilization of technology to help teach physical education; and 3) the building of school, university, community and corporate partnerships. GoFPEP 2010 drew 70 invited delegates from 25 countries representing 64 universities, schools, businesses, community organizations and professional organizations and societies.

The Health and Physical Education Pedagogy in the 21st Century Statement of Consensus calls for action by students, physical educators, health and leisure professionals, policy makers and legislators, citizens and leaders from business and industry to encourage programs that promote a committed effort to enhancing and maintaining the health and wellbeing of individuals BY:

**Physical Education Pedagogy**
- Focusing on content and methodologies to develop healthy active lifestyles for children and youth. This requires the integration of skill development, physical fitness, health, nutrition and planning for leisure,
- Redesigning the physical education curriculum to promote active student-centered learning and empowering individuals to develop life skills that lead to lifelong, self-directed engagement in physical activity,
- Accentuating the importance of co-operation of stakeholders in the community (teachers, administrators, parents, community members, business leaders and others) to advocate, promote, educate and develop individuals to incorporate physical activities into their daily life through formal and informal education,
- Establishing physical education and health programs as models of social justice which foster a safe learning environment, promote the joyful participation of physical activity with appreciation of cultural, racial, ethnic and social and economic differences,
- Linking knowledge, skills and dispositions required by 21st Century learners with program outcomes such physical competency (skills and fitness), health literacy and leisure planning throughout all subject matter and disciplines in the school,
- Using technology to support individualized learning processes and assessment,
- Re-conceptualizing the strategies of assessment with appropriate measurable and performance based goals and objectives tied to standards which promote greater accountability,
- Insuring that qualified professionals teach physical education and health, physical activities and sport and leisure,

**Physical Education Teacher Preparation**
- Emphasizing the acquisition of teaching techniques and strategies for assisting individuals in developing a healthy active lifestyle; one which recognizes the importance of the integration of health and physical education,
- Advocating for policies and a broad continuum of programs including healthy nutrition, weight management, physical activity and leisure planning,
- Creating a positive learner-centered environment reflecting best practice to encourage students to become active participants in the learning process,
- Promoting the development of partnerships with parents, schools and community organizations to embed and provide contextually based program elements which enhance physical education teacher preparation,
- Developing sensitivity for one’s role in addressing racial, ethnic, cultural differences, socio-economic levels, funding levels, access to equipment and facilities, as well as approaches to mitigate these issues,
- Including assessment and educational strategies which provide program accountability, as well as a focus on educational processes and individual developmental outcomes,
- Linking practice to theory, promoting the use of reflection and the use of effective technology to accentuate learning opportunities,
- Linking the evaluation of students in physical education teacher preparation programs to relevant knowledge, skills and dispositions directly tied to best practice.
**Sažetak**

**U skladu s globalnom idejom da se izvijeste ljudi u državama cijelog Svijeta, ova izjava je publicirana na domaćim jezicima uz uključivanje odabranih autora u slijedećim državama: Austria, Belgium, Bosnia & Herzegovina, Brazil, China, Czech, Hungary, India, Japan, Korea, Malaysia, Mongolia, Philippines, Nigeria, Poland, Belarus, Kazakhstan, Romania, Russia, Slovenia, South Africa, Sri Lanka, Switzerland, Taiwan, Thailand, Turkey, Ukraine, United Arab Emirates and United States of America. Ista izjava je publicirana na lokalnom (Hrvatskom) jeziku u znanstvenom časopisu Acta Kinesiologica.**

GoFPEP 2010 Izjava o konsenzusu donijela je prijedloge sa višestrukih aspekta fokusirane na poboljšanje pedagogije tjelesnog odgoja kao i na pripremu budućih učitelja tjelesnog odgoja. Preporuke su unaprijedile važnost zdravstveno aktivnog stila života, integraciju zdravstvenog i tjelesnog odgoja, promidžbu najboljih praktičnih rješenja, napredovanje znanja i vještina u svezi educiranosti o tjelesnom odgoju, procjene učenika i učitelja, kao i partnerstvo zajednice. Jezgro Zajedničke izjave poziva na povećanje i očuvanje zdravlja i dobrobiti pojedinca. Studenti, edukatori u tjelesnom odgoju, zdravstveni djelatnici stručnjaci za slobodno vrijeme i rekreaciju, zakonodavci, građani i poslovni lideri pozvani su na akcije da osiguraju programe koji mogu promovirati odlučan napor adresiranju općenito svjetski rastuće zabrinutosti za pretilost i prekomjernu težinu djece i mladih.

**Ključne riječi:** tjelesni odgoj, edukacija učitelja, stil života, zdravlje, vježbanje