

Footprints of ICSSPE in global quality physical education (QPE)

DARLENE A. KLUKA

Research Associate, Department of Humanities Education, University of Pretoria, Lynnwood Road Brooklyn, Pretoria 0002, South Africa; 5247 Courtyard Drive, Gonzales, Louisiana 70737, USA. E-mail: dr_kluka@aol.com

(Submitted: 16 September, 2020; Revision accepted: November, 2020)

ORCID No: 0000-0003-3812-161X

DOI: <https://doi.org/10.37597/ajphes.2020.s.2>

Abstract

The global quest for Quality Physical Education (QPE) remains largely under-achieved despite initiatives of international organisations like United Nations Educational, Scientific and Cultural Organisation (UNESCO) as well as the International Council for Sport Science and Physical Education (ICSSPE). This qualitative content analysis of primary and secondary literature on QPE aims to provide an overview involving the role of ICSSPE as an internationally recognised organisation. Founded in 1958, its goals involve inclusive perspectives from different disciplines in sport, physical education and sport science. ICSSPE's significant footprints on QPE are in advocacy, research, policy making and education. Since its inception, ICSSPE has sought to be an international leader in physical education and sport science in collaborative initiatives representing diverse organisational members. From a thorough perusal of the literature that has been presented, ICSSPE has made substantive footprints in policy making through its leadership and participation in formal declarations, agendas, and plans, specifically through UNESCO, IOC (International Olympic Committee), and WHO. They have also made footprints at scientific conferences in collaboration with IOC and others by hosting pre-Olympic scientific conferences, keynote speakers, and notable scientific publications involving physical education and sport, such as the Directory of Sport Science in its 6th edition, the Bulletin with 73 issues, and the Perspectives Series, 14 volumes from 1999 to present, published by Routledge. It is recommended that ICSSPE continues to discover innovative strategies that are region-specific to determine solutions that are context-specific to delivery and practice of QPE based upon core principles that have been devised by international organisations.

Keywords: Physical education, global footprints, ICSSPE, ICSP, QPE.

How to cite this article:

Kluka, D.A. (2020). Footprints of ICSSPE in global quality physical education (QPE). *African Journal for Physical Activity and Health Sciences*, Supplement (December), 16-32. DOI: <https://doi.org/10.37597/ajphes.2020.s.2>

Introduction and background

Despite an increasing amount of evidence by sport science researchers over the past decade who have promulgated the benefits of Quality Physical Education (QPE) provision in school curricula, there continues to be a decline in the presence and position of QPE throughout the world. Researchers (Bailey, 2006; Corbin,

2016; Han, 2018; Hardman, 2008; 2010) have discovered that although there is generally positive rhetoric related to the benefits of physical education as a subject area for students, reality involves serious deficiencies in its practice. QPE represents active, inclusive, peer-led learning. A QPE programme supports learners in the development of physical, social, and emotional skills which define self-confident and socially responsible citizens (UNESCO, 2019). To compound the evidence, the global explosion of information as well as development and use of technology accentuates the need for increased physical activity throughout the lifespan.

Footprints and global quality physical education, in the context of this article, refer to impressions left by the International Council for Sport Science and Physical Education (ICSSPE) globally that have impacted the environment relative to human activity in the forms of physical activity, physical education, and sport.

Global and continental organisations in government, non-government, non-profit, and private sectors, such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO), International Council for Sport Science and Physical Education (ICSSPE), NIKE, American College of Sports Medicine (ACSM), African Union (AU) and European Union (EU) continue advocacy for QPE. A case in point is the Designed to Move project (NIKE, 2012), prepared by NIKE, ICSSPE, and the American College of Sports Medicine (ACSM), which formulated a framework to combat sedentary lifestyles. The irony is that as economies grow at a faster rate than ever before, populations reduce their activity levels. The countries with rapidly emerging economies include the BRICS nations (Brazil, Russia, India, China and South Africa) (BRICS, 2019). With over 50% of their populations under forty years of age (BRICS, 2019), the need for healthy people is paramount to growing economies and improving quality of life.

ICSSPE has been an internationally recognised advocate in physical education for over 60 years. The organisation was founded in 1958 with goals of maintaining an inclusive perspective involving different disciplines in sport, physical education and sport science, and of furthering continuing collaborations between them. ICSSPE has brought together a wide range of scientific and professional organisations representing various sports, sport science research institutes within universities, and governments to promulgate interdisciplinary cooperation for the advancement of humanity globally through physical activity and sport. Since its inception, ICSSPE has sought to be an international leader in physical education and sport science in its advocacy and collaborative initiatives representing diverse organisational members. From its establishment, ICSSPE has held non-governmental and not-for-profit status and has earned a position within UNESCO as having Formal Associate Relations. It has also secured an informal relationship with the World Health Organisation (WHO) and continues to work on initiatives

where expert consult is needed in the areas of physical education, pedagogy, and science.

Methodology

This qualitative interpretative literature review uses content analysis as a method of data collection. It provides an overview of ICSSPE's footprints as an internationally recognised non-profit organisation in its continued pursuit of QPE inclusion in school curricula. This overview from ICSSPE's archives includes international and national surveys, and personal communications with international leaders in the field.

Discussion

ICSSPE's advocacy initiatives

As a leader in the global physical education and sport science movement since its inception, ICSSPE's mission has grown to interpret and integrate research and practice that enhance physical activity and sport as vital to improving the quality of life for all people and to promote policies for active lifestyles, efficient and effective human performance, and good governance in physical activity and sport. It was not until the 1990s that the international community began to acknowledge the need for physical education and sport as important to humanity even though the UNESCO International Charter on Physical Education and Sport was passed in 1978 (UNESCO, 1978). ICSSPE (through its international membership of 250 organisations) has led general concern, gaining support of the IOC and WHO that resulted in a summit involving issues surrounding physical education in schools.

By 1999, the Berlin Physical Education World Summit drew attention to widespread concerns regarding a decline or extinction of physical education in school curricula in numerous countries around the world with apparent deficits in adequate time allocation, subject status, human and financial resources, material, gender and disability concerns, and programme quality provision (Hardman & Marshall, 2000). The Berlin Summit created and organised by ICSSPE and its partners UNESCO and the IOC, with co-sponsorship of the Berlin Senate and WHO, brought over 250 delegates from 80 countries to the event (ICSSPE, 1999). The Summit led to advocacy action at international, regional, and national levels with abundant inter-governmental and non-governmental recommendations, resolutions, declarations, and commitment statements. These included statements by the Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS) III Punta del Este Declaration (1999 in Uruguay); European Non-Governmental Sports Organisation (ENGSO) support (2002 in Sweden); European Physical Education Association (EUPEA) Forum on QPE (2002 in

England); UNESCO Round Table Meeting (2003); Central Council of England for Physical Recreation (CCPR) Declaration from the National Summit on Physical Education (2004 in England) and recommendations of the International Conference on Women's Sport for Peace and Development (2004 in Nepal). Others included MINEPS IV Athens Declaration (2004 Greece); Bangkok Agenda for Actions on Physical Education and Sport in School (2005 in Thailand); Second Physical Education World Summit's Magglingen Commitment (2005 in Switzerland); Latin and Caribbean Summit of Physical Education Declaration (2006 in Cuba); European Parliament Resolution on the Role of Sport Education (2007 in France) and the MINEPS VI Kazan Action Plan (2017 in the Russian Federation).

ICSSPE's International Committee on Sport Pedagogy (ICSP) played a leading role in the development of the 1999 Berlin Summit. ICSP was established during the Olympic Scientific Congress prior to the 1984 Olympic Games in Eugene, Oregon, USA. Within ICSSPE, it has been composed of several member organisations: International Association of Physical Education and Sport for Girls and Women (IAPESGW), Association Internationale des Ecoles Superieures d'Education Physique (AIESEP), Federation Internationale d'Education Physique (FIEP), International Federation of Adapted Physical Activity (IFAPA), International Society for Comparative Physical Education and Sport (ISCPES), and International Council for Coaching Excellence, joining in 2009 (ICCE). Its goals have been to develop resources, definitions, and publications, and to undertake major programmes and projects identified as important by those organisations represented within the committee. These goals have been tied to the Biennial Working Programme (BWP) designed by ICSSPE over the past decade (Antala & Luptakova, 2018).

The Berlin Summit (1999), through the leadership of ICSSPE's ICSP, was designed to:

- Increase awareness in the public, media, governmental and private sectors about the increasingly serious situation of physical education worldwide.
- Raise awareness of the positive benefits of physical education.
- Offer a platform for organisations and institutes to present activities they undertook.
- Identify areas where cooperation was necessary.
- Compile existing research, statements and declarations; and
- Strengthen networks and co-ordinate plans of action and implementation (ICSSPE, 1999).

Coinciding with the Berlin Summit, through the influence of ICSSPE leadership, was the creation and implementation of the Berlin Agenda for Governments and Ministries (1999). The Agenda focused on education and sport policies for Physical Education as a human right for all children. Signatories of the declaration recognised that QPE depends on well-qualified educators and scheduled time within the curriculum, both of which are possible to provide even when other resources like equipment are in short supply. An investment in initial and in-service professional training and development for educators was encouraged. It supported research to improve the effectiveness and quality of physical education. It also assisted international financial institutions to ensure that physical education was included as part of the definition of education as well as recognised the distinctive role of physical education in health, overall development and safe, supportive communities. Most importantly, it recognised that failure to provide physical education costs more in health care than the investment needed for physical education.

The 2nd World Summit on Physical Education (2005) was successfully held in Magglingen, Switzerland with coordination of ICSSPE and the Swiss Federal Office of Sport (BASPO). Under the Patronage of UNESCO, Global Association of International Sports Federations (GAISF), the IOC and WHO, participants reviewed the status of physical education, and included presentations and subsequent analysis of positive and negative developments since 1999. A reflection on the intrinsic role of physical education in education, and its potential to contribute to the achievement of the United Nations Millennium Development Goals (MDGs) were also included (ICSSPE, 2005). The results of this summit laid the foundation for what was to occur in 2017 at MINEPS VI Conference.

By 2010, ICSSPE published a position statement (ICSSPE, 2010), focusing upon physical education as a vital school subject and a means of providing all children, whatever their ability, sex, age, culture, race, religious, or social background, with skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity and sport. The position statement reaffirmed the 1978 UNESCO International Charter on Physical Education and Sport as well as the Berlin Summit on Physical Education (1999), the Berlin Agenda for Governments, and endorsed the Declaration of Punta del Este at the Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS) III (1999) conference. ICSSPE leadership worked tirelessly to assure that physical education in school settings was part of the agenda for the significant meeting of MINEPS in Uruguay. The UNESCO Charter guaranteed sport and physical education as a fundamental right for all and continues to serve as a seminal document over forty years later. The documents presented above called for governmental commitment to (1) implement policies for physical education as a human right for all children; (2) recognise that good QPE depends on well qualified educators and scheduled time

within the curriculum; (3) invest in initial and in-service professional training and development for educators; (4) support research to improve the effectiveness and quality of physical education; (5) work with international financial institutions to ensure physical education is included as part of their aid programmes in education; and (6) recognise the distinctive role of physical education in health, overall development and safe, supportive communities (ICSSPE, 2010).

Support statements for the ICSSPE position standpoint were also secured from the IOC (1999) and the International Paralympic Committee (IPC) (1999). The IOC actively supported ICSSPE's commitment to the development of a common sport pedagogy that prioritises interests, safety and welfare of children, and research and professional development that enhance children's physical learning experiences and achievements. Further, the IPC fully endorsed ICSSPE's international position statement and encouraged governments to commit to the emphasis of physical education within national school curricula for all children.

Taking advantage of the timing, ICSSPE prepared a working document in 2005 that was distributed to all MINEPS' participants, using the results and recommendations from the Second World Summit on Physical Education (ICSSPE, 2005). The latest research and working group discussions were gathered from the Summit and shared for the first time with ministers and senior officials of ministries at the MINEPS III meeting. It was clear that physical education was one of the core discussion topics at the conference and the World Summit's findings played an integral role in the development of the MINEPS Recommendations. Documents such as the Berlin Agenda for Action and the MINEPS Recommendations were important levers. They have been circulated widely, raising awareness in the media and general public, and the Berlin Agenda for Action has been endorsed by many national and international organisations. These documents, however, have not made a difference on their own. They served as a first step, building a platform for action at international, national and local levels.

A brief historical accounting of MINEPS is pertinent. The organisation was created in 1976, and the forum continues to facilitate intellectual and technical exchange in physical education and sport. It is recognised as the only global platform of its kind, engaging governments, intergovernmental organisations, sport organisations, academia and specialised non-governmental organisations (NGOs). Outcomes and recommendations of MINEPS continue to strengthen education, cultural, and social dimensions of physical education and sport while establishing policies and practices globally that can enhance efficiency and effectiveness (MINEPS, 2018). Six MINEPS conferences have been held since 1976 (Paris, France - 1976; Moscow, Russian Federation - 1988; Punta del Este, Uruguay - 1999; Athens, Greece - 2004; Berlin, Germany - 2013; and Kazan,

Russian Federation - 2017). ICSSPE, through its UNESCO formal relationship throughout the years, has been and continues to be instrumental in influencing the agendas of MINEPS III, IV, V, and VI to include discussions and decisions to further the state and status of physical education and sport in schools worldwide as part of the United Nations/UNESCO Member States. As a result of efforts on the scene and behind-the-scenes since 1999, sport ministers and sport movements have begun to take measures that are built upon the International Charter, the Declaration of Berlin, the United Nations Sustainable Development Goals (SDGs) and the 2030 Agenda. There is now a concerted effort to link sport activities with the United Nations Agenda 2030.

In the most recent conference, MINEPS VI (2018), guidelines were developed, in partnership with the European Commission, ICSSPE, IOC, United Nations Development Programme (UNDP), United Nations International Children's Emergency Fund (UNICEF), United Nations Office for Sport, Development and Peace (UNOSDP) and WHO, to assist with the provision of QPE from children's early years through secondary education. The guidelines provide a framework to support policy makers in reshaping physical education school policy to accelerate the development of several dimensions of human capital in a unique and comprehensive manner.

Some of the latest collaborative initiatives for ICSSPE involved cooperation again with UNESCO, together with the Madagascar government, the Conference des Ministres de la Jeunesse et des Sports de la Francophonie (ONFEJES), and the permanent delegation of the Kingdom of Saudi Arabia to UNESCO. ICSSPE served in a consultative capacity in the planning, organisation, and delivery of the First Regional Meeting of African Ministers on the implementation of the Kazan Action Plan (KAP) (Madagascar Government, 2018; Muller-Wirth, 2018) in Africa, held in Antananarivo, Madagascar. This meeting was co-chaired by the President of the Republic of Madagascar and by African Union leadership. In a consultative capacity, ICSSPE leadership contributed to discussions and presented evidence-based research projects that provided scientific discoveries to shape decision making by policy makers in attendance (ICSSPE, 2019a).

Recommendations from this historic meeting at the international regional level included the alignment of national sport policies with African Union sport policy framework; assurance that inclusiveness and gender equality become mainstream components of national sport policies and the recognition of physical education, physical activity and sport as human rights for all; promotion and integration of traditional sport and games from various regions into school curricula as tools to enhance cultural pride; alignment with international recommendations for minimum duration of physical activity per week for every part of society; development of a toolkit and showcase events that replicate age-appropriate

practices in QPE programmes at local levels; provision of public spaces for physical activity and sport in urban and rural development planning; promotion of access, opportunities and appropriate curricula for physical literacy development in early years; and use of existing methodologies for monitoring and evaluation of physical education, physical activity and sport, especially through indicators developed in the framework of Action 2 of the KAP. At the regional level, recommendations contained contextualising and building capacity for delivery of monitoring and evaluation of QPE and developing guidelines and minimum standards for hiring coaches and non-governmental organisations evolving in the area of sport and physical education (ICSSPE 2019a).

Continental and international level recommendations exposed broad necessities affecting all of Africa as a major part of the world: developing tools for Member States to identify where critical needs are in capacity building to promote relevant career pathways for those involved in physical education and sport; to utilise tools and standards developed in the framework of the international implementation of the KAP; and to promote the integration of specific needs of the continent into development programmes of international sport federations. Three main policy areas have been highlighted: access for all; contributions to the United Nations Sustainable Development Goals (SDGs); and integrity. Policy framework involves a convergence of sport policy development; progress measurement; dialogue and cooperation between different stakeholders; and linkages with SDGs. Five actions have been included in the KAP: elaborate an evidence-based advocacy tool; develop indicators for sport's contributions to SDGs; unify sport integrity standards; establish a Global Observatory for Women and Sport; and create a clearinghouse for sharing information (Muller-Wirth, 2018).

ICSSPE and QPE research initiatives

It is a matter of historical record that the widespread concerns, particularly in the 1990s, led ICSSPE (along with IOC support) to initiate a worldwide survey into the state and status of physical education in schools. Since then, there have been two more global surveys conducted involving physical education. The chief researcher in the investigations was Prof Dr Ken Hardman from the University of Worcester, UK, an ICSSPE member through his university. In 1996, Hardman presented a symposium paper, entitled *Fall and rise of physical education in international context*, at the Pre-Olympic and International Scientific Congress in Dallas, Texas, USA (Hardman, 1996). He later, in 1998, presented two more papers involving similar topics: one at a Commonwealth and International Scientific Congress in Kuala Lumpur, the other in Barcelona at the IOC VII World Congress Sport for All (Hardman, 1998a; 1998b). It seemed only logical to the ICSSPE leadership at that time that Hardman was the researcher most appropriate

to lead the ICSSPE initiative, with financial assistance of the IOC, to determine the state and status of physical education in the schools worldwide.

Hardman and ICSSPE were dedicated and determined to use the results of the first survey (Hardman & Marshall, 2000) as a basis to continue to gain support from other international organisations, primarily UNESCO and WHO, to support the two additional investigations in 2005 and 2013. Through the ICSSPE network and its consultative statuses with UNESCO and WHO at the time, updates on the original survey were provided and supported by UNESCO and WHO. Many member universities and institutes facilitated the collection of data.

An additional research project, *Global Voices on Quality of Physical Education and Sport* (2012), was created by four of the organisations [IAPESGW, International Society for Comparative Physical Education and Sport (ISCPE), International Federation of Physical Education (FIEP), and International Federation of Adapted Physical Activity (IFAPA)] of ICSSPE. Voices of professionals in physical education/school sport in the five continents were collected. The purpose was to analyse the views of physical education teachers about their understanding of physical education, challenges they faced, and solutions they found. Three questions were answered and analysed: What makes high QPE/school sport? What are the challenges for physical education/school sport? How are the challenges managed? The results were presented at a symposium held at the ICSEMIS Convention in Glasgow, Scotland in 2012, with follow-up articles printed in international juried journals (Ho *et al.*, 2013). These initiatives added to the strengthening of the ICSSPE mandate.

For the past decade and a half, ICSSPE has managed to allot 30,000 euros annually for research-related grants that membership can apply for. Many have been involved with the development of programmes, projects and initiatives that are research-based applications to improve the state or status of a particular issue dependent upon ICSSPE's Biennial Working Programme. Active Children: Resources to build capacity of caregivers and post-disaster response workers for children, ages 3-6, was one of the projects funded recently (ICSSPE, 2016).

ICSSPE and QPE policy development

Much of the collaboration between international organisations as members of ICSSPE in recent years has been in physical education in schools globally. Internationally, the aspiration to engage in QPE can be traced back to 1978 when UNESCO initiated the International Charter for Physical Education and Sport (UNESCO, 1978). This seminal United Nations charter focused for the first time upon the practice of physical education and sport as a human right for all and encouraged these elements to be included in school curricula. The charter also

urged governmental and non-governmental organisations, educationists, communities, and individual people to embrace and implement programmes, projects, and initiatives into practice. Obviously, in order to make an impact globally, international cooperation must be a prerequisite for universal QPE and sport. The initial charter called for the development of research and interchange about physical education and sport. ICSSPE's primary role in the 1978 UN Charter was an important contributor to the gathering of research and ensuing discussion that led to the framework of the document.

The Intergovernmental Committee for Physical Education and Sport (CIGEPS) of UNESCO was established in 1978 as well to promote the role and value of sport and its inclusion in public policy. CIGEPS is comprised of expert representatives in the field of physical education and sport. It has the potential to bring members together to coordinate international efforts to optimise tangible socioeconomic benefits of sport and physical education and their potential to deliver a high return on investment. The Permanent Consultative Council (PCC), comprising key sport federations, United Nations agencies and NGOs, provides technical support and advice to the Committee. ICSSPE attained PCC status and has been considered a valued partner in numerous initiatives as is evidenced below. Its permanent status holds the same stature as the Global Association of International Sports Federations (GAISF), IOC, IPC, and WHO. By the attainment of PCC status, ICSSPE was afforded direct access and opportunity to influence directionality of physical education and sport through the UN system. Forty-seven years later (2015), the charter was revamped, with ICSSPE's and ICSP participation. Prepared by UNESCO, representatives participated as members of UNESCO's working group at a meeting in Colombia, where changes, recommendations, and comments were written and adopted (UNESCO, 2015).

QPE and related projects have been led by ICSP. In preparation of ICSSPE's 2010 International Position Statement on Physical Education, the IOC, IPC, and UNESCO as well as the United Nations Office on Sport for Development and Peace (UNODP) signed on to the document. Continuing to serve as the engine of ICSSPE in the area of physical education, ICSP played an instrumental role in the determination of international Benchmarks for Physical Education (ICSSPE, 2012) that were needed to provide self-evaluation guideline indicators. These could assist in improving the practice of physical education and sport in schools. The international benchmarks were developed by members of ICSSPE's ICSP, following intensive discussion and extensive consultation, during 2010-2012. Input and feedback were received from countries in all continents and from countries with varying degrees of wealth, infrastructure and school systems. The benchmarks were informed by ICSSPE's International Position Statement on Physical Education, which was endorsed by UNESCO (CIGEPS), IOC and IPC. These benchmarks offered minimal requirements for QPE and sport,

particularly focusing upon inclusion and diversity. They were designed to assist governmental ministers and policy makers, designers of curricula, and school leaders in planning and implementing QPE and sport.

In an effort to reshape physical education policy worldwide, UNESCO developed a project that dealt with QPE policy in 2017. The intent was to develop inclusive child-centered physical education policies, based upon the QPE framework that encouraged environments to promote physical literacy and values-based learning as part of global education priorities. This was to identify ways to close the gap between QPE policy and practice of physical education and sport in the schools. Data were obtained from four countries: Fiji, Mexico, South Africa, and Zambia. The above countries provided data for analysis to determine the viability of shared global good practice and additional guidance for further policy development. UNESCO provided ICSSPE with funding to provide analysis and summaries of QPE and its claims (ICSSPE, 2018).

Users of the Guidelines developed could benefit from the inclusion of benchmarks for QPE provision and teacher training, checklists for strengthening provision, good practice examples and a policy matrix to develop inclusive QPE within a full policy cycle. A connected infographic for ministers and a toolkit for practitioners were also developed to complement these Guidelines, each targeting specific populations. The European Commission, ICSSPE, IOC, Nike, UNICEF, and WHO developed a QPE package to assist governments by providing key steps toward an inclusive policy environment (Ho *et al.*, 2016; Ho *et al.*, 2018; UNESCO, 2019).

ICSSPE and QPE education

In addition to Guidelines and a QPE package discussed above, ICSSPE has been involved in the development and publication of scientific books and a journal for over 60 years. Two of the most well-known publications include the Directory of Sport Science, in its sixth edition and published in three languages (English, Spanish, and Chinese), and the Perspective Series, in its thirteenth volume. The journal - the Bulletin, has been published 73 times, providing vital information on topics such as transgender athletes, quality physical education practice, sport performance development, and perspectives on front line care for mild traumatic brain injury in sport (ICSSPE, 2019b; ICSSPE, 2019c). ICSSPE has also served scholars, field-based professionals, and practitioners with multi-disciplinary congresses and conferences, and the most well-attended was referred to as the Pre-Olympic Scientific Congress. The Philip Noel-Baker Award, ICSSPE's highest organisational award, continues to be presented to some of the world's finest researchers and scholars in the areas serviced by ICSSPE for their contributions to promulgating the physical education and sport science communities.

Related to education, ICSSPE has conducted several programmes, projects and initiatives that have made outstanding contributions in this regard. ICSSPE has achieved a series of important successes in recent funding opportunities from the European Union. They all relate to education, research and/or development projects, with partner organisations from across Europe. The EU's programme to support education, training, research and youth in sport is called Erasmus+ (ICSSPE, 2019a). Its budget of €14.7 billion provides opportunities in several areas for millions of Europeans. Many of the projects have been funded through grant applications to ERASMUS +:

PRIME – Participation, Recreation and Inclusion through Martial Arts Education aims to develop a high-quality coaching framework to facilitate the promotion of healthy martial arts participation among persons with disabilities in Europe. The PRIME partnership is a unique consortium of international agencies and organisations representing a range of martial arts styles and from different EU Member States. In addition to groups at the forefront of inclusive practices in the martial arts, such as the Disability Karate Federation and the International Taekwondo Federation, the partnership includes the International Council for Coaching Excellence (ICCE), and the UNESCO Chair for Transforming the Lives of People with Disabilities, their Families and Communities, through Physical Education, Sport, Recreation and Fitness at Tralee Institute of Technology, Ireland. ICSSPE led the project.

ADVICE – Anti-Doping Values in Coach Education aims to reduce doping in grassroots sport by developing an evidence-based mobile application for coaches who work in grassroots sport with athletes aged 14 to 21 years. The project was led by ICSSPE member, the University of Hull, from the UK. Other project partners included Kea Fair Play Code Hellas, Agence Francaise De Lutte Contre Le Dopage, The Association for International Sport for All (TAFISA), the French National Anti-Doping Agency, to mention a few.

ASPIRE - Led by the European Non-Governmental Sports Organisation (ENGSO), it aims to develop knowledge, skills and dispositions among sport coaches to work with and support refugees in Europe. ICSSPE contributed to the research and material development of this project.

WHISTLE - Whistleblowing of Harmful Irregularities in Sport through Learning & Education is led by the Greece-based KEA sports transparency integrity protection, Hellas. WHISTLE aims to inform and activate partner countries to recognise harmful irregularities in sport and introduce comprehensive whistleblower legislation to protect those who speak out and ensure that their claims are properly investigated. ICSSPE was joined by Aristotle University of Thessaloniki, Greece, Sheffield Hallam University, UK, National University of

Physical Education and Sports, Bucharest, the Cyprus Sport Organization, and the International Council for Coaching Excellence.

SGO2017 is led by the Play the Game initiative from the Danish Institute for Sports Studies. The main aim of Sports Governance Observer 2017 is benchmarking sport governance across national boundaries to assist and inspire national sports organisations to raise the quality of their governance practices. This project sought to enable sport leaders and outside stakeholders to measure, discuss and amend governance standards and practices of sport organisations by adapting and applying the Sports Governance Observer benchmarking tool in national sports organisations. In addition, ICSSPE assisted in establishing sustainable networks, educate and train sport leaders, researchers, and government representatives and disseminate national as well as comparative international and national data.

PASS - Physical Activity Serving Society - The State of Physical Activity in Europe was a project with participation by Designed to Move, European Union Physical Education Association (EUPEA), ICSSPE, Spolint Institute, Sport and Citizenship, and TAFISA.

ICSSPE also continues to provide symposia on substantive issues involving international research initiatives. Two of the most meaningful have been financially supported by UNESCO as part of its Participation Programme (UNESCO, 2019). The first, Move and Improve, was an important launchpad in the growth of the new field of exercise neuroscience and resulted in the publication of a comprehensive text, *Physical Activity and Educational Achievement Insights from Exercise Neuroscience*. The second, *The First Ten Years*, served to jump start worldwide discussion and research, development and practice related to physical activity and sport in the first ten years. A publication is set to be completed as a result of this symposium as well.

The most recent collaboration between ICSSPE, UNESCO, International Fair Play Committee (IFPC), IPC, Olympic Foundation for Culture and Heritage (OFCH), and the World Anti-Doping Agency (WADA) involved the launch of the *Sport Values in Every Classroom Toolkit* (2019). The free 30-activity-card toolkit is a resource for teachers and coaches who desire to promote the values of respect, equity and inclusion through sport and physical education. As a cross-curricular resource, it has been prepared for students aged 8-12 years (UNESCO, 2019).

What is the future role of ICSSPE in physical education and sport globally?

There are several areas of concern relative to the future for physical education globally, pointed out by several researchers within the ICSSPE family (Hardman,

2005; Hardman & Marshall, 2000; Holzweg *et al.*, 2013; Lopez de D'Amico *et al.*, 2014). Firstly, physical education advocacy, policy and practice have become tremendously diverse throughout the world. Secondly, there appears to be a gap between advocacy and policy statements and school physical education practices. There are literally thousands of initiatives across the world (Hardman & Marshall, 2005), most of which have been dedicated to the provision of QPE programmes. ICSSPE leadership and others have dedicated serious consideration to the subject area within school curricula. Thirdly, it is evident that UNESCO, MINEPS, and governmental organisations, such as the African Union, are committed to align programmes, projects, and initiatives with the United Nations Agenda 2030 for Sustainable Development. MINEPS plans to continue to be devoted to global and national policies, advocacy, research, and capacity building through the following numbered SDGs: (3) ensure healthy lives and promote wellbeing for all at all ages; (4) ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; (5) achieve gender equality and empower all women and girls; (8) promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; (10) reduce inequality within and among countries; (11) make cities and human settlements inclusive, safe, resilient, and sustainable; and (16) promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (MINEPS, 2018).

It appears that the future of physical education and sport is questionable, and data from worldwide surveys reflect this. The issue seems to be that there is a disconnect between theoretical underpinnings of the benefits of physical education and sport participation, the value of physical education and sport in human development, and the practice of physical education and sport, let alone QPE. It is incumbent upon ICSSPE to lead and collaborate globally with their membership and partners to devise new strategies, which address the deterioration of physical education in schools and bridge theory with practice. ICSSPE can play a pivotal role to serve globally as a leading organization. ICSSPE's consultative abilities are influential and useful in the advancement of ethical policy making through evidence-based research and education. The real test of the effectiveness of all these policies, programmes, projects, and initiatives will be whether leaders of physical education are able to address the issues in their own countries or regions and affect change.

Conclusion

From a thorough perusal of the literature that has been presented, it can be concluded that ICSSPE has made substantive footprints in policy making as is reflected by their contributions in formal declarations, agendas, plans, guidelines and other initiatives, specifically in cooperation with UNESCO, IOC, and WHO.

They have also contributed to scientific conferences in collaboration with the IOC [and later the IPC and the International Federation of Sports Medicine (FIMS)] through pre-Olympic scientific conferences, keynote speakers, and notable scientific publications involving physical education and sport, including the *Directory of Sport Science*, in its 6th edition (published in English, Chinese, Spanish and Portuguese), the *Bulletin* with 73 issues, and the *Perspectives Series*, with 14 volumes from 1999 to present, published by Routledge.

ICSSPE's footprints in education range from conference organisation to textbook initiation/publication in a multidisciplinary approach. Probably, ICSSPE's greatest footprints lie in its ability to bring governments, NGOs, IFs, and organisations together on programmes, projects, and initiatives that have developed worldwide thinking and acting by providing access and opportunities for discussion, research, policy making, advocacy, and education. It is recommended that ICSSPE continue to discover innovative strategies that are region-specific in order to determine solutions that are context-specific to delivery and practice of QPE in schools, based upon core principles that have already been devised by international authorities. ICSSPE's footprints in global QPE are substantive and align with their mission of advocacy initiatives, research, policy development, and education.

Acknowledgements

The author is very appreciative to the following people for assisting with the gathering of details for this article: Prof Dr Rosa Lopez de D'Amico, Dr Tansin Benn, Prof Dr Jan Borms, Prof Dr Gudrun Doll-Tepper, Mr Detlef Dumon, Prof Dr Anneliese Goslin, Prof Dr Herbert Haag, Mrs Katrin Koenen, and Dr Guido Schilling.

References

- Antala, B. & Luptakova, G. (2018). International committee of sport pedagogy and its contribution to the development of physical education, physical activities and sport in the world and building related policies. *Physical Education and Sport through the Centuries*, 5(1), 5-12. doi.org/10.2478/spes-2018-0001
- Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. *Journal of School Health*, 76(8), 397-401. doi.org/10.1111.j.1746-1561.2006.00132.X
- BRICS (2019). BRICS Brazil, 2019-ILO. Retrieved from www.ilo.org.
- Corbin, C.B. (2016). Implications of physical literacy for research and practice: A commentary. *Research Quarterly for Exercise and Sport*, 87(1), 14-27. doi.org/10.1080/02701367.2016.1124722
- Han, G. (2018). The relationship between physical fitness and academic achievement among adolescents in South Korea. *Journal of Physical Therapy Science*, 30(4), 605-608. doi.org/10.1589/jpts.30.605

- Hardman, K. (1996). The fall and rise of physical education in international context. Symposium Paper, Pre-Olympic and International Scientific Congress, Dallas, Texas, 9-14 July. Retrieved from www.icsspe.org
- Hardman, K. (1998a). School physical education: Current plight and future directions in international context. Paper presented at the 11th Commonwealth Scientific Congress, Kuala Lumpur, Malaysia, 3-8 September. Retrieved from www.icsspe.org
- Hardman, K. (1998b). Threats to physical education! Threats to sport for all. Paper presented at the I.O.C. VII World Congress "Sport for All", Barcelona, Spain, 19-22 November 1998. Retrieved from www.icsspe.org
- Hardman, K. (2005). Global vision of the situations, trends and issues of sport and physical education in schools. Paper presented at the International Conference on Sport and Physical Education. Bangkok, Thailand, 30 October to 2 November. Retrieved from <https://psycnet.apa.org/record/2008-10929-001>
- Hardman, K. (2008). Physical education in schools: A global perspective. *Kinesiology*, 40(1), 5-28. doi.org/10.5281/zenodo.1491871
- Hardman, K. (2010). An update on the status of physical education in schools worldwide: Technical report for the World Health Organisation. Retrieved from <https://www.icsspe.org/sites/default/files/Kenneth%20Hardman%20update%20on%20physical%20education%20in%20schools%20worldwide.pdf>
- Hardman, K. & Marshall, J. J. (2000). The State and Status of Physical Education in Schools in International Context. *European Physical Education Review*, 6(3), 203-229. doi.org/10.1177/1356336X000063001
- Ho, W., Lopez de D'Amico, R., Ramos, A., Ferreira, E. L., Rocha Ferreira, M. B., Amaral, S. C., & Wong, B. (2018). Measuring the perception of Quality Physical Education in Latin American professionals. *Revista Brasileira de Ciencias do Esporte*, 40(4), 361-369. <https://www.journals.elsevier.com/revista-brasileira-de-ciencias-do-esporte>
- Ho, W., Ahmed, D., Wong, B., Lopez de D'Amico, R., Dinold, M. & Antala, B. (2016). Quality physical education and global concern – Ways ahead and future developments. *Revista Electronica Actividad Fisica y Ciencias*, 8(1), 5-8.
- Holzweg, M., Ho, W., Antala, B., Benn, T., Dinold, M., Lopez de D'Amico, R., & Bumm, K. (2013). Sharing global voices: Perceptions of physical and school sport worldwide. *International Journal of Physical Education*, 50(3), 29-39.
- ICSSPE (1999). Berlin Physical Education World Summit. (2019). Retrieved from www.icsspe.org
- ICSSPE (2005). 2nd World Summit on Physical Education, Magglingen, Switzerland, 2-3 December 2005. Retrieved from <http://www.icsspe.org/content/2nd-world-summit-physical-education-0>
- ICSSPE (2010). International Position Statement on Physical Education. Retrieved from <https://www.icsspe.org/content/international-position-statement-physical-education>

ICSSPE (2012). International benchmarks in physical education. Retrieved from: <http://www.icsspe.org/system/files/Final%20ICSP%20Benchmarks%20ICSSPE%20Dec%202012.pdf>

ICSSPE (2016). Biennial Working Programme 2016 – 2018. Retrieved from www.icsspe.org

ICSSPE (2018). Draft report on QPE national situation analysis in four pilot countries. Retrieved from www.icsspe.org

ICSSPE (2019a). Erasmus Plus projects. Retrieved from <http://www.icsspe.org/content/erasmus-projects> <http://www.icsspe.org/search/node/Erasmus%20%2B%20projects>

ICSSPE (2019b). ICSSPE symposium: First ten years. Retrieved from <http://www.icsspe.org/content/icsspe-symposium-first-ten-years>

ICSSPE (2019c). Bulletin archives. Retrieved from www.icsspe.org/content/bulletin-archive

Lopez de D'Amico, R., Ho, W., Antala, B., Dinold, M., Benn, T. & Holzweg, M. (2014). Voces Acerca de la Educacion Fisica en America Latina. *Revista Des-encuentros*, 11, 6-14. Retrieved from <http://www.cenda.edu.co/desencuentros/index.php/journal/article/download/2/2>

Madagascar Government (2018). Draft Report on the First Regional Conference of the Experts for the Implementation of the Kazan Plan for Action in Africa. Antananarivo, Madagascar: National Department of Youth and Sport. Retrieved from www.icsspe.org

MINEPS VI (2018). Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI), Kazan, Russian Federation, 13-15 July 2017. Retrieved from www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/mineps/

Muller-Wirth, P. (2018). The Kazan Action Plan: A foundation of the global framework. Paris: UNESCO. Retrieved from <https://www.un.org/development/desa/dspd/wcontent/uploads/sites/22/2018/06/10.pdf>

NIKE (2012). Designed to Move Program. Retrieved from <https://news.nike.com/news/designed-to-move>

UNESCO (1978). International Charter for Sport and Physical Education. Retrieved from www.unesco.org

UNESCO (2015). The Intergovernmental Committee for Physical Education and Sport (CIGEPS). Extra-ordinary Session, Lausanne, IOC Headquarters, 29-30 January 2015.

UNESCO (2019). Promoting quality physical education policy. Retrieved from www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/policy-project/