

Physical education and health (PEH) for sustainability – encompassing an educational sustainability development perspective?

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Overview presentation



- Background: education for/in sustainability and the Agenda 2030
 - what does this mean in the field of PE?
- Presenting an ongoing narrative literature review
- Preliminary findings...

Sustainability?

Agenda 2030

- a universal call to all sectors in society.

- education, physical activity and sport have the potential to contribute to the visions set out for a sustainable future

(UN; 2015: Agenda 2030, 17 sustainable development goals (SDG))



What does this mean for the field of PE?



General Assembly

Distr.: General
21 October 2015

Seventieth session
Agenda items 15 and 116

Resolution adopted by the General Assembly on 25 September 2015

[without reference to a Main Committee (A/70/L.1)]

70/1. Transforming our world: the 2030 Agenda for Sustainable Development

The General Assembly

Adopts the following outcome document of the United Nations summit for the adoption of the post-2015 development agenda:

Transforming our world: the 2030 Agenda for Sustainable Development

Shaping the Future We Want
UN Decade of Education for Sustainable Development (2005-2014)
FINAL REPORT

United Nations Educational, Scientific and Cultural Organization
UNESCO
UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT
2005-2014

DES Monitoring and Evaluation

OECD FUTURE OF EDUCATION AND SKILLS 2030
OECD Learning Compass 2030
A SERIES OF CONCEPT NOTES

Well-being 2030

OECD

- **Making Physical Education Curricula Dynamic and Inclusive for 2030** (OECD, 2018)

aligns with the Agenda 2030 and links PE to several of the SDG:s, particularly Quality education #4.



Global Action Plan on Physical Activity 2018-2030 (WHO, 2019) aligns with SDG Good health and wellbeing #3



Sustainability?

... involves several ontological and epistemological layers: what is to be sustained, how, for whom and by whom (Wals & Jickling, 2002; Barker et al. 2014; Lugg, 2007; Johnstone et al. 2007).

concept education for sustainable development (ESD) concept is by UNESCO defined as “integrating the principles and practices of sustainable development into all aspects of education and learning, to encourage changes in knowledge, values and attitudes with the vision of enabling a more sustainable and just society for all” (UNESCO, 2014, p. 4).

It's about quality education, re-orientation educational issues to address sustainability, raise awareness, and training...

What is sustainability and environmental issues about?

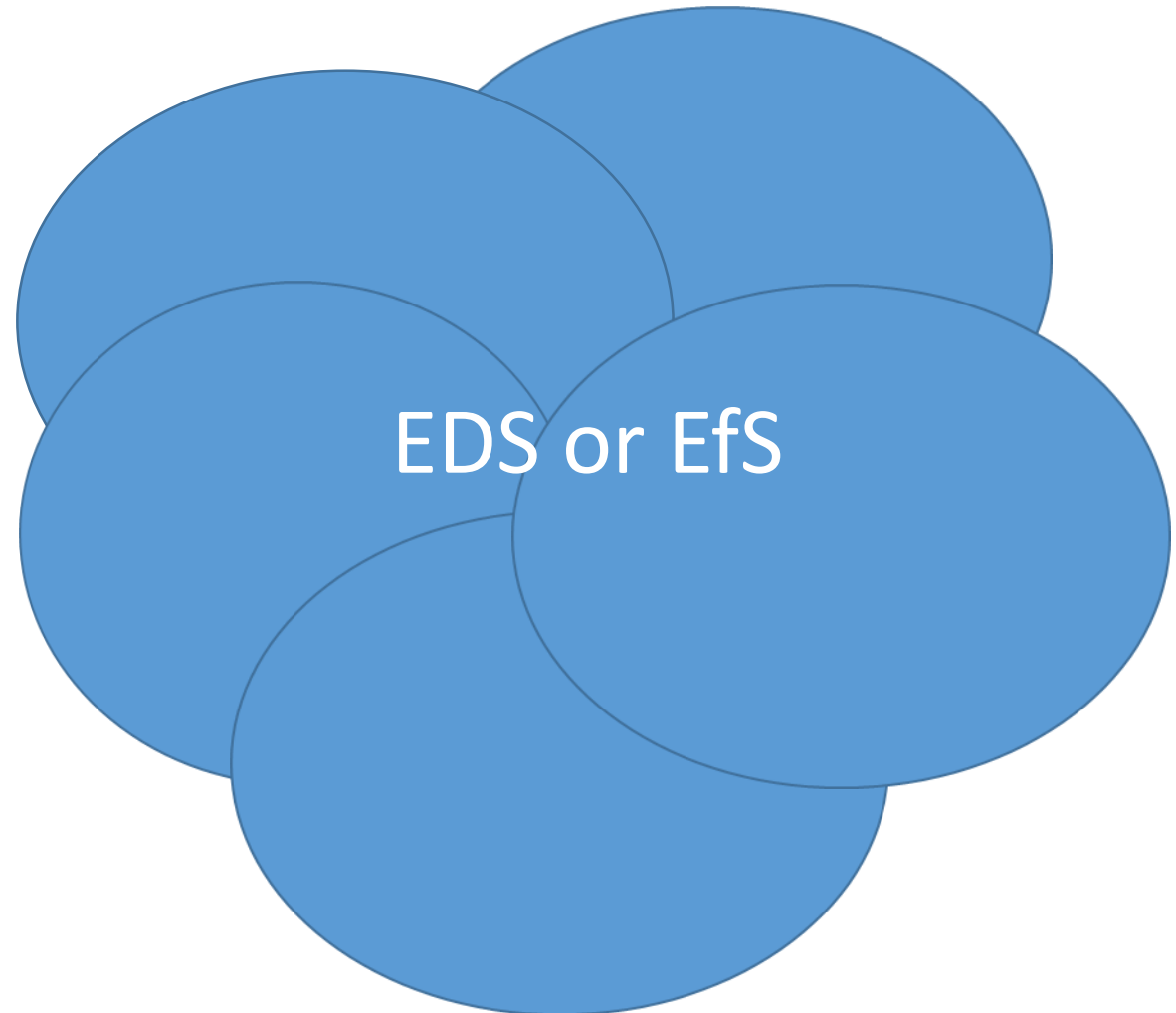
- **cultural identities, social and environmental equity, respect, social-nature relationships and tensions around intrinsic and instrumental values.**
- **a way to bring different groups together to find a common language to discuss and act in relation to different aspects of sustainability**

(Wals & Jickling, 2002, p. 222-223)

Education for sustainability (EfS/ESD)

- Values & ethics
- Change and transitions
- Diversity, dissonance
- Agency and transitions
- Boundary crossing & systems thinking

(Wals, 2019)



A possibility for a re-orientation of the field of PE?



Can education for sustainability challenge regulating discourses and become an answer to some of the calls for re-orientation/re-thinking PE?

The aim of the study:

- has been to explore - through a literature review - if and in what ways sustainability is used as an educational perspective in the field of PETE programs and school PEH

... in order understand how sustainability and/or education for sustainability is framed, integrated and conceptualized.

What can be generated from a review...

- give examples of how research relating to PE *conceptualizes sustainability/education in/for sustainability*
- provide suggestions and/or consequences for how PE can contribute to the visions set out by the Agenda 2030.

Method

- **systematic search and narrative analysis** of the key ideas related to the distinct role of PE in the context of Agenda 2030 and its SDG:s
- **databases:**
Educational Research Complete, ERIC, Education database, SportDiscus, and Scopus
- **comprehensive search strings to identify research that supports SDGs #1-16.** (Jayabalasingham, Boverhof, Agnew, and Klein, 2019)

Steps taken ...

- a systematic search in multiple electronic databases with comprehensive search strings to identify relevant papers (see e.g., Grant and Booth, 2009).
- papers were then selected based on inclusion criteria and an exploratory approach
- to identify recurring themes across the individual papers (Grant and Booth, 2009) - ongoing

Exclusion and inclusion criteria?

- PA and sport distinguished from the field of PE as policy and evidence chains vary and differs across PA, sport, and PE (see for example Lindsey & Darby, 2019; Green, 2014).
- time period set for the review 2015-2021
- PE as an inclusion criteria in each string

Questions to be posed....

- What key ideas can be discovered?
- What recurring themes?



Picture from
Pinterest.com

Examples from SDG# 1-2; 5-16) (without SDG "#3 and #4)

- Dudley, D. and J. Cairney (2021). "Physical literacy: Answering the call for quality education and sustainable development." *Prospects* (00331538) 50(1/2): 5-11.

This introductory article explores the concept of physical literacy

The article also articulates how this special issue on physical literacy is addressing a range of United Nations agenda initiatives, including the UNESCO Quality Physical Education Guidelines for Policymakers, the World Health Organization's Global Action Plan for Physical Activity, and the United Nations 2030 Sustainable Development Goals

- McNeil, E., et al. (2015). Education for sustainability in primary health and physical education. *Educating for Sustainability in Primary Schools: Teaching for the Future*: 247-265.

[Bookchapter....]

Health and physical education is a combined and integrated curriculum area in Australia and New Zealand. While this approach is not always the case in all learning contexts (e.g., the UK), for the purpose of this chapter, we have positioned health education as the main focus for education for sustainability (Efs).

Examples of findings

- Lynch, T. (2016). "United Nations Sustainable Development Goals: Promoting health and well-being through physical education partnerships." *Cogent Education* 3(1).

This paper shares a health and wellbeing partnership, modelling implementation of physical education (PE) advocated by the United Nations (UN).

The Sustainable Development Goals (SDGs) exemplifies global efforts towards equality, specifically Goal 3 and 4 address health and wellbeing. **The purpose of this paper is to provide insights into cross sector “partnerships”, identified as essential for the implementation of the SDGs.**

- Plasto, C., et al. (2020). "Physical education, quality of breathable air and their effects on the formation of high school students as sustainability in maintaining the lifestyle. Is the physical education lesson enough to create such valences?" *Sustainability* 12(3).

- This study was conducted to emphasize the correlation between the number of physical education lessons with effects on the formation of high school students and **the importance of practicing physical activities during the extra-class PE- time in sustainable spaces with quality breathable air**

- Rodrigues, C. and P. G. Payne (2017). "Environmentalization of the physical education curriculum in Brazilian universities: culturally comparative lessons from critical outdoor education in Australia." *Journal of Adventure Education & Outdoor Learning* 17(1): 18-37.

‘Environmentalizing’ curriculum in Brazil is a worthy goal of global educational reform for sustainability but is challenging given the limits to rational change already argued in critical social science and post-structural deconstructionism.

The federal government mandate to environmentalize undergraduate physical education programs **poses the question of which aspects of physical education are conducive to change.**

- Hallås, B. O., et al. (2019). "Concepts of nature in the physical education and food and health curricula in the five-year teacher education programmes." *Acta Didactica Norge* 13(1).

This article takes as its starting point the decision that sustainable development is to be an interdisciplinary theme in Norwegian primary and secondary education and in the five-year teacher education programmes. /... we are concerned about the environment debate and **how nature is perceived in the plans for teacher education in two subject areas: Physical Education, and Food and Health.**

Preliminary conclusions ...

- **Pay attention!**

what is going on in the field of recontextualisation where policies, values, norms and legitimate views on educational practices are established?

(Bernstein, 2000; Penney et al. 2018)

- **Research as part of the conceptualizing process:**

possibilities for a re-thinking in PE but also risks with un-reflected conceptualizations:

- In what ways are movement education, health, PA and sport framed by the education for sustainability discourses?

- What kind of subject positions are created, encouraged, discouraged or absent in education for sustainability?



**Thank you
for the attention...
we will be back!**

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