THE WORLD OF IAPESGW
and
IAPESGW IN THE WORLD

Professor Dr Margaret Talbot OBE
President
Reflect - last Congress in Alexandria in October 2001:

- Deterioration of Middle East peace process since selecting venue
- 9/11 only 6 weeks before, everyone fearful of possible war
- Airlines & insurance companies – travel problems
- BUT more than 200 delegates from 40 countries, all regions – courage and commitment of Egyptian hosts and participants
- Reaffirmation of the need for organisations which encourage international understanding
- Reaffirmation of physical education, sport, dance as means of transcending difference and promoting positive values

And now here we are in Edmonton, August 2005.
Continuing conflict in Middle East

Iraq – removal of an oppressive regime, but no end in sight to armed conflict & fear

London bombings 7/7 – suicide bombers; attempted bombings 21/7

Hate crimes against Muslim people have increased 8-fold since 7/7 in the UK

Terrorism and fundamentalism “normal”, even routine factors – globalised through media, yet communities increasingly polarised.
What can IAPESGW do in such a context?

What it did in 2001 – when members showed dramatically, the power of international dialogue and shared concern, opportunities for working together and enjoying each other – and:

- Reaffirm core values – education, social justice, active participation and engagement
- Members from 50+ countries, all regions of the world, differences in wealth, development, cultures, religions, political systems and ideologies;
- Use membership of ICSSPE (WHO, IOC, UNESCO);
- Use independence as an NGO and access to collective wisdom and professional commitment;
- Use specific mission for working for:
  - women and girls, children
  - physical education
  - community development
  - bridge-building between East and West, supporting those working with Islamic women and girls, those working in less developed countries.
CORE VALUES
“HONORING THE LEGACY”
IAPESGW HISTORY
(Talbot in Hall & Pfister 1999)

CHALLENGES FOR FUTURE:

- Political change;
- Changes in value systems and public morality;
- Manufacturing giving way to service industries;
- Development gap between countries;
- Information technology – the knowledge economy;
- Myths about women;
- World Crisis in Physical Education;
- “The West” v/s “Islam”
Recent claims that “multi-culturalism” has failed, & genuine integration is limited

Failure to separate impacts of religion, culture and environment

Failure to confront prejudice and stereotype

Fusion of judgements about policies (& actions) of nation states, and about members of cultural & religious groups
“-ISMS” & ASSUMPTIONS OF HOMOGENEITY

Need for genuine engagement with diversity and difference – confront own ignorance and address it

In turn, that requires us to move out of our “comfort zones”, towards holistic development and diverse experiences

Challenges dualism & polarisation –

- Body/mind
- Language
- Culture/religion
- Political systems
- People
- Systems of delivery – activities and value
Fawzia Afzal-Khan: describes a world of escalating power, hegemony and injustice. “... religious fundamentalism ... is but a symptom of this deeper malaise of unequal power-sharing and unbalanced access to the world’s resources.”

Nai’ima B Robert: Islam is a new kind of female empowerment that sees the wearing of the veil not as a sign of oppression but of liberation from the insistence that image (and therefore celebrity) is everything.
Irshad Manji: (a Muslim Refusenik) “How can we be sure that homosexuals deserve ostracism or death when the Koran states that everything that God made is “excellent?””

Dalya Cohen-Mor: “… the impact of television, of the technological and communication revolution and of the process of globalisation, transcends linguistic and geographic boundaries, making inroads into all areas of life in Arab society.”

Noha Mellor: “It is now impossible to ignore the plight of women anywhere in the world as if we don’t know about them. … A free debate with native voices from east and west will be Osama Bin Laden’s real nightmare.”
IN A POLARISED WORLD:

- More conflict, more fear;
- Greater gaps between those who “have” and those who “have not”;
- Common – shared – values likely to be those communicated by mass media, driven through globalised commercial interests (not all bad!). What is the role of education?
- Urgent need to address challenges – and for renewed guardianship of core values and critique of those in power – both POLITICAL activities
“CAPITAL” (Puttman 1995): ASSETS, ACCUMULATED WEALTH

PHYSICAL

NATURAL

CAPITAL

HUMAN & SOCIAL

EDUCATIONAL

INTELLECTUAL
HUMAN AND SOCIAL CAPITAL

- Human capital a strong and valuable asset.
- Skills, capacities and abilities, learned through education and experience.
- Under-written by passion for primary purpose &/or commitment to client group.
- SOCIAL capital based on continuity of professional & voluntary organisations, like IAPESGW.
INTELLECTUAL CAPITAL

- Exists in individuals but presented through organisations & networks – knowledge and how to use it, eg:
  - Pedagogy and teaching, instruction, leadership;
  - Performance development, sport-specific science & practice;
  - Knowledge of “the game” – symbolic values, representation, history;
  - Education, awards, accreditation, rewards;
  - Ethics, fair play, child protection, risk management, equity and diversity (moral capital?);
  - “Knowing in their bones”;
  - Critique, advocacy, promotion & campaigning – political influence.
PHYSICAL EDUCATION AS CAPITAL – the under-valued asset

- School system ready-made for access for all children in most countries – facilities, teachers;
- School physical education the foundation for all children to learn the skills and understandings needed for lifelong participation in sport, dance and physical activity;
- Physical education an integral part of children’s education;
- Physical education teachers one of the most under-valued resources in the sport and education systems – possibly most of all, by themselves;
- Over emphasis on “academic” achievement and over-crowded curriculum have marginalised physical education, in both developed and less-developed countries -> the “World Crisis” (Hardman);
- 1st World Summit Berlin 1999; “Sport in Education” project (Bailey 2005); 2nd World Summit Magglingen Dec 2005 – the case is now strong, but has to be made at national level;
- Role for physical education policy communities, supported by ICSSPE & member organisations like IAPESGW.
CONTRIBUTIONS TO EDUCATION

PHYSICAL EDUCATION & SPORT AS EDUCATION

- LIFE – LONG LEARNING, INCLUSION
- FOUNDATION – PHYSICAL LITERACY
- FIRST EXPERIENCE OF PERFORMANCE SPORT/DANCE
- LOCAL ACCESS – SCHOOL FACILITIES
- TRAINING AND QUALIFICATIONS – ADMINISTRATION, COACHING, LEADERSHIP
- TEACHER EDUCATION
- RESEARCH – CRITIQUE, MORAL GUARDIANSHIP
AGENDA FOR IAPESGW

- Challenge dualisms through mission:
  - Professional practice
  - Critique and research
  - Policy and action – support for advocacy and influence

- Use our members’ experience and expertise - capital
In critique and research, by adopting new ways of looking at the world and its problems - Socratic precepts:

- “Know yourself”
- “Take care of yourself”

“Today, philosophy’s task is to demythologise our new dominant myths of science, technology, progress and unlimited economic growth. These myths of power are our contemporary idols ... We have to establish a new image of humanity and nature, sustainable for the future, and in so doing we will come to understand that the truths of science that we have based our lives on for the last three hundred years are no longer truths but myths, and need to be abandoned.”

(Forstater 2005)
In critique and research, by adopting new ways of looking at the world and its problems - Socratic teaching:

“These first few years of our new century show that we need to develop all of our spiritual resources to cope with the challenges of fear, violence, aggression, terror and environmental degradation that it poses. Until we are able to make a mindshift away from the old paradigm that encourages competition, selfishness and greed, and learn to inhabit the new set of values that brings out cooperation and compassion, we will continue to commit the same mistakes …

“… wisdom can be seen as a combination of life experience, intuitive understanding, and rational knowledge.”

(Forstater 2005)
In critique and research, by accepting Socrates’ greatest gift:
“... to understand that the essence of being human is our human spirit ... how to nurture the entire person in order to live a good, positive and healthy life.”
(Forstater 2005)
Do we have the courage and skills to articulate the special gifts of holistic development through physical engagement?
CHALLENGING ANOMALIES AND DOUBLE STANDARDS

- “Ask Why? – and Change It”;
- Demythologise “performance”, “science”, “evidence”;
- Challenge generalised and stereotyped views of the world, other people;
- Question why some kinds of experience are more valued than others – whose experience?
- Redefine “ability”.

GOOD LORD, ETHEL ... YOU CAN'T APPEAR IN PUBLIC LIKE THAT!
CHALLENGING DUALISM:

- In policy and action, having the courage to depart from conventional wisdoms and political “quick wins”;
- Creating or being part of effective “policy communities” whose purpose is to influence decision-makers;
- Learning the political skills needed for researchers to become effective advocates – or working with people who already have those skills and can be trusted to convey the right message;
- Being prepared for long term commitment: rational argument and robust evidence do not necessarily always change politicians’ minds – constant repetition and constant vigilance!
In professional practice, by engaging with debate about holistic development:

- taking part in the physical literacy debate – how might that change the practice and delivery of physical education, especially for young children?
- recognising and utilising the social and ethical nature of participation in physical activity;
- seeking insights from Eastern physical culture systems which seek to develop mind, body and spirit harmoniously;
- challenging the dominant sport ideology and its influence on physical education – seeking a common pedagogy;
- embracing difference - how can physical education be differentiated to challenge and include all children, whatever their needs? How can community sport/dance programmes meet the same challenge?

Reconstruction - effective practice with evidence of outcomes.
CHALLENGING DUALISM:

- In professional practice, by remembering the needs of our principal client groups!
- What kinds of pedagogy are desirable and necessary?
EMBRACING DIVERSITY AND DIFFERENCE

Respect for achievements and performance, despite doubts about ideologies – but freedom to question
CHALLENGES FOR WOMEN’S NGOs

- Dependence on key women in leading positions – danger of loss of commitment, progress when they leave – applies to governmental positions too;
- Much advocacy work depends on volunteers, often working at the margins of influence & power, and often overloaded in the rest of their lives;
- Dependence on too few key people – time famine increasingly problematic;
- Need more and better research – evidence and basis for advocacy, campaigning, action;
- Many senior women remain isolated and unsupported for equity work (both GOs & NGOs);
- Challenge of getting real, sustained commitment from senior people – both GOs and NGOs;
- Lack of infrastructure and sustained investment, continuity.
CONTRIBUTIONS OF INTERNATIONAL WORK

- Platform, leverage, for work at national level;
- Support for otherwise isolated women in senior (and junior!) positions – regular meetings, conferences;
- Opportunities for women to experience work at international level – status, platform to develop;
- Fundamental human rights – requires critical and open-minded approach by institutions;
- Valuing difference and diversity;
- Learning – ongoing process;
- International community – ??continuity??
QUESTIONS:

- How effective is communication?
  - From generation to generation (leadership, committees, policies & strategies)
  - Globally – between continents & language groups
  - Across the world, regions
  - Within countries
  - Across the different interest groups for women and sport – eg, physical education, dance, health promotion, community development, sport science & research, sports policy, politicians, coaches, leaders; IOC v/s IWG; NGOs & GOs;
  - Into/from “mainstream” (malestream) sport
  - Between GOs and NGOs at national & international levels;
  - Within the women and sport movement?
COMMITTING TO EFFECTIVE COMMUNICATION

DESPITE THE OPPORTUNITIES OF MODERN TECHNOLOGIES, EFFECTIVE COMMUNICATION REMAINS ONE OF THE GREATEST CHALLENGES FOR NGOs, ESPECIALLY FOR INTERNATIONAL NGOs

"Didn't you get my e-mail?"
SHARING EXPERIENCE:

- Are we learning from past experience?
- Do we know what we want to achieve?
- Are we setting goals which are achievable?
- Is what we do sustainable? Are we facing still, the same kinds of problems as in the early 1990s?
- Can we show that we are making progress – do we have accessible records of past achievements? What evidence do we have?
- Are we talking to the right people?
- Should we be learning from (eg) anti-racist and disability movements?
- Can we use mainstream organisations more effectively? Eg, is the UN International Year of Sport and Physical Education an opportunity?
HOW CAN WE PASS ON KNOWLEDGE AND EXPERIENCE EFFECTIVELY?

- How can everyone’s experience be used better?
- Is the women and sport movement, in each country, actively influencing:
  - Physical education in schools
  - Training programmes for coaches, teachers, leaders
  - Investment programmes in sport
  - Sport science and research
  - The role and status of women in NGOs & GOs, sport policy
  - Delivery of physical activity in communities
  - Safety and opportunity of girls and women?
- How can international NGOs help?
USE OUR HEROINES BETTER

Why heroines?
- Agency – they made a difference, significant achievements
- Showed courage, willingness to challenge the status quo
- Clear purpose
- Leadership
- Selflessness – action at cost to themselves
- Fun!

Role models? YES!
POLICY LEVERS

- Principles of social justice and equity;
- European, national legislation, international charters, UN strategies;
- Shortage of quality people, need for inclusive, diverse leadership – sheer quality and talent;
- Promotion and representation of women as majority;
- HEALTH TIME BOMB - physical activity levels, obesity, diabetes, osteoporosis, elderly falls – women large proportion of “elderly elderly”;
- Women as leaders of family activity;
- Women as leaders in peace initiatives.
“... ensure that educational processes address issues relating to gender equity and the needs of female athletes, equitably reflect women’s role in sport and take account of women’s leadership experience, values and attitudes.”

“Avert the ‘World Crisis’ in physical Education..” – quality physical education programmes.
EMPOWERMENT

- Having control, gaining further control of own affairs;
- Having a say and being listened to;
- Being able to create and define from one’s own perspective;
- Being able to influence decisions and choices affecting the whole of sport and physical education – whatever your involvement;
- Being recognised and respected as equal partners with a contribution to make – major and primary stakeholders.
EMPOWERMENT

FOR STRATEGIC LEADERS, THIS MEANS

- Supporting the capacity of organisations to be more self-reliant – building capacity, encouraging self-assessment, problem-solving, initiative and confidence – led by principles of equity & inclusion – gender mainstreaming.

- Listening to people who may make them feel uncomfortable, and being willing to change conventional wisdom. This is often a real challenge for people in education and sport!
2 TYPES OF GENDER INTERESTS

“PRACTICAL”
Focus on immediate perceived needs, eg lack of women in decision-making positions, specific injustices and inequalities

“STRATEGIC”
More general analysis of gender inequity
Require “system-transforming objectives to overcome the subordination”

(Molyneux 1985, p 232)
“... the impact of feminism is connected to the insistence upon agency, subjectivity, self-determination and self-transformation, all old universalising non-trendy humanist Western concepts, I know, but none of them really tested and tried out with their full implications for the women of the world.”

Eisenstein 1981 p 112
WOMEN ARE ENGAGED – ARE WE?
GIRLS ARE COMMITTED – ARE WE?
… a magnificent week – a week of friendships renewed and new friendships; a week of beauty in movement and music, in art and costume; a week of joy in the pursuit of knowledge and of skill; a week of gracious hospitality, of smiling faces, of courtesy, of sincerity; a week of revelation in the perfection of organisation and demonstration; and a week of unity among us, sharing what we know, what we believe, what we are.”