

Actions to Contribute to Physical Education from the Agenda 2030

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Abstract

The 2030 Agenda for sustainable development is a document drafted and adopted by the United Nations in order to ensure a full, diverse, balanced and accessible world so that present and future generations can enjoy it in harmony and peace. There are multiple spheres in which this Agenda is contextualized and puts into practice its actions from an interdisciplinary point of view. It is in Physical Education where this document finds an opportunity to cultivate the human body and mind in an organic way, tempered to the times in which the human being lives, full of potentialities and threats; directly affected by the environmental crisis and climate change. It is of vital importance to know and carry out actions in favor of this dialectic link, which is generally unknown and lacking in practical proposals. That is why the objective of this paper is to show a summary of different trends and actions that have been presented in this research on the unity Physical Education-Agenda 2030. Future projections and interpretations that this research team dedicates to the topic are also presented. We hope that this work will be taken into account in methodological preparations to guide Physical Education towards the prosperous and sustainable development expected in this new century.

Keywords: *Physical Education; Health Agenda 2030*

Introduction

Life is just an illusion if we don't stop being selfish and believe that taking care the place we live is the only way to make sure that we could live for the next 50 years. There is not any sustainable activity without an adequate field to develop it. Nobody is healthy enough if the habitat around is seriously affected or contaminated. Who could dare to breathe with systematic smog in the avenues or constant fires in the rainforest?

Even our habitual diet could be altered too; our bodies could get sick in a few days if the food we eat is produced with artificial toxic fertilizers or spoiled by acid rain. Even our bones could suffer the scarcity of vitamins from the vegetables and meat as a consequence

of the biosphere pollution, soil salinization or desertification. At all terms there is a direct relationship between environment and health though most of industrial agencies ignore and underestimate upon the chase of natural resources for keeping their profits. Benefits that maybe at short term could become a disaster for human beings and the ecosystem.

It is not a secret that our physical activity could meet a hard clog while it experiences intense precipitations, storms or destroyed sport fields due to erosion and the misuse of dangerous toxic substances upon the turf or sport fields. These ill-managements might provoke sport injuries and psychological disorder carried out by a discontinuation of severe training.

All these problems have been included as part of the world worries in the last Agenda 21 in Río, de Janeiro, 1992 and the updated official document of the Agenda 2030 for the sustainable Development [1-5].

Despite these threatening influences to human beings in its physical activities are evident and compiled in many papers, there is not an integrated study which could present their most outstanding positions regarding this item so as to propose some other consideration that might enrich the strategies to tackle this footprint, analyzing the agenda 2030 in Physical Education. This is above all things, the paramount purpose of this work.

Some elements published about Agenda 2030 in which PE could contribute favorably

Having a view to what researchers and experts have published about Agenda 2030, we could say that some contributions according to our theory and practice of Physical Education, surely could help to face the most meaningful problems announced in these manuscripts.

As it follows we are going to cite some of these problems and subsequently we are going to add a critical comment that might be useful for educators who would like to do something on behalf of the sustainable development from Physical Education, mainly considering the health component in this knowledge branch.

“Demographic trends can be fairly well delineated well beyond the next 15 - 20 years. By 2030, the world population is expected to exceed 8.3 billion people. Most of the total growth will be in less developed regions, rising from 5.6 billion to 7 billion by 2030. Sub-Saharan Africa, which includes some of the world’s poorest countries, is projected to experience more than a 50 percent increase in population. In contrast, the population of more developed regions is expected to change minimally, further widening the gap between rich and poor nations. The population of 2030 will be more urban than ever before” ([6]. p. 6).

As this problem is as real as proximate to our daily routines, it is a fact that PE must play an important role to cope with such a social load as this demographic avalanche. For the upcoming contrast to the planet Earth will uphold undoubtedly. It would very strategic that PE teachers prepare games, participative techniques to unite people from different social origins in one common task.

For this aim, PE teachers should promote intensively the culture of sports, outdoor activities, developing entertainment initiatives to reduce the possibilities for the young people to cover their leisure times with illicit destination of time. It is a reality that urban society will grow but it is not an impossibility to make people believe that they could spend their free time, exploring and enjoying the unique beauties of nature, that it is at the same time, protecting their health and welfare.

“China’s rise, based on technological convergence, its increasing international competitiveness in high-tech sectors and its large weight in global output and trade, has given rise to several areas of conflict with other economic powers, particularly the United States. China’s convergence is another example of the successful efforts made by some Asian economies to modify their productive structures and reduce the technological gap” ([5], p.23).

The technological race has been one of the social and cultural phenomenon which has characterized the modern society and therefore it has marked the present and committed the future perspectives of the world. Its effects, sometimes facilitating, some other times very artificial, has set humanity apart from their natural roots, its direct contact with the physical world. In this regard PE teachers and managers must multiply efforts, not only as some school employees but else as doctors of the physical activity. We recommend that this vision needs to be different just to generate a change. In other words, technology is good but not so good if we practice it upon the extremes. PE teachers should make students discover on themselves that practicing sports and physical activity connect them with the real world, activate their muscles, tissues, physiological system, that in a deficient use it could cause physical disorder, shock and problems in associative behavior. If we know how to persuade them and give convincing ideas, we could save one more life in this planet.

Some aspects related to manuscripts about Agenda 2030 in the context of PE

Maybe there is so much more to consult about this link of Sustainable Development in the field of PE to complete a full manuscript in this issue. Maybe we haven't got the greatest percent of this literature yet to give a general scope of what it is about in details. However, we understood that at least it is a first attempt to synthesize what some authors have written in this concern and what else we might do, as researchers, to meet the goal of sustainability in PE lessons.

"The scarce training of teachers, in general and of Physical Education teachers, in particular, the Education for Sustainable Development (ESD), is so alarming that most of them do not seem to be entirely clear about the meaning, importance and scope of sustainable development, a situation that is reinforced by university curricula that, as of today, do not respond to the demands of ESD. Added to this is the scarcity of specialists on issues of sustainability, sustainable development and education; the lack of effective curriculum designs, the low willingness and motivation of the faculty itself, and, of course, the lack of effective university policies" ([7], p. 454).

And that is the reflect of what is perceived, every time we try to find an element of this nature when we decide to observe an ordinary EP lessons in most of the schools anywhere on Earth. However, there are many actions that can be displayed in schools to foster ESD, no matter if it is not the ideal staff or if nobody took the time to design some convenient curricula to teach students to save the world through instruction. We must think firstly in forming ESD teachers and examine along a teamwork how this feelings and experiences in others fields could be transferred and adjusted to the social role of PE lessons. In fact, if we are ecologist, nature defenders, we don't need to wait to teach good values in our lessons to make students take care of their sport facilities, implements and the green landscape around them.

"In some way, sports practices make it possible to act in situations very close to reality, through teamwork, respect for rules, the coach, the referee, the rest of the teammates and opponents, self-control, individual effort, support for others, the collective challenge to achieve a common goal, etc. The functioning of society is reproduced in sport, subject to established rules that make coexistence possible. Another important factor is that through sport, skills such as conflict resolution are developed, since it is the exploration of the means by which conflicts can be solved. For many young people, conflict is synonymous with violence, but violence, in reality, is only one of the many possible responses to a conflict" ([8], P. 74).

We agree on this whole idea of the authors above, sport is a way out to solve conflicts in a peaceful way, that obviously not always a conflict has to lead to violence. PE lessons must promote this sense of development in each and every competitive activity. But as life is not perfect and it is not the same in all the regions of the world, Teachers of PE must be ready to create hypothetical situations by means of games in which students will be conducted to use their communicative competence to reach a peaceful point with the opponent. The best fight is that one that you avoid. Since a violent fight will never make you a winner, it is not like this because we all live in connection and the loser could bring you someone bigger than you, stronger than you. So, it is better trying to minimize the differences by speaking while we understand the reasons of the adversary.

And as a third example of this consult we would like to present a theoretical position assumed by Baena, [9] who decided to design a group of models to explain the Sustainable Development in PE, these are: Cooperative learning, Personal and social responsibility model, Sports education model, Adventure education model, Service learning, Health education, Self-construction of materials and Self-building of materials.

The model that calls most our attention in this idea is the Health education that in specific terms this author tries to decipher as an autonomous or cognitive unity, we are not sure if the authors who proposed these models, coincide with our particular point of view, but we declare that there is a close interdependence in all these models at terms that its study of the models in isolation could be very hard without the interrelation of the others.

Health is a state of welfare in human beings so it is proven that a person would never be healthy without any help or social interaction. Here arises the interrelation between Health Education and Cooperative learning: It is in the practice, in the connection with others when we learn more effectively. It is in this interaction, in this practice where we explore, select or build our own instruments to solve our problems. On the other side, to understand other dependencies in the models, we have to understand the role of sports, because to reach sports skills as part of the group it is necessary to assume take some responsibilities, we need to value the social compromise of our attitudes and our goals.

Analyzing the document of Agenda 2030 and the potentialities of physical education to meet these goals

In present times, The Physical Education (PE) is engaged in solving global problems, coming from population advances and Cultural disruption of people, just like Posso., *et al.* [10] mention in their work. The teachers of Physical Education must develop in their student’s skills for life so as to make them involved as positive actors in an active and healthy society. In this activity they will be able to propose initiatives to transform the environment where they live and definitely will cultivate a stronger body against many diseases and obviously will form a coherent attitude towards the surrounding society.

For a more precise interpretation let us analyze the Agenda 30, principle by principle so as to examine how can the PE contribute to the fulfilment of the global demands. According to the official document, there can be visualized the Development Objective (DO) taken from [2] and some Suggestions for Physical Education (SPE). These suggestions will be focused on health and life quality within a common PE lesson.

DO	Content of the DO	SPE
DO1	Eliminate the poverty in all its forms all over the world.	PE prepares the body for activity and work; joins people for the realization of a common activity. It helps people feel healthier and ready to face hard challenges.
DO2	End hunger, achieve food security and nutrition, and promote sustainable agriculture.	PE needs a balanced food energy and for that aim, trainers and professor of this branch must carry out a centered education in this direction. PE teachers must also promote the plantation of fruit trees around the sport fields whenever possible.
DO3	To ensure healthy living and promote wellness for all at all ages.	PE programs must take into account different kinds of exercises and activities for children, young people and the elderly, trying to convince that sports and competition must only bring a developing and peaceful rivalry.
DO4	To ensure inclusive and quality education and promote lifelong learning opportunities for all.	PE must include activities for the disabled as well as for the talented or athletic user. It must always promote a learning environment.

DO5	Achieving gender equality and empowering all women and girls.	PH must include activities to keep away the social difference , sexual confrontations and the permanent consideration for all.
DO6	Ensure availability and sustainable management of water and sanitation for all.	PE must activate water testing around the water bodies where children take a bath and recreate. Sports fields must be systematically cleaned and improved.
DO7	Ensure access to affordable, reliable, sustainable and modern energy for all.	PE must be encourage the production of ecological equipment and the consumption of renewable energy during everlasting sports events.
DO8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.	PE must demand from the government a fair dedication and progress. This branch must work in order to make people healthier and willing to push forward the economic growth in any country at the world, no matter this development condition.
DO9	Develop resilient infrastructures, promote inclusive and sustainable industrialization, and encourage innovation.	PE must include in the activities some games and strategies to make people resilient, no matter how hard a situation can be. There will always be an opportunity for innovation and creativity that will also contribute to a longer state of body and mind.
DO10	Reducing inequalities between and within countries.	PE will be planned and executed against any racial, ethnical and political difference. The essential key words will be peace, tolerance and solidarity.
DO11	Making cities and human settlements inclusive, safe, resilient and sustainable.	PE will be practiced and promoted in an environment full of inclusion, security and spirit of positivity, no matter how hard a challenge might be.
DO12	Ensure sustainable consumption and production patterns.	PE teachers must encourage students to eat or drink, no less no more of what the body requires.
DO13	Take urgent measures to combat climate change and its effects (taking note of the agreements adopted at the United Nations Framework Convention on Climate Change).	PE teachers must select the appropriate time of the day to practice activities outdoors without putting people ´s life on stake. It is also recommendable that PE teachers impulse physical activities and loads according to the seasons and the local climate of the regions.
DO14	Conserve and sustainably use the oceans, seas and marine resources to achieve sustainable development.	PE teachers whose work deals directly with oceanic water, must promote water sports with cero contamination of the waters.
DO15	Protect, restore and promote the sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.	PE teachers during school excursions, coordinated by the heads of the institutions, must create initiatives to promote in students real feelings of love and care for the mother nature. The activities must be motivating; strongly oriented to comprehend the impact of the environmental crisis, and the attitudes we all should have to reduce its effects.
DO16	Promote peaceful and inclusive societies for sustainable development, facilitate access to justice for all and build effective, accountable and inclusive institutions at all levels.	PE must be disseminated around the globe with high access to people and differentiated treatment to all kinds of families and acquisition levels. It doesn´t mean that lessons of PE will be gifted with low interest for the part of the receiver. PE teachers must create an environment in which students should feel engaged, identified and self-conscious of its own learning and advance.
DO17	Strengthen the means of implementation and revive the global partnership for sustainable development.	EP must be enough dynamic in such a way that enhances its objective condition with forces inside and outside the social circle it counts on, as an entity. In few words, PE managers must seize the potentialities of actors who would like to support, develop or improve this educational activity with social benefits for all in a short and long term period.

Table 1: Relation of the DO and the SPE.

Conclusion

In this paper, the authors have intended to make a review about some of the manuscripts dedicated to Agenda 2030 and those ones focused particularly on the connection between the Physical Education and the Sustainable development. Through this work and the critical interpretation of the authors, can be demonstrated that despite there is a deep analysis in original bibliographical sources, still there is too much left to reflect and debate concerning this vital axis of PE and Agenda 2030.

The comments added to the selected ideas and citations are added with marked respect and addressed with the highlighted purpose of enriching the theory and practice of this necessary link.

Together with this analysis the authors propose a set of actions matching the 17 items of the Agenda 2030, coming from a vivid experience in Universities of Cuba and Ecuador, hoping that this initiative in PE might be transferred to other countries.

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