

SDGs and Physical Education

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Contributor: Salvador Baena-Morales

Los Objetivos de Desarrollo Sostenible (ODS) son una estrategia global que apunta a obtener un mundo más equitativo y justo. Estos objetivos están organizados en 17 ODS, detallando 169 metas. Diferentes instituciones internacionales han enfatizado la relevancia de la educación para el desarrollo de ciudadanos que contribuyan al logro de los ODS para 2030. Sin embargo, aún no se ha realizado una revisión centrada en la educación física (EF). Por tanto, el objetivo de este trabajo es doble. Primero, analizar y seleccionar los ODS específicos que se pueden implementar en el área de educación física. Segundo, relacionar estos objetivos específicos con los diferentes modelos basados en prácticas de educación física. Esta revisión mostró cómo tres documentos institucionales han relacionado previamente el deporte, el ejercicio físico y la educación física con ODS específicos. Según la búsqueda realizada,

sustainability development

physical education

physical activity

1. 2030 agenda and education

The growing global concern for protecting the earth and ensuring prosperity for all means that by 2015, the United Nations will set a series of global goals ^[1]. These goals are divided into 17 sustainable development goals (SDOs), which are further divided into 169 specific goals, which specify and specify each SDO ^[2]. This proposal on global sustainability is put forward within the framework of "2030 agenda", and emphasizes that all sectors of society, whether collective or individual, must contribute to the realization of sustainable development goals ^[3]. In addition to being eco centric, these goals include other issues, such as circular production, waste generation, poverty or health and well-being, urban development or social equity ^[4]. This will cover many areas of intervention, not only in the environment, but also in the economic, ethical and sociological fields ^[4], with clear objectives, such as striking a balance between current development and future progress. However, although the SDG is a proposal that will be achieved in 15 years (2015-2030), some studies emphasize that the speed of achieving the SDG is not as fast as expected ^[5]. Therefore, all governmental and non-governmental organizations must work together to promote the realization of these goals ^[6].

In these institutions, education should be seen as a key factor in consolidating the sustainable habits of future generations ^{[7][8]}. The United Nations Decade of education for sustainable development (2005-2014) ^[9] has emphasized the importance of integrating sustainable development actions into all aspects of education in order to promote the change of awareness and attitude towards sustainability. Therefore, at the institutional level, comprehensive education is one of the main ways to build sustainability ^[10]. Lauder et al. ^[11] emphasized the

importance of education in dealing with the earth's social and environmental problems. Sachs recognized this importance and emphasized that education is a key factor in achieving the long-term goals of the millennium development goals.

Although education is directly dealt with by SDG 4 "quality education", the United Nations Educational, scientific and Cultural Organization (UNESCO) ^[12] has established the concept of education for sustainable development, which aims to empower students so that they can contribute to the realization of sustainable development. A fair society has economic and environmental integrity in present and future generations. It has been pointed out that teachers, as responsible persons for educating future generations, play a key role in sustainable development ^[13]. However, different institutions need to clarify their goals, indicators and specific actions for sustainable development goals in order to develop results frameworks and collect data on the level of achievement ^[14].

2. Sports, sports activities and sports. Key tools for achieving sustainable development goals

The research on Sports under the goal of sustainable development is mainly carried out by three institutions. First, the Sixth International Conference of ministers and senior officials in charge of sports and Sports Affairs (mineps VI) ^[15]. The conference identified three broad areas of intervention aimed at (I) developing an inclusive vision for access to sport, physical education and sport for all; (II) maximizing the contribution of sport to sustainable development and peace; and (III) protecting the integrity of sport. This paper reviews different SDOs to highlight SDOs related to AF and Sport (Table 1). However, the role of joint ventures in the 2030 agenda is not specified. At the same time as mineps VI, the Commonwealth issued a document clarifying the contribution of sports to sustainable development goals ^[16]. The particularity of the document lies in the formulation of a series of indicators and achievements, which will more objectively measure the contribution of different sports related fields to the formulation of sustainable development goals. At the same time, together with the instructions in mineps VI, it issued a new report detailing that the specific objectives of each sustainable development goal can be achieved through sports, but did not specify the specific characteristics of EF.

Finally, in 2019, the Ibero American Sports Council and the Ibero American General Secretariat jointly issued a report identifying sport as a tool for achieving sustainable development ^[17]. In this case, they chose sustainable development goals that could be achieved through EF, sports practice or sport as an institution. They have made a comprehensive analysis of how such a relationship will take place (one-way or two-way), and put forward a series of strategies and partnerships to promote sustainable development. The main findings of this report are that not all goals targeted at specific goals have the same directionality and impact as sport, but rather emphasize direct relevance to 8 of 17 sustainable development goals and 19 of 169 (Table 1). Another example of the relationship between sport and AF and SDO is reflected in the narrative comments of day and menas ^[18]. However, once again, these authors cannot distinguish between EF and the specific objectives proposed by UNESCO. Finally,

other agencies such as who confirmed these relationships and showed the health, social and economic benefits of contributing to 13 of 17 sustainable development goals, but did not specify specific objectives for which work could be carried out. Instead, these systems suggest that a unified analysis of the concepts of sport, physical exercise and AF be emphasized, and mineps vi first takes into account the concept assessment that the term "Sport" is used as a general term, including national sports, sports games, leisure, dance and organization, Different forms of improvisation, competition, tradition and indigenous sports and games (p. 1). Instead, the Commonwealth details the terminology differences between sport, organized sports, AF, physical exercise, EF, and quality EF. However, despite the recognition of these differences, the goal selection of each sustainable development goal is viewed from the overall perspective of sports.

In short, it is a collection point of particular interest and need to establish a multidisciplinary approach to meet the challenges of the future. This is the main purpose of this study is to establish the possible relationship between EF, as a discipline, in other curriculum objectives Based on the review, analysis and comparison of various specific objectives, the sustainable development goals are put forward. It particularly recommends that the potential relationship between the new education model and the goals set out in agenda 2030 be analyzed, as a driving force for methodological change, and lay the foundation for future work-related research in educational institutions.

-Yes.

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