



Journal of the International  
Coalition of YMCA Universities

## PRESENTATION

### **Presentation**

The International Coalition of the YMCA Universities is a partnership of universities, colleges and professional training institutes that belong to or are related to several national YMCA movements. They are university-level educational institutions that promote training to prepare professionals in the several areas of relevant services offered by the YMCA movement. The idea of the partnership was initiated in the year 2000. The present coordinator is Robert J. Willey, Jr. of Springfield College, MA/USA.

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### Editorial

To our readers:

I am pleased to present the first edition of *the Journal of the International Coalition of YMCA Universities*. The Coalition is celebrating its twelfth anniversary, having been founded at an international meeting of YMCA leaders in Porto Alegre, Brazil, in November 2001. One of the objectives of the members of the Coalition - a membership that includes twelve universities located on four continents - has been, since its formation “to offer a platform for the exchange of information and experiences in academic programs.” Our annual meetings have provided such a platform. But at our annual meeting in 2012 hosted by the Universidad YMCA de Mexico in Mexico City, the members who were present committed themselves to developing an electronic journal to share ideas and expand communication to those in our respective universities who are unable to attend the meetings and to reach out to the whole of the international YMCA movement.

Thus, we present this first edition of the *Journal* to the membership of the Coalition and to the international YMCA movement with the hope as we say in our mission “to strengthen the movement and the community-at-large.”

The theme for this issue of the *Journal* is “Sports, Fitness, and Wellness,” a theme consistent with the educational objectives of a number of our member institutions. The contents include articles specific to the theme as well as a collection of articles that we call “Sharing Experiences.” As announced, “Sharing Experiences” includes photography, poetry, creative writing and non-academic special projects related to the theme of the issue. The final section, “Essays”, is dedicated to both academic and non-academic contributions. The eleven

## EDITORIAL

contributors to the three sections of the *Journal* include faculty and students of member institutions in Sorocaba, Brazil; Kassel, Germany; Chennai, India; Mexico City, Mexico; and Montevideo, Uruguay.

We will be publishing the *Journal* twice a year, in November and in May. The theme of our May edition will be the YMCA logo, the YMCA triangle, representing our commitment to the development of spirit, mind, and body. More information regarding the next edition will be sent out early in 2014.

As I conclude, I want to thank the three members of the editorial team who did all the work in putting together this first edition of the *Journal of the International Coalition of YMCA Universities*: George Jennings of the Universidad YMCA de Mexico, Mexico City, Mexico; and Mauricio Massari and Gisele de Oliveira of the Faculdade de Educação Física da Associação Cristã de Moços de Sorocaba, Brazil. Our communications have all been done electronically, across three time zones and in three languages. Despite those challenges, it has been a pleasure to work with a committed and hardworking team—and I look forward to that relationship continuing for future editions.

Please let us know your thoughts regarding the *Journal* as we seek through this medium to strengthen the YMCA movement and the communities-at-large that we serve through our work.

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**Effects of stretching before bench press on number  
of repetitions in moderately trained individuals**

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### **Abstract**

The performance during exercise is a limiting factor with respect to the results achieved. Thus, the aim of this study was to analyze the influence of different warming protocols on the number of repetitions performed after the execution of a series of twelve repetitions maximum in the bench press. The main result shows that all protocols containing specific warming obtained the best average of repetitions. We therefore conclude that among the various protocols used, those containing the specific isolated warming or in combination with length were superior with regard to the number of repetitions in the 12 R.M. test.

**Keywords:** Resistance Exercise. Stretching. Warming.

### **Resumen**

El rendimiento durante el ejercicio es un factor limitante con respecto a los resultados obtenidos. Por lo tanto, el objetivo de este estudio fue analizar la influencia de diferentes protocolos de calentamiento en el número de repeticiones realizadas tras la ejecución de una serie de doce repeticiones máximas en el press de banca. El principal resultado muestra que todos los protocolos que contienen el calentamiento específico obtenido el mejor promedio de repeticiones. Por consiguiente, concluimos que entre los diversos protocolos utilizados, los que contienen el calentamiento específico aislado o en combinación con la longitud eran superiores en relación con el número de repeticiones en el 12 RM prueba.

**Palabras clave:** Ejercicio de Resistencia. Estirando. Precalentamiento.

**Effects of stretching before bench press on number of repetitions in  
moderately trained individuals**

The performance during exercise is a limiting factor with respect to the results achieved. The search for better is part of everyday athletes, gym goers and even those who seek to exercise as part of their rehabilitation program. Over the last decades it was created the paradigm of mandatory completion of pre exercise stretching, whatever the nature of it (Shrier, 2004). It is believed that its inclusion in the preparatory phase for the exercise has the function of increasing physical performance (Church et al., 2001; Faingenbaum et al., 2005; Knudson et al., 2004; Young and Behm, 2003), assist in warming the body (Shrier, 1999; Shrier, 2004; Herbert and Gabriel, 2002), prevent the occurrence of injuries (Herbert and Gabriel, 2002; Black et al., 2002; Witvrouw et al., 2004; Thacker et al., 2004), reduce or even nullify the delayed onset muscle soreness (Cheung et al., 2003; Black and Stevens, 2001; Herbert and Gabriel, 2002).

With regard to the improvement in physical performance, many practitioners use up stretching exercise as pre order to improve its performance in strength activities (Black and Stevens, 2001). Another factor that is closely linked to improved performance on strength activities is the muscle-joint warming (ACSM, 2009).

As previously mentioned, there is a belief that stretching could increase body temperature, thus participating as a member of heating and thus contributing to increase the performance of individual strength activities (Shrier, 2004).

However, recently some research has shown that the achievement of stretching immediately before running strength exercises, has achieved the objectives allegedly proposed (Church et al., 2001; Faingenbaum et al., 2005; Knudson et al., 2004; Young and Behm, 2003).

Therefore, the objective of this study was to analyze the influence of different warming protocols on the number of repetition performed during testing of twelve maximum repetitions (12 R.M.) in the bench press exercise.

### Methodology

The study included 15 males, mean age  $23.4 \pm 1.1$  years, mean weight  $77.4 \pm 2.1$  kg and mean percent body fat of  $14.5 \pm 1.9$ . Individuals have participated voluntarily and signed a consent form, in accordance with Resolution No. 196/96 of the National Health Council of Brazil. The study lasted six weeks.

In order to verify the homogeneity of the group, all participants underwent assessment of mass and percentage of body fat during the first week of the survey. Therefore, we used respectively an anthropometric scale of Filizola and Lange skinfold caliper. The Guedes (1989) protocol was used to measure the percentage of body fat.

Even in the first week, in order to stipulate the maximum load used to perform 12 repetitions in bench press exercise, all subjects were tested for maximal repetitions (RM 12) as proposed by Fleck and Kraemer (1999).

During the final five weeks of the experiment, five different warming protocols were applied to the five groups, as follows:

- 1) Specific Warming Protocol (W): perform two sets of 12 repetitions with 50 percent of the load for the individual to perform twelve movements in supine exercise (12 R.M.), and separated by a rest interval of two minutes;
- 2) Light Passive Stretching/ Specific Warming (LS/W): implementation of a series of thirty seconds of passive stretching for the pectoral muscles, respecting the value 2 in CR-10 scale (Borg, 2000) preceded the realization of specific heat.
- 3) Heavy Passive Stretching/ Specific Warming (HS/W): implementation of a series of thirty seconds of passive stretching for the pectoral muscles, respecting the value 5 in CR-10 scale (Borg, 2000) preceded the realization of specific warming.

- 4) Light Passive Stretching (LS): implementation of a series of thirty seconds of passive stretching for the pectoral muscles, respecting the value 2 in CR-10 scale (Borg, 2000).
- 5) Heavy Passive Stretching (HS): implementation of a series of thirty seconds of passive stretching for the pectoral muscles, respecting the value 5 in CR-10 scale (Borg, 2000)

The subjects were then randomly divided into five groups (three subjects in each group). The groups were designated A, B, C, D and E.

Follows the weekly distribution of protocols for each group:

Protocol	Week 2	Week 3	Week 4	Week 5	Week 6
W	A	B	C	D	E
LS/W	B	E	D	A	C
HS/W	C	A	E	B	D
LS	D	C	B	E	A
HS	E	D	A	C	B

The distribution is designed so that each group experienced each week a different protocol, but the sequence of protocols was established in random in an attempt to reduce the chance of induction by the results evaluated. The tests were performed on the same days and times during the five weeks of experiment.

After each protocol subjects rested for three minutes and were encouraged to perform as many repetitions possible of the bench press exercise.

## Results

The main result we observe that protocols containing specific warming, either in isolation (W) or in combination with stretching (LS/W and HS/W) had the highest average of repetitions performed: 12, 12 and 11.7 respectively (Figure 1). Consequently the protocols that used only the stretch (LS and HS) in preparation for the implementation of bench press had the lowest average of repetitions.

Another point noted was that when comparing the protocols that used the stretch, we noticed that there was a tendency of a lower number of repetitions during the execution of protocols containing heavy stretching (HS).

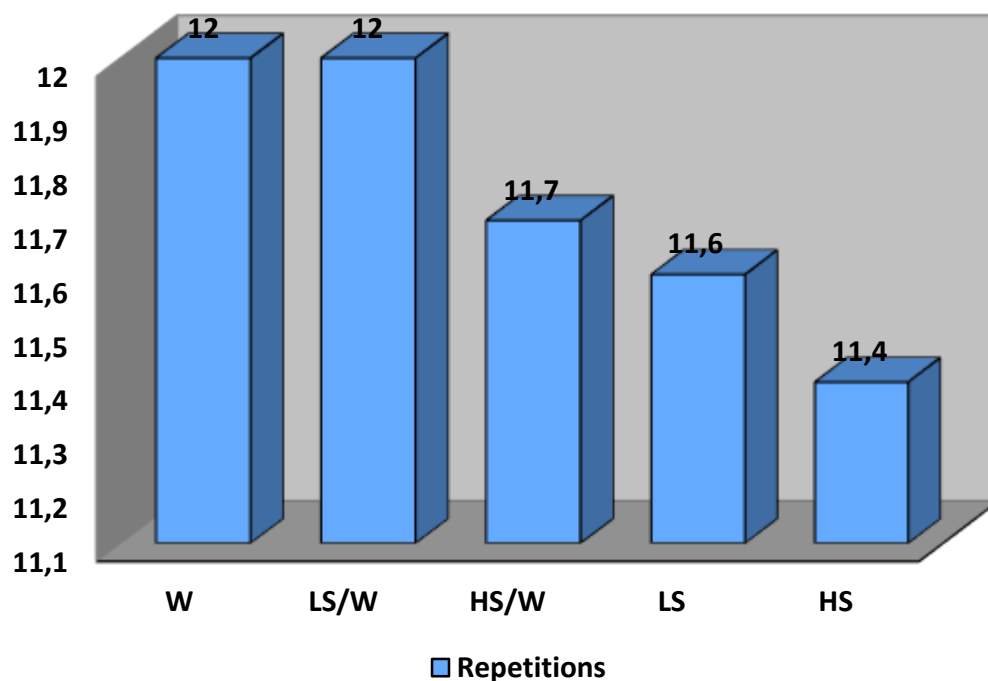


Figura 1 - Total number of repetitions performed after application of different protocols.

## Discussion

From the results, we note that the best performance in the number of repetitions performed in bench press exercise was obtained when subjects were submitted to protocols containing specific warming (Figure 1). This result in turn are confirmed by Simão et al (2005) to demonstrate the superiority of specific warming by allowing greater mobilization load ( $134.5 \pm 26.6$  kg) in the execution of 1RM in the leg press exercise in relation heating the aerobic ( $131.3 \pm 27.4$  kg) performed in a cycle ergometer for 10 minutes or warming to flexible ( $129.9 \pm 28.3$  kg) carried through six stretching exercises.

Another point to be observed in our results is the fact that when the light stretching (LS/W) was included, there was no difference in number of repetitions performed (12 x 12). However, to replace the light stretching for heavy stretching, a slight impairment in the ability to number of repetitions performed between individuals ( $11.7 \pm 0.8$ ) was observed.

In his research, Laur et al.(2005) observed a similar effect to note that the group that did not practice stretching before running the exercise, could mobilize a greater load on the leg curl exercise. With regard to stretching done in isolation, we noticed a lower number of repetitions performed on both protocols (LS and HS) compared to those who performed the specific warming. According to the results obtained by Nelson et al. (2005) observed that the isolated use of stretching exercises before requiring a combination of strength and speed of muscle contraction, resulted in more time for the task.

Finally, in our study we found that although both protocols that used only the stretch as preparation for exercise allow a lower mobilization filler when they were compared observed a slight advantage to the one who used the protocol light stretching (LS). This result shows that the amplitude or magnitude of stretching exercises, is another variable that can affect the force

production by skeletal muscles, which runs counter to findings by Marek et al. (2005) to compare the production of strength and power in men and healthy women after the static stretching or proprioceptive neuromuscular facilitation (PNF).

In his research Marek did not observe differences between treatments, leaving the idea that even when using the severe stretching (PNF) there was a greater loss in force production between individuals.

This discrepancy may be due to the protocol used in the research above, it did not quantify, even subjectively, the intensity of stretching nor clocked the time at which the individual was exposed to stretching.

Another important point to be noted is that both protocols that used only the stretching in preparation for exercise bench press (LS and HS) had the lowest average (11.6 and 11.4 respectively) in the number of repetitions performed, confirming the better performance caused by protocols containing warming.

From the statistical point of view the difference between the number of repetitions performed between all groups was not significant. One possible explanation for this small difference between the protocols is the methodology used in this study. In our research subjects underwent only one series after the application of each protocol, which does not translate to everyday situation experienced in academies. By analyzing under physiological point of view, the recovery interval used before attempting to perform as many repetitions of the bench press (using the obtained test load of 12 RM) is theoretically sufficient for complete recovery of the ATP- PC (Duffield et al., 2004), which is the most likely explanation for the results obtained.

Anyway, the tendency of a greater number of repetitions among protocols containing stretching, either in isolation or as part of preparation for exercise.

It seems likely that in our methodology we opted for performing multiple series (3 or 4) with intervals of 1-2 minutes recovery between them, thus following the pattern seen in gyms and recommended by ACSM (2009). Perhaps we observed a greater difference between the number of series carried out on different protocols.

Thus, further studies should be conducted in order to verify the effect of pre- exercise stretching on performance during a resistance training session consists of multiple series (per muscle group).

### **Conclusion**

We therefore conclude that among the various protocols used, those containing the specific warming were superior in respect of the number of repetitions performed by individuals. We also conclude that when doing only stretching in preparation for exercise, we use the light stretching.

So to elaborate a session of strength training should preferably include the specific warming isolated but combined with some light stretching, because the contrary can impair the number of repetitions performed during training.

Therefore, seen that the performance during exercise is a limiting factor with respect to the results achieved and the search for better is part of everyday athletes, gym goers and even those who seek to exercise as part of their rehabilitation program, the use of different warming protocols affects the number of repetitions performed in a training session.

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**Participation in Sport in India – Policy Perspectives**

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### **Abstract**

The first thing that comes to mind for many foreigners when they think of India is its immense population of more than one billion people, crowded in a land mass of 3,288,000 square kilometers, which results in a population density of 336 people per square kilometer. It is also well known that India is a country of great religious, ethnic, linguistic and cultural diversity. India has a tradition of sports and physical fitness. From the Vedic times, sport, fitness and competitions have always been part of the Indian culture and folklore. It is believed that the practice of yoga results in ‘strength, stamina and supreme control of the body’. India’s phenomenal success in modern sport is its exploits in international cricket. It has and is producing world-class cricketers, and continues to fill the financial coffers of local and international governing bodies with its many and varied cricket competitions. The comprehensive sport policy aimed to address the emerging challenges of India in the twenty – first century.

**Keywords:** India; sport participation; policy.

### **Resumen**

Lo primero que viene a la mente de los extranjeros cuando piensan en la India es sobre su inmensa población de más de un billón personas, situada en un territorio de 3,288,000 kilómetros cuadrados, que resulta en una densidad de población de 336 personas por kilómetro cúbico. También es bien conocido que la India es un país con gran diversidad religiosa, étnica, lingüística y cultural. La India tiene una tradición del deporte y la condición física. Desde los tiempos védicos, el deporte, la condición física y las competencias siempre han sido parte de la cultura y folclore hindú. Se cree que la práctica de yoga da como resultado ‘fuerza, resistencia y control supremo del cuerpo’. El éxito fenomenal de la India en deportes modernos es en el críquet internacional. Ha creado y está creando críqueteros de clase mundial y sigue ofreciendo competencias variadas para organizaciones locales e internacionales. La política deportiva integral dirigida a abordar los desafíos emergentes de la India en el siglo XXI.

**Palabras claves:** India; participación deportiva; política.

## Introduction

India is the second most populous country in the world after China, with more than 1.2 billion people, which is equivalent to 17.14% of the world population. Apart from the sheer size, the Indian population is characterized by extensive diversity in terms of religion (e.g., Hinduism, Sikhism, Buddhism, Jainism, and Christianity), languages (22 official languages), culture, and ethnicity. The Indian population is composed largely of two ethnic groups: Indo-Aryans (72%) and Dravidians (25%) who are found in the southern states of Andhra Pradesh, Karnataka, Kerala, and Tamilnadu.

In economic terms, India is the tenth largest economy in the world with the gross domestic product of 1.872 trillion dollars. However, when this figure is converted to purchasing power parity (PPP; i.e., the sum value of all goods and services produced in the country valued at prices prevailing in the United States), it becomes USD 4.531 trillion (World Bank, 2013). That would rank India third after the USA and China. But the prosperity indicated by this high ranking is in fact a mirage because this wealth has to be shared by more than 1.2 billion and the resultant per capita income is only USD 3,652.00, placing India 125th in the world. The rate of the growth of the economy is more than 7%, a very respectable figure indeed, being much higher than in the case several western nations.

India is the largest functioning democracy in the world, and is a federal system consisting of 28 states run by elected governments and seven Union territories administered by the President of India through an appointed Administrator (Know India, 2013). Interestingly, when the British ruled India, they created provinces in a way that most provinces covered people speaking two or more different languages in almost equal proportions. This decision was a reflection of their divide and rule policy. When India got its independence, one of the first acts of the new

Government of India was to redraw the provincial borders in line with the dominant language spoken in the region.

Even though conflicts occur among groups defined by religion, ethnicity, language, and caste, India thrives as a democracy where all segments of society are respected. For instance, the 2013 prime minister of India is a Sikh representing a minority of less than 2% of the population and the most powerful political figure is Sonia Gandhi, an Italian born Catholic. This simply shows that India is quite a democratic state characterized by tolerance and acceptance of diversity so rare elsewhere in the political world.

### **Physical culture in India**

As an ancient civilization, India had held a tradition of sports and physical fitness from the Vedic times. Hinduism, almost the only religion in the country at that time, promoted the virtues of physical perfection based on a clear understanding of the body and its functions. One manifestation of this tradition is the practice of *yoga*, “an ancient discipline designed to bring balance and health to the physical, mental, emotional, and spiritual dimensions of the individual” (Alyson & Thomas, 2010, p. 3). Of all the physical activities, *yoga* is truly of Indian origin and is now practiced all over the world.

Moreover, the epics of *Maha Baratha* and *Ramayana* extolled the competitive successes of their heroes in physical activities. The five Pandava brothers of *Maha Baratha* specialized and excelled in specific physical activities. Dronacharya was the mentor and coach of these five heroes. These figures are held as models even today. For instance, the highest award granted by the Government of India for a sports person is the *Arjuna Award* named after the famous archer and one of the Pandava brothers. The highest award for a coach is named the *Dronacharya*

*Award.* *Maruthi*, one of the heroes of Ramayana is idolized for his physical prowess. In fact, a leading school of physical education in South India is named Maruthi College of Physical Education after the hero of Ramayana.

Apart from its excellence in cricket, India's sporting performance on the world stage has been dismal. In the London 2012 Olympics, India secured two silver and four bronze medals, the best ever performance by India at the Olympics. India fared better in the last Commonwealth Games held in New Delhi in 2010. India took the second place behind Australia, securing 38 gold, 27 silver, and 36 bronze medals. Once again, this was India's best ever performance in that event. In fact, Ramchandani and Wilson (2012) noted that India over-achieved in securing gold medals, total medals, total points (three for gold, two for silver, and one for bronze), market share (points won as a percentage of total points awarded).

In the latest 2010 Asian Games in Guangzhou, China, India was ranked 7<sup>th</sup> with 14 gold medals, 17 silver medals, and 33 bronze medals for a total of 64 medals. This is also the best ever Indian performance at the Asian Games. While the number of medals won in the Olympic, Asian, and Commonwealth Games is not impressive, it must be born in mind that these are the best ever performance of the Indian team in these games. This is an indication that India may be at the verge of breaking into the league of high performing nations.

## **Sport System and the Structure of Organized Sport**

### **The sport system**

The Sports Authority of India, a unit of the Ministry of Youth Affairs and Sport (MYAS), recognizes 62 national sports federations (NSF); some of these are umbrella organizations such as the Indian Olympic Association and Association of Indian Universities.

### **Government agencies involved in sport**

The primary agency of the Indian federal government that is concerned with sports is the Ministry of Youth Affairs and Sports. In 1982, the government set up a Department of Sports in conjunction with the IX Asian Games in Delhi. It was renamed as the Department of Youth Affairs and Sport to coincide with the celebration of the International Youth Year in 1985. The department became a full-fledged ministry in 2000 under the same name. Finally, a specialized Department of Sports was created in 2008 to be sufficiently independent of the Department of Youth Affairs. As of 2012, there were two bureaus within the Department of Sports. The Sports Bureau is in charge of all programs and activities of the department while the International Sports Division handles the upgrades to its stadia, training venues, several areas related to the organizing committee of the 2010 Commonwealth Games (CWG 2010), and the preparation of teams for the CWG 2010.

The Department of Sports has several schemes to achieve its mission of promoting sport and sporting excellence. The more notable schemes include the Assistance for the creation of Urban Sports Infrastructure; Assistance to National Sports Federations; Talent Search and Training;

National Welfare Fund Sportspersons; National Sports Championship for Women; *Panchayat Yuva Krida aur Khel Abhiyan* (PYKKA) providing for basic sport infrastructure at the grass roots level in the villages and blocks of villages; National Playing Fields Association of India, and Awards for Outstanding Sports Persons (Department of Sports, 2013).

### **Sports Authority of India (SAI)**

As indicated earlier, an integral unit of the Ministry of Youth Affairs and Sports is the Sports Authority of India (SAI) as its field arm to carry out several of the sport related policies of the government. Its promotional schemes are designed to support and nurture sports talent, provide necessary infrastructure, equipment, coaching and competition exposure. It is in charge of three academic units. The National Institute of Sports offers master's and diploma courses in coaching and sports medicine. The Lakshmibai National College of Physical Education in Thiruvananthapuram and the Lakshmibai National University of Physical Education in Gwalior are devoted to training physical education professionals and researchers. In addition, it is also responsible for maintaining the Jawaharlal Nehru Stadium, Indira Gandhi Stadium, Major Dhyan Chand National Stadium, Dr. Syama Prasad Mukherjee Swimming Pool Complex, and Dr. Karni Singh Shooting Ranges. With a view to promote sport and nurture talent, the SAI has also instituted schemes known as (a) Centers of Excellence Scheme; (b) SAI Training Centers (STC) scheme, (c) Special Area Games (SAG) scheme, (d) National Sports Talent Contest (NSTC) scheme, and Army Boys Sports Companies (ABSC) scheme.

**Non-governmental sport organizations**

For the most part, the non-governmental sport organizations in India are composed of the national sport governing bodies including the Indian Olympic Association, their counterparts at the state, district, and *panchayat* (village) levels. While the constituent members of a national sport governing body are the representatives of the state and territory level sport governing bodies of a given sport, two large central government units are also members of most of the national sport governing bodies. They are the Railway Sports Promotion Board of the Indian Railways (an Indian Government undertaking) and Services Sports Control Board of the armed forces of India. These organizations are given due recognition in the governance of a given sport because they do recruit and hire to their ranks outstanding athletes in various sports, and they field very competitive teams in various competitions recognized by a sport governing body including the national championships. Further, the regional units of Indian Railways (e.g., Southern Railways) may field their own teams in various tournaments. Similarly, the army, the navy, and the air force (and their internal commands) may also field their own teams in various tournaments. Both the Railway Sports Promotion Board and the Services Sports Control Board also stage their own national championships for their constituent units.

Another interesting feature of sport in India is the involvement of business and industrial enterprises (both governmental and non-governmental) recruiting and hiring top-level athletes in various sports, and field highly competitive teams in local competitions. However, they do not participate in the national championships organized by the national sport governing body of a given sport. Some examples of those enterprises that are heavily involved in sport are Punjab Police, Indian Army, Integral Coach Factory, Northwestern Railway (governmental enterprises) and Tata Steel, Vijaya Bank (non-governmental enterprises). For many an athlete, these

enterprises are havens for pursuing excellence in their respective sport, while at the same providing a base for their career after athletics.

### **Financing of Sport**

In the 2013-2014 budget of the Government of India, INR 792.72 crore has been allocated to sports and games (Times of India, 2013a). Bearing in mind that a crore is equivalent to 10 million and an approximate exchange rate of USD 1 equaling INR 50, the budget allocation amounts to just over USD 158.544 million. If the ppp (purchasing power parity) conversion factor of 18.77 is applied, the worth of the budget allotment increases to USD 2975.87 million or USD 2.976 billion. The Table which follows the lists the 2010-2011 budget estimates for various schemes of the Department of Sports of the Ministry of Youth Affairs and Sports.

2010-2011 Budget Estimates for Various Schemes of the Department of Sports of the Ministry of Youth Affairs and Sports

Schemes of the Department of Sports	Budget estimate in INR Crores	In USD millions
Sports Authority of India	287.00	57.40
Lakshmibai National University of Physical Education	27.00	5.40
Incentive for Promotion of Sports Activities		
1. Awards		
2. Pension for Meritorious Athletes	9.00	1.80
	6.50	1.30
Assistance to Promotion of Sports Excellence		
1. Assistance to National Sports Federations	150.00	30.00
2. Talent Search and Training	8.00	1.60
Promotion of Sports among Disabled	8.52	1.70
Commonwealth Games, 2012	1,454.98	291.00
Anti-Doping Activities	15.00	3.00
National Sports Development Funds	15.00	3.00
Panchayat Yuv Krida aur Kel Abhiyan (PYKKA)	379.00	75.80
Urban Sports Infrastructure	93.00	18.60
Total for Sports and Physical Education Schemes	2453.00	490.60

Source: Ministry of Youth Affairs and Sports (2010).

## Sport Policies

### Government involvement in sport

There are two reasons why the federal government of India should not be involved. First, the Indian Government itself recognizes that the overall development of sports and governance thereof are the responsibility of the Indian Olympic Association (IOA) and the national sports federations (NSFs). Second, the Indian constitution states that sport comes under the purview of state governments in their respective states (Seventh Schedule). Given these two conditions, one could argue that there is no need for a ministry of sport at the center. But yet the Government of India has been significantly involved in the regulation of sport and the sport governing bodies. In

its most recent policy statement (National Sports Development Code of India, 2011), the Indian government argues with citations from the Supreme Court of India and other high courts that sport is a public good and sport development is a public function. Further, the sport governing bodies perform “state-like functions such as the selection of national teams and representing the country in international sports events and forums.” Therefore, it is legitimate for the government to try to regulate national sports federations.

It is important to note that the Indian government invokes the edicts of the International Olympic Committee (IOC) in formulating its own guidelines for the national sport federations. More specifically, it is said to be consistent with the "Basic Universal Principles of Good Governance" proposed by the International Olympic Committee (“IOC”) and endorsed by the Olympic Congress in 2009. It is also said to follow the IOC Code of Ethics which states that ‘the basic universal principles of good governance of the Olympic and sports movement, in particular transparency, responsibility and accountability, must be respected by all Olympic Movement constituents.’ The major reform initiatives suggested by the government include:

- Limits on duration of tenure of office bearers of the IOA and the NSFs;
- Guidelines for good governance;
- Annual recognition of National Sports Federations;
- Measures to combat fraud in age of players;
- Prevention of sexual harassment of women in sports;
- Notifying IOA and NSFs as public authority under the Right to Information Act;
- Drawing up of an advance calendar of sporting events;
- National anti-doping rules;

- Guidelines for efficient management of coaching camps, selection of coaches, selection of athletes, etc., and,
- Representation of Indian nationals only in national teams.

The Code also notes that failure to comply with these guidelines would result in the concerned organization:

- Not being able to select its national team and represent India abroad;
- Not being allowed to use the word “India” in its name;
- Losing its ability to regulate and control the concerned sports discipline in the country;
- Losing custom duty exemption for import of sports goods and sports equipment;
- Losing income tax exemptions, and,
- Not being able to remit funds abroad.

In addition, those who participate in the competitions organized by the unrecognized NSFs will not be considered for appointment to government jobs under sports quota, may not be able to get admissions under sports quota in schools and colleges, and shall not be entitled for railway concession or other concessions granted to sports persons. It must be noted that penalties relating to custom duty, income tax, appointment to government jobs, admission to colleges, and railway concessions are in fact withdrawal of government incentives offered to sportspersons.

As for the tenure of office bearers, the Code citing the policies and practices of the IOC itself, specifies that (a) the president of any NSF cannot hold office for more than 12 years with or without breaks, and (b) the secretary and treasurer of a NSF can serve for only two terms of four years each and has to wait for another four years before running for election again. In addition, the Code also sets the age limit to 70 years of age as is the case with the IOC.

While the foregoing guidelines are straight forward, it is appalling that a national government has to step in to say how the coaching camps should be conducted and how the coaches and team players are to be selected. This is just an indication of the sorry state of affairs in the management of sport governing bodies in the country.

The code also delineates roles and responsibilities of the two significant actors on the national sport scene outlined earlier. The SAI would determine (a) the eligibility of NSFs for recognition, (b) the quantum assistance to NSFs, (c) lay down the conditions for government support, and (d) provide assistance to NSFs for long term development. SAI would also facilitate the identification, training and coaching of athletes by providing support including infrastructure, equipment and such other assistance as envisaged in the long term development plans. Further, the SAI will be responsible for the release of funds to NSFs as approved by the Government.

The NSFs are expected to be fully responsible and accountable for “the overall management, direction, control, regulation, promotion, development and sponsorship of the discipline for which they are recognized by the concerned International Federation.” Further, these managerial practices should be consistent with “the principles laid down in the Olympic Charter or in the charter of the Indian Olympic Association or the relevant International Federation, as the case may be while being compliant with Government guidelines applicable to NSFs.”

The Indian Olympic Association and other NSFs resisted the implementation of these guidelines. In fact, they took the government to court on this issue in late 2012. But the court ruled in favor of the government and told the IOA and NSFs to abide by the newly issued code. The IOA went ahead with its elections following the guidelines of the Code, but without changing its constitution to be consistent with the Code. In the process, an individual who was charged with corruption and jailed was elected as the General Secretary of the IOA. This has

irked the International Olympic Committee, which banned the IOA in late December 2012 on the grounds that there was too much interference by the government in the affairs of the IOA. But this stance is somewhat inconsistent with the resolution of the XIII Olympic Congress held at Copenhagen in 2009 to the effect each National Olympic Committee is required to be fully compliant with the laws of the land. A meeting between the IOC and Indian officials including the IOC member from India and the Minister of Sport was scheduled to take place in early May, 2013. It was hoped that the issue would be amicably resolved.

### **Government Initiatives in Advancing Excellence in Sports**

While acknowledging that the autonomous National Sports Federations are responsible for sports promotion, the government has taken on the role of advancing the achievement of excellence in various competitive events at the national and international levels (Department of Sports, 2013b). Accordingly, the ministry had embarked on schemes such as the Scheme for Preparation of Indian Athletes for Commonwealth Games 2010 and ‘Operation Excellence for London Olympics-2012’ (OPEX-London-2012). These schemes facilitated comprehensive and intensive training within India and abroad as well, and participation in international sports competitions. The sports included in the OPEX-2012 Scheme were archery, athletics, badminton, boxing, gymnastics (artistic-men), hockey, judo, rowing, sailing, shooting, swimming, table tennis, taekwondo, tennis, weightlifting, and wrestling (OPEX-London 2012).

As for the future, the sport authority of India has launched “Vision 2020,” an ambitious plan to win 25-30 medals in the 2020 Olympics (NDTV Sports (2013). The financial outlay is said to be INR 984 crores (or approximately USD178 M). It is planned to identify the talent at the ages of 13-15 years, and groom them in the next six to seven years to be champions by engaging them

in national coaching camps and exposing them to international competitions. It is envisaged that approximately 2,500 talented individuals would be trained in this scheme. While each of them will be provided a stipend of INR 3,000 per month, there is also an incentive of INR three lakhs (or INR 300,000) for individuals who qualify for the 2020 Olympics and INR 1½ lakhs (or INR 150,000) for team members who qualify for the same event.

Readers will recognize that the above schemes resemble those of other high performing countries. It is interesting that the new and vigorous efforts by the Indian Government to achieve more medals in international competitions follows the best ever performances of Indian athletes in the Asian, Commonwealth Games, and the Olympics. It is reflective of the saying that *success breeds success*. One could argue that the scheme budget of USD 178 million is rather low. When compared to annual budgets of nearly USD 150 million of some of the American university athletic departments, the proposed budget for Vision 2020 would seem paltry. But we should recognize that the amount increases nearly twentyfold when converted to purchasing power parity. We should also take into account that the per capita income in India is only INR 5,729 per month (Times of India, 2013a). From this perspective, the allocated budget is not paltry at all. Irrespective of the actual amount allotted, it is the idea that the national government has set its sight on medals in international competitions and that it has the confidence that India will do well in the future that will spark the enthusiasm among sportspersons and foster the pursuit of excellence in their respective activities. As Chelladurai and Robinson (2012) have argued, it is not the financial outlay, but the soft and moral support from the government and the media that will create a national psyche over sport, which, in turn, will spur talented individuals to persist in the pursuit of excellence.

## **Sport Participation**

It is unfortunate that there are no reliable data bases on the extent of participation in physical activity. But there are other reports that indicate the low level of physical activity among the population. For instance, in its comprehensive sport policy of 2007 being revised in 2013, the Ministry of Youth Affairs and Sport estimates that “that approximately 72 crore out of an estimated 77 crore of our population below the age of 35 has little or no access to organized sports and games, thus indicating the extent to which previous sports policies have not succeeded in promoting “Sports for All.” (Press Information Bureau, 2007).

The level of physical activity among the masses in any country is influenced by two critical factors: facilities and programs. With this in mind, the Ministry of Sports of the Government of India supports building of sports facilities at the grass roots level through the state governments. The plan calls for the Indian Government to provide 25% of the cost of such infrastructure, the state government to cover 50% of the cost, and the remaining 25% of the cost was expected to be generated at the district level where the facility will be built. While sports enthusiasts and physical education professionals may claim more funds for this grand scheme, what is disheartening is that the meager amounts available are not well spent.

## **Physical education in schools**

The CAG (2008) report also was critical of the way physical education and sports were handled in the nearly 17,957 public and private schools under the jurisdiction of the Tamilnadu State government. The report noted that many of the school administrators (35% of those who were polled) could not implement state policies regarding sports and physical education because

of a lack of physical education teachers, as well as the dearth of play fields in schools. Moreover, the report found that even when physical education was emphasized, it was mainly for the purpose of identifying talented individuals and grooming them to be champions. In the process, the notion that physical activity can contribute to health and fitness is overlooked. Some of the reasons for low participation in sport include (a) the belief among the populace that sport is a distraction from education, (b) non-availability of infrastructure, and (c) the inability to pay for facilities and buy sport products (Mukherjee, Goswami, Goyal, & Satija, 2010, p. 8).

### **Sport in tertiary educational institutions**

University sports in India come under the auspices of the Association of Indian Universities (AIU) with nearly 500 universities and 22,000 colleges affiliated with it. The AIU has a specialized unit to manage interuniversity sports – Inter University Sports Board of India. The sports board of each university forms a university team after the completion of competitions among the colleges affiliated with it. This team represents the focal university in competitions against other universities. Despite these arrangements, the Indian universities, like universities in many other countries, are not attuned to high calibre sport and high level competitions as in the United States. Sathiyaseelan (2013a, b), a former administrator of collegiate sports, identifies the lack of professionalism among the collegiate sports administrators as a root cause of mismanagement of the collegiate sports. In addition, the apex bodies governing university sports are composed of academic personnel who do not have much experience with sports and its administration. Thus, such governing boards do not have an understanding of what happens at the grass roots level where the action takes place. At individual university levels, the administrators of university sports often don the caps of the head of an academic department, a

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professor of physical education, a coach, and an administrator of university sports. This would make them “jacks of all trades and masters of none.” Sathiyaseelan advocates the differentiation of these roles to ensure efficiency of each of the domains. Finally, he advocates the adoption of the American model of university sports with tiers of universities based on their size as well as their athletic performance.

### **Conclusion**

As it stands now, there is no research or database on the activity patterns of the Indian population. It is to be hoped that the governments in India extol the health benefits of sports and physical activity, and facilitate and finance mass sports in their respective jurisdictions.

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## **Sharing experiences**

## Sharing Experiences of the Early Years of the Human Development Program

Barbara Schellhammer

A rock pile ceases to be a rock pile the  
moment a single man contemplates it, bearing  
within him the image of a cathedral.

Antoine de Saint-Exupery

It has been a year now that 16 young people coming from four different continents started their learning journey together at the International YMCA University (IYU) in Kassel. They all met during their first residency of the Bachelor of Arts program in Human Development (HuD)<sup>1</sup> in Hintersee, in midst of the beautiful Bavarian Alps. With this “sharing of experiences” I would like to outline some of the features of the program, its philosophy, objectives and instructional design. Moreover I would like to talk about some of the experiences we had thus far.

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<sup>1</sup> *The International YMCA University of Applied Sciences in Kassel was founded in 2009 and provides Bachelor and Master programs resting on the three pillars of Theology, Social Work and Management. It delivers these programs both face to face and online utilizing newest E-Learning technology. So far HuD is the only program offered in English (for more information please visit <http://www.cvjm-hochschule.de/index.php?id=785&L=0> . The university is officially accredited by the Wissenschaftsrat (accrediting body) and certified by the German government.*

### **Human Development and Youth Empowerment**

Envisioning to develop an applied Bachelor-program that is relevant for YMCAs around the world in their endeavors to empower youth to face the challenges of the 21<sup>st</sup> century and using the capacity of a global movement, we sought for the input of as many international partners as possible. Our goal was to develop a program that is in line with the core YMCA principles of youth justice and that rests on the foundation of the Christian faith. Our key questions were simple: With regards to (1) *Learning Outcomes*: If you were to have the ideal youth leader, what should this person be able to do and know? (2) *Values*: Why do you deem this as important? (3) *Course Content*: How do you think could somebody acquire these skills and knowledge and what would they have to learn? Based on our findings we developed the curriculum of the program, a detailed module handbook, focusing on inter-cultural communication competence as the common theme throughout.

In order to align our efforts with current socio-political debates of development in the international arena, we chose the title *Human Development* for the program, which fits perfectly well to the YMCA World Alliance's agenda of Youth Empowerment. The United Nations define the term as follows:

Human Development is a process of enlarging people's choices. In principle these choices can be infinite and change in time. But at all levels of development the three

essential ones are for people to lead a long and healthy life, to acquire knowledge and to have access to resources needed for a decent standard of living.<sup>2</sup>

Looking at development, the program distinguishes between two dimensions of development which are inherently interrelated: holistic personal development and socio-political development. Therefore the module handbook also reflects both streams and wants to connect them in theory and practice.

Throughout the shared learning experiences students and instructors coming from developed, newly industrialized and developing countries also assess critical questions like: Who defines development and who sets the goals of development with what kind of purpose? What makes people happy and what is needed to find meaning? Is it possible to find a shared definition of a global common good?

### **Objectives and Learning Outcomes – the “What” of Learning**

As mentioned above, aspects of personal development correlates with community or societal development. Therefore the curriculum sets out with teaching comprehensive communication competence and learning about oneself. Coaching capacity, conflict analysis and management as well as academic writing and applied research methods stand also at the beginning of HuD. Personal and global ethical questions are tackled with the help of theology, philosophy and current political theories. Issues of international law, human rights and the different understandings of justice are also looked at. Analytical skills (for example to analyses critical

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<sup>2</sup> UNDP: defining and measuring human development.

[http://hdr.undp.org/en/media/hdr\\_1990\\_en\\_chap1.pdf](http://hdr.undp.org/en/media/hdr_1990_en_chap1.pdf), 23.09.13, pg. 10

policies) focus on philosophical concepts like semiotics and deconstruction. Leadership skills, aspects of community development and management skills like project and resource management or strategy development are also on the agenda. People learn how to facilitate groups, how to speak in public and how to write convincing proposals. We seek to find instructors coming from diverse cultural backgrounds to be able to incorporate theories and concepts reflecting a diverse world. We also seek to lean on well-established and proven to be successful YMCA best-practices inviting for example instructor working for the Y USA or the Africa Alliance of YMCAs. Towards the end of the program students have to combine what they learned during an applied research project which leads to their bachelor thesis.

All of this happens in continuous cross-cultural dialogue where people have to not only be able to listen carefully to each other and to respect otherness, rather they have to be able to understand and represent themselves in an authentic manner. Resting on the YMCA principle to develop the whole person (body, mind and spirit), the program's objective is to focus not only on academics, but also on sports, the arts and spirituality.

### **Instructional Design – the “How” of Learning**

Newest E-learning technology allows for international programs to invite people all over the world to study in a “virtual classroom” and yet to stay where they are. Although we entered this new educational field utilizing the internet, we find it very important that people also meet “face to face”. Therefore the B.A. in Human Development is designed in the blended-learning format. In its full-time version of 180 ETCS (European Transfer Credit System) it runs over a period of three years. Each year a two-week long residency allows students and instructors to encounter each other directly learning skills which require direct contact, e.g. mediation, coaching, public

speaking or facilitation. These residencies take place on three continents: Europe (Germany), Africa (Kenya) and Asia (India).

The learning management system we chose is called Moodle (see <https://moodle.org/?lang=en>). It rests on a social-constructivist philosophy which means that students are not only learning with, but also from, each other and their experiences coming from diverse socio-cultural backgrounds. Instructors offer learning scenarios that are applied in nature enlarging the student's knowledge base by connecting the student's prior knowledge with new theories and ideas.

### **Sharing some of our Experiences thus far**

A great challenge which is continuously accompanying us is the diverse nature of the YMCA movement. This diversity seems to be particularly obvious when it comes to the role of the "C" (Christian). Therefore the B.A. in Human Development, wanting to be relevant for the global movement, finds itself in a tension between too much and too little focus on the "C". Dealing with this tension is not only something we have to manage at the IYU internally and in the presentation of the program externally, it is also one of the major learning outcomes of the students taking it. We try to teach people that genuine dialogue starts with a position that is clear, yet self-critical knowing that the encounter may change and transform that position.

The accreditation process of the program with the *Wissenschaftsrat* (the accrediting body of the German government) was a positive, but also rigorous process. The program is unique in Germany and the international focus of the program is very much appreciated. However, because of its distinctive make-up a lot of documents had to be formulated to explain what we seek to

achieve. Most of them had to be presented in German and English. However this thorough process ensures the high quality of university programs in Germany.

Due to the extraordinary nature of the program in Germany as well as at the educational market worldwide, we encountered a number of stumbling blocks during the first couple of months. Although Germany seeks to invite its universities to “internationalize”, transferability of transcripts and school credentials is still difficult. It was very sad to find out only after we enrolled students from Africa, South America, Russia and Asia that all of the foreign transcripts needed to be approved by the Ministry of Science and the Arts of the province of Hessen. Now we are a lot more careful having the applicant’s documents officially checked before we even start the admission process.

The first residency at a beautiful lake was a very deep bonding experience for students as well as instructors. The combination of time in class, sharing meals together, climbing mountains, learning about German history and peddling on the lake made it easier to connect despite the great mix of different cultures and personal stories. Students learned about coaching and they were asked to continuously coach each other throughout the program trying to make sure to help each other not feeling too isolated working together in the virtual world after. From an instructional point of view this worked very well; what students have to say is reflected in the testimonials below.

Although the IYU is fully recognized by the German government, the German YMCA is the sole carrier of the university and therefore also in charge of the financial burden. We are not funded at all and therefore have to charge tuition fees. HuD seems to be particularly attractive from students coming from developing countries and it is very difficult for them to pay these

fees. However, some sources could be found to support these students with bursaries. Yet, the administration of these funds is very complex and rather work-intensive.

We also realize that a lot of students of the first cohort find it difficult to take the program full-time while taking care of a family and working at the same time. Although the flexibility of a program utilizing E-Learning models is great, the work load is still immense having to take several courses simultaneously. However because of its modularized structure, the program allows for individualized study plans. That is what we are currently developing together with our students to make sure that their and their family's needs are met.

For the future we hope that this program will be attractive for young people coming from all over the world seeking to develop themselves personally and professionally in order to be able to develop a world of peace, justice and a strong sense of responsibility for God's creation.

A few testimonials of HuD students:

I am very thankful to be involved in this study program. As a trained YMCA Youth Leader and a mother of two girls, HuD offers me the possibility to study ones more and develop further. I am excited about the content of the program since it seems to be a perfect addition to what I have learned so far. I love the internationality of students and instructors, sharing our knowledge and experiences with each other and standing together as a Christian family worldwide. We had a wonderful time at our first residency in the Bavarian Alps! Since the study program just started, some things are still under "construction"; however, it teaches me as a well-structured German to stay flexible. *(Daniela Klein)*

I am grateful and happy to be part of the HuD program. My husband and I moved a couple of times over the past year; without this special program I wouldn't be able to study and educate myself about topics I feel really passionate about. I can also earn a degree which wouldn't be possible, as studying on campus means a certain dependency on a specific place which didn't go along with our many moves as family. I absolutely enjoy the program because of its diversity; HuD is diverse in many ways because of its participants which are from all different places, but also because the courses are a broad selection of need-based subjects that are relevant for today's (global) issues. This program has opened my eyes to many things, I have learned and developed academically, but also personally I have been shaped and equipped to define my own beliefs, opinions and to step up for those as well as others. It also taught me how to deal with different cultural understandings and ideas, that my "Western" opinion might not always be right and how to stay calm in stress situations. As well as staying calm and always assume the best in confusions about Moodle, deadlines and other miscommunication is always the best option and how to accept and acknowledge my personal limits. Overall it has been a stretching, very positive learning experience so far and I am looking forward to the rest of those three years. (*Debora Pretschner*)

I just started with the studies this semester and I only have few impressions about it. But so far I can say that I am grateful for the possibility to study HuD at the YMCA University because it offers a variety of topics and subjects to discuss, different approaches to work on them and a great diversity of students and teachers who work together. Therefore I am challenged to express and to justify my own opinion but also

to be enriched by other people's opinion and points of view what helps reflecting myself and my cultural heritage. (*Ruth Weihofen*)

Coming from a non-YMCA background, I still found this study program, and I am very glad about it. I like the inter-nationality of this program that gives a rich, and wide perspective on many topics we discuss. Facing some challenges belong to it, and result in learning experience. I am thankful to be part of this program. (*Philipp Mantler*)

Enrolling in HuD really had my understanding deepen to lots of issues about nature, humans and the environment. Living in a residency and studying with 12 different nationals was so interesting, especially to see the diverse cultures from the various nationals yet how we managed to live together as one family. The experience gave another opportunity to seek the nature of oneness (Unity). The rich culture display of the various nationals (students and instructors) in terms of their way of living, thoughts and care for each other was really fascinating. The kind of residency (accommodation) chosen for the first phase also gave the opportunity for good reflection on the various learning models, discussions and also relaxation of mind. i.e. nice lake, great mountain, greenly vegetation and less people. To the online experience itself, it has been a very interesting one because it is the first time I engaged myself to such a forum of study so the whole process was very new and challenging. Notwithstanding, through the patient support of instructors and students, I was able to make my way through the whole process amidst the challenges I was having in terms of friendliness to the models used, internet linkage and series of power cuts from a country struggling with power crisis. In conclusion, this whole

process of the online learning and course has been one of the best things to happen to me in the last decade. It has given me a sense of reflection on issues, open my mind to different cultures and make me more assertive and responsible. The course is really a practical course and I am honored to say that I have been able to resolve some few issues in my church and family and also make great strides in my area of work. (*Joel Arthur*)

**Reflection on Writing in a Physical Education Course**

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## INTRODUCTION

In Brazil, different college courses include disciplines related to the study of the Portuguese language in their school curriculum. It is an opportunity for students to learn how to write and read formal texts or texts which are specific and important in their field of study. It is also possible to review language items that may still be difficult for students although they have already studied them in the past.

We know that reading and writing are important means to access information, register and build new knowledge. Considering the Physical Education course, it is also a demand from the other disciplines in which the students need to read and write texts in order to express their opinions, summarize texts, write articles, etc. As professors and students at a Physical Education college, we consider it relevant to study how and what students write during the course.

As we are members of a study group on writing, we decided to investigate needs and difficulties students may face when they need to write and read texts in Portuguese. Before presenting the study itself and the reflection the results provided, we present a brief discussion about writing and reading.

## WRITING AND READING

We start this discussion by presenting the thoughts of Garcia (2006) who consider that learning how to write is, mostly, related to learning how to think, finding and connecting ideas. It is possible to related it to the use of the written language and highlight its importance to the participation in society.

Writing is not an exclusive demand of the Physical Education course. Camargo and Britto (2009) conducted a research involving many institutions in Brazil that offer a discipline related to the Portuguese language in higher education courses and found out that most of the institutions they researched offer that discipline. The authors identified three tendencies that directed the objectives of the discipline, one having the focus on the rules, the structure of the language; another one relates the language to the use made of the language according to the field of study; and the last one considers reading and writing in a wider perspective. Despite presenting these three tendencies, Camargo and Britto (2009) state that the three can connect and adjust to each other.

It is also important to mention here the conclusions Antunes (2003) reached when analyzing the problems we have in the teaching of Portuguese in some schools in Brazil. Although it is not a study about higher education contexts, the conclusions can help us understand how students learn the language. According to the author, writing may be centered in memorizing spelling rules or the production of lists that present words out of context, among other results. Considering reading, the author found out that many of the exercises require the identification of information presented in a text and that reading is not developed as an activity that can be pleasant, among other results.

If we looked at a study that focus on a Physical Education course, we could understand some of the difficulties the students have, maybe as a result of the findings Antunes (2003) presented. Pavanello (1995) investigated Physical Education students' needs and concluded that their needs are related to writing in several situations. The author also identified reading and writing difficulties. These difficulties and needs are similar to the problems Antunes (2003) identified.

## **METHODOLOGY**

This study was conducted in the first semester of 2013 and involved nineteen students from the Physical Education Course. They answered a questionnaire that presented nineteen questions, including their reading and writing habits, grammar and reading exercises. There was only one open question in which the participants had to express their opinions about reading and writing.

The students who participated are taking different semesters of the course and are: 18 years old (5,26%), 19 years old (10,53%), 20 years old (26,32%), 21 years old (15,79%), 25 years old (5,26%), 26 years old (10,53%), 27 years old (5,26%), 38 years old (15,79%) e 39 years old (5,26%).

Most part of the participants do not work as teachers yet (58%), but 42% work mostly in schools. Considering this profile of participants, we present some of the results of our research and then the reflection it allowed us to have.

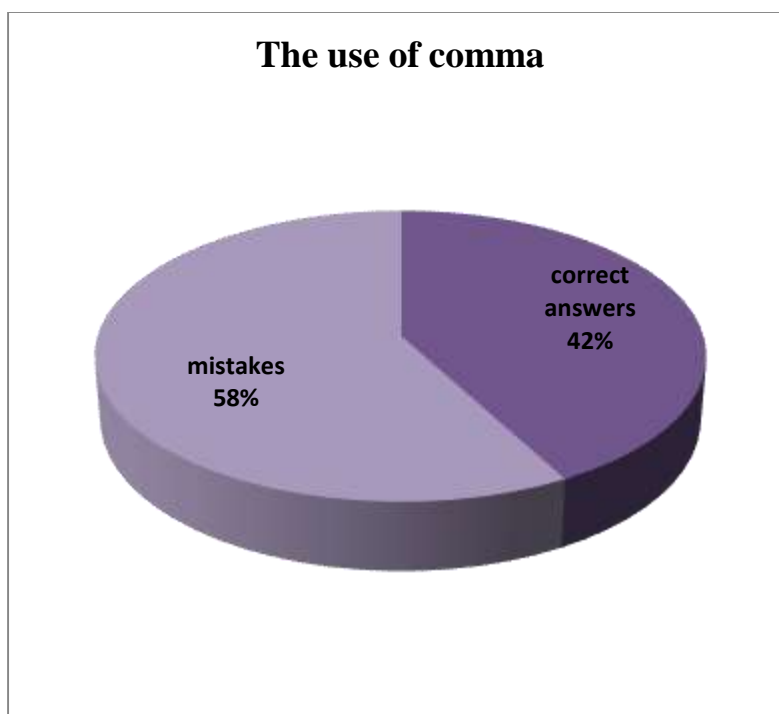
## **SOME RESULTS**

As many of the questions are related to specific aspects of Portuguese, we are going to present some of the results in order to make it possible to understand the reflection they provided us.

According to the results, 53% of the participants said that they sometimes read while 10% said that they rarely read. The texts they mentioned that require reading are news, articles, magazines, sports, school books, among others. The participants also evaluated their performance by saying that most of them always understand what they read (53%).

Considering writing, 42% of the participants always write formal texts and 53% of them said that they sometimes do it. Only 5% said that they rarely write formal texts.

Most part of the students who answered to the questionnaire did not present many difficulties in the questions about grammar (specific grammar questions and spelling). The use of comma seemed to be confusing for them as the graphic below shows:



Graph 1 -The use of comma

In order to answer this question, the participants were asked to read sentences and check the one that presented the right use of comma.

The participants were also evaluated about their reading skills. They were supposed to read a text and check the alternative that best represented the authors idea. There seemed to be no problems concerning this question as the result shows: 79% of right answers.

The study also made it possible to identify the texts students need to write during their graduation. There was a list of texts prepared by the study group and was previously identified by us referring to our experience in the Physical Education course. The list included the following item: summaries, reviews, articles, class plans, reading reports, internship reports, activities descriptions, organization and planning of sports events; presentations prepared using computer resources, banners, researches, monograph, descriptions of choreographies and reflective reports.

If we compare the items, it is possible to notice that the results are similar: 100% of the participants checked presentations using computer resources; 89,47% of students mentioned they need to write summaries, monograph and research projects; 84,21% considered internship reports as a need; 73,68% checked articles, activity reports, class planning and descriptions of music and choreographies. These are some of the texts students mentioned they need to write, but many others were checked too.

The open question provided some interesting insights. Although students did not show difficulty in some spelling and grammar questions, some mistakes could be noticed when they had to write their own answers. This might show that they recognize the correct rule, but it is still necessary to pay attention to those difficulties.

### **SHARING OUR REFLECTION**

This research made it possible for us to identify what students need to read and write during their graduation course in Physical Education. Besides that, it was possible to understand that some aspects related to grammar still cause some difficulties which can be a result of the way reading and writing are dealt with in elementary and high schools as mentioned by Antunes

(2003): reading in order to identify specific information and writing as an activity aimed at reproducing rules. That is why we consider important to understand needs and difficulties and decided to conduct this project.

Identifying their needs and difficulties in reading and writing helped us as teachers and the students themselves to look for opportunities to improve these skills. As necessary activities, reading and writing are the focus of the discipline Writing, but are required by the other disciplines of the course too. The main texts mentioned by the participants of this study include texts that are already part of the discipline Writing and some others that are not, but these texts are worked on and important in other disciplines.

Reading and writing will also be present in students' professional activities as they are going to be asked to read and write different texts depending on the field they decide to work on. That is why it is important to be aware of students' needs and consider them when selecting the texts they are going to read and write during their graduation. It is not possible to predict all the texts students are going to need, but it is possible to consider the texts they mentioned in this research as a starting point.

Another interesting finding was to notice that there may be a distance between recognizing the rule or the correct form of a written sentence and applying the rule as the participants did not show many doubts when they checked the correct choice in a questionnaire, but made some mistakes involving that grammar aspect when writing a text in order to express their opinions.

What we highlight is that despite the fact that the number of participants was small, we believe that this research should continue by investigating other aspects related to reading and writing so that actions could be planned in order to help students improve their skills. This is one

of the objectives of the study group on writing and it is also an opportunity for its members to develop reading and writing skills.

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**Martial Arts and Embodied Interactions: Autoethnographic Reflections on YMCA  
Experiences**

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In this first volume of the YMCA Journal, I wish to contribute to our “Sharing Experiences” section by offering some reflections on several interesting encounters in YMCA centres in England prior to becoming an academic specializing in the sociology of traditionalist martial arts and physical cultures. During my late teenage years, I was a regular member of several Asian martial arts classes that fuelled me curiosity for these activities and their history, culture and philosophy. Besides a few classes in kickboxing and a firm foundation in Taekwondo, the more traditionalist martial arts I fully engaged in were the Japanese weapons system of Kendo, the self-defence orientated form of Chinese Kung Fu, Wing Chun, and the combat sport and Japanese wrestling system of Judo. Using this trio of arts as an example of sociological inspiration, this short, creative piece of writing provides three vignettes relating to my scholarly enquiry into the relationships between martial arts and the themes of religion and spirituality (Brown, Jennings & Molle, 2009; Jennings, Brown & Sparkes, 2010), body lineage (Brown & Jennings, 2011) and sociocultural views on ageing (Jennings, 2012).

Such tales are part of a growing body of alternative forms of representation (see Markula & Silk, 2011; Sparkes, 2002) – also known as creative analytic practices – including the tradition of autoethnography, the exploration of a cultural space through one’s life experiences. This particular article is an example of evocative autoethnography (Ellis & Bochner, 2006) that avoids an explicit theoretical analysis and instead permits the stories to speak for themselves.

Autoethnography has been used in physical cultures studies to examine often unheard of, hidden or painful stories that provide alternatives to dominant viewpoints such as performance-related narratives (Douglas, 2009) and tales of dominant masculinity (Carless, 2012). My aim is to share a lighter side of this representational and introspective method: To diffuse inspirational stories from the YMCA that are accessible to a non-specialist readership.

A small theoretical point will be made however, which relates to a recent article I have written on qualitative research methods (Jennings, in press): These stories relate to “embodied interactions” between myself and other practitioners within differing limits of intensity and proximity, all of which offer an interchange of embodied knowledge and verbal dialogue. Every embodied interaction is different between each person, depending on their age, sex, experience, size, strength and personality. Nevertheless, these seemingly infinitesimal differences are united by social phenomena such as the pursuit of spirituality through personal excellence, the diversification of an art over time, and the inevitable process of ageing that is welcomed in a different manner in many of these subcultures. My chief research questions posed in recent years – in many ways remaining unanswered – begin each vignette, and I trust the reader may be able to reflect on his or her own experiences in this light in order to develop a culture of reflexive, and perhaps even collaborative, research within the International Coalition of YMCA Universities.

### Seeking spirituality: Rituals in Kendo

#### What are the relationships between martial arts, religion and spiritual subjectivities?

It was a chilly Wednesday night in my hometown “Y”, although the training room was now comfortable following our short warm-up. As always, following the strict order of the class activities, we aligned ourselves in a row facing the two kindly instructors (a father and son team), as patient and serene as ever. Sitting in the awkward position of *seiza* – kneeling on our feet on the hard wooden floor – we awaited their instructions with palms gently placed on thighs.

“Now is the time for the bow,” Sensei Roger explained to us beginners, managing to appear erect in his posture and calm in his manner at the same time.

“It is a time for you to pay your respects of Buddha, or whoever you believe in,” he explained.

We formed triangles with our palms on the floor – touching only with the thumbs and forefingers – and carefully lowered our heads down, pausing for a few seconds with our eyes closed. I closed my eyes, but couldn’t picture a god or deity, and instead remained silent and calm. This ritual was fascinating for me, as we were, on the whole, apart from our Japanese visitor, white British males in the heart of England with little formal background in Buddhism.

As we returned to the *seiza* position, Sensei had a few more thoughts to share, speaking slowly and clearly:

“It has been said by many that the better the martial artist you are, the better person you are. We strive towards bettering ourselves in every class.”

This was quite a profound comment for me, and I nodded in silence, mouth agape. Normally, the start of the class ritual was used to diffuse a general message coming from this

seemingly ancient philosophy. How did such rituals contribute to spirituality? How did skill level relate to self-betterment? In which ways would Buddhist and East Asian philosophical concepts later become important in my life?

### **The complexities of body lineage: Exploring technical differences in Wing Chun**

#### **How and why does an art vary over time?**

I had been training in Wing Chun for around two years and felt a competent exponent, having found an art that deeply suited my personal needs and tastes. In the YMCA of a local town adjoining a small pub and bowling alley, I had a chance encounter with Steven, a practitioner from a different association in London, one of the original schools in the country. He was a stocky man of Chinese descent who, as I later found out, grew up in the nearby area, but had spent years under Master Chang's tutelage in the bustling capital.

After practising some basic footwork drills with a training partner, I noticed him watching me with interest.

"Am I doing all right?" I asked, interested in his opinion and hoping to hear praising feedback to please my adolescent ego.

"It's hard to tell: there's so many styles of Wing Chun," he answered bluntly.

This baffled me, as I thought that he would be able to distinguish good technique from bad, being a fellow member of the Yip Man (Ip Man) "family tree" or lineage – the non-blood connections between generations of practitioners in terms of teachers and students. Yip Man had taught Wing Chun in Hong Kong from the 1950s until his death in 1972, but even in the short space of time, there were many variations in interpretation, training methods and technique.

“May I play *chi sau* with him?” He asked my *Sifu* (instructor), Jim. *Chi sau* is a sensitivity exercise used as a bridge between the solo forms, cooperative drills and real fighting. Contact is made between the forearms of the two training partners, progressing to light contact strikes, blocks, locks and controls.

“Sure, go ahead,” replied Jim in his usual relaxed style, crossing his arms to watch.

Locking arms with Steven provided me with an immediately new sense of Wing Chun: His positions and structures were harder; his style was more aggressive; and his footwork involved a more centered distribution of weight between the legs, which differed to our 70/30 position favouring the back leg. I didn’t need to look down to see this – I felt this through my forearms, down my core muscles and into my stance.

Steven claimed that he had yet to use “power”, as if this was a secret aspect of his style that we, as members of the Lin family, didn’t harness. I could not land a strike against him, but his attacks were also defended by my more passive style. Perhaps it was because our Grandmaster Lin was a slight man that we followed a more evasive strategy? Perhaps because Master Chang was large and aggressive that led some of Steven’s hand techniques downwards rather than upwards? How can one judge what is “good” Wing Chun? How does one move from one school to another despite such noticeable differences? I was a little apprehensive about moving schools for my university studies following this interchange.

### **Ageing and reverence: Clinging to a veteran in Judo**

#### **How are elderly practitioners treated in the Asian martial arts practiced in the West?**

My experiences of Judo had largely been with young, athletic men much bigger than myself, and I was intrigued by a visit from a veteran practitioner.

“Let’s give a warm welcome to Brian. Brian’s been in Judo from the beginning...in Japan!” Laughed Paul, our bear-like instructor. We immediately joined the laughter, feeling comfortable as always with this charismatic sensei.

We were called for some *randoori* (free-flow), which sometimes made me feel nervous, being smaller and weaker than many of my classmates who were far more experienced and aggressive. I had the good fortune of being faced against the slightly built Brian – a short man well into his sixties and by no means seemed powerful or daunting. In fact, like our beloved Grandmaster Lin in Wing Chun, he seemed a little frail. He donned a pink *gi* (Judo suit), and his frail black belt had a line of red running through it, which marked him out from the rest in their classic white uniforms. We managed to have a relaxed conversation as he simply controlled me from the classic holding position. I danced around him, attempting sweeps and throws, but to no avail: He had the upper hand with no visible effort. As always, my heart rate was elevated and sweat formed on my brow, but he appeared to be able to continue all night without breaking a sweat.

Shortly after “wrestling” with Brian, I was pitted against much bigger and apparently formidable men: A bouncer in a local nightclub and a black belt with a reputation for injuring opponents in competitions. Their faces and stares were cold as iron, in contrast to the soft smile of this gentleman-warrior, who seemed to be able to hold his own against anyone in the room.

How was Brian able to continue to train among young men in a very physically demanding sport? How were men such as him used within martial arts circles? In which ways can we use their personal stories? These are some of the many questions that formed over the years and still continue to inspire me to this day.

### **Concluding thoughts**

A few studies and publications are just the beginning of a researcher's journey, but this often begins with deep personal experiences earlier on in our lives. In fact, punches, kicks and throws can have more of an impact on an academic than reading a hundred research articles. This is not to dismiss the importance of conventional research, but to praise the diversity and multiplicity of opportunities that we have this day. This may be in YMCA or other recreation and cultural centres, at university or with our families. The sharing experiences section provides a platform for such reflections, which could equally be demonstrated through autobiography, (auto)photography, poetry or semi-fictional tales, to name but a few. A few references are left for the reader to consider, including an innovative example of fictional representation of a study on boxing and dance from Camacho Quintos (2007) for Spanish-speaking readers. These citations point the way to what I have discussed and how one may venture into creative writing in the social sciences. I believe that I can speak on behalf of the journal committee to say that we look forward to receiving accounts of other people's lives in the YMCA and further afield.

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## **Essay**

**Desnaturalizar nuestras prácticas educativas con la finalidad de garantizar el desarrollo de  
los profesionales del fitness & wellness**

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**RESUMEN**

El presente ensayo está basado en algunos conceptos desarrollados por Macías (2010) buscando analizar y reflexionar acerca de la formación docente, del oficio de enseñar y sobre algunos factores, tendencias y problemas generales que hacen a la profesionalización y a la capacitación los docentes vinculados al ámbito del Fitness y Wellness, en tiempos de cambios sociales, con la finalidad de poner el tema en la agenda de discusión con la intención de generar espacios que ayuden a movilizar el desarrollo profesional del colectivo docente. Una pregunta que deberíamos realizarnos con frecuencia es ¿Cómo se orienta, evalúa o supervisa a los docentes? A nivel institucional, desde la gestión del centro, se deben pensar estrategias que promuevan la desnaturalización de las prácticas educativas de los docentes, con la finalidad de identificar sus fortalezas y debilidades con la necesidad obvia de encontrar los caminos para superarlas y generar una mejora constante en el desarrollo profesional no solo a nivel individual, sino también a nivel institucional.

**Palabras clave:** Profesionalización. Docente. Gestión. Desnaturalización. Desarrollo profesional.

**ABSTRACT**

This particular essay is based on several concepts developed by Macías (2010). It seeks to analyse and reflect upon teachers' formation, the activity of teaching in university education, and tendencies and general problems that have an impact on teachers' professionalization and training in the fitness and wellness environment in times of social change. The essay centralizes this topic in its agenda, trying to offer ideas that help to mobilize the development of professional teachers' associations. We must frequently ask ourselves one question: How do we orientate, evaluate and supervise the teachers? From an institutional viewpoint following central development, in order to promote the denaturalization of teachers' educational practices, strategies must be thought of, aiming to identify their strengths and weaknesses, with the obvious necessity of finding the paths to enhance such practices, and to create a constant improvement in professional development both at an individual and an institutional, level.

**Keywords:** Professionalization. University Teachers. Development. Denaturalization. Professional Development.

## DESNATURALIZAR NUESTRAS PRÁCTICAS...

### **La Profesión Docente en el ámbito del Fitness & Wellness**

Los cambios profundos en la economía, la sociedad, el conocimiento y la tecnología generan, hoy por hoy, una nueva coyuntura en la que las instituciones deportivas enfrentan nuevos desafíos. En este sentido, la finalidad central, es la búsqueda del nuevo modelo de profesional, formador integral, innovador, creativo y colaborador, lo que promueve un mirar hacia adentro, llevándonos a objetivar nuestras propias prácticas pedagógicas, a reflexionar críticamente en ellas, ya que según Kuhn (2004, p. 179), "lo que ve un hombre depende tanto de lo que mira como de que su experiencia visual y conceptual previa lo ha preparado a ver".

Para Achilli (2002), la formación docente puede entenderse como un proceso en el que se articulan prácticas de enseñanza y de aprendizaje, orientadas a la configuración de sujetos docentes/enseñantes. La práctica docente se concibe, entonces, en un doble sentido: como una práctica de enseñanza, propia de cualquier proceso formativo y como una apropiación del oficio de docente, es decir de como iniciarse, perfeccionarse y/o actualizarse en la práctica de enseñar.

Ser docente es un largo proceso que se inicia a partir de nuestra exposición y observación como alumnos, ante diversos maestros y profesores, lo que lleva a un fuerte proceso de identificación. Por ello, nos obliga a pensar en una profesión que requiere de la reflexión autónoma y de la elaboración de pensamiento propio para poder romper estereotipos y desarrollarnos como intelectuales, comprometidos con la creación de posibilidades educativas y críticos con las limitaciones que encontramos en el desarrollo de nuestra vida laboral. Según Wittrock (1989), la clave para desarrollarse como profesionales es cuando el docente entiende como se configuran sus prácticas y su entorno problemático.

Romper este círculo vicioso, implica ser conciente, crítico e interpelar sus objetos de conocimiento y al conocimiento mismo como otro objeto más de conocimiento. Por ello, si el gestor propicia la reflexión sobre las intervenciones de su equipo de trabajo, éste configura a los docentes en una praxis continua y concreta que explora, modifica y se adecua a los problemas.

## DESNATURALIZAR NUESTRAS PRÁCTICAS...

Si el desarrollo profesional está vinculado con el desarrollo de múltiples procesos, en la que intervienen su formación académica y concepciones epistemológicas, es importante resaltar que el docente es un elemento clave en la concreción de este proceso, es como define Sacristán (1995) "mediador decisivo," entre los objetivos establecidos por la institución y los alumnos (clientes).

### **Hacia la Reestructuración Epistemológica y la Mejora de las Competencias Pedagógicas**

En este contexto, se hace evidente la necesidad de establecer directrices claras, ya que no hay desarrollo de las instituciones sin desarrollo de su equipo de trabajo.

Este breve punto de vista teórico de la realidad despierta, también, algunas preguntas:

- Las instituciones, ¿permiten el acceso a las herramientas necesarias para descubrir, interpretar y actuar sobre la realidad?
- En definitiva, ¿quién supervisa u orienta a los profesionales?

Es importante reconocer que no se le debe cargar la entera responsabilidad de este problema a los docentes, ni tampoco considerarlos como las víctimas del sistema. Desde la gestión se deben diseñar y promover espacios que impulsen y promuevan la carrera docente, lo que Parriño (2007, p. 114) denominó como el “Proyecto Personal de Vida”, un proyecto que tiene una dinámica de acción, reflexión, ajuste y corrección, que como tal favorece la madurez personal y profesional, con la participación y el compromiso del docente, por un lado, pero con el apoyo e inversión de la institución por otro.

La orientación u supervisión docente tiene que ver fundamentalmente con la deformación, destrucción, corrección y rectificación de las prácticas de pensamiento y acción, que obstaculizan la formulación y resolución de problemas de orden superior. Los conceptos adquieren su significado mediante su definición (Chalmers, 1997), mediante una reflexión crítica, que para Poggi (2002), tiene que ver con la desnaturalización de las prácticas educativas o de las concepciones que determinan los estilos de las

## DESNATURALIZAR NUESTRAS PRÁCTICAS...

prácticas. Se trata en definitiva de pensar lo cotidiano y lo usual, de atreverse a buscar nuevos sentidos en nuestras prácticas pedagógicas consolidadas, naturalizadas, para que de esta manera, podamos asegurar la inclusión de lo novedoso o como llamarían Frigerio y Poggi (1996) de lo "extraño en lo cotidiano y familiar". Se maneja el concepto "extraño" haciendo referencia a la actitud de interrogación, a la búsqueda de sentido sobre lo que se hace cotidianamente, fundamentando y sosteniendo cada una de ellas.

Perrenoud (2007) sostiene que “la reflexión se sitúa entre un polo pragmático, que es un medio de actuar, y un polo de identidad, que es fuente de sentido y forma de ser en el mundo”. Schön (1992) argumenta que el elemento clave en el desarrollo de todo profesional es la creación de un “prácticum reflexivo”, de un modelo de reflexión desde la acción, lo cual demanda una “conversación reflexiva con la situación”, prácticas que pretenden ayudar al docente a construir su “arte profesional”, desde sus incertidumbres, singularidades y conflictos de valores o lo que ha denominado como las “zonas indeterminadas de la práctica”. Según Contreras (1997, p. 58) "el análisis y la reflexión sobre la práctica profesional que se realiza constituye un valor y un elemento básico para la profesionalidad de los enseñantes", ya que entre la teoría y la experiencia se produce un "movimiento de mediación" (Samaja, 1999; citado por Poggi, 2002, p. 103), mediación de la experiencia por la teoría y viceversa. Comprender las formas de culturas de los docentes es entender muchos de los límites y de las posibilidades del desarrollo del profesorado y del cambio organizacional.

Pensar y revisar nuestras prácticas institucionales para evitar la naturalización, requiere de procesos de distanciamiento y objetivación, salirse del camino para obtener un nuevo ángulo de mira y un nuevo modo de mirar, para que de este modo podamos conocer los niveles de nuestra estructura del conocimiento práctico, las reglas que componen esa práctica singularizada y contextualizada, los principios prácticos más generales e inclusivos, menos explícitos y las representaciones imaginarias (sentimientos, etc.). Pero este proceso implica tener que asumir el riesgo a perderse, ya que se debe rechazar y abandonar estereotipos y puntos de referencia que se han vuelto familiares o que ya son parte de nuestra identidad profesional. Kuhn (2004) argumenta que

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la imagen de la ciencia evoluciona de un paradigma a otro con la mediación de crisis y revoluciones entre ellos y es así que mediante esta continua lucha, crisis y revoluciones se irán configurando nuevos o diferentes conocimientos, saberes o ideas de la ciencia. Esta crisis originada genera inseguridad, ansiedad y desorientación, que en la medida que no pueda ser superado pone en peligro la identidad profesional, lo que Aristóteles denominó como "ethos".

Siguiendo algunos pensamientos de Fullan (1993), el cambio depende de lo que hacen y piensan los docentes. Desde una perspectiva cultural de la gestión, una innovación en la organización deportiva a nivel de las acciones siempre tendrá que vérselas con más de un grupo de actores involucrados, por lo que la resistencia es inevitable. Forzar un cambio conduce al fracaso, todas las personas son agentes de cambio por lo que tenerlas en cuenta nos ayudará, no solo a que las mismas se sientan integradas y comprometidas, sino a generar el clima inicial ideal para el cambio.

## Conclusiones

Nosotros abogamos por una profesionalización del docente en el área del Fitness & Wellness que tienda a ser consciente de sus responsabilidades educativas. La tarea profesional del docente debe ser una tarea práctica, basada en la práctica reflexiva de su propia acción educativa como proceso dialéctico de generación de la práctica a partir de la teoría, y de la teoría a partir de la práctica.

Debemos reconocer que esta competencia profesional es una tarea compleja, que no solo la responsabilidad debe ser asumida por los docentes. Se necesita del compromiso genuino de todos los actores comprometidos en este proceso. Docentes, Gestores (directores – coordinadores, etc.) conscientes de establecer un contrato de desarrollo, que debe ser recíproco entre las dos partes, por lo que resulta obvio que una determinada estructura de incentivos ligados a los resultados de la acción va a inducir un determinado sistema de aspiraciones laborales, que asegurará también la permanencia y retención docente en la institución.

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En coherencia con este planteamiento esto implica mantener una alta motivación de los docentes a lo largo de toda su carrera profesional, por tal motivo la Oficina Regional de Educación de UNESCO para América Latina y el Caribe, OREALC/UNESCO, Santiago (2006) argumenta que:

“es necesario apoyar a los docentes, valorar y reconocer su trabajo mediante un sistema que reconozca su esfuerzo y buen desempeño y que los impulse en su desarrollo profesional, además de generar un sistema que contribuya a fortalecer su protagonismo y corresponsabilidad en los cambios educativos”. (p. 15)

La formación y la supervisión o evaluación formativa del cuerpo docente es el medio fundamental de crecimiento personal y colectivo – colegiado docente - que supone una contribución vital a la motivación y productividad docente. Una concepción en las organizaciones deportivas tendiente a potenciar el desarrollo profesional en prácticas pedagógicas centradas en la reflexión crítica, en el compromiso con la calidad de desempeño y una concepción de evaluación formativa que procure generar espacios en donde los participantes indaguen acerca de los "por qué" y los "para qué" de sus decisiones en torno a sus prácticas. Por ello, como gestores, responsables de potenciar nuestro equipo de trabajo y valorando e incentivando la buenas practicas, debemos poner énfasis en la necesidad de diseñar estrategias de formación de docente flexibles, contextualizadas, centradas en un trabajo colectivo genuino, crítico y dialéctico, capaz de vincular la teoría y la práctica profesional en ambientes de colaboración e intercambio, de participación democrática. Estrategias que promuevan la autocrítica, autoevaluación y coevaluación con la finalidad de generar experiencias de aprendizaje del propio centro y del propio docente sobre la realidad en la que vive, para que de esta forma se inicie un diálogo social sobre los problemas y las contradicciones en las que vive.

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Por otro lado, resulta difícil que un cambio educativo importante tenga éxito si prescinde de las relaciones de poder dentro de la institución educativa, relaciones de poder vigentes entre administradores, directores, profesores y alumnos.

Para finalizar nos parece oportuna la metáfora que transcribimos a continuación:

“El camino a seguir es difundir la idea del profesor como un artista, con la implicación de que los artistas hacen uso de la autonomía de juicio, sostenida por la investigación orientada hacia el perfeccionamiento de su arte”. (Stenhouse, 1985; citado por Contreras, 1997).

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