Introduction

In spite of the impacts of globalisation and understanding or awareness within international pedagogical communities of contexts of principles and practices in national delivery Systems, there appears to be no ready general consensus of the meaning of the term, the function and range of concepts of physical education. Culturally specific 'local' interpretations are widespread. Thus, degrees of congruence and diversity are juxtaposed in a 'globalisation'/localisation' debate (Hardman, 1998). The reasons for diversity are not just culturally related because firstly it depends on the definition of the term concept and secondly of the function and structure of physical education as a school subject (see Bain, 1994).

Across Europe, concepts of physical education are just as diverse as their terminological definitions: in some countries the English term physical education is translated literally (e.g. Italy, Spain, Portugal); in France the term is l'education physique et sportive; in Sweden it is idrott i hälsa (sport and health) and in Germany it is Sportunterricht (Sports teaching). Taking these terminological divergences into account, it is not wholly surprising that different and various concepts of the subject exist in terms of the curriculum: in strict or liberal regulatory implementation of the physical education curriculum; in general or precise prescriptions for content; in traditional and/or new aims and objectives; in central governmental and/or local school-based concepts; in teacher-or student-centred teaching concepts; in sport or movement-based skill concepts; in process and/or product approaches, and in diverse and sometimes even contradicting concepts of physical education teachertraining.

Crum (1994) divided the term "physical education concept" into a “lived physical education concept" and an “ideal-typical, discursive physical education concept" (p.518), which suggests that there are, when teaching physical education at school, different subjective related concepts regarding the stages of biographical development of physical education teachers within their lifelong process of professionalisation (see Schempp, 1996), and other more objectively related concepts of physical education regarding theoretical and methodological assumptions and paradigms (see Fernandez-Balboa, 1997). Therefore, a physical education concept is not limited to "curriculum orientations" (Jewett & Bain, 1985) of teaching physical education. Instead, it needs to incorporate the "view of children and mankind" and the "view on movement culture" (Crum, 1992, p.88) in society. A concept of physical education is grounded, either implicitly or explicitly, in both assumptions.

Five major concepts of physical education have been distinguished in historical contexts:

1. "the biological oriented training-of-the-physical concept";
2. "the pedagologistic education-through-movement concept";
3. "the personalist movement education concept";
4. "the conformist Sport socialisation concept", and
5. "the critical-constructive movement socialisation concept".

(Crum, 1992, p.89; 1994, p.522)
The biological concept is linked with the development of Swedish gymnastics and "objectives are formulated in terms of training of anatomical and physiological variables" (Crum, 1992, p.89). The pedagogical concept is linked with GutsMuths and the so-called "Austrian School of PE", in which "objectives are formulated in abstract terms of general personal development" (Crum, 1992, p.89). The personalist concept is linked with Dutch authors like Gordijn and Tamboer and "objectives are formulated in terms of the realisation of a personal movement competence and identity" (Crum, 1994, p.525). The conformist socialisation concept is linked with a German (Kurz, 1977) approach to physical education, characterised as "reduced pretensions" of education in terms of character building; the "objectives are formulated in terms of physical fitness and technical and tactical capabilities needed for participation in well-known Sport disciplines" (Crum, 1994, p.526). Finally, the critical-constructive socialisation concept is the only one, which Crum recommends from his conceptual assumptions and educational point of view; the "objectives are formulated in terms of techno-motor, socio-motor and reflective competences that are needed for a personal and social satisfying, life-long participation in movement culture" (Crum, 1994, p.527).

Crum's five concepts of physical education clearly document an ethno-centric view on European physical education concepts, mainly of Dutch and German origin historically, as well as currently observed. It is inappropriate to characterise the objectives of Kurz's didactic approach as a "conformist socialisation concept". Rather, the purpose of this concept of "Handlungsfähigkeit in Sports" includes objectives of a non-conformist set of tasks and activities contrary to the spirit and structure of Sports activities. This may, however be connected with another general problem (beside the ethno-centric one), which occurs when reviewing European concepts of physical education: there are still language borders in Europe and much documented literature on physical education is written in the respective native language of the European country.

Regardless of different ideologies of the "body", assumptions about education by the individual and the role of physical education in the socio-cultural context, and regardless of the extent that different physical activities are interpreted as "movement competences" or "Sport skills" within the physical education curriculum, at least four elements are to a greater or lesser degree considered as constituent criteria of a physical education concept:

1. justification and legitimisation of physical education as a school subject,
2. aims and objectives of physical education,
3. methods of instruction and strategies of teaching physical education, and
4. evaluation and assessment of physical education as a school subject.

For Crum (1994) the central function of a physical education concept is related to physical education practice, physical education teacher education and research on teaching physical education. If the concept is "ideal-typical, discursive", it is "coherent" and "consistent" and fulfils "(1) a justification function, (2) a heuristic function, (3) an innovative function, and (4) an instrumental function" (p.518). However, whilst from a theoretical point of view such an "ideal-typical" concept, with the balance of all four elements which links theory and practice in teaching and learning, may be wise and helpful, whether it exists in reality rather than merely on paper is questionable. In contrast and in accordance with the diversity and differences, which exist in the concept of physical education (in terminology and function of the subject, in aims and objectives etc.) across Europe, it is more realistic to think about different frames of concepts and different ranges of elements, which
are considered in physical education concepts, and which again also differ between European countries.

In summary the four constituent criteria as elements of a physical education concept will exist as an "ideal-typical" concept but national physical education curricula across Europe obviously differs in the extent of inclusion of all four elements and also differs in ranking the importance of one element. Additionally, 'non-integrated' physical education concepts are pre-dominant for teaching physical education in schools and training physical education teachers. Historical European physical education concepts demonstrate at least three major concepts with some cross-cultural relationships and also with different forms of inclusion of the four conceptual elements.

**Historical Roots of European Concepts**

Various concepts of gymnastics (GutsMuths, Pestalozzi, Amoros) existed in the early part of the 19" Century but eventually three basic concepts of school physical education emerged and developed (German *Turnen*, Lingian gymnastics and English games and Sports). These basic historical concepts of physical education were diffused across Europe in the second half of the 19" Century. Lingian gymnastics from Sweden spread throughout Europe after the 1840s. A collection of German *Turnen*, with included elements of the Jahn and Spiess Systems was assimilated in countries representing various European regions: West (e.g. Belgium and the Netherlands); North (e.g. Finland); and South (e.g. Italy and Greece). In Greece for instance, Jahn's *Turnen* was already being implemented in the 1830s. The English Public School model based on Sports and games was diffused particularly during the 1880s and 1890s to secondary school Systems in France, Germany, Denmark, Sweden, the Netherlands and some southern European countries (Greece, Spain and Portugal) during reforms of national physical education programmes, which ushered in Sports such as athletics and games such as football (see Andrieu, 1990; Arnaud, 1999; Meinander, 1994; Renson, 1999; Dimitriou, 1995; Naul, 1994; Naul, Jonischeit and Wick, 2000). The process of diffusion was assisted by translation of textbooks, by refugees, by fact-finding tours conducted by individuals and national delegations of physical education experts, medical practitioners etc. and by employment of physical educators from abroad in schools and teacher training Colleges.

Early advocates of German *Turnen* had been Phoklion Clia and Karl Euler, who worked in France and England, as well as in the Netherlands and Belgium. Lingian gymnastics were brought to England, France and Belgium by Stockholm trained gymnastic teachers such as Georgii, Nycander and Zander, and from the 1870s on, representatives of the Central Gymnastic Institute in Stockholm also received invitations from across Europe to demonstrate their type of Swedish gymnastics with student groups.

After 1900, the traditional concepts of Lingian gymnastics and of German *Turnen* were revived and developed through various additional national initiatives in some European countries. Each European country developed a unique collection of exercises and methods of instruction, variously identified as "Belgium *Turnen*, "Italian *Turnen", "Finnish *Turnen" or with a strong Swedish influence as in "Danish gymnastics", or as "la methode francaise". In many European countries there existed a special mixture of assimilated concepts from abroad (Swedish gymnastics, German *Turnen*), which were partly modified, focused and supplemented by some national inputs of teaching methods and exercises (see for the Danish case: Trangbaek, 1996). The most popular 'national blended' concepts developed in the periods immediately before and after WWI. The so-called "Danish System" of Bukh
and the "French System" of Lagrange with their common Lingian roots were introduced in other European countries, incidentally also in those countries from which the original basic concept was exported: e.g. Danish gymnastics was assimilated in Sweden and Germany in the 1920s.

The process of international assimilation of the three traditional basic European concepts was a precursor to the development of new "natural" concepts of gymnastics and Turnen. The "Austrian School of Natural Gymnastics" developed by Gaulhofer and Streicher (1922) incorporated Swedish and Danish strands of gymnastic development (Törngren, Knudsen) as well as Austrian-based exercises, which simulated exercises from farmers' work-related activities. Austrian natural gymnastics spread throughout Europe in the 1920s and 1930s (see Grössing 1992). Another "Natural" school existed in France with Hebert, whose method was prompted by earlier concepts from other countries. The Hebert method was adopted in southern Europe before World War II.

The English games and Sport movement was introduced across Europe from around the 1890s on. However, adoption in countries like Germany, France, Denmark and Sweden tended not to be based at the state-governmental level. In France the "Union des Societes Francaises des Sports Athletiques" (U.S.F.S.A) was founded with the support of de Coubertin in 1887 in which previously established French School Sport Clubs became members. Also in Germany School Sport Clubs were founded in many Grammar schools and another non-governmental association, the "Central Committee for the Promotion of Youth and Folk Games", was established in 1891. In Sweden the respective "Centralförening for idrottens framjande" (CF) was founded in 1897. All three associations, like their counterparts in Denmark and Greece, became early supporters of youth Sports in schools and clubs in their countries.

For many years, the national roots and types of school gymnastics in countries like Sweden (Ling), Germany (Spiess), and France (Amoros) presented a barrier to the inclusion of English Sports and games in regular physical education curricula. Alternative gymnastic concepts from other countries, for instance the Swedish approach in France (after 1890) and in Germany (after 1900), were accepted at the governmental level earlier than the English Sports and games concept (after 1920). Interestingly in countries such as Italy, Germany and Spain, it was only under fascist rule in the 1930s that stronger support than ever before was given to the Sports and games concept, and much more officially by governmental educational bodies (see Gonzales Aja & Teja, 1996; Teja, 1999). The joint purposes of cultivating fascist manliness and building political character through Sports and games activities was vigorously supported within the frame of national-fascist physical education programmes across Europe. The original spirit of "muscular christianity" was erased and replaced by the ideology of "Aryan superman" (see Mangan, 2000), but in the Soviet Union, and after World War II likewise in Eastern European countries Sports and games were assimilated in physical education programmes to help in the training of 'socialist' bodies, to educate their version of "the new man", in order to defend the socialist benefits of the nation. Fascist and communist programmes of physical education alike incorporated games and Sports in regular physical education teaching, whereas prior to the 1930s, British games and Sports were restricted to extra-curricular time because physical education curricula in these countries (Italy, Spain, Germany) were still dominated by different new types of gymnastic Systems.
The Concept of Traditional Physical Education in the 1960s

After World War II, continuity of the purpose and structure of physical education programmes was evident, though not of course in countries liberated from fascist regimes. Re-education policy reflected British and American social and moral perspectives in physical education, particularly in the Federal Republic of Germany (then West Germany). In central and Eastern Europe a process of 'sovietisation' began in the early 1950s with a "physical culture" concept in the German Democratic Republic (GDR, East Germany) and other countries under Soviet control in Eastern Europe. Thus, for some 40 years, Europe was not only politically divided by the "Iron Curtain" but also by two completely different basic concepts: "physical education" and "body education".

In the early 1960s, the first wave of Europeanisation in the West became visible in the political, economic and some cultural developments of the European Economic Community (EEC). Concepts of physical education in the early 1960s seem to have had some cross-cultural similarities in Western Europe in terms of the major purpose of the subject, aims and objectives and structures, despite the subject being embedded in very different school and national education Systems. Closer similarities existed in Eastern European countries regarding the role of physical education in general education, range of content and methods of instruction. Thus, and in spite of variations and differences in physical education concepts in the West, it is nevertheless possible to identify a traditional European structure and nucleus of physical education in the 1960s.

The nucleus of the Western European physical education concept in the 1960s stemmed from its compulsory school subject Status. It was recognised as having general educational value for the development of the individual and for its contribution to a balanced and harmonised general education or as compensatory or supplemental to general education of the 'physical'.

Benefits of compulsory physical education were expected; they were perceived to be part of physical development, psycho-social learning and character building. Therefore, it is not surprising that in new curriculum developments in the late 1960s and early 1970s across Western Europe physical education, associated with the motor, social, and cognitive domains for curriculum development, was frequently linked with a set of five major physical activity areas (gymnastics, Sports (including athletics), games, swimming, outdoor activities). These same five areas of activity were also evident in the traditional concept of physical education, which were related to the three domains identified as development of motor abilities and technical skills, learning of psycho-social attitudes and moral values and virtues. All five types of physical activity reflected their national heritage in European countries in the 1960s which were still, at diverse levels, seen across Europe in types of school gymnastics, kinds of games, range of Sports, techniques of swimming, and collection/selection of outdoor activities.
Emphasis placed on various kinds of physical activities differed between European countries, just as the importance of the motor and social domains for development and learning in physical education varied. "Technical skills" were of more importance in Germany than in the Netherlands and Belgium, where "basic movement abilities" prevailed in the physical education curriculum. "Sports" were less important in physical education programmes in Scandinavian countries in the 1960s than in central Europe; "games" did not play the major role in German physical education curricula of the 1960s compared with the United Kingdom countries. "Outdoor activities" played a major role in Scandinavian physical education curricula and had a presence in DK curricula but the Swedish "friluft-movement" was quite different from the 'open-air' outdoor activities in Britain. Despite such differences, however, a core structure of physical education with similar subject legitimisation and with comparable aims and objectives for teaching physical activities, appears to have existed in some western European countries at the beginning of the early 1970s.

As GDR physical education experts (e.g. Hasenkrüger 1969) identified at the time, there were examples of convergence between different "body education curricula" within Eastern Europe (GDR, Poland, Czechoslovakia and the Soviet Union, for example). Space does not allow any detailed discussion here on the subject. Let it suffice to indicate that a challenge for Western European physical education concepts was set in the East, when the GDR physical education curriculum was "intensified" (see Dietrich, 1965) and changed into "Sport" in 1965.

The 'Sportification' Process of Physical Education

Just as English games and Sports became a part of extra-curricular school activities in the late 19th Century across Europe, it also became part of regular physical education teaching in many countries between the inter-war-period, and somewhat belatedly after World War II in Lingian-system dominated countries of the South and North. Sport had become an integral part of the physical education curriculum. A real "Sportification" of the whole physical education curriculum started during the 'Cold War' era and the "battle of the Sport Systems" in Germany and other parts of Europe commenced around the mid-1960s.
In 1964 for the last time, a joint West and East German Olympic team participated in the Tokyo Olympics. In 1965, after many international Sports bodies such as UEFA had recognised the national GDR Sport associations on an international level alongside West German sport federations, the International Olympic Committee (IOC) agreed to accept the GDR National Olympic Committee as a member Organisation. The city of Munich was successful in 1966 in its bid to host the 1972 Olympic Summer Games on West German soil. The process of the promotion of sport and shaping all elements of physical education with the spirit of Sport (intensification) had already begun in the GDR school System (as mentioned above, "physical education" was re-termed "Sport" in 1965 in the GDR) and special Sport schools for gifted children and youth (the KJS-schools) were established. In West Germany a clear gap between the sport club and the school physical education System was visible at that same time. The German Sport Federation (DSB), and some Länder Ministries of Education campaigned to bridge this gap after 1966. Gifted young people in sport were to be identified and selected for special sport classes at school for better training support. "Sport Grammar Schools" were to be established as West German challenge to the KJS-model of the East. Further testimony of the new direction was the introduction in schools in 1968 of a new sport competition, "Youth are training for the Olympics", an alternative to the "Spartakiade" model of the East.

The spirit of sport superseded all former physical education aims and objectives in both Germanys. The first subject name change in West Germany occurred in 1968, when the Land 'North Rhine-Westphalia' replaced the term "physical education" with "subject sport" for a new type of school, the Hauptschule. After 1970, the term "sport" has replaced "physical education" in all West German Länder; concomitantly, the title "physical educator" became "Sports teacher" and academic studies of "Theory of Physical Education" changed into "Sport Pedagogy" (see Hardman & Naul, 2002).

The changes in Germany with the new "sport model" for physical education influenced further developments in other European countries. In France the beginnings of assimilation of the "sportification" concept were being seen in 1967, when socialist groups were highlighting developments in the GDR (see Liotard, 1994). France was the first Western European country, which officially implemented the term "sport" by adding it to the name of the subject Pédagogie physique. The 1970s really became the decade of "sportification" in many other European countries when the spirit of competition was fostered in physical education teaching and new types of Sports, like racquet games and martial arts, came to feature in physical education curricula.

However, the late 1960s also heralded innovative developments in physical education in directions other than sport. Another physical education concept was developed in the Netherlands, (Gordijn, Tamboer), which derived from relics of the "Austrian School of Natural Gymnastics" and which may be interpreted as a concept of "personal-interactive movement education" (see Stegeman, 2000). Nordic countries like Sweden and Finland in the 1970s supplemented their traditional Lingian approaches not only by the "Sports concept", but also initiated a first step towards a new integrated model of "health education" (refer Annerstedt, 2001), in which the spirit of intensification within physical education became dominant.

At least three new roots of physical education concepts emerged in the late 1960s and early 1970s in Europe, which emanated from the former traditional physical education concept of previous years: the Sport education concept developed in Germany, the movement education concept developed in the Netherlands and the United Kingdom, and the health education concept developed in Scandinavian countries. However, the traditional "physical education concept" of the 1960s continued in some countries (in particular in southern Europe) with regard to the
educational purpose and terminology but with assimilation of new elements in terms of aims and contents stemming from the 'sportification' process.

The De-construction of Sport in Physical Education

Although the inclusion of Sports within the physical education curriculum spread across Europe in the 1970s, 'sportification' of the whole physical education curriculum was not a common feature of development. In the two Germanys, "Sport" replaced "physical education" as the subject's name. In France, "sport" was added to the name, and a native version of the concept of sport (idrott) was introduced in Denmark and Sweden. But in Austria the inclusion of sport activities did not lead to terminological change ("physical exercises") for some 30 years later. Similarly, the native versions of lichamelijke opvoeding continued in Flanders and the Netherlands, where Sports had been added to the traditional physical education curriculum. Moreover, the traditional "personal-interactive movement education" concept in the Netherlands continued even when Sports were introduced, albeit transformed and de-constructed, according to the educational purpose of the concept.

Deconstruction of the sport concept has been a development in West Germany since the late 1970s. The early talentspotting and competitive Sports schemes in schools led to the promotion of extra-curricular activities but regular teaching in physical education classes changed to a more realistic and balanced formal of competitive sport. The most popular physical education concept in West Germany was that of Dietrich Kurz (1977), which became the baseline for the new physical education curricula in North Rhine-Westphalia in 1980/81. The approach of Handlungsfähigkeit (ability to act) was linked to nine educational tasks, which included the de-construction of the sport disciplines by general movement activities (e.g. running, jumping, throwing and non-competitive games). However, the content of the physical education curriculum remained structured along the lines of the different types of Sports.

Full deconstruction of the Sports model occurred in the 1980s, when so called "Student centred" teaching approaches (Hildebrandt & Laging, 1981) were fostered and two alternative physical education concepts appeared: Funke's (1983) "body education" concept, which was an antidote to the perceived loss of "body experiences" because of sport socialisation; and the critical "Frankfurt Group" (1982) concept, which criticised the development of sport in society generally as a technological reduction of human movement abilities, coinciding with the losses of natural motor abilities through skill-oriented sport education. The so-called "alternative concepts" to Sports education became popular in Germany in the 1980s and early 1990s, in particular in primary schools, but the proponents also recommended their concepts for secondary school education and as appropriate curriculum models in the renewal of physical education in the former GDR (the new eastern Länder) after German Unification (see Naul, 1992; Naul & Hardman, 2002).

It is perhaps rather ironic that in the West Germany of the 1970s, when 'sportification' of physical education appeared to be more vigorously supported than in any other European country (except in Eastern Bloc countries), that the deconstruction of sport (its purpose, aims and objectives in the physical education curriculum) was just as strongly supported as the previous earlier construction process. The devaluation of the sport concept by other concepts in the 1980s was, however, without any empirically based foundation, either about the educational non-achievements of the sport concept or by the confirmed educational outcomes of alternative body education or movement concepts. The neglect in evaluation of physical education concepts in Germany seems to be a historical trademark. This
again exemplifies the different frames for physical education concepts in Europe with the exclusion of ideal-typical elements.

**Current Concepts of Physical Education in Europe**

The 1980s was not only a decade of transition of the physical education curriculum and concepts of teaching physical education in Germany. Budget cuts, higher unemployment rates of physical education teachers, and reductions of curriculum time allocation were three major phenomena to occur in many European countries. They were accompanied by sociologically termed post-modernist societal values, which were reflected in modern lifestyles, new types of child-parent relationships and inclusive 'education for all' policies. "Teachers, leave your kids alone" became not only a refrain of a 'pop' song, it also characterised the change to de-schooling, de-education, de-sporting activities, de-moralisation in physical education and devaluation of former Standards in physical education and sport. Disagreement about former common shared concepts of 'good practice' in physical education teaching occurred in many countries, thus mirroring the Situation in Germany. It clearly demonstrated an important shift in physical education concepts from a former "performance orientated mission" to a new "participation orientated mission" (Tinning, 1997), which accompanied the new social context of post-modernism.

The transition to an 'anything-goes-concept' in physical education, beginning in the mid-1980s and culminating in the 1990s, resulted in a crossing of former strict borders of the concepts of Physical Education in each European country. A Danish colleague has compared this process of transition of former physical education concepts to a "supermarket", where everyone may take what he/she wants for teaching physical education (Jorgensen, 1999). Obviously, post-modern individualisation in the practice and teaching of physical education coincides with more individualisation of subjective and ideal-typical physical education concepts.

Hence, Europeanisation after the Maastricht Treaty of 1991 did not bring about more Integration of, and convergence between, national physical education concepts. Instead, it led to more national divergence of physical education concepts because different national perspectives and evaluations of the role and function of the subject of physical education had been diffused across Europe.

After the transition processes of the late 1980s/1990s, it is virtually impossible at the beginning of the 21st Century to associate European concepts of physical education only with the former Sport education, the movement education, and the health-related physical education concepts. All three former major concepts have become quite diverse in relation to their borders and their comparable sets of constituent criteria. Harmonisation of concepts seems to have given way to a more diversified Situation or is secondary to diversification.

In times of change, it may only be appropriate to identify trends and current developments of former structured physical education concepts by a "vector model" (VM). The different vectors may summarise the legitimation, purpose and aims of a concept. However, because of the 1990s European diffusion process, the four major vectors are supplemented by four other minor vectors, which are located between the major crossroads to bring balance to new physical education programmes in-between two major Strands.

The four main vectors of European physical education can be explained as: the vector of cultural heritage of physical education, the Sport education vector, the movement education vector, and the health education vector. However, all four dimensions became more evenly balanced in the 1990s in countries, where only a
single concept had been dominant earlier. In Germany, for example, the former Sport education concept became more equally balanced by certain “movement” approaches in teaching physical education (Naul, 2002), which assisted in new physical education curricular developments in the year 2000. This represents a minor vector ‘in-between’ the former Sports education and movement education concepts. In England and Wales, however, the former physical education concept shifted to a more “Sport education concept” after the National Curriculum was introduced and revised in the 1990s (see Armstrong, 1996; Penny and Evans, 1999). The Swedish physical education curriculum reform in the 1990s nudged the former Sport concept of idrott (sports) more into the direction of health (hälsa) and produced a new subject name idrott i hälsa, representing another vector of development which lies ‘in-between’ the major vectors of Sport education and health education (see Annerstedt, 2001; Fouque, 2000). One of the strongest developments in the health education direction in Europe was visible in Finland in the 1990s. The health vector became much more focused than it had been previously in Finnish physical education curricula (see Heikinio-Johanson, 1998). Currently, the Finnish physical education curriculum has been divided into physical and health education both as separately taught subjects.

Another core curriculum, which represents the major vector of “movement education” in Europe, is the Dutch “Basic Document” of Bewegingsonderwijs (‘Movement Education’) (SLO, 1999), the new national curriculum for teaching physical education. It can be regarded as an updated version of the traditional Dutch approach of the former “personal movement-education concept”.

Finally, a fourth major vector is still “physical education”, but supplemented by youth Sports activities (in particular in Flanders; see de Knop & Buisman, 1998) and extended by new concepts of Teducation motrice” in France as well as in Spain and Portugal by the diffusion of the French approaches of Le Boulch (1971) and Parlebas (1976) (see Klein, 1995; Terret, 2000). Two other minor vectors derived from the traditional “physical education” concept are visible in some European countries. The renewal of physical education in the Czech Republic, as in some other countries after the ‘velvet revolution’, has moved in the direction of health education (Muzik, 1999), whereas the former physical activity concept in Austria is currently shifting to the direction of “movement education” (see Redl, 2000; Größing, 2000).

In summary, the major physical education concepts of the 1970s of “Sport education” and “physical education” have been transformed to produce a more balanced picture in several countries, whilst elsewhere, the major concepts of “movement education” and “health education” have continued to develop and have been even more focused.

However, a clear process of European exchange of all previous concepts and currently renewed major vectors of development is visible. This process sits alongside an intention to balance the educational purpose of former core concepts of physical education and this has led to new minor vectors of curriculum development (“in-between approaches”) in some other countries. If this process of diffusion is termed as a total “harmonisation” of physical education concepts in Europe (see Laporte, 1998), it may be the case that if this process is called “diversification” of former national physical education concepts, it represents a European spectrum of vectors of physical education development in this new millennium.
Figure 2.2: Current European Concepts of Physical Education

References


