## Quality Physical Education Workshop

Checklist # 1

***Status of PE at national level***

1. Is the current PE policy in line with international conventions, declarations, recommendations and good practice?

## NO

International recommendations state that PE curriculum should consider at least 150 min of PE classes. In Mexico, PE classes will only be offered 60 min per week in preschool and elementary school and 120 min for secondary school. Although policies in the Health, Education and Sports sectors consider the design of inclusive and, gender-specific programs, no specific strategies are outlined. Additionally, no programs consider the inclusion of the most deprived sectors.

1. Is there a clear national strategy for physical education at: early years level? primary/elementary level? Secondary level?

YES

The Curriculum for 2016 considers PE classes, through a class called Health and Physical Development. This class is offered at preschool, elementary and secondary school levels. It aims to shape integral kids and adolescents through meaningful learning that allows them to gain self-consciousness, improve motor skills, establish interpersonal relationships, canalize their creative potential and promote body care.

1. Is there a clear understanding and acceptance of the distinctions and relationships between physical activity, physical education, and sport at national level (within the policy and amongst civil society)?

NO. Distinctions between these terms are not detailed by any of the policy documents retrieved. By the way the terms are applied, it can be assumed that physical activity and sports have different meanings. However, the term physical education is not used.

1. Is the national strategy for physical education closely related to the school health strategy, incorporating safe school environments, nutrition, and health services?

NO. The National Strategy against Overweight , Obesity and Diabetes considers several actions at the school level, such as the promotion of physical activity and healthy intake. However, PE classes are not considered as a strategy to increase physical activity or promote a healthy lifestyle.

1. Is there a comprehensive national strategy in place for physical education at all levels of schooling ensuring that physical education is a core part of school curricula?

NO. The 2016 Curriculum considers an equivalent class for preschool, elementary and secondary school, but not for high school.

1. Do head teachers, teachers of other subjects, parents and members of the wider community view PE with the same level of importance as other subjects?

NO. PE classes in Mexico are perceived as less important than other subjects, since it is considered that the purpose of PE is to recreate or entertain children. Oftentimes, if contents of other subjects have not been appropriately covered during the school term, professors may cancel PE classes in order to catch up with other classes. Additionally, since many schools do not have PE professors, this irregular “negotiation” to replace lost hours becomes a usual habit.

1. Is there a national/regional physical education association?

YES. The Asociación Mexicana de Instituciones Superiores de Cultura Física aims to promote the academic and scientific development of Physical Education Schools in Mexico. All public and private universities offering this graduate program are part of the association.

1. Are there any national research programmes which aim at proving the importance of physical activity and physical education for personal and interpersonal development alongside their benefits on health?

YES. Research programs offered by public and private universities offer a variety of research lines considering the relationship between sports and PE and quality of life, chronic diseases, health promotion, personal development. However, research programs are generally small and local. The National Institute of Public Health is another institution exploring the relationships between physical activity and health.

***Flexibility of the current PE policy/curricula***

1. Does the content of the curriculum reflect needs, interests, and future opportunities of students?

YES. . The new 2016 Curriculum considers Health and Physical Development classes (replacing PE classes before), which aims to shape integral kids and adolescents through meaningful learning that allows them to gain self-consciousness, improve motor skills, establish interpersonal relationships, canalize their creative potential and promote body care.

1. Is there opportunity for local interpretation of policy/curriculum empowering teachers to adapt their methods to the needs of the young people they are working with?

NO. The new curriculum does not explicitly mention the possibility of adapting the methods to the needs of Young students.

1. Is feedback gathered and integrated for regular revision of the curriculum to consider new visions and circumstances?

YES. Recent consultation forums on the new 2016 Curriculum have pointed out that the lack of flexibility and spaces for local discussions on former curriculums is an important weakness that should be considered in the implementation of the 2016 Curriculum. These suggestions will be addressed in the reviewed 2016 Curriculum.

1. Is the right of access to physical education for all encouraged in the current PE policy?

NO. Access to PE for all is not encouraged, however physical activity and sports for all indeed are. They even use the term “social sports” indicating they should be accessible for all the population.

1. Is PE compulsory for all (including disabled children, girls and marginalized populations) in the current PE policy?

YES. The new 2016 Curriculum considers compulsory education for all, and explicitly states that it should be guaranteed for all children regardless socioeconomic status, gender and ethnicity. However, disabilities are not considered. This is a framework for our education system, however no specific details are provided for PE classes.

1. Is the current policy adapted to the different cultural identities present in the country’s population?

YES. The new 2016 Curriculum considers compulsory education for all, and explicitly states that it should be guaranteed for all children regardless socioeconomic status, gender and ethnicity. However, disabilities are not considered. This is a framework for our education system, however no specific details are provided for PE classes.

1. Is the learning approach differentiated to cater to the needs of all students with special needs, including those with differing physical abilities and impairments?

YES. The 2016 Curriculum outlines that the Ministry of Education should provide specific materials for children with disabilities. This is a framework for our education system, however no specific details are provided for PE classes.

***Training of PE teachers***

1. Are there enough specialist teachers deployed at all levels of schooling throughout the country: early years’ level? primary level? secondary level?

NO. The most recent data suggests that in 2013 a total of 7708 physical education specialists were available in Mexico for a total of 147,978 preschools, elementary, secondary and high schools.

1. Is budget allocated for the continuous training of PE teachers in the existing framework?

NO. Although the current policy outlines the need for continual education for all teachers, we could not find any training course specific for PE or budged allocated for this purpose. CONADE has a training program for Sports Coaches.

1. Are teachers supported to promote and deliver inclusive practice through regular, relevant and appropriate continued professional development (CPD) and in-service training (INSET) programmes as serving teachers?

NO. Although the current policy outlines the need for continual education for all teachers, we could not find any training course specific for PE or budged allocated for this purpose.

1. Are there programmes in place to support the development of teacher-mentor networks to link trainee and serving teachers with experts from the field of inclusion, aimed at supporting and improving provision?

NO. In Mexico all public and private universities offer social service programs, where PE students are introduced to formal work. However, this is not necessarily a network where experts can be reached.

1. Are there sufficient training and qualification opportunities offered in line with internationally recognized accreditation for PE teachers?

YES. There are a total of 90 institutions (53 public) that offer 17 different PE related programs.

***Equipment for PE lessons***

1. Does the budget available for PE enable schools to provide appropriate, adequate and accessible equipment and facilities, including that which promotes the inclusion of pupils with disabilities, girls, and those from minority groups?

NO. There is not a specific budged for PE infrastructure. The MoH has allocated budget for schools, however it is not clear how this is used within the schools. Additionally, CONADE has a program called Ponte al 100 which allocates a certain unknown proportion for school infrastructure. In 2013 this budget was of 181 Meican pesos. Divided by 112 million inhabitants, this is less than USD$ 0.1.

1. Are the existing PE learning environments safe and healthy?

NO. We don’t have data on the quality of PE environments. However, data suggests that only 68% and 79% of schools in Mexico have a recreation space or patio, respectively.

***Community partnerships around PE***

1. Are there clear, adequately funded, structures and pathways in place to support partnership between schools and wider community sports organizations?

YES. CONADE has a program specifically linking schools with local municipalities in order to use existing physical activity infrastructure in the communities for recreation. However, this program is not compulsory and is only available upon school request.

***Monitoring and Evaluation of PE***

1. Are there criteria in place which set out the expectations, professional responsibilities, knowledge, skills and understanding required to perform the role of a PE teacher?

NO. Neither the Ministry of Education nor CONADE outline these requirements for a PE teacher.

1. Are there transparent systems and tools in place for the purposes of monitoring and evaluation?

NO. Although CONADE is supposed to have a National System on Physical Culture and Sports responsible for coordinating, monitoring and evaluating the programs, actions and procedures which are part of the policies that promote physical activity and sports at the population level, there is not a monitoring instrument or evaluation in place for PE.

Considering the above answers and your analysis of the current PE framework, which are, according to you, the existing or potential strengths, weaknesses, opportunities and threats regarding policy revision process un your country?

Strengths:

PE is recognized as a curriculum requirement for all preschools, and elementary and secondary schools.

The curriculum identifies the need for children to stay active throughout the school journey.

Policies identify the need of specific programs to promote physical activity among indigenous children, girls and children with disabilities.

Weaknesses:
Policies consider physical activity and sports, but there is not a clear PE policy.

There are no clear strategies to guarantee that PE classes are offered in all schools.

It is not clear how the different parties involved in PE classes (i.e. the Ministry of Education and CONADE, which is the National Sports Council) should interact, and therefore responsibilities and accountability mechanisms for PE classes are not outlined.

There are no clear action pathways in order to provide inclusive (for indigenous children, girls, children with disabilities) PE classes.

Policies are not aligned to international recommendations

Human, infrastructure and financial resources are insufficient in order to provide QPE for all schools.

Opportunities:
Several civil society organizations support physical activity promotion, which could provide support for the implementation of the revised policy.

Threats:
Mexicans have a poor culture for physical education and physical activity.

Are there aspects part of the existing PE policy which are not reflected in schools? If so, why do you think there is such a gap between policy and curricula and their implementation?
Yes. We believe that this is because there are no operation rules on how should a PE class be implemented. Although policies are somehow aligned towards the promotion of inclusive physical activity, which could be apply for PE, there are no implementation guidelines to ensure that these policies are being implemented on ground.

Would you need feedback on any specific aspect mentioned above during the workshop? If so, please explain.