



United Nations
Educational, Scientific and
Cultural Organization

World-wide Survey of School Physical Education



Final Report
2013



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EXECUTIVE SUMMARY

This joint UNESCO-NWCPEA Project comprised a World-wide Physical Education Survey to inform the development of benchmark Indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Education/Training (QPETE/T) in provider institutions as well as principles of a Physical Education Basic Needs Model. The Project was in line with a CIGEPS' mandate to ameliorate physical education policy and delivery around the world.

The Survey adopted a multi-method/pluralistic approach to data generation from a range of sources including a specifically designed structured Survey questionnaire translated into officially used UNESCO and several other languages seeking quantitative and qualitative data, as well as information derived from recent and current international, continental regional and national physical education-related studies. The questionnaire was distributed to UNESCO Member States' National Commissions and to physical education/school sport-related personnel including government-level officials through higher education academics and professionals to school-based practitioners (physical education specialist and 'generalist' teachers responsible for teaching physical education in schools) by institutional and personal networks. The Survey was underpinned by a comprehensive literature review that drew from a wide range of primary and secondary sources. Data were generated for 232 countries/autonomous regions (Africa 43, Asia 23, Europe 57, Latin America 23, Middle East 14, North America 61 and Oceania 11).

KEY FINDINGS

1. The General Situation of Physical Education in Schools

In most countries there are either legal requirements for physical education or it is a matter of general practice for both boys and girls at least at some age/stage or phase of compulsory schooling years. Physical education provision during compulsory schooling years differs across regions and countries according to age or year stage of attendance with variations in number of lessons per week and weeks taught per year. Despite official commitment to physical education either through legislation or as a matter of general practice, such provision is far from assured. Non-compliance with regulations is particularly evident in countries where curriculum responsibility lies with education districts or individual schools, i.e. in contexts of localized implementation of curricula.

2. Physical Education Curriculum Time Allocation

The issue of time allocation is generally complicated and is exacerbated by non-implementation for a variety of reasons of prescribed or mandated time allocations. However, some general tendencies can be identified. Globally, during the primary school phase, there is an average **103** minutes weekly (range of 25–220 minutes); in the secondary school phase, there is an average of **100** minutes weekly (range of 25–240 minutes). Both regional and national variations are apparent.

3. Physical Education Subject and Teacher Status

Legal and perceived actual status of physical education and its teachers is a contentious issue: the former can be subject to 'local' interpretations and/or implementation and the latter to variable perceptions. Globally, and for the most part regionally, in actual practice physical education is considered to have lower status than other subjects, testimony to which is a higher frequency of cancellation of physical education lessons than other subjects. In around a fifth of countries, physical education teachers do not enjoy the same status as other subject teachers. In some countries, there is an element of ambivalence in physical education teacher status; in some other countries, it is an issue of identity and inequality.

4. The physical education curriculum

a) Aims and Themes

Educational reforms and responses to concepts of healthy well-being related to active life styles and a perceived obesity epidemic have prompted changes in physical education curricula. Links between physical education and health education and with personal and social development are occurring in some countries. Not untypical of curricular aims, and, especially but not exclusively so, in higher income countries, are those which embrace cognitive (knowledge/knowing), psycho-motor (skills/doing) and affective (attitudes/values) outcomes associated with a healthy, active life-style philosophy and connected with physical literacy and the notion of the physically educated person. Another feature of changes taking place is increasing attention devoted to Quality Physical Education concepts and programmes.

b) Content Activity Areas

Officially, many countries commit to a 'broad and balanced' range of curricular activities' opportunities. At one level, this commitment appears to be reflected in practice with the range of different activities taught and a rise in 'new' activities being incorporated into some programmes in both primary and secondary schools. Survey data challenge the actual extent to which breadth and balance are provided: in practice, competitive sport activities such as Games (team and individual) and Track and Field Athletics pre-dominate.

c) Relevance and Delivery Quality Issues

The emphasis placed on competitive sport activities runs counter to societal trends and raises issues surrounding meaning and relevance to young people as well as quality issues of programmes provided. The emphasis is also seen in extra-curricular activity structures and school sport. Collectively, the experiences acquired from unwilling engagement in competitive sport-related physical education are a 'turn-off'. This situation is evident in increasing frequency of references to pupils' lack of interest and motivation in physical education, growing numbers of students exempted from physical education classes, declining or stagnating levels of physical fitness and performance of young people and high levels of inactivity and obesity.

d) Monitoring (including Quality Assurance) of Physical Education

There are mixed practices in all aspects of monitoring processes in school physical education programmes. Monitoring assessment or evaluation of physical education is legally required in many countries. However, it may be irregularly, infrequently or rarely carried out or there may be either no administrative system in place or there is a shortage of appropriately qualified/experienced personnel to facilitate the process. The scope and frequency of monitoring differ across the world. Monitoring inspections are variously undertaken by school/head teachers, local or regional or national inspectors or most commonly by combinations of two or more of these groups. Where monitoring occurs, globally and regionally the reasons pre-dominantly comprise quality assurance and advisory/guidance.

5. Physical Education Resources

a) Teaching personnel

Generally, bachelor degree or diploma or equivalent is a pre-requisite for teaching physical education in both primary/'basic' and secondary (including high) schools. In some countries, Master's level qualification is necessary for teaching positions, especially in secondary schools. Globally, and to a large extent regionally, in primary schools, there is an admixture of generalist and specialist teachers for physical education classes. In secondary schools, specialists are predominantly responsible for teaching physical education classes, though some schools, in some countries do deploy 'generalist' practitioners for physical education teaching. Evidence points to deficiencies in

teacher supply, particularly of physical education specialists, inadequate preparation of physical education teachers, especially, but not exclusively so, in primary/elementary schools and to negative attitudes and low levels of motivation of some teachers responsible for physical education delivery. Concerns about the quality of physical education teacher training, teaching and teaching resources, inadequate supervision of practice, lack of professionalism and appropriate ethics and impacts on the quality of school pupil experience are also globally evident. Inadequacies in INSET/CPD provision for physical education teachers are extant across the regions and in some cases transcend training or further professional training beyond school to include training of professionals for deployment in teacher provider institutions, administrative and advisory etc. positions. Even when opportunities are provided, some teachers are perceived to be resistant to improving practice or their professional development and there are no recriminations if teachers do not attend the courses provided.

b) Facilities and Equipment

There are general global and regional concerns about physical education facilities (indoors and outdoors) as well as associated amenities (such as changing rooms and showers), equipment provision and inadequacies in facility maintenance. Whilst there is a greater propensity of inadequate physical resource provision in low income countries and regions, the divide between these and some schools in middle and high income regions and countries is not always clear-cut. The level of such provision together with challenges presented by inadequate maintenance can detrimentally impact on the nature, scope and quality of physical education programmes.

6. Equity (Inclusion) Issues

There is evidence of increased consideration being given to equity issues with gains made but with some underlying issues and concerns remaining.

a) Inclusion and Gender

Globally, equality of opportunities for boys and girls in school physical education programmes is reported in a large majority of countries. Regionally, there are legislative measures in place to foster gender equality. These are supported by national curricular prescriptions or guidelines and/or monitoring systems. A range of mechanisms are employed to facilitate equality of opportunity for boys and girls in physical education lessons and programmes. In some countries there are perceptions that more opportunities are available for boys than for girls, that girls are more reluctant to engage in physical education (physical education kit issues, religio-cultural dispositions, parental discouragement), that there are social barriers and inadequately prepared teaching personnel.

b) Inclusion and Disability

From a policy perspective, there are indications that now there is greater consideration of the issue of *Inclusion*, anti-discrimination legislation fostering deeper awareness of inclusion and disability issues, and advocacy of inclusive practices in participation in physical education programmes for pupils with disabilities. However, in some countries operational problems exist. In many lower income countries and regions, neither legislation nor policies are in place. Globally, there are many examples of countries reporting inadequate infrastructure (including policy), availability of, and access to, facilities and adapted equipment and lack of qualified teachers and 'special needs' support personnel/assistants, lack of teacher confidence, low levels of integration, lack of monitoring procedures and poor institutional collaboration as being barriers to disability inclusion. Whilst these deficiencies are predominantly evident in low income regions/countries, they are also seen in higher income countries across the regions. The problem of a lack of specialist or trained teachers is a significant barrier to inclusion. A recent additional barrier is the erosion of inclusive practice by financial cutbacks in the education sector due to austerity measures. On a more positive note, a range of progressive and improved inclusive practices in promotion of, and provision for, physical education in schools for children with disabilities/special needs can be identified. In recent years, a number of countries have brought about change in inclusion and disability policy and practice, epitomised in entitlement to physical education, inclusion, integration, employment of support assistants, differentiated teaching methods, use of adapted equipment etc. Nonetheless,

persistent barriers continue to undermine the drive for a more holistic and inclusive physical education environment for children with disabilities and these barriers are not limited to any one country or region: they are globally widespread.

7. Partnership Pathways (links to PE/sports activity in out-of-school settings)

Only around a quarter of countries have formally arranged school-community partnership ‘pathways’ in place. Reasons for shortfalls in such agency partnerships include: lack of teacher-outside school agency communication, infrastructural deficiencies, non-implementation of mandated requirements and financial cut-backs. Where school-wider community agencies’ provision exists, there are pervasive links (both formal and incidental) between schools’ competitive sport activity programmes (curricular and extra-curricular), tournaments and/or development of talented young athletes from local, through district and regional to national and international level agencies. Some countries also have either informal or formal (or both) school-community pathways that variously encourage participation in physical (or sport-related) activity after, or outside of, school and, which embrace a broader ‘sport for all’ philosophy.

8. ‘Best Practice’ Examples in School Physical Education

Less than a quarter of countries reported examples of ‘Best Practice’. Those that did, provide insights into current philosophy, policy and practice. ‘Best Practice’ themes include: intra- and inter-school competition with widespread use of the latter to identify talented individuals; promotion of health and healthy lifestyles; competition or recreation oriented extra-curricular and/or beyond school programmes providing additional opportunities for children to take part in structured activity; and a range of innovative or specific programmes variously involving/integrating parents, families, fostering active life-style or cross-curricular cultural activity engagement.

9. Quality Physical Education and Physical Education Teacher Education Indicators and Physical Education Basic Needs Model

Quality Physical Education has become a widely used term but its nature and scope have been defined in very few countries. Globally, relatively few countries have officially prescribed or guideline indicators that characterise Quality Physical Education. Many schools either set their own internal benchmark standards, often relying on observed activity performance (skills) and/or physical fitness testing and measuring procedures as indicators of individual school pupil progress. For Quality Physical Education Teacher Education/Training, internal evaluation of programmes with a range of mechanisms is widely practised, though evaluation of training delivery is less frequently undertaken. Internal quality assurance mechanisms feature in teacher training provider institutions, though these do vary in nature and scope. Legally required external quality assurance procedures, invariably involving National or Regional Councils, or State external examiners, or government/ministerial agencies are also evident; there are also some examples of external quality assurance procedures involving professional bodies.

The limited empirical data available on Quality Physical Education Indicators for schools is countered by the availability of published documents on sets of benchmarking standards either provided by governmental agencies or by non-governmental national or regional professional organizations. Similarly, for Quality Physical Education Teacher Education, there are both governmental and non-governmental sets of indicators, either prescribed or presented as guidelines.

Articulated essential ‘Basic Needs’ physical education requirements encompass: national/regional governmental level policy strategies; curricular aims and activities; essential resources (financial, teaching and support personnel, material including facilities, equipment and teaching/learning aids), curriculum time allocation, school-wider community agency partnerships and professional associations *inter alia*.

10. Conclusions

Overall, the findings of the UNESCO-NWCPEA Project's Physical Education Survey suggest that there are instances of governmental level policy commitment to physical education in schools. There are indications that some national and, where appropriate, educationally autonomous regional governments have committed themselves through legislation to school physical education provision but others have been either slow or reticent in translating this into action through actual implementation and assurance of quality of delivery. It is a 'mixed messages' scenario with instances of positive developments, examples of good (and in some cases innovatory) practices in some countries, stabilisation and little change in others and relative decline in some others. Areas of particular concern relate to:

- persistent gaps between school physical education policies and actual implementation as well as a failure to strictly apply legislation on provision;
- continuing deficiencies in curriculum time allocation with evidence of unrealised prescriptions and/or guidelines and even reductions in some countries;
- relevance and quality of the physical education curriculum, especially in countries where there is a pre-disposition towards a competitive- and performance-oriented discourse;
- broad-spread disquiet about initial teacher training programmes, teacher supply and quality embracing insufficiency in numbers and inadequacy of appropriately qualified physical education teachers, especially in primary/elementary schools, as well as inadequate provision and/or uptake of further professional development opportunities;
- considerable widespread inadequacies in quality and quantity of facility and amenity provision as well as equipment and learning/teaching materials supply and maintenance challenges, especially in low income (though not exclusively so) countries; a related issue in the facility-equipment concern is insufficient funding;
- whilst some improvements in gender- and disability-related inclusion policies and practices supported in many countries by state legislation can be identified, barriers to equal provision and access opportunities for all still remain; for school children and young people with disabilities in particular, persistent barriers to full inclusion comprise inadequate infrastructure, insufficiencies in supply of appropriately qualified teaching personnel and support assistants, shortages in adapted facilities and equipment as well as learning and teaching materials;
- at a time of declining levels of fitness of young people, increasing sedentary lifestyles and rising levels of obesity, the associated concerns are exacerbated in some countries by insufficient and/or inadequate school-community co-ordination and linked pathways to participation in physical activity.

The formulation of Quality Indicators recognizes that a range of influences have diversely shaped school physical education and Higher Education Institution physical education teacher education provision and practice worldwide. Policy and practice are subject to localisation and/or local interpretations and there is no 'one size fits all' solution. The identification of characteristics of Quality are, therefore, necessarily framed as **Core Principles**, and **NOT** sets of 'tick-list' **Specific Prescriptions** that may not have the inherent propensity to cross boundaries. These 'Core Principles' are flexible and adaptable to empower countries to apply them within their specific situations, conditions and circumstances and accord with their respective needs while aspiring to higher standards of Quality. An issue in the formulation of Quality Physical Education Teacher Education Indicators is what constitutes a *Physical Education Teacher*. In recognition of diversity in existing concepts and practices, it is prudent to adopt principles that distinguish between teacher designations and take into account a number of issues not least of which are quality physical education in school contexts, and acknowledgement of societal needs in evolving *socio-cultural and economic* settings within a constant, dynamic and developmentally changing world.

Physical Education Basic Needs are essentially hierarchical and relate to a balance between ideals and the realism as well as to identification of existing areas of inadequacies. Fundamental in framing Basic Needs principles is that Physical Education within education systems should be recognised as the basis of the inclusive participation continuum; it should be integrated with educational policies and, where possible, involve multi-stakeholder partnerships within society. An over-riding principle is an all-embracing **policy to practice infrastructure to support inclusive provision, delivery and quality assurance** within the context of compliance with the 1978 UNESCO Charter of Physical Education and Sport.

It is imperative that the monitoring of developments in physical education across the world is formally maintained. Such a 'watching brief' mechanism has been advocated by inter-governmental agencies such as UNESCO, WHO and the Council of Europe with calls for monitoring systems to be put into place to regularly review the situation of physical education in every country. Such regular watching brief monitoring would provide 'reality checks', which would assist in appraising whether policy rhetoric is being implemented in practice.

INTRODUCTION

This third World-wide Physical Education¹ Survey has its origins in CIGEPS Plenary Sessions' calls (8-9 June 2009 and 7-8 June 2011) from Member States for the development of Indicators for Quality Physical Education in schools. In order to facilitate the formulation and development of these Indicators, UNESCO collaborated with the UK based North Western Counties Physical Education Association (NWCPEA) in a joint Project, an essential purpose of which was to survey the situation of physical education in schools across the world. The evidence-based data generated by this Survey not only informed the development of benchmark Indicators on Quality Physical Education (QPE) in schools but also Indicators on Quality Physical Education Teacher Education/Training² (QPETE/T) in provider institutions as well as principles of a Physical Education Basic Needs Model. The Project was in line with a CIGEPS' mandate to ameliorate physical education policy and delivery around the world and as such was in accord with the enhancement of the physical, psycho-social and emotional health of learners in schools as articulated in the year 2000 *Dakar Framework for Action Education for All* policies. The launch of a third Worldwide Survey on the Situation of Physical Education in Education Systems formed the first phase of the Project.

The Findings presented in this Report essentially reflect the focal thematic areas of the World-wide III Survey questionnaire instrument and the primary purpose of the Survey concerned with principles of Quality Indicators and a Basic Needs Model for Physical Education. Hence, they are structured as follows:

- Section 1:** The General Situation of Physical Education in Schools
- Section 2:** Physical Education Curriculum Time Allocation
- Section 3:** Physical Education Subject and Teacher Status
- Section 4:** The Physical Education Curriculum
 - a) Aims and Themes
 - b) Content Activity Areas
 - c) Relevance and Delivery Quality Issues
 - d) Monitoring (including Quality Assurance) of Physical Education
- Section 5:** Physical Education Resources
 - a) Teaching Personnel
 - b) Facilities and Equipment
- Section 6:** Equity (Inclusion) Issues
 - a) Inclusion and Gender
 - b) Inclusion and Disability
- Section 7:** Partnership Pathways (links to PE/sports activity in out-of-school settings)
- Section 8:** 'Best Practice' Examples in School Physical Education
- Section 9:** Issues in provision (PE-related concerns, problems, challenges)
 - a) Policy and Provision Issues
 - b) Physical Education Curriculum Time Allocation and Implementation Issues
 - c) Teacher Supply and Quality
 - d) Facility and Equipment Supply, Associated Finance and Teaching Materials Issues
 - e) Barriers to full Inclusion of School-age Children with Disabilities
- Section 10:** Quality Physical Education and Physical Education Teacher Education Indicators and a Basic Needs Model for Physical Education.

1 The term "physical education" includes the terms "physical culture", "movement", "human motricity", "school sport" etc., and refers to a structured period of directed physical activity in school curricular contexts.

2 PETE has been widely adopted to describe the professional preparation of individuals for PE teaching posts in schools, however, in some countries/autonomous regions, the alternative term *Physical Education Teacher Training* (PETT) is also used.

METHODOLOGY

In order to conform with accepted practice in fitting methodological procedure to purpose(s) of study, a multi-method/pluralistic approach was adopted. This approach embraced data generated by a range of sources including a specifically designed structured Survey questionnaire seeking quantitative and qualitative data, as well as information derived from recent and current international, continental regional and national physical education-related studies and was underpinned by a comprehensive literature review. The specifically designed Survey questionnaire instrument was available in officially used UNESCO languages: Arabic, Chinese, English, French, Russian and Spanish. Additionally, translated versions in other languages, including Bulgarian, Croatian, Czech, Hungarian, German, Hungarian, Japanese, Korean, Portuguese, Romanian and Serbian, were utilised. The questionnaire was distributed to Member States' National Commissions by UNESCO, Paris Headquarters, and to physical education/school sport-related personnel including government-level officials through higher education academics and professionals to school-based practitioners (physical education specialist and 'generalist' teachers responsible for teaching physical education in schools) by institutional and personal networks. Wherever possible, multiple respondents were sought in national and autonomous region contexts to facilitate broader-spread distribution to secure a more even balance in terms of profiles of survey participants and critically to produce a more balanced view of the actual situation of physical education in schools. Together with the literature survey, the informed questionnaire responses served to produce enriched data and assisted in providing more valid and reliable analysis of responses, which provided both factual detail and individuals' perceptions of the situation of physical education in schools across the globe.

The Survey questionnaire, divided into seven key areas, sought specific information on:

The general situation of physical education in schools (national level policy and practice-related issues in school physical education, legal status, responsible authority, curriculum time allocation);

- The physical education curriculum (aims, themes, content activity areas, relevance and delivery quality issues, monitoring and quality assurance; existing Quality Physical Education criteria; and gender and disability equity issues);
- Resources (teaching personnel and Quality Physical Education Teacher Education/Training indicators, facilities and equipment);
- The physical education environment (school subject and physical education teacher status; and pathway links to physical education/sport activity in out-of-school settings);
- Issues in provision (school physical education-related concerns or problems);
- 'Best practice' examples in school physical education;
- Basic Needs for physical education.

The underpinning literature review drew from a wide range of primary and secondary sources (governmental and non-governmental reports, international and national academic and professional journal articles, secondary source texts, including qualitative studies of physical education in global and continental regional contexts, institutional and individual statements, web network sites etc.) in order to provide a more comprehensive overview of the situation world-wide. From the Survey questionnaire responses and comprehensive literature review, data were generated for 232 countries/autonomous regions (Africa 42, Asia 23, Europe 57, Latin America 23, Middle East 14, North America 61 and Oceania 11). A full list of countries and data sources is provided in Appendix 1.

FINDINGS OF THE THIRD WORLD-WIDE SURVEY

At the outset, it is necessary to acknowledge potentially problematic issues surrounding validity and reliability of data generated from questionnaires, especially in terms of nature and size of samples. Nevertheless, in themselves these data do provide an indication of patterns and tendencies and they can/do highlight some specific situations. Caution in interpretation is alleviated to some extent by forms of triangulation, embracing the range of questionnaire samples' sets and the comprehensive review of research-related literature. Such forms of triangulation serve to underpin the Survey questionnaire-generated data and bring a higher degree of validity and reliability to the content of the study.

Data were collected on countries and educationally autonomous regions, states and provinces (hereafter generically referred to as "countries") from all populated continental regions of the world. Whilst caution in data interpretation and inherent 'mixed' messages are advocated, the information derived from the various international (global and continental) questionnaires and literature review serves to generate both encouragement at some positive initiatives and developments and some continuing concerns, which were highlighted in the Physical Education World-wide Surveys I and II (Hardman and Marshall, 2000; Hardman and Marshall, 2009) and other research findings (Hardman, 1993, 1996, 1998, 2002; Loopstra and van der Gugten, 1997; Wilcox, 1998). The features of expressed encouragement and concerned disquiet in this Final Report extend to the variations, which occur between and within continental and sub-continental geographical regions with different levels of political and socio-economic conditions and development and/or socio-cultural traditions.

NB. The regional entities within tabled data relate in alphabetical order to: Africa, Asia, Europe, Latin America/Caribbean, Middle East, North America, and Oceania; where spatially necessary, Latin America/Caribbean has been abbreviated to either "LatAm/Caribbean" or "LatAm/Car" and North America has been abbreviated either to "N.America" or "N.Am".

SECTION 1

The General Situation of Physical Education in Schools

Within general education systems, in 97% countries there are either legal requirements for physical education or it is a matter of general practice for both boys and girls at least at some age/stage or phase of compulsory schooling years. Table 1 indicates that there are some relatively minor regional variations in compulsory provision for both boys and girls but this falls within a range of 93% in Africa through 98% in Europe to 100% in Oceania. Generally, these proportions accord with those in an unpublished study (Clark et al., 2012) concerned with physical education provision around the world. Overall, in 98.7% of the countries, primary schools require physical education and the equivalent proportion for secondary schools is 88.4%. Clark et al. (2012) identified two countries not requiring physical education during primary school and 18 not mandating physical education during secondary levels of schooling. In accord with the Clark et al. study, the present Survey found that the proportion of countries without physical education mandates at the secondary schooling level is higher in low-income countries than high-income countries. This is a feature, which has been previously noted (Hardman and Marshall, 2000), a possible explanation for which is the mindset held about the importance and relevance of physical education in the school curricula.

Table 1. Compulsory Physical Education: Boys/Girls (%)

Area	Yes	No
Global	97	3
Africa	93	7
Asia	100*	-
Europe	98	2
LatAm/Caribbean	98	2
Middle East	91	9
North America	100**	-
Oceania	100	-

* In some countries, whilst physical education might be mandated for both boys and girls, in some schools girls do not participate in physical education lessons.

** Refer earlier commentary on United States concerning mandated provision.

At national level, the situation can be complicated by 'local' policy interpretations and levels of provision. The United States provides an example of a complex national situation: because of individual States' autonomy in legislating policy related to education curricula, variations exist between States in terms of physical education requirements and districts and/or local school board interpretations/applications of any mandatory requirements. A recent American National Association for Physical Education (NASPE) Survey found that whilst three-quarters of States have physical education mandates from elementary through high schools, only 6 States require physical education in every grade and 28 States allow physical education exemptions/waivers (NASPE, 2013). In Canada, while differences in the amount of physical education delivered exist between territories, it is required in all Provinces/Territories with the exception of Prince Edward Island where it is not mandatory during secondary school years.

Prescribed national curricula (refer table 2) are evident in 79% of countries globally with polarised provision reflected in Latin America's 96%, closely followed by Europe 94% (a proportion similarly identified in the 2010-2011 EUPEA Physical Education Survey) and the Middle East (93%), contrasting with North America's 0% and Oceania's 22%. Table 2 also provides prescribed national curricula provision for 2007. Comparison of the two sets of figures indicates a rise in provision of national curricula across all regions except for North America and Oceania. In the case of North America, the figure for 2013 only includes Canada and the United States, where educational autonomy is devolved to provincial and state level respectively. In the Oceanic region, insufficient sets of data were available for the 2007 overview and the 2013 low proportion reflects the state level curricula provision scenario in Australia, a country, which is currently undergoing educational reforms including development of a new/ revised physical education curriculum.

Table 2. Prescribed National Physical Education Curricula (%): 2007, 2013

Area	2007	2013
Global	79	79
Africa	60	89
Asia	33	90
Europe	89	94
LatAm/Caribbean	67	96
Middle East	33	93
North America	33	0
Oceania	N/A	22

Physical education provision during compulsory schooling years differs across regions and countries according to age or year stage of attendance with variations in number of physical education lessons per week (0.5 to 6) and weeks taught per year (16-46). These variations are also seen in the EUPEA Survey (2011-2012), where ranges of 1.5-3 lessons in primary and 2-4 lessons in secondary schools are reported (Onofre, Marques, Moreira, Holzweg, Repond and Scheuer, 2012, p.24). Overall, the average number of years during which physical education is taught in schools is 12 (range 8-14) with a 73% cluster of 11 and 12 years. The start-end years' continuum together with weeks per year and associated access to physical education are significant for individual development and sustained participation in physical activity. The early years are important in developing fundamental motor skills and providing opportunities for optimal development of physical capacities during the crucial years of growth and maturation. For later age school start, it is recognised that pre-school experiences might offer similar opportunities but often they are neither compulsory nor accessible to every child. The significance of school finishing age centres on tracking physical activity engagement from adolescence to adulthood. When access to physical education programmes ends at an earlier age, pupils are vulnerable to disengaging from physical activity; consequently they do not continue with it in later life and there may be insufficient time to embed either the skills or the habits for regular engagement throughout the full lifespan.

Despite official commitment to access to school physical education either through legislation or as a matter of general practice, such provision is far from assured. The disparities between state policy legal requirements and actual implementation, with clear indications of non-compliance with regulations, are particularly evident in countries where curriculum responsibility lies with education districts or individual schools, that is in contexts of localized implementation of curricula and, therefore, are subject to local interpretations. Elements of such non-compliance are readily seen in the United States, where individual State policies relating to physical education requirements are often not implemented because of District or School Board 'loopholes'. Thus, whilst three-quarters of States have physical education mandates from elementary through high schools, 28 States allow physical education exemptions/waivers, only 22 States have specified curriculum time allocations, only 6 States require physical education in every grade, only 3 States have adopted the national guidelines of 150 minutes per week in elementary schools and 225 minutes in high schools (NASPE, 2013).

Table 3 reveals that 71% of countries (in Europe 84%; in North America only 30%) adhere to implementation regulations and delivery but they can, and do, differ from school to school in the majority of countries. Conversely, globally in 29% of countries, physical education is not actually being implemented in accordance with legal/mandatory obligations or expectations. This proportion rises to 70% in North America, whilst in other regions (Africa 38%, Middle East 27% and Oceania 25%) lower proportions are evident; in Europe only 16% and in Latin America 11% of countries indicate a shortfall in implementation.

Table 3. Implementation of Physical Education: 2000, 2007, 2013

Area	% 2000	% 2007	% 2013
Global	71	79	71
Africa	25	60	62
Asia	33	33	85
Europe	93	89	84
LatAm/Caribbean	50	67	89
Middle East	82	67	73
North America	72	33	30
Oceania	70	N/A	75

The 'gap' between official policy and regulations and actual practice is geographically widespread and is well illustrated in the examples documented below from across the regions of the world. Pervasive factors contributing to 'the gap' are seen in devolvement of responsibilities for curriculum implementation and autonomy of schools or districts, loss of time allocation to other competing prioritised subjects, lower importance of school physical education in general and non-examinable status, lack of official assessment, financial constraints, diversion of resources elsewhere, lack of or inadequate provision of facilities, equipment and teaching resources, deficiencies in numbers of qualified teaching personnel, non-committed physical education teachers either resulting in little or no physical education or low quality delivery, negative attitudes towards physical education of other significant individuals such as head teachers and adverse climatic/weather conditions. Additionally, waivers based on participation in alternative activities, and/or exemption from physical education classes, granted on presentation of a medical certificate, is only acknowledged by a few countries. Such exemption practice (temporarily or permanently, partially or totally) on medical grounds is recognisably widespread throughout the world, thus perhaps undermining its status within the curriculum. An issue here is that exemption is rarely sought from other subjects except, perhaps, for religious education classes in some countries.

Africa

- “As there are not PE specified teachers in elementary, almost all schools at Elementary level do not implement PE lessons in accordance with regulations” (Ministry of Education, Dept. of General Education Official).
- “The time quota per class does not respect the 3 lessons per week” (PE and Sport Education Advisor).
- “Non-commitment on the part of PE teachers to teaching the subject; non-interest in PE on the part of school head teachers; lack of funds; inadequate and sub-standard equipment and facilities” (University Professor).
- “Less time is allocated for PE on the timetable; if full time is allocated, it is not fulfilled; since it is not examinable by the National Examination body, teachers neglect it; teachers cancel PE lessons to teach other subjects; PE is time wasting; PE makes children dirty” (Private School Teacher).
- “Although PE is part of the school curriculum and sometimes appears on the timetable, it is either not taught regularly or not taught at all, particularly in Black schools” (Amusa, Toriola, and Goon, 2013, p.192).

Asia

- “Lack of physical facilities, lack of motivation, not compulsory” (Directorate of Technical Education Official).

Europe

- “It is a fact that PE is main subject and it is included in the curricula but because of the bad base and facilities, the obligatory requirements are not realized fully” (PE Teacher).
- “3 lessons/wk are compulsory but often only 2 lessons are usual” (University Professor).
- “Facilities and equipment in school does not allow for the teaching of the full program. Teacher’s allocation - not enough qualified teachers in the school to deliver curriculum. Time not allocated in the timetable to allow for implementation of PE” (Secondary School Teacher). “The recommended two hours is rarely implemented. Time allocation reduces through the school years (excepting transition year)” (College Lecturer).
- “In Primary schools class teachers and peripatetic teachers should be delivering at least 2 hours of PE; very few schools achieve this” (University PE/Sports Director).
- “It is compulsory but is not delivered in accordance with regulations” (PE Teacher).
- “It doesn’t exist in some primary schools and in some secondary schools doesn’t have the hours that it should” (Secondary School PE Teacher).

Latin America/Caribbean

- “In primary schools there is a shortage of open codes for physical education in schools, violations of the law No. 7800 of April 30, 1998, published in Scope No. 20 Official Gazette No. 103 of May 29, 1998. There are a lot of schools 70%, which lack the infrastructure necessary for the exercise of these rights” (Experts, Directorate of International Affairs and Cooperation).
- Implementation varies because “each entity has autonomy in the organization; the established hours in working” (PE Teacher).

Middle East

- “Because of limitation in facilities and also in some schools that I have been teaching PE some school heads are not so keen in sports and don’t pay attention to it as a proper subject” (Official).
- “We do not have good sport facilities for example some public schools do not have a designated area for PE class; PE class is not considered a core class compared to mathematics, physics, biochemistry, Arabic language, religion; some of the PE teachers are not motivated to deliver their class as they should do as the society does not consider PE an important subject; heads of schools in general consider PE class as less important subject compared to other subjects; we have just one PE class per week and sometimes this class will be allocated at the end of the day where PE teachers send students home; as PE class is not very important...other classes such as Math and biochemistry and physics can be taken; sometimes PE teachers are responsible for other duties in the school, for example he/she checks attendance and follows up the schools’ furniture...” (University Lecturer).

North America

- “Time allotments of 10% not met; portions of curriculum not being taught (gymnastics, dance, outdoor), elementary generalist teacher expertise a barrier; lack of teacher and administrator priority given to PE; facilities and equipment provide implementation challenges; no provincial measurement tool to measure student achievement; student achievement in PE not defined; games dominated curriculum; inappropriate evaluation techniques” (PE and Athletics Co-ordinator).
- At Idaho high schools, districts are required to offer physical education, but students aren’t required to take it... Idaho elementary school students receive little more than a third of the NASP’s recommendation for minutes per week of physical education – 55 minutes per week compared with 150” (Rodine and Hotaiken, 2012).
- A city audit found that just 6 per cent of the city’s schools came anywhere near to offering the required weekly two hours of PE for elementary-age children” (Rodine and Hotaiken, 2012).

Oceania

- “PE is mandated to make up to 6 per cent to 10 per cent of curriculum time, but this time allocation is rarely met...a range of barriers... impact on the amount and quality of PE and sporting programs within primary schools. These barriers exist mainly because the delivery of PE usually relies on classroom teachers, who already have many other pressures placed upon them... primary teachers often omit the mandatory PE hours from their week as a result of feeling pressured by the extent of the curriculum and their lack of experience and ability to teach the practical component of Personal Development, Health and Physical Education syllabus... The teaching of PE is often the first to suffer, as teachers struggle to fit in the mandatory hours across all subject areas...” (Curry, 2011).
- “Variability is a result of vague curriculum guidelines which allow each school to determine the specific learning needs of their students and build programmes around this – as a consequence physical education, particularly in the primary school can become marginalised... Variability is also a reflection/direct result of the PETE training for primary teachers (who)... are expected to teach across the curriculum- 8 essential learning areas. As a result teacher competence (content knowledge in particular) in primary school PE is somewhat restricted. Developments in the last 10 years or so have seen many outside agencies knocking on the primary school door to come in and take ‘sport’ as a physical education programme. They see this opportunity as a commercial opportunity and primary school teachers see it as an escape route from their lack of confidence” (University Lecturer).

SECTION 2

Physical Education Curriculum Time Allocation

The issue of time allocation is generally complicated not only by localised control of curricula, which give rise to variations between schools, but also by practices of offering options or electives, which provide opportunities for additional engagement in physical education and/or school sport activity. Student 'uptake' of such opportunities can vary within, and between, countries and not all take advantage of the extra provision. Whatever, the options/electives available may be included in curriculum time allocation indicated in some countries' survey responses and, therefore, may not accurately represent the prescribed time allocation for all students in at least some schools in those countries where additional opportunities exist. Further complications arise in determining definitive figures for a country or education autonomous region in individual schools, where prescribed or mandated time allocations are not implemented because of a variety of reasons, many of which are documented in section 1 above and below in this section. However, some general tendencies can be identified. Tables 4 and 5 indicate global and regional physical education curriculum time allocations (mean and range) for primary and secondary schools respectively.

Table 4. PE Curriculum Time Allocation: Primary Schools (Minutes per Week)

Area	Mean	Range
Global	97	25-270
Africa	86	30-270
Asia	84	35-180
Europe	109	30-290
LatAm/Caribbean	90	30-225
Middle East	89	55-120
North America	107	30-200
Oceania	111	27-185

Table 5. PE Curriculum Time Allocation: Secondary Schools (Minutes per Week)

Area	Mean	Range
Global	99	25-240
Africa	96	25-180
Asia	85	25-180
Europe	105	30-240
LatAm/Caribbean	94	45-225
Middle East	66	40-160
North America	125	40-225
Oceania	100	60-150

During the primary school phase, there is an average **97** minutes weekly (range of 25–270 minutes); in the secondary school phase, there is an average of **99** minutes weekly (range of 25–240 minutes). Clark et al. (2012) global study found that in terms of weekly minutes allocated to physical education instruction during primary school, 6 countries have requirements of less than 50 minutes, 69 require 50-99 minutes, 40 countries mandate 100-149 minutes, and 8 countries establish policies requiring 150 minutes or more. For secondary schooling, the global picture comprised 14 countries requiring up to 49 minutes, 46 calling for 50-99 minutes, 35 mandating 100-149, and 5 countries allocating 150 minutes or more per week of physical education. There are some clearly discernible regional differences in scheduled time allocation.

The difficulties inherent in specifying definitive figures for physical education curriculum time allocation for a country or region referred to above are illustrated in two national contexts: Canada and Northern Ireland. In the Canadian Provinces, allocated time does not necessarily represent actual physical education time provided in Manitoba, Ontario (actual instruction time varies from 40 to 200 minutes per week), Quebec, New Brunswick, Nova Scotia (varies from 90 to 150 minutes per week), Prince Edward Island (varies from 90 to 180 minutes over a 6-day cycle) and in Newfoundland and Labrador, the majority of schools neither meet the national standard of 150 minutes per week nor the provincial Department of Education expectation (Physical and Health Education Canada, 2011). A Northern Ireland Survey of PE time allocation in primary schools found that: (i) the average physical education time by year group ranged from 85 to 95 minutes per week, with an overall average of 89 minutes per week; (ii) whereas 83% of the schools participating in the Survey had an average PE time allocation of 80 minutes, only 17% of schools exceeded the recommended 2 hours of PE with an average of 137 minutes; and (iii) the actual PE time allocation ranged from 30-39 minutes to 240-249 minutes with main clusters at 60-69 and 70-79 minutes (Sport Northern Ireland, 2009).

Within countries, where responsibility for curricula is devolved to regional entities (such as Provinces in Canada, States in Australia and the United States of America), there are variations between, and within, those responsible entities. In Canada, for example, as noted above, variations occur across the Provinces: at the Elementary School stage allocation ranges from 5% of instructional time (about 75 minutes per week) to 165 minutes per week, through 10% instructional time (150 minutes per week) in Junior High Schools to 75-110 total instruction hours in Senior High Schools (Hickson, Robinson, Berg and Hall, 2012, p.19). A notable feature, identified in the EUPEA Survey (Onofre et al., 2012, p.26) is that generally where curricula are subject to local implementation practices, i.e., at school level, physical education timetable allocations are lower. Additionally, in many economically under-developed and developing countries, a similar scenario is also evident in rural as opposed to urban/semi-urban settings. However, this is not exclusive to low income countries, as exemplified in Canada, where there are challenges encompassing multi-age/grade classes, shortfalls in human and material resources, student absence to provide family economic support etc. (Hickson et al., 2012, p.25). On the other hand, the Sport Northern Ireland Primary Schools Survey (2009) reported a higher proportion of rural (68%) over urban schools (26%) in achievement of the prescribed two hour target of physical education curriculum time allocation and that schools in rural locations delivered more physical education (average 93 minutes per week) than urban schools (85 minutes per week). Furthermore, the Northern Ireland Survey findings revealed a negative correlation between school size in terms of enrolment numbers and physical education curriculum time allocation: time allocated to physical education decreased as enrolment numbers increased; schools with less than 100 pupils averaged 94 minutes per week, whereas schools with 700 and more pupils averaged 59 minutes per week.

Table 6 presents data, which allow comparison of average global physical education curriculum time allocation for 2000, 2007 and 2013.

Table 6. Global PE Curriculum Time Allocation: 2000-2013 (Minutes per Week)

School Stage	2000	2007	2013
Primary	116	100	97
		R = 30-250	R = 25-270
Secondary	143	102	99
		R = 30-250	R = 25-240

The decreases seen in both primary and secondary schools physical education time allocation between 2000 and 2007 are also evident in primary and secondary schools in the 2013 data, however, only marginally so as educational reforms are undertaken and greater awareness of the essential need for physical activity engagement is perceived as being important in promoting more healthy and active lifestyles. Reforms though are no guarantee of increases in curriculum time allocated to physical education, even when opportunities are provided as intimated in a Central European observation on the immediate influence of school education programmes' reform:

“Last school year only 28 % of primary schools allocated in curriculum 3rd PE lesson... It is opportunity increase this numbers of PE lessons by school educational programmes.”

It remains to be seen whether the newly adopted “Conception” of 135 minutes per week allocated to physical education in the curriculum in this central European country is actually implemented and the extent to which schools opt to increase the weekly numbers of physical education lessons.

The reference to disparities in terms of compliance with legislated policy in Section II is mirrored in physical education curriculum time allocation, especially in local implementation contexts. Testimonies to such disparities are examples drawn from higher income countries/autonomous provinces/states in Europe, North America and Oceania.

Europe

- “School autonomy prescribed by national Law 283/2003 produces variations and PE can give way to other subjects; the standard allocation of 3-4 lessons in secondary schools has been effectively reduced to 2 in lower secondary and 1 in upper secondary levels” (University-level Commentators).
- For secondary schools: “This is the notional allocation as recommended by government i.e. the Department of Education and Skills (DES). In practice only a very small minority of schools reach this. A double period (80 minutes) is the norm especially at junior cycle (12-15 years) with a fall-off noted at senior cycle (16-18 years) as pressure from exams increases” (Senior Inspector).

North America

- “In fact 44% of students... have physical education instruction only once or twice each week. Moreover, many students... receive no physical education after their first year of senior high school because they are no longer required to take physical education... instructional time allocations and actual school practice often vary considerably... Most schools neglect to meet the allocations set out by their provincial/territorial government, irrespective of the fact that many of these allocations are... requirements, rather than guidelines” (Hickson et al., 2012, pp. 22-23).
 - “Teachers are mandated by state to teach 200 minutes every ten days of Physical Education but there is nothing in place to see that is being done. With that being said the teachers are not held accountable for ensuring that they are teaching the 200 minutes” (PE Teacher).
-

Oceania

- “PE is mandated to make up to 6 per cent to 10 per cent of curriculum time, but this time allocation is rarely met... a range of barriers... impact on the amount and quality of PE and sporting programs within primary schools. These barriers exist mainly because the delivery of PE usually relies on classroom teachers, who already have many other pressures placed upon them...” (Curry, 2011).
 - In primary, “Varies between grades and schools; a notional 2 hours physical activity (PA) time but this is broadly defined and different for each school; most have a specialist PE teacher led lesson of 30-60 minutes per week” (University Lecturer). In primary schools, “NB Delivery Quality and curriculum experience varies considerably”; in secondary schools, “In reality, many secondary schools make it an elective subject at Year 10. Also offered as Year 11 and 12 subject” (University Lecturer).
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NB. Further references to school physical education time allocation and implementation issues are included in Section 9b.

SECTION 3

Physical Education Subject and Teacher Status

Legal and perceived actual status of physical education and its teachers is a contentious issue: the former can be subject to 'local' interpretations and/or implementation and the latter to variable perceptions. Table 7 data indicate that globally equal subject legal status is claimed in 77% of countries and regionally North America's 33% represents a stark contrast with Europe's 92%. Globally, and, with the exception of Oceania, regionally, data suggest that in actual practice physical education is considered to have lower status than other subjects. The highest proportions of perceived lower status of physical education are seen in North America (77%), Africa (69%) and the Middle East (65%).

Table 7. PE Subject Status (%)

Area	Legal (Same)	Actual (Same)	Actual (Lower)
Global	77	46	54
Africa	69	31	69
Asia	85	48	52
Europe	92	54	46
LatAm/Caribbean	70	59	41
Middle East	82	35	65
North America	33	23	77
Oceania	89	89	11

Illustrations of physical education's lower status are evident in both northern and southern hemispheres with references to: little interest in physical education; low levels of awareness of its usefulness and intrinsic/extrinsic values; a non-examinable, non-academic, recreational and non-demanding subject; greater emphasis on literacy and numeracy; less time curriculum time allocation; negative attitudes of 'significant others' (including teachers responsible for physical education), particularly in primary/elementary schools; lack of parental and other stakeholders' support; and its perceived relevance to and undervaluation by, some pupils in schools.

Africa

- “Low awareness of usefulness of physical education in the educational system” (Ministry of Youth and Sport, Elite Sport Advisor).
- “Especially in elementary level, PE is given lower status in assigning teachers... PE is not given the same concern and credit in tests and examinations and this kills the working moral of teachers” (Ministry of Education, Dept. of General Education Official).
- “Misconceptions that PE is not academic; participation in PE is a waste of time; PE is vast yet it is offered for only one semester in Colleges of Education” (Director of PE Programmes).
- “There is the issue of nonchalant attitude of school heads toward PE; there is also the issue of lack of interest in teaching PE by PE teachers in the lower school system e.g. primary and secondary schools” (University Professor).
- “Not all schools offer PE; not being taken seriously by our government” (Sports Officer).
- “Parents and other stakeholders take PE lessons as a wastage of time in schools” (Teacher). “Very few teachers take PE seriously” (Head Teacher/PE Teacher).
- “Negative attitudes...; poor prioritisation by education managers who favour academics” (Principal Director).

Asia

- “Not the priority in the school curriculum” (University Associate Professor).
- “Physical Education has not attended the same status yet” (Directorate of Technical Education Official).
- “PE is not a respected occupation for college graduates. Therefore, in junior and senior high schools, PE classes are often cancelled” (Sugino and Mimura, 2013).

Europe

- “Marginalization of PE; lack of support of parents (helping their children to not attend to PE lessons – medical certificate ...)” (PE Professor).
- “While the legal status is the same like other subjects, the real status respectively the acceptance of PE is lower” (University Professor).
- “Lower status” (Lower Secondary School Teacher).
- “Physical education not taken seriously by other teachers and principals” (Secondary School Teacher).
- “It has no status whatsoever and no matter how much the high authorities speak about the importance of PE nothing of substance has been done” (Sports Promotion Unit Official).
- “The situation (remains one of) low status, inadequate implementation of laws” (University Researcher).

Latin America/Caribbean

- “Although theoretically well considered, in practice and in the regulation itself is not” (PE Professor).
- “PE is of little importance to central government; there is more concern for other areas of study plans than for PE” (Specialist).
- “The lack of full recognition to the importance of physical education in the development of the student” (PE Teacher). “Little recognition of Physical Education” (Pre-school PE Co-ordinator).
- “The subject is considered the lowest status within the areas, where children, youth and adolescents are recreated and have a relaxation of its activities, and is not seen as an area of motor development” (PE Teacher).

Middle East

- PE has “less importance within parents and the school principals” (Teacher).
- “PE subject is not included in the total average of High school which in turn affect the status of PE class. In general Jordan population do not have enough awareness of the importance of Sport and physical fitness which in turn affect the status of PE class as well as the participation of pupils in the class” (University Lecturer).
- “The PE subject has lower level of important subjects in school; old curriculum” (University Dean).
- “The majority of parents and community have a poor perception of the quality of PE class. Also, they do not consider PE as an important subject” (Government Official).

North America

- “PE takes a backseat when it comes to educational core subjects” (PE Teacher).
- “Districts... are taking advantage of a 2006 State law allowing PE waivers “so students can take tougher classes in place of physical education” (Binkley, 2012).

Oceania

- “Physical education is looked upon as a subject of “no use” or a waste of time and is for those who are “weak”. There is a need to have this subject seen as important subject in the promotion of a healthy and productive society” (PE Lecturer).

Frequency of cancellation of lessons is one indicator of subject status. Table 8 data indicate that globally in 44% of countries, physical education lessons are cancelled more often than other so called academic subjects, with high rates of cancellation reported in North America, Oceania, Africa, and the Middle East.

Table 8. Cancellation of Physical Education Lessons (%)

Area	2000	2007	2013
Global	61	63	44
Africa	93	80	65
Asia	67	50	33
Europe	53	59	31
LatAm/Caribbean	80	67	52
Middle East	67	67	65
North America	50	50	100
Oceania	90	N/A	67

Apart from its attributed low esteem and status as of little educational value etc., other reasons for the cancellation of physical education lessons/classes encompass: government financial cuts; attitudes of teachers and/or school principals, including apathy; insufficient numbers of qualified physical education teachers and provision of facilities and equipment; absence of teachers with no availability of replacement support; priority attached to other 'examinable'/ more academically perceived subjects; adverse weather conditions; low level awareness of the importance of physical education within the school community; the use of dedicated physical education lesson space for preparation for and 'taking' examinations, school events or other activities such as medical or health screening, teachers' meetings and strikes' meetings, arts festivals, book fairs; preparation for examinations; concerts; ceremonial occasions such as celebratory prize giving; religious exercises and events; use as dining areas, and election polling (voting) station *inter alia*. The cancellation reasons are variously observed in all regions of the world.

Africa

- "Bad weather and examinations" (University Teacher).
- "Priority is given to other subjects. Unavailability of specified PE teachers. Weak awareness of director and authorised personnel towards the importance of PE in the total build-up of learners. Substitution of PE teachers to the shortages of other subjects. Lack of facilities and equipment" (Ministry of Education, Dept. of General Education Official).
- "Remedial lessons, Common duties, Medical, Exams, Animation Educational" (Gabon National Commission to UNESCO Official).
- "This is due to emergency meetings in schools; insufficient sport facilities and equipment; insufficient qualified teachers to handle the subject" (PE Teacher).
- "Should extra time be needed for concert practices, outings etc., PE will be cancelled so as not to take time from the basics (reading, writing, arithmetic)" (Primary School Principal).
- "Bad weather" (Ministerial Official).
- "Lack of interest by the teacher. Inadequate facilities. Unfavourable weather conditions. Lack of trained manpower. Examination orientated schools take up time for PE to teach other examinable subjects" (Teacher).

Asia

- “Gym will be used for other school function or other activities” (University Associate Professor).
- “Compensatory classes for other subjects” (National Association of Sports and Health Official).
- “Weather (when there will be rain, there will be no PE class because they don’t have indoor facilities in the schools), less sports equipment, less physical facilities, fewer budgets, less PE Teachers” (Ministerial Official and University Teachers).

Europe

- “Excursions (visits outside the school for other subjects); use of the sport facilities for other matters; absence of the teacher (illness, injury ...)” (University Professor).
- “Substitution for other subject (and) a missing teacher” (PE Teacher).
- “Poor weather and shortage of large indoor space for exams etc., which may result in a lesson being cancelled” (University Lecturer).
- “Not enough qualified persons; PE classes take place in the afternoon – children can go home earlier” (University Professor).
- “Fest rehearsal or other activity preparation/organizing” (Elementary School Teacher).
- “Preparation for a common school event or a health screening” (University Policy Officer).
- “Use of indoor facilities for school events – concerts, assemblies, book fairs, meetings, school fundraising, exams etc., thus impacting on the delivery of a comprehensive PE programme in some schools. Poor weather conditions for schools without indoor facilities” (College Lecturers in PE). “Many and varied reasons. Among the most common: in some schools there is the unhealthy culture of taking students out of physical education lessons for other “more important” activities as examinations approach (and) the unhealthy practice of having visiting speakers, excursions etc. take place when students have the “less important” subjects timetabled (e.g. Physical Education)” (Senior Inspector).
- “Events and Meetings” (Primary School Teacher).
- “Weather, other activities at school” (University PE/Sports Director).
- “Performances, school appeals, rehearsals, theatrical attempts, school celebrations” (Teacher). “School meetings (but this is not very often)” (PE Teacher).
- “Lack of resources (auxiliary people)” (PE Teacher).
- “Especially in level ISCED 1 very frequent reason is general teacher. Many of these general teachers are elderly persons and have no interest to go with children to PE lessons; in ISCED 2, 3 - because according to other teachers, their subjects are more important comparing to PE” (University Professor).
- “Value system is responsible: Concrete examples: Superior value of singing lessons, school projects, evaluation of other curriculum subject (instead PE/in time of PE)” (High School PE Teacher).

Latin America/Caribbean

- “Weather No roofing or kids rooms for classes as against turn ... do not come when it rains” (PE Teacher).
- “For climatic reasons: there is not enough adequate space for the development of physical education classes (usually outdoors)” (Higher Institute of PE Official).
- “Often replaced by other classes; weather issues that don’t permit outdoor activity; field trips” (PE Teacher).
- In primary schools “... Tours, visits, civic occasions, art festivals, meetings, sport festivals, strikes, climatic situations (depending on the region from flooding)” (Experts, Directorate of International Affairs and Cooperation).
- “Celebration of inter-school events” (Embassy Official).
- “The school curricular activities; teacher Meetings” (Government Curriculum Expert Consultant in PE and Sports).
- “Weather reasons” (Primary School PE Co-ordinator). “On the instructions of educational authorities for the realisation of events not programmed” (Teacher Training College Professor). “Physical education teachers have commissions, there are meetings, courses, weather, personal problems” (Pre-school PE Co-ordinator).
- “Teacher to do something else in the school service; because it rains; because there is a reunion of representatives, teachers, cadres; support for teacher in a room where not attended the classroom teacher” (PE Teacher).

Middle East

- “Because of weather, as there is no indoor facilities in much of the schools then if there is rain or snow the class will be cancelled (and)... If there is a special occasion that needs students to take part in it, PE classes easily could be the main choice (for cancellation) for school principals” (Teachers).
- “Because of the lack of time for other subjects because the teacher or student weak abilities” (University Dean).
- “The climate, make up for other subjects (they take PE classes); exams for other subjects” (University Athletics Director).
- “Poor awareness of the importance of PE from School Community: there is no pass or fail in PE; lack of professionalism from PE teacher” (Government Official).

North America

- “Teacher doesn’t feel like going, assemblies, gym is booked for other events, dance set up, drama set up, polling station” (PE and Athletics Co-ordinator).

Oceania

- “Other school activities that are more important to the school than physical education” (PE Lecturer).

Table 9 shows that in 18% of countries physical education teachers do not enjoy the same status as other subject teachers but there are marked regional differences. In Latin America (47%), Africa (34%) and Asia (28%), there are clear indications of lower status accorded to physical education teachers when compared with other subject teachers.

Table 9. Physical Education Teacher Status: Globally/Regionally (%)

Area	Higher Status	Same Status	Lower Status
Global	2	80	18
Africa	2	65	33
Asia	5	67	28
LatAm/Caribbean	-	53	47
Europe	2	89	9
Middle East	-	94	6
North America	-	95	5
Oceania	-	89	11

In some countries, there is an element of ambivalence in PE teacher status as an example from western Europe demonstrates:

“According to the school – some PE teachers (20%) are really respected because they are the cornerstones of the physical activity within their school; other (60%) are not able to underline their central role and the remaining (20%) are destroying the notoriety of PE according to their poor attitudes!” (University Professor).

In some other countries, it is an issue of identity and inequality:

“Lack of identity, about what we do” (PE Teacher). “Economic inequality of the support received for the schools, compared to the classroom teacher or group” (Primary School PE Co-ordinator).

SECTION 4

The physical education curriculum

a) Aims and Themes

Educational reforms in some countries and responses to concepts of healthy well-being related to active life styles and a perceived obesity epidemic have prompted, or are leading to, changes in physical education curricula. Links between physical education and health education and with personal and social development are occurring in some countries, testimony to which are EUPEA Physical Education Survey (2010-2011) findings, which indicate that exercise and health, physical activity learning and social and personal development are the most frequently cited aims of physical education programmes in the 22 countries/education autonomous regions of Europe sample. Notably, the Australian Curriculum, Assessment and Reporting Authority's guideline document, *Draft Shape of the Australian Curriculum: Health and Physical Education*, alludes to "... Health and Physical Education (as) uniquely positioned to provide opportunities for students to adopt lifelong healthy, active living... (and)... a foundation for students to enhance their own and others' health and well-being in ever-changing contexts" (ACARA, 2012, p.2).

Not untypical of physical education curricular aims, and, especially but not exclusively so, in higher income countries, are those which embrace cognitive (knowledge/knowing), psycho-motor (skills/doing) and affective (attitudes/values) outcomes associated with a healthy, active life-style philosophy and connected with physical literacy and the notion of the physically educated person. An illustrative example is that of **Slovakia**, where *the Act on Education No. 245/2008 Coll* adopted in May 2008 ushered in a new curriculum, in which the subject, *Physical Education and Sport*, is assigned a competence-based syllabus facilitating application in everyday life in a context of health support. Syllabus outcomes embrace motor, cognitive, communication, inter-personal and attitude competences (Šimonek, Halmová and Kanásová, 2009). Another feature of changes taking place is increasing attention devoted to Quality Physical Education concepts and programmes, in which physical literacy and health literacy have a prominent presence. Physical literacy is perceived to be essential for lifelong involvement in sport and physical activity and long-term healthy well-being. An additional indicative feature of change relates to 'Physical Activity' time allocations: in Australian States such as Tasmania, Victoria and Western Australia, for example, prescribed time is allocated to "Physical Activity", in which physical education lessons are included. In other regions and countries, there are increasing references to physical activity time prescriptions, guidelines and interventions and to health promotion programmes, some evidence for which is apparent in cited *Best Practices* (refer section 9). The growing attention to promotion of a physically active and healthy lifestyle in schools to prevent and control obesity and other diseases such as diabetes and life-threatening heart conditions has ushered in health-optimising physical activity and fitness programmes. This is seen in **United States'** programmes such as *SPARK* (a health optimising physical education curriculum and staff development programme), *CATCH* (an elementary school physical activity and nutrition programme), *LMIS, Let's Move in School*, (AAHPERD's initiative to increase physical activity before, during and after school) and *Planet Health* (an inter-disciplinary curriculum for school nutrition and physical activity in Middle Schools) have been introduced on a nation-wide basis (Keyes Kun, 2012). In **Canada**, *Action Schools! BC* (British Columbia), *EverActive Schools* (Alberta), *in motion* (Saskatchewan), *Healthy Schools* (Manitoba), *Active Kids, Healthy Kids* (Nova Scotia), and *Healthy Schools* (Ontario) (Hickson et al., 2012, p.21), serve to underline the promotion of physical activity and healthy well-being. The Canadian Province also provides an example of innovation in physical education curriculum development. The *Ontario Health and Physical Education Model* (Ontario Government, 2010) is made up of three distinct but related strands: *Healthy Living, Active Living, and Movement Competence: Skills, Concepts and Strategies*. A further set of expectations related to *Living Skills* (personal, inter-personal and critical and creative thinking skills) are included at the beginning of each year grade and are taught and evaluated in conjunction with the learning in the three strands. The approach to *Healthy Living* focuses on helping students to use their understanding of health concepts to make healthy choices and to understand the connection between their personal health and well-being and that of others and of the world around them. The *Movement Competence* strand focuses on developing movement skills, concepts and

strategies that prepare students to participate in lifelong physical activity. The *Active Living* strand focuses on teaching students about the joy of physical activity while developing personal fitness and responsibility for safe participation in physical activity. A strong emphasis is placed on teaching the *Living Skills* across all strands.

Tables 10 and 11, respectively providing data on ranking of physical education curriculum themes in primary and secondary schools, reveal that health-related fitness themes in primary schools are not considered as a ranked theme, whereas in the secondary stage of schooling, this theme is pre-dominant. The theme of motor skills dominates in the primary stage years, followed by active lifestyle and then by personal and social development, a pattern, which is largely repeated in the secondary stages years in terms of rank order after health-related fitness.

Table 10. PE Curriculum Themes Ranking: Primary Schools

Area	Health-related Fitness	Motor Skills	Active Lifestyle	Personal/Social Development
Global	-	1	2	3
Africa	-	1	2	3
Asia	-	1	2	3
Europe	-	1	2	3
LatAm/Caribbean	-	1	2	3
Middle East	-	1	2	3
North America	-	2	1	3
Oceania	-	1	-	2

Table 11. PE Curriculum Themes Ranking: Secondary Schools

Area	Health-related Fitness	Motor Skills	Active Lifestyle	Personal/Social Development
Global	1	2	3	4
Africa	1=	1=	3	4
Asia	1	2=	2=	4
Europe	1	2	3	4
LatAm/Caribbean	2	1	4	3
Middle East	1	2	4	3
North America	-	3	1	2
Oceania	1	2	-	3

b) Content Activity Areas

According to ‘official’ documents, many countries commit to a ‘broad and balanced’ range of curricular activities’ opportunities. One example is Northern Ireland: Article 4 of the Education (Northern Ireland) Order 2006 statutorily obliges Boards of Governors and Principals to ensure that schools offer:

“A balanced and broadly based curriculum that promotes the spiritual, emotional, moral, cultural, intellectual and physical development of pupils...and thereby of society; and prepares pupils for the opportunities, responsibilities and experiences of life by equipping them with appropriate knowledge, understanding and skills” (Sport Northern Ireland, 2010, p.4).

At one level, as tables 12 and 13 imply, the broad and balanced curriculum would appear to be reflected in practice with the range of different activities taught within many physical education programmes and a rise in ‘new’ activities (embraced within “Other” activities in the table) being incorporated into some programmes in both primary and secondary schools. Tables 12 and 13 figures generally reveal a curriculum presence of team and individual games and sports, gymnastics, dance, swimming, outdoor adventure, track and field athletics and other activities in both primary and secondary stages. These data are mirrored in the European Commission’s *Eurydice Report* (2013) in observations on commonly practised physical education curricular activities in European countries. A feature also revealed in the tables is that team games and sports have the most broad-spread presence with dance, swimming and outdoor adventure activities less commonly included.

Table 12. PE Curriculum Activities (%): Primary Schools

Area	TG/S	IG/S	Gym	Dance	Sw.	OAA	T and F	Other
Global	99	71	82	68	53	47	87	35
Africa	97	60	61	55	39	19	85	14
Asia	100	90	90	90	85	70	95	80
Europe	100	73	97	81	59	57	91	36
LatAm/Caribbean	100	72	73	44	34	56	86	49
Middle East	100	62	44	25	69	12	50	12
North America	100	100	67	100	33	33	100	0
Oceania	100	50	50	50	50	50	100	50

TG/S = Team Games/Sports; IG/S = Individual Games/Sports; Gym = Gymnastics;
Sw = Swimming; OAA = Outdoor Adventure Activities; T and F = Track and Field Athletics

Table 13. PE Curriculum Activities (%): Secondary Schools

Area	TG/S	IG/S	Gym	Dance	Sw.	OAA	T and F	Other
Global	92	76	82	63	52	55	92	46
Africa	100	72	51	32	43	19	83	17
Asia	100	95	90	90	90	65	95	80
Europe	85	80	98	80	58	74	99	54
LatAm/Caribbean	98	63	73	44	32	46	91	43
Middle East	100	56	50	31	37	12	62	31
North America	100	100	50	100	50	50	50	50
Oceania	100	50	50	50	50	50	100	50

TG/S = Team Games/Sports; IG/S = Individual Games/Sports; Gym = Gymnastics;
Sw = Swimming; OAA = Outdoor Adventure Activities; T and F = Track and Field Athletics

Furthermore, analysis of data (see tables 14 and 15 below) gathered from the Survey questionnaires, challenges the actual extent to which breadth and balance are provided. Examination of activity areas' time allocation across the world reveals how, in practice, competitive sport activities such as Games and Track and Field Athletics dominate the physical activity experiences of pupils globally, thus echoing the indications in the World-wide Surveys I and II of an orientation to a performance sport discourse in which there is in both primary and secondary schools a predominantly Games (team and individual) orientation followed by Track and Field Athletics and Gymnastics. In the European region, this orientation pattern is reported in the European Commission's *Eurydice Report* (2013):

Europe

- "Among the mandatory physical education activities in schools, games are most common... After 'games' come gymnastics, athletics..." (Eurydice, 2013, p.21).

Tables 14 and 15 indicate that together these three activity areas account for 75% and 76% of physical education curriculum content in primary and secondary schools respectively. In the 2007 Survey, these proportions were respectively 77% (primary schools) and 79% (secondary schools). Collectively, swimming, dance and outdoor adventure activities are accorded only 18% of activity time allocation at primary level (exactly the same as 2007) and only 17% at secondary level (13% in 2007).

Table 14. Proportion (%) of Curriculum Activity Area Allocation: Primary Schools

Area	Dance	Games	Gym.	OAA	Sw.	T and F	Other
Global	7	41	15	7	4	19	7
Africa	8	36	11	6	6	28	5
Asia	8	45	9	13	6	10	9
Europe	7	40	18	6	4	18	7
LatAm/Caribbean	6	40	13	9	2	18	12
Middle East	-	74	5	2	7	7	5
North America	13	35	15	3	-	12	22
Oceania*	-	80	-	-	-	20	-

* Based on minimal response data. Australia and New Zealand have more broad and balanced curricula in both primary and secondary schools. Gymnastics and swimming in NZ primary schools are on the wane; Olympism is increasing.

Table 15. Proportion (%) of Curriculum Activity Area Allocation: Secondary Schools

Area	Dance	Games	Gym.	OAA	Sw.	T and F	Other
Global	6	45	13	7	4	18	7
Africa	7	39	9	7	6	27	5
Asia	8	45	9	13	6	10	9
Europe	7	42	15	7	5	17	7
LatAm/Caribbean	5	47	12	7	2	17	10
Middle East	1	75	6	2	1	9	6
North America	10	37	20	5	-	10	18
Oceania*	-	75	-	-	-	25	-

This predisposition towards a Games-dominated curriculum is well illustrated by a west European country example:

“Games dominate provision to the expense of other strands (athletics, aquatics, dance, gymnastics, outdoor adventure, health-related activities)” (College Lecturer).

The emphasis on sport, rather than the application of a broadly-based physical education programme is epitomised in observations made in several countries from across the regions:

- “Focus the content development of the area in sports, by teachers” (Higher Institute of PE Official).
- “Problems of understanding PE and sport in teachers, school directors and other concerned personnel. Teachers, i.e. PE Teachers prioritizing sport activities in PE lessons” (Ministry of Education, Dept. of General Education Official).
- “The most teachers have a traditional concept of sport (sport = competitive sport)” (University Professor).
- “PE teachers pay more attention to the students who have outstanding level in a specific sport like footballers” (University Lecturer).
- “The national curriculum is centred on teaching sports, not outdoor activities and leisure activities” (University Lecturer).
- “Sport oriented PE teachers (many of them are working at the afternoon as coaches)” (University Associate Professor).
- “Many students and parents have a perception that sport in school is the same as when they play sport for a club and sometimes have difficulties in understanding the school sport purposes” (Teacher).
- “The learning area of Health and Physical Education... is characterised by breadth of content and a holistic orientation towards health and well-being. In this research the extent to which this breadth and orientation was reflected in programmes of physical education, was limited....Many units of the work are sport based, centre on skill related activities, and/or sport-specific game experiences... Primarily, activities and sport, rather than the HPE learning area... appeared to be the dominant frame for curriculum provision both in content and pedagogy” (Penny et al., 2013, p.16).

The relative narrowness of the physical education curriculum is also articulated by a south eastern European physical education teacher:

- “Inadequate prescribed national PE curriculum. Lack of swimming, water games and skiing in national PE curriculum as a compulsory content. Swimming is realized once a year with pupils from 8th grade once in September. Skiing is realized during the winter holiday, it completely financed by student parents and it is optional” (Basic School PE Specialist).

c) Relevance and Delivery Quality Issues

The emphasis placed on competitive sport activities runs counter to societal trends outside of school and raises issues surrounding meaning and relevance to young people as well as quality issues of programmes provided. Occasionally, it is an emphasis supported by mass media intervention as exemplified in a Latin American/Caribbean country:

- “Physical education at school has used competitive sport as a copy of the model disseminated by the mass media in a repetitive manner. There are some studies that show that physical education is marked by a teacher is not practical politics, that is, students assume the role of educator and do the activities they like or are disseminated by the media, such as soccer, basketball or volleyball” (Teacher).

Amongst the post-London Olympic Games legacy euphoria are intimations by individuals that their school physical education experiences were far more negative than positive; in another west European country the immediate and life-long values of a games dominated curriculum are challenged; in south eastern Europe, the nature and scope of the physical education curriculum are questioned; in an eastern European country deteriorating attitudes towards physical education are intimated; the relevance of the physical education curriculum in a Middle Eastern country is contested; in an eastern Europe country, there is an assertion that the curriculum is no longer relevant; and in an Asian country, students express dissatisfaction with physical education classes:

- “I hated games so much that I used to hide in the lavatories, forge sick notes and, on occasion, play truant. Is it humane to force youngsters to endure physical activity they hate?” (Sunday Times, 2012). “In the London grammar school I attended I hated the weekly humiliation (of Scottish country dancing every week) and I do not believe it contributed anything to my balletic agility or my strength of character... If the post-Olympic euphoria does result in serious efforts to increase the time spent on physical education, those responsible for the curriculum must ensure activities are developed that offer children who are not yet sporting some enjoyment” (Sunday Times, 2012).
- “The dominant position of Games (particularly team games) needs to change if we are to engage as many students as possible along a path of lifelong well-being” (Senior Inspector). “The dominance of the games strand - as a disconnected unit from aspects of other strands - is an unattractive option for students who do not see themselves as ‘sporty’” (College Lecturer).
- “Insufficient preparation of pupils in basic education (teaching phase 1st to 4th/5th grade for successful realisation of PE contents in the next teaching phase from 5th to 9th grade. Need for more precisely and clearly defined PE aims, goals and contents in PE curricula in all levels of teaching” (Basic School PE Specialist).
- “Amongst children 11-12 years and seniors grows worse attitude to physical culture” (University Professor).
- “PE curriculum is not being developed fully in PE classes and is not adapted to the needs of schools, students” (Government Official).
- “Obsolete and outdate curricula” (PE Teacher).
- “Many students complain of a lack of interesting teaching methods. Many think PE classes are ‘boring’, ‘useless’, and ‘sleepy’... One of the reasons is that the same PE events are repeated from junior high school to university, and no new events are introduced. Many classes consist of mainly rote learning, or the class is unstructured, and the students feel like it is ‘killing time’, and that they can do anything they like after roll is called” (Sugino and Mimura, 2013).

The overall situation is not only seen in content of curricula but also in extra-curricular activity structures and emphasis on school sport. In some countries, this situational orientation may be counter to, or not aligned with, the lifestyle needs and demands, trends and tendencies of young people in out-of-school settings. Collectively, the experiences acquired from unwilling engagement in competitive sport-related physical education are a ‘turn-off’. It would appear that this goes beyond those who have traditionally been either put off by, or not enjoyed, physical education. In some instances, there appears to be a much deeper rejection of physical education as a legitimate school activity with increasing frequency of references to pupils’ lack of interest and motivation in physical education, growing numbers of students exempted from physical education classes, declining or stagnating levels of physical fitness and performance of young people and high levels of inactivity and obesity amongst youth and adolescence, testimony to which are illustrative exemplars from various continental regions.

- “Declining physical fitness and pupils’ lack of interest in PE/movement” (Secondary School Teacher).
“Complications are caused by insufficient motivation of students towards PE” (PE Teacher).
- “Great number of not participating and released pupils from P.E. lessons – number of these pupils can reach in many schools 5 – 16 %. Amounts of pupils permanently released from P.E. are significantly decreasing, mostly on high schools. It is concerning mostly (16 %) to girls on high schools and on vocational schools; stagnating physical fitness and performance of youths – in the development of motor abilities is stagnation, the level of endurance abilities decreases; there is a tendency of turn secular trend direction in indicators of motor efficiency from constant to negative” (University Professor).
- “High levels of physical inactivity and obesity in youth and adolescence result of overuse of video games. The lack of importance that the school authorities to provide physical education” (Regional Co-ordinator of Sports Method).

With perceived increasing importance attached to physical activity in healthy well-being promotion and as an antidote to diseases linked with inactive life-styles as well as to levels of obesity, a concern is that too many physical education lessons in schools around the world do not provide sufficient time to actual physical activity engagement. Hickson et al. (2012, p.23) cite studies in British Columbia and Ontario, Canada, that report only 3% of boys and 2% of girls spend at least 50% of their physical education classes involved in moderate to vigorous physical activity. In Scotland, the Scottish Rugby Director of Operations, Colin Thomson, in a newspaper article commented on pupils having “very poor levels of physical fitness, physical competence or generic sporting skills/experience as a result of inadequate physical education provision in primary and secondary schools” adding that some physical education teachers lack “either the physical competence to teach sports or lacking the skills, experience or qualifications to confidently teach technical elements of sports” (Hamilton Advertiser, 2012).

d) Monitoring (including Quality Assurance) of Physical Education

The Survey questionnaire addressed the issue of monitoring (inspection), requirement, nature and scope and frequency of monitoring and responsible agencies. Mixed practices in all aspects of monitoring processes in school physical education programmes are evident.

Table 16 indicates that globally monitoring assessment or evaluation of physical education is legally required in 88% of countries but a slightly lower proportion (80%) of countries allege that it is actually monitored, though the latter is marginally higher than the 2007 proportion of 77%. Notably, with the exception of the Asian region, where the proportion is higher) actual monitoring proportions are lower than legal requirements (in the Middle East region legal requirement and actual monitoring are the same). In the Middle East region some form of monitoring evidently actually takes in all countries, across Africa and Europe 81% of countries, Asia 75%, Latin America 76%, Oceania 50% and in North America only 33% of States have monitoring inspections.

Table 16. Monitoring of Physical Education (%)

Area	Legal Requirement	Actual Monitoring
Global	88	80
Africa	90	81
Asia	59	75
Europe	92	81
LatAm/Caribbean	84	76
Middle East	100	100
North America	100	33
Oceania	100	50

However, even where monitoring assessment is required, it may be irregularly, infrequently or rarely carried out or there is no administrative system in place to facilitate the process, as testified in the following comments:

- “Irregular Control because of the shortage of inspectors in relation to the number of educational institutions” (PE Professor).
- “Administrative system does not exist” (Head of Community Sport).
- “Very few schools are subjected to monitoring” (Ministry of Education, Dept. of General Education Official).
- “There is no monitoring... no feedback from students of colleagues” (Elementary School Teacher).
- “In primary schools, no supervision; no quality indicators; in secondary schools: no supervision; no quality indicators” (PE Teacher/University Lecturer).
- “Weakness of the monitoring process (evaluation/inspection) of PE realization in schools; inappropriate resources for realization of PE in schools; need for permanent evaluation of children motor development in all grades in primary and secondary school, as a national strategy for PE” (University Assistant).
- “But it is limited number of inspectors and less frequent control of school managers... 42 % school managers make inspections on PE lessons only 1 time per half year, 13 % only 1 time per whole school year and 17 % don't make this process at all” (University Professor).
- “No special monitoring (evaluation) of PE classes at the state level” (University Associate Professor).
- “Little inspection of the subject by supervisors at different levels” (Head Teacher).
- “Physical education programmes are rarely evaluated... and school principals... have limited in-depth familiarity with their school's physical education program” (McKenzie and Lounsbery, 2011).

Unsurprisingly, the scope of monitoring in physical education is highly variable across the world and in some countries the programme quality may suffer as intimated in an African country observation:

- “Poor monitoring of PE” (Teacher) and “lack of an assessment system (may) accordingly hinder effective implementation” (University Senior Lecturer).

A recently introduced assessment scheme in Ohio, USA, assesses how students score on the State’s Physical Education Standards, including knowing the correct way to exercise, understanding how games are played, activity level outside of school and playing well with others. The results are recorded on the State’s School Report Cards, although they will not count towards schools’ performance ratings. According to a NASPE representative the Reports “make sure teachers are doing what they are supposed to be doing... It’s holding them accountable” (Boss, 2012, p.1)

The frequency of monitoring varies globally and regionally (refer table 17). Globally the frequency ranges from every term (about every 12 weeks) to every 5 or more years: every term (23%), 6 months (25%), once per year (27%), every 2 years (12%), every 3-5 years (9%), every 5+ years (4%). As in the 2007 Survey (33%), annual monitoring is the most frequent period. Regionally, there are marked differences in monitoring frequency: on average, the peak period in Africa is every term, in Asia every 6 months, in Europe every year, in Latin America/Caribbean every 6 months, in the Middle East every 6 months and in Oceania every 3-5 years.

Table 17. Frequency of Monitoring of Physical Education: Globally/Regionally (%)

Area	Every Term	Every 6 months	Every Year	Every Two Years	Every 3-5 Years	Every 5+ Years
Global	23	25	27	12	9	4
Africa	43	29	23	5	-	-
Asia	18	46	18	18	-	-
Europe	6	18	34	18	16	8
LatAm/Car	54	21	17	4	4	-
M. East	31	56	7	6	-	-
N. Am.*	NA	NA	NA	NA	NA	NA
Oceania	-	-	-	-	100	-

* There was insufficient data on the North American region

Monitoring inspections are variously undertaken by school/head teachers, local inspectors, regional inspectors, national inspectors or most commonly, with the exception of the Asian region, where prime responsibility appears to lie with School/Head Teachers, combinations of two or more of these groups see table 18.

Table 18. Physical Education Monitoring Responsibility: Globally/Regionally (%)

Area	School Teacher	Local Inspectors	Regional Inspectors	National Inspector	Combination	Other
Global	14	8	15	21	37	5
Africa	26	5	14	2	50	3
Asia	56	6	13	6	19	-
Europe	6	3	16	37	35	3
LatAm/Car	18	25	7	4	32	14
M. East	-	38	6	6	44	6
N. Am*	NA	NA	NA	NA	NA	NA
Oceania	-	-	-	-	100	-

* There was insufficient data on the North American region

Where monitoring occurs, as table 19 shows, globally the reasons predominantly comprise quality assurance and advisory/guidance, thus corresponding with 2007 Survey data. This predominance is also evident at regional level with minor deviations: quality assurance (88%) is more favoured than “advisory/guidance” (69%) in Asia, whereas in Latin America/Caribbean quality assurance (85%) is less favoured than advisory guidance (97%). In countries, “other” reasons listed for monitoring reasons include: checking for timing of lessons, use of teaching materials and teaching methods, evaluation of teachers, internal/external moderation, and verifying compliance with prescribed legal requirements etc.

Table 19. Physical Education Monitoring Reason: Globally/Regionally (%)

Area	Quality Assurance	Advisory/Guidance	Both	Other
Global	91	91	92	3
Africa	90	96	93	5
Asia	87	69	73	-
Europe	93	90	93	3
Lat.Am.	85	97	96	1
M. East	100	100	100	1
N. Am.*	100	100	100	-
Oceania	100	100	100	1

* There was insufficient data on the North American region

SECTION 5

Physical Education Resources

a) Teaching personnel

Survey data were gathered on the level of academic and professional training of teachers responsible for teaching physical education classes and on deployment of 'generalist' and specialist subject teachers in primary and secondary stages of schooling worldwide. In general, bachelor degree or diploma or equivalent is a pre-requisite for teaching physical education in both primary/'basic' and secondary (including high) schools. Notably, in some countries, Master's level qualification is necessary for teaching positions, especially in secondary schools. Physical education teaching degree and diploma qualifications are usually acquired at universities, university colleges, pedagogical institutes, national sports academies or specialist Physical Education/Sport Institutes.

Table 20 shows deployment of teachers of physical education classes in primary and secondary schools worldwide. Globally in primary schools, there is an admixture of generalist (79%) and specialist teachers (53%) for physical education classes; thus a majority of countries have both generalist and/or specialist practitioners responsible for teaching physical education in primary schools. In secondary schools, specialists (90%) are predominantly responsible for teaching physical education classes, though some schools, in some countries (23%), do deploy 'generalist' practitioners for physical education teaching. Corresponding 2007 Survey data revealed a similar pattern with both generalists (71%) and specialists (67%) in primary schools and predominant deployment of physical education specialists (98%) in secondary schools with deployment of generalists teaching physical education classes at a much lower proportion (7%). Regionally, the pattern of generalist/specialist practitioners in primary and secondary schools to a large extent mirrors that of the global situation, though exceptionally specialists do not generally feature in primary schools in the Oceanic region, whereas in the Latin America/Caribbean region there are more specialists than generalist teachers in some countries.

Table 20. Generalist and Specialist Physical Education Class Teachers: Primary and Secondary Schools (%) 2013

	Primary (%)		Secondary (%)	
	Generalists	Specialists	Generalists	Specialists
Global	79	53	23	90
Africa	84	34	67	51
Asia	95	30	5	95
Europe	80	57	15	94
LatAm/Caribbean	56	74	26	93
Middle East	71	57	14	100
North America	100	33	50	100
Oceania	100	-	50	100

Within the European region, a recent EUPEA Survey (Onofre et al., 2012) indicated that Generalist Teachers are responsible for delivering physical education in primary/elementary schools in Germany, Portugal, Sweden and the UK 'Home' countries (Onofre et al., 2012). The 2013 European Commission's *Eurydice Report* notes that in countries where physical education is taught by 'generalist' teachers, "they may be assisted by a sports coach or advisor employed by the school" (p.35). As reported by Williams, Hay and Macdonald (2011), employment of such external resources is apparent internationally, a feature which raises concerns about quality and relevance of curriculum delivery and impacts on teacher development as well as student learning. Based on observations of National Physical Education Association representatives in 22 European countries, Onofre et al. (2012) allege that often such teachers are inappropriately prepared for teaching physical education classes and hence, compromise the quality of student learning. In secondary phase schools, the global evidence suggesting that physical education is predominantly taught by specialist physical education practitioners, who hold either a Bachelor's or a Master's level degree is supported in the EUPEA Study. However, while some countries might claim that all their physical education teachers are trained specialists holding at least a Bachelor's degree, there are some, that have teachers responsible for physical education delivery who have not experienced a single physical education-related pedagogy course.

The Survey data supported by research literature point to deficiencies in teacher supply, particularly of physical education specialists, inadequate preparation of physical education teachers, especially, but not exclusively so, in primary/elementary schools and to negative attitudes and low levels of motivation of some teachers responsible for delivery of physical education in schools. The following widespread illustrations of shortages in supply and associated class size consequences indicate problematic issues of some concerns articulated in numerous countries. NB. Additional references to teacher supply, quality and qualification etc., issues are reported in Section 9c.

Africa

- "Insufficient teachers" (Inspector of Secondary Education).
- "Lack of teachers (pupil-teacher or teacher-pupil too high)" (PE and Sport Education Advisor).
- "Few specialists in the subject. Teachers are overloaded. Overpopulation in universal primary schools" (Deputy Head Teacher).

Europe

- "Non specialist teachers being allowed to teach PE" (Community School Teachers). "Unqualified teachers teaching physical education in schools" (Secondary School Teacher).
- "There is a shortage of specialist teachers" (Secondary School PE Teacher).
- "Another big problem: education ministry doesn't assign enough PE teachers to the schools because of money/budget/classic reasons" (PE Professor).

Latin America/Caribbean

- "Lack of specialist teachers" (Ministerial Official).
- "Budget no structure or curricular criteria for places of specialists in the field of Education, pre-school and primary (5-12 Years)" (Government Curriculum Expert Consultant in PE and Sports).
- "Lack of commitment to teaching new generations of teachers" (Primary School PE Co-ordinator).
- "In some schools do not have enough teachers to cover all class groups" (Government Official).
- "In some states of the... Republic..., in some schools (there) is not a specialist to teach students the PE at pre-school and this causes students not fully develop their abilities or fine and gross motor skills" (PE Teacher).

Middle East

- “There is shortage in number of male teachers (and there is the problem of) the numbers of students in a group is too big” (Ministry of Education Official).

Concerns about the quality of physical education teacher training and teaching and impacts on the quality of school pupil experience of physical education curricula are also globally evident.

Africa

- “The graduates of Colleges of Education are to teach the subject at the Basic level, yet they are inadequately prepared to handle the subject” (Director of PE Programmes).
- “Some teachers lack enough knowledge about planning, scheming and teaching of PE lessons” (PE Teacher).

Europe

- “An issue in quality provision is “non specialist teachers being allowed to teach PE” (Community School Teacher) and “... Unqualified teachers teaching physical education in schools” (Secondary School Teacher).
- The “capability of the second degree or general teachers in primary school” is questioned (National PE Association Representative).
- There is “no supervision of practice, qualifications, of PE teachers. Primary teachers sometimes do not teach according to curriculum, so in high schools student differ a lot in their knowledge and abilities; students from age 6 to age 8 or 9 are taught by general teachers – we lose valuable time for physical development of children + developing their habits and attitude toward physical activity” (High School PE Teachers).

Latin America/Caribbean

- An issue is inadequacy of “the academic training of new teachers” (PE teacher).
- The inadequate situation in physical education “is in most cases due to the teachers that are not trained in teaching the desired curriculum” (PE Teacher).
- An issue is “... Teacher professional preparation; ethics of specialists... and many teachers when they arrive on the job do not know what to do; this makes our speciality less prized and not given the importance for the development of students” (Retired Official).

Middle East

- “Qualification programmes for PE teachers need improvement in quality and quantity” (University Lecturer).

North America

- “Also the issue of generalist teachers delivering program impacts on the kind of programming” (Arts and HPE Instructional Co-ordinator).

Oceania

- “Quality of delivery and experience of the PE curriculum varies considerably during the primary years; there is no policy of employment of specialist PE teachers in primary schools. Where specialists are employed it could be that they are with a class for as little as 45-60 minutes per week” (University Lecturer).

Other issues raised by Survey questionnaire respondents in some countries relate to an ageing profile of physical education teachers, low salaries, low levels of recruitment of teachers into the profession, attitudinal dispositions of some physical education teachers, undervaluing physical education teachers’ contributions, restricted career opportunities or transfer to other jobs and lack of or inadequate professional agency support with consequent implications for quality and range of physical education provision.

Africa

- “Very few teachers take PE seriously, i.e. very few teachers train as specialists” (Head Teacher/PE Teacher).

Asia

- “PE staff becomes older, and young people are not interested to go work to schools because of relatively low income” (Directorate of Technical Education Official).
- “Not many want to become PE teachers because they cannot earn extra money from teaching PE after school... Since they have to pass such difficult national examinations to become teachers, in reality they look for IT-related jobs” (Sugino and Mimura, 2013).

Europe

- “Recruitment of motivated teachers (there is a lack of teachers because most of them do not accept part time jobs or short duration jobs); best PE graduates often chose other professional domains than educational sector; Linear career (few opportunities to have new challenges)” (Physical Education Professor).
- “Most of teachers are passive and does not work with responsibility; they are bringing damage to PE and do not even care. Of course we are not all like them” (PE Teacher).
- “Missing motivation for work of PE teachers and a few motivation of PE teachers every day is killed by “intelligent” parents and their children”(PE Teacher). “The age of the teachers – the majority of them are quite of age...” (Ministry of Education, Youth and Science Official).
- “Old teachers, low motivation” (University Researcher).
- “Not enough motivation teachers (some of them are too lazy)” (PE Teacher).
- “Lack of motivation of teachers for additional activities” (Middle School PE Specialist).
- “Laziness of young teachers” (Teacher).
- “Increasing of PE teachers’ age average and low interest of young graduates to work in the field of P.E.; teachers are getting older and older, the average age of P.E. teachers are increasing – in 2006 it was 43,1 year old; after graduation only 37,3 % work in the profession of P.E. teacher... Weak social and financial award of PE teachers – Slovak teachers’ salaries are the lowest in EU; weak organisation PE teachers – lack of real professional organisation, that could effectively promote P.E. teachers’ interests” (University Professor).
- “Sport oriented PE teachers (many of them are working at the afternoon as coaches)” (University Associate Professor).

Latin America/Caribbean

- “Physical Education Teachers are mediocre” (Pre-School PE Co-ordinator).
- “Many teachers are dedicated to PE’s name wrong let the speciality being irresponsible and lazy when it comes to take lessons” (PE Teacher).

It is possible that ‘Generalist’ teachers referred to above not only include practitioners trained to deliver a broad range of curricular subjects but also include semi-specialist physical education-trained teachers, whose initial teacher training (ITT) Programme of Study has embraced two or more ‘specialist’ areas, and thus, is aligned with schools that require a practitioner to teach at least two subjects. An issue here is what constitutes a ‘Specialist’ Physical Education Teacher. This issue was addressed in the European Socrates Programme funded AEHESIS Project, which provided a ‘working definition’ of three categories of teacher responsible for delivering physical education in schools: a one-subject Specialist Physical Education teacher; a Physical Education teacher; and a Generalist teacher responsible (usually in primary/elementary/basic school settings) for a full range of subjects, including physical education. Overall, as table 21 demonstrates 49% of countries globally indicate that at least a second subject is required. The table also shows that with the exception of the Middle East region, this tendency is replicated at continental level with more countries indicating that physical education teachers need to teach another subject than those that do not.

Table 21. Requirement of Second Subject Qualification: Global/Regional (%)

Area	%
Global	49
Africa	85
Asia	-
LatAm/Caribbean	42
Europe	43
Middle East	23
North America	67
Oceania	100

In-service Training (INSET) or Continuing Professional Development (CPD) is not available or is not accessed in 54% of countries/autonomous education regions. As shown in table 22, in the 46% of countries/autonomous education regions where INSET/CPD is required, nearly three-quarters (70%) do provide opportunities for further professional training and regionally (Oceania excepted) provision ranges from 53% in the Asian region to 86% in North America. However, there are cases where the mandatory requirement is not actually implemented, either because of structural inadequacies or reluctance of teachers to engage in the further professional development process.

Table 22. Requirement for INSET/CPD Participation: Global/Regional (%) 2013

Area	Yes (%)	No (%)
Global	70	30
Africa	81	19
Asia	53	47
Europe	64	36
LatAm/Caribbean	63	37
Middle East	64	36
North America	86	14
Oceania	-	100*

*Not mandatory required but is available with high expectation of participation in some Australian States and in New Zealand.

Inadequacies in INSET/CPD provision for physical education teachers are evident across the regions and in some cases transcend training or further professional training beyond school to include training of professionals for deployment in teacher provider institutions, administrative and advisory etc. positions, indicative of which are illustrations from Africa, Europe and Latin America immediately below.

Africa

- “Lack of refresher course for PE teachers CPD” (Teacher).
- “Lack of refresher course for PE teachers. Demonstrating unfamiliar skills to the learners” (Teacher).

Europe

- “Professional development is an issue due to lack of material support” (Government Official).
- “There is no in-service training” (Elementary School Teacher).
- “Nationally the Department of Education and Skills has put a lot of investment into a programme of in-service for physical education teachers at junior cycle (12-15 years) that went on for four years. A reduced form of this in-service is still ongoing” (Senior Inspector).
- “No INSET” (University Researcher).
- “Lack of legal framework for quality implementation of PE teachers INSET and CPD programs; unsuitable PETE study programs at Universities” (University Professor). “Lack of permanent in-service training from PE for all PE teachers and primary school classroom teachers” (PE Teacher).
- “Poor participation of PE teachers in further development” (PE Teacher).
- “Lack of an environment for developing and maintaining professional qualifications of PE teachers” (PE Teacher).

Latin America/Caribbean

- “Neglect of physical education teachers in the responsible development of their teaching activities” (Higher Institute of PE Official). “Lack of regulations to safeguard the working conditions of the physical education teacher” (Higher Institute of PE Official).
- “Each to quote the same government body or authorise any course to attend but not required; nothing happens if you do not attend” (Specialist).

Oceania

- “Teacher access to professional development and support appears meagre” (Penney et al., 2013, p.11).

As with both previous World-wide Physical Education Surveys, there are variations in frequency and time allocated for INSET/CPD. Frequency of required INSET/CPD varies across the regions: it ranges from 3-6 monthly, through every year/every two years to occasionally. Table 23 reveals that the most common requirement is participation opportunities on an annual basis, followed by occasional and then by on a biennial basis.

Table 23. Frequency of Required INSET/CPD: Globally/Regionally (%)

Area	3 Monthly	6 Monthly	Every Year	Every 2 Years	Occasional	NA
Global	1	2	28	4	11	54
Africa	5	10	62	18	5	
Asia	-	-	67	-	33	
Europe	3	3	69	7	18	
LatAm/Car	-	-	92	8	-	
M. East	-	-	100	-	-	
N. Am.	-	-	4	-	96	
Oceania	NA	NA	NA	NA	NA	

On the issue of further professional development of teachers involved in physical education teaching, a persistent feature of the previous two and the current World-wide Surveys is the recognition in many countries across the regions of a need for INSET/CPD. There are pervasive acknowledgements that actual provision variously suffers because of lack of appropriate policies and financial support, inadequacies in provider institutional programmes, quality assurance and monitoring mechanisms as well the reticence of teachers themselves to engage in the INSET/CPD process.

b) Facilities and Equipment

Previous international and national surveys as well as other research literature have drawn attention to deficiencies in the provision of physical education facilities and equipment in schools. The level of such provision together with challenges presented by inadequate maintenance can detrimentally impact on the nature, scope and quality of physical education programmes. Earlier sections of this Report have cited references from across the regions to inadequacies and deficiencies in provision of facilities and equipment as causal factors specifically relating to failures in actual implementation or fulfilment of mandatory policy requirements and/or non-compliance with regulations (Section 1) as well as cancellation of physical education lessons (Section 3). Like the Second World-wide School Physical Education Survey (2007), the present Survey separately examined provision for physical education classes through ratings of quality and quantity of facilities and equipment and whether physical education is commonly faced with the challenge of poor maintenance of existing teaching sites. Table 24 shows that globally more countries indicate dissatisfaction (“below average”/“inadequate”, 44%) with the quality of facilities than “excellent” and “good” (26%). In just less than one-third of countries, the quality of facilities is deemed to be “adequate”. Regionally, the quality of facilities is generally regarded as lower in economically developing regions and/or low income countries (Latin America 65%; Middle East 64%; and Africa 52%). Comparison of data from the present and 2007 Surveys reveal similar levels of dissatisfaction globally, regionally in Africa, Europe and Latin America, greater dissatisfaction in the Middle East (partially explained by the variation in sample set and maybe also by recent political upheavals in the region), whereas there is a higher level of satisfaction in Asia and North America.

Table 24. Quality of Facilities: Globally/Regionally (%); 2013[2007]

Area	Excellent	Good	Adequate	Below Average	Inadequate
Global	6[8]	20[21]	30[34]	27[22]	17[15]
Africa	7[7]	16[13]	25[20]	23[20]	29[40]
Asia	-[-]	40[29]	20[12]	-[29]	40[30]
Europe	9[12]	27[25]	38[38]	18[21]	8[4]
LatAm/Car	-[-]	-[11]	35[22]	65[33]	-[34]
Middle East	-[-]	18[-]	18[71]	46[29]	18[-]
N. America	33[-]	33[25]	25[50]	9[25]	-[-]
Oceania	-[NA]	40[NA]	40[NA]	10[NA]	10[NA]

Table 25 shows that world-wide there is a more or less equal distribution across the continuum of equipment quality descriptors from “excellent” to “inadequate”, though more than a third of countries regard equipment provision as “below average”/“inadequate”. Regional data indicate that in Latin America (67%) and Africa (56%), which largely comprise economically under-developed or developing countries, there is a majority of countries with “below average”/“inadequate” provision. Perhaps unsurprisingly, comparison of the 2013 and 2007 Survey’s data on quality of equipment generally mirrors the quality of facilities’ analysis.

Table 25. Quality of Equipment: Globally/Regionally (%); 2013[2007]

Area	Excellent	Good	Adequate	Below Average	Inadequate
Global	7[10]	21[22]	33[32]	25[25]	14[11]
Africa	3[8]	13[-]	28[25]	18[8]	38[59]
Asia	5[29]	39[-]	33[18]	6[35]	17[18]
Europe	8[14]	28[28]	38[32]	20[25]	6[1]
LatAm/Car	5[11]	2[-]	26[33]	65[33]	2[23]
Middle East	6[-]	12[-]	32[71]	31[29]	19[-]
N. America	34[25]	33[25]	24[25]	9[25]	-[-]
Oceania	-[NA]	40[NA]	40[NA]	10[NA]	10[NA]

Globally, the present Survey findings for quantity of facilities, presented in table 26 below, indicate a higher level (57%) of “limited”/”insufficient” provision than “sufficient”/”above average”/”extensive” (43%) provision, a scenario which is also evident in Africa and Latin America and the Middle East regions. Data comparison of 2012 and 2007 data again points to higher levels of limited or insufficient levels of provision globally and regionally in the overall lower income countries in Africa (68%), Latin America (65%) and the Middle East (54%), though encouragingly the Latin American region shows a significant decrease (from 87% to 65%) of limited or insufficient levels of provision and increase (from 13% to 35%) in sufficient quantity of facilities. The Asian (60%) and European (74%) regions have higher ratings of quantity of facilities’ provision.

Table 26. Quantity of Facilities: Globally/Regionally (%); 2013[2007]

Area	Extensive	Above Average	Sufficient	Limited	Insufficient
Global	6[7]	10[11]	27[32]	35[30]	22[20]
Africa	6[7]	11[7]	15[20]	34[13]	34[53]
Asia	-[6]	-[12]	60[29]	-[35]	40[18]
Europe	9[10]	27[14]	38[36]	18[27]	8[13]
LatAm/Car	-[-]	-[-]	35[13]	65[37]	-[50]
Middle East	9[-]	-[-]	37[43]	27[57]	27[-]
N. America	11[-]	45[25]	11[50]	-[25]	33[-]
Oceania	-[NA]	40[NA]	40[NA]	10[NA]	10[NA]

With regard to quantity of equipment provision, in table 27 a similar pattern to quantity of facilities provision is evident: higher levels of “limited”/”insufficient” ratings globally (61%) and regionally in Africa (74%), Latin America (85%) and the Middle East (64%). Comparison of the 2012 and 2007 Surveys’ data also shows overall similarities, though differences are apparent in North America with a significant increase in “limited” (33%) rating attached to quantity of equipment and Asia, where the “sufficient” rating shows an increase from 29% to 60%.

Table 27. Quantity of Equipment: Globally/Regionally (%); 2013[2007]

Area	Extensive	Above Average	Sufficient	Limited	Insufficient
Global	6[8]	12[14]	21[35]	37[25]	24[18]
Africa	3[8]	11[-]	12[30]	36[8]	38[54]
Asia	-[6]	-[12]	60[29]	-[41]	40[12]
Europe	9[10]	20[20]	33[36]	33[21]	5[13]
LatAm/Car	-[-]	5[-]	10[22]	60[33]	25[45]
Middle East	9[-]	-[-]	27[43]	37[57]	27[-]
N. America	45[25]	11[25]	11[50]	33[-]	-[-]
Oceania	-[NA]	40[NA]	40[NA]	10[NA]	10[NA]

Whilst facilities and equipment provision tend to be more problematic in lower income countries/autonomous education regions, there is diversity of provision either in, or within, many countries. The diversity is evident either according to the situation in individual schools or in the primary and secondary school stages, an example of which is in a west European country:

There is “large diversity according to the school!!! The main problem is that facilities are often needed at the same time by several classes planned in parallel” (University Professor). “Diversity of situations encountered in the field: quality and quantity of materials and equipment may vary from excellent to inadequate. These characteristics relate more to the primary level. As for high school, quality and quantity of equipment and materials are appropriate and sufficient” (Primary Schools PE Inspector).

The global financial crisis and the various associated measures to balance national ‘financial books’ have also had impacts on physical education resources provision:

Whilst significant improvements have been experienced, “... with respect to facility provision over the past twenty years, austerity measures are compromising the restocking of equipment” (College Lecturer).

Consistent with previous world-wide physical education surveys, as table 28 shows, maintenance of physical education facilities remains a significant problem both globally and regionally. At a global level, over two-thirds (74%) of responses indicate that physical education is challenged by the poor maintenance of existing teaching sites. In all regions (apart from North America) responses from the majority of countries indicate low levels of maintenance of facilities. This feature is particularly acute in Oceania (100%), Latin America (95%), the Middle East (93%) and Africa (85%), and is substantial in Europe (67%).

Table 28. Maintenance of Physical Education Sites: Problem (%)

Area	2000 %	2007 %	2012 %
Global	69	66	74
Africa	91	86	85
Asia	93	69	40
Europe	61	69	67
LatAm/Caribbean	100	50	95
Middle East	73	100	93
North America	62	25	33
Oceania	70	N/A	11

The general global and regional orientation towards concerns about school physical education facilities and equipment provision and inadequacies in facility maintenance evident in tables 24-28 is underpinned by information gathered from 'qualitative data' references in the Survey questionnaire on specific issues, concerns or problems relating to school physical education. Whilst there is a greater propensity of inadequate physical resource provision in low income countries and regions, the divide between these and some schools in middle and high income regions and countries is by no means always clear-cut. Nonetheless, albeit with some quotations revealing physical resource deficiencies in higher income countries, those from across the regions presented immediately below do underline the more widespread problem in physical resource supply in lower income countries. Additional references to inadequacies in physical and material resource provision feature in Section 9d.

Africa

- "The dilapidated and availability of sports equipment. Insufficient budget allowed by the State" (Embassy Official).
- "Lack of infrastructures, playing fields, facilities and equipment" (Ministry of Education, Dept. of General Education Official).
- "Lack of sports facilities and instructional materials..." (National Commission to UNESCO Official).
- There are "... Insufficient sport facilities and equipment" (PE Teacher).
- "Few sport facilities and equipment" (Teacher).
- "Poor facilities in most schools; administrators do not budget for PE activities. If there are their budget is too small to serve the content" (Head Teacher/PE Teacher).

Asia

- "Lack of facilities/equipment in most of the schools; insufficient amount of sport equipment in PE classes" (Directorate of Technical Education Official).
- "As for sport facilities, quite often schools... are not equipped with school grounds and/or gymnasiums with concrete flooring, so students take PE in courtyards... PE facilities are inadequate. Due to lack of in-door gyms, swimming pools and track and field facilities, students are unable to participate in actual games and/or practice... Budget for PE is so inadequate that they cannot provide enough equipment, and uniforms to guarantee the quality of PE" (Sugino and Mimura, 2013).

Europe

- “Not enough facilities and equipment required for quality PE” (University Professor). “Old buildings, poor infrastructure” (Government Official).
- “In our school since its origin there was modernised neither outdoor playground nor athletic area. Gym was built on the place where sun is shining for whole day thus during summer months it is hard to teach there. There are insufficient shields. On the other hand, during winter there is bad heating” (Teacher). “Insufficient and distant outdoor sports field” (Elementary School Teacher). “Equipment room is missing yet, we need new cloakrooms and showers. Reconstruction of landing area and athletic field” (Rural Elementary School Teacher).
- “Lack of adequate facilities and equipment to incorporate all strands of curriculum e.g. schools with no hall, schools without access to a pool” (Community School Teacher).
- “The lack of halls, (gyms, pools, changing rooms, showers); poor outside playing courts situation” (PE Teacher). “The lack of sports facilities and proper equipment, facilities do not meet the standards of hygiene (showers, wash basins)...” (Governmental Officials).
- There are shortfalls in “suitable material conditions, facilities and equipment” (Middle School PE Teacher). “Lack of sports facilities, material conditions and sport equipment in schools” (University Assistant).
- “Not all schools have adequate facilities and equipment. In my current school, refurbishment of the school grounds is needed and new equipment is required to be able to deliver quality PE lessons” (Teacher and University Lecturer).
- “Lack of quality and appropriate equipment and facilities and their bad maintenance” (Elementary School Teacher).
- “There are not any gyms in many schools” (PE Teacher). “No sport hall, no equipment” (University Teacher).

Latin America/Caribbean

- “There (is) no adequate and accessible infrastructure; lack of adequate facilities” (PE Professional).
- “In most cases it is due to the lack of equipment and facilities” (PE Teachers).
- There is a shortage of “... Sports facilities” (PE Master’s Graduate).
- “Lack of suitable space or poor infrastructure and/or in poor condition; lack of teaching materials” (Primary School PE Co-ordinator). “Specific contents of the field are not met due to... the lack of facilities and equipment needed” (Teacher Training College Professor).
- “Most educational institutions do not have the materials and facilities necessary for the practice of it (PE)” (Retired Official).

Middle East

- “In my region which is outside the city we don’t have a problem about space but we have a major problem about sport facilities and equipment” (Official).
- “Lack of school play grounds; no indoor sport halls” (PE Supervisor).

SECTION 6

Equity (Inclusion) Issues

The Physical Education World-wide Surveys I and II drew attention to varying practices across countries and regions in implementation of inclusion policies to secure gender and disability equality of provision. The Final Report of World-wide Physical Education Survey II identified that whilst many countries have legislation in place, barriers to inclusion remained in both gender and disability areas. The Findings of the present World-wide Physical Education Survey provide evidence of increased consideration being given to equity issues with gains made but with some underlying issues and concerns remaining.

a) Inclusion and Gender

The general world-wide pattern of gender equality can be observed in part in table 29, which, unlike previous Surveys, distinguishes gender inclusion data between three categories of school physical education programmes: amount, quality and content.

Table 29. School PE Programmes: Gender Equality (%)

Area	Amount		Quality		Content	
	Yes	No	Yes	No	Yes	No
Global	91	9	91	9	88	12
Africa	89	11	90	10	94	6
Asia	70	30	55	45	47	53
Europe	94	6	97	3	92	8
LatAm/Car	86	14	83	17	84	16
Middle East	86	14	86	14	62	38
North America	100	-	100	-	100	-
Oceania	100	-	100	-	100	-

Globally, equality of opportunities for boys and girls in school physical education programmes is reported in 91% (amount and quality) and 88% (content) of countries; the overall proportion in the Second World-wide Physical Education Survey was 91%. North America and Oceania have the highest reported rate of gender equality of opportunity (100%) in all three categories, mirroring the same overall pattern of the previous worldwide survey. In Europe, the category figures remain high (94% amount, 97% quality and 92% content) thus, generally aligning with the previous survey overall proportion of 94%. A sustained upward trend in equality of provision is evident in African countries and some progress is apparent in the Middle East (amount and quality at 86%), though inequalities continue in programmes' content with boys having broader provision. Reports from two countries, Saudi Arabia and Qatar in the Middle East, clearly reveal gender differences in the requirement of physical education: Qatar requires one less weekly class period of physical education for girls in grade level 10 than of boys, a difference of about 45 minutes per week; and Saudi Arabia does not provide physical education for girls (Clark et al., 2012). The categories' proportions in Latin America (amount 86%, quality 83% and content 84%) are perhaps more realistic than the 2009 reported overall 100%, which was deemed to be more policy rhetoric or 'hope' than reality of practice or 'happening'.

Collectively, Asian countries show the lowest proportions across all three categories and especially so in quality (55%) and content (47%).

Beyond the general figures, there are examples from across the regions, which provide further insights into patterns and issues concerning gender equality of physical education programme provision. Regionally, there is evidence of legislative measures in place to promote and foster gender equality and which are supported by national curricular prescriptions or guidelines and/or monitoring systems.

Europe

- “Equality of opportunity policy” (Secondary School PE Teacher).
- “The curriculum of whole country says what every school in Finland must at least teach, how many hours etc. There are also criterions what pupils must learn before the leave school” (PE Lecturer). “The curriculum is same for all (boys and girls)” (PE Teacher).
- “Programmes are designed to maximise student involvement regardless of gender, gender stereo typing in PE is avoided” (Community School Teachers).
- “Legal right to equal conditions in education for both boys and girls and coordination of activities in classes for equal participation” (Ministerial Official).
- “Students or parents are able to complain at school or in the next step in the Provincial Office of Education” (University Professor).
- “The curriculum does not distinguish girls from boys and is very clear about the right of everyone regardless of gender, faith or background. This is one our most important task as teachers in (our country’s) Schools” (PE Teacher).
- “Legally equality of opportunity are the same. They learn at the same time and together” (University Teacher).

Latin America/Caribbean

- “AGREEMENT No.592 establishing Joint Basic Education, published in the Official Journal of the Federation on August 19, 2011, alludes to the pedagogical principles underpinning the curriculum. (Section) I.8. refers to inclusion for dealing with diversity, which reads: ‘Education is a fundamental right and a strategy to expand opportunities, implement intercultural relations, reduce inequalities between social groups, closing gaps and promote equity’” (Teacher).
- “Application of the fundamental principles of the organic law of education: gratuity, obligation, equity, non-racial, creed and social status” (PE Teacher).

Middle East

- “The rules says that there will be a delegate from higher centre will monitor the act of PE teachers but this action rarely happens and we don’t see official to come and check on us” (Official).

North America

- “Equity of opportunity is the mandate of the Province and School Board” (Arts and HPE Instructional Coordinator).
- “Title IX protects people from discrimination based on gender in education and activities that receive federal funding” (PE Teacher).

Oceania

- “All schools are required by the Ministry of Education to have a strong equity policy. This is also a very high priority in bi-culturalism as well” (University Associate Professor).

A range of mechanisms are employed to facilitate equality of opportunity for boys and girls in physical education lessons and programmes. These include: the same curriculum; co-education classes (though these are no guarantee of equality); didactical interventions; appropriately professionally prepared teachers; the same class teachers; the same facilities and equipment; and the same evaluation. Regional exemplars illustrate the points.

Africa

- “The activities stated in the syllabus that are expected to be taught by the teacher consists approximately equal distribution for boys and girls. Also the pictures on the text book have both boys and girls picture” (Secondary School Teacher).
- “Activities organised and geared to suit both sexes” (Teacher).
- “We practise ‘mainstreaming’ i.e. boys and girls are taught together” (University Professor).
- “Achieving the same condition of physical education sessions; the same training program; same material conditions and infrastructure; same educational value” (Ministry of Youth and Sport Official).
- “Both sexes taught together; Participation in all games/activities. The content, materials and facilities are shared equitably. No segregation or gender discrimination during teaching” (Head Teacher/PE Teacher).
- “They are taught together in the same class regardless of sex” (Sport and Culture Official).

Asia

- “Boys and girls take the same classes together” (UNESCO National Commission Official).
- “In time table the lessons planned at the same time and the amount of lessons are the same; themes of school PE are the same for boys and girls” (Directorate of Technical Education Official).

Europe

- “Boys and girls study in the same classroom and we have the same PE program for them” (Government Official).
 - “The same sports facilities; equal number of lessons for females and males; equal educational content for both sexes; the same educational methods and techniques for boys and girls” (University Associate Professor).
 - “All PE lessons are accessible in mixed-sex groups throughout the school. A range of activities/sports are delivered to cater for both sexes throughout the academic year. Pathways to competitions for both boys/girls” (Primary School Teacher/PE Co-ordinator).
 - “Essentially the same curriculum, the same number of hours, the same teacher qualification” (PE Teacher).
 - “Each area of the PE curriculum is taught to both boys and girls. The allocation of time given to both girls and boys is the same in all areas of the PE lessons, i.e.: instructions, skills development and practice” (Teacher).
 - “Students of both sexes are taught the same kind of lesson” (PE Teacher).
 - “Equal curriculum contents for all students; equal conditions for work, facilities and equipment for all students” (Basic School PE Teacher).
 - “There is no gender distinction whatsoever during physical education in the primary” (National Sports Promotion Unit Official).
 - “This subject is taught in mixed ability groups without distinction as to sex of the student” (Director of Education, Youth and Sport).
 - “Lessons are co-education boys and girls” (National PE Teachers’ Association Official).
 - “Equal number of hours for both sexes; same choice options for both sexes” (Teacher).
 - “Classes are mixed and all students have equal opportunities of practice” (PE Teacher). They all have the same amount of classes and receive the same feedback and instructions from the teacher” (Secondary School PE Teacher).
 - “We just don’t do differences by gender” (Primary School PE teacher).
 - “It is standardised and equal in every way” (Secondary School PE Teacher).
-

Latin America/Caribbean

- “No gender discrimination; number of similar activities for both genders” (Ministry of Education Official).
- “Equality of opportunities” (Community Sport Official).
- “Opportunities ensure access to equity through the distribution of materials and the development of a project common to all institutions” (Government Officials).

Middle East

- “In general everything is the same for boys and girls except that girls are taught by female PE teachers and boys are taught by male PE teachers. Furthermore, both male and female PE teachers study the same programme to be qualified as PE teachers” (University Lecturer in Sport and Health).

North America

- “There is never a distinction between male/female learners” (Arts and HPE Instructional Co-ordinator).

Oceania

- “Both (boys and girls) are required to be involved in all activities and are assessed equally the same in areas that are gender based” (University PE Lecturer).

Despite the almost generally strong support for equality of opportunity in physical education programmes, some countries in Europe, for example, identified some differences in physical education curriculum content and quality with associated reasons.

Europe

- “The maintenance of employment not equality of opportunity for boys and girls. For example gymnastic exercises for young men play large role for their preparation for the future labour activity and service in army. The material for girls contains exercises for development of grace, beauty of movements, promotes development of muscular groups, important for performance of function of motherhood” (University Dean and Post-graduate Researcher).
- “PE lessons for boys are taught by different teacher and he has got different opinion on adherence to the level of difficulty and giving marks” (PE Teacher).
- “Forming separate girls’ and boys’ groups; the performance criteria are defined on the basis of guide” (Ministerial Official).
- “Boys have different exercise and have more football and strength training” (Teacher).
- “The mechanism - differentiated approach. Before, 9 classes boys and girls learn on alike program. With 9 on 11 classes contents occupation beside boy and girls becomes different” (University Professor).
- “They have the same number of PE lessons per week. However, female groups have more aerobic and gymnastics lessons and male groups are focused more on football and basketball” (University Lecturer).

Somewhat at variance with the mechanisms referred to above, in some countries there are perceptions that more opportunities are available for boys than for girls, that girls are more reluctant to engage in physical education (physical education kit issues, religio-cultural dispositions, parental discouragement), that there are social barriers and inadequately prepared teaching personnel.

Africa

- “For girls it is always difficult to convince them to do PE especially in secondary schools” (Sport Officer).
- “In rural and poor schools girls often cannot afford PE kit as in elite schools; facilities for girls are considered only after those for boys have been provided” (University Senior Lecturer). “Most of the girls do not have the right PE clothing especially those who come from the Muslim families who do not allow shorts or short-sleeved shirts and muscle tights” (College School Teacher).

Asia

- For girls there are “... Unavailable enough opportunities, poverty and religious unconsciousness... PE activity at school is imbalanced, more often boys have active participation whether girls quiet them..., specially girls are often being discouraged with gender issue and religious criticisms which influence them negatively.... Bangladesh has one of the highest rates of child marriage in the world, with 20% of girls becoming wives before their 15th birthday” (Fitness Coach/Language Teacher).
- “Social barrier in case of girl students. Religious belief about the participation of girls students of Muslim community. Poor socio-economic condition affected the participation of girls student. In case of teachers training the infrastructure and faculty not up to the mark for the female trainee” (State PE Institute Associate Professor).
- “Girls have less interest to participate in Games and sports. PE Teachers don’t encourage girls to participate in PE activities. Girls’ students’ parents also does not support to participate in sports activities. Because of shyness girls do participate less in PE activities” (Ministerial Official and University Teachers).
- Soccer “is compulsory for boys and for girls it is optional. Most of the time, girls do not actually play but watch the boys play and cheer” (Research Student).
- “Female students seldom choose this class (swimming) partly due to shyness from wearing a swimming suit” (Sugino and Mimura, 2013).

Europe

- “PE is equated with sport; more sport options available for boy; boys sports still get more time, space, press” (PE Teacher).
- “The intensity of all practiced activities are 20–30 % lower for girls, compared with boys. These remain same for individual and team games” (University Professor).
- “Some boys’ school offer more PE teachers on their time-table. The content should be the same for both girls and boys but this doesn’t always happen. It really depends on the teachers and facilities available” (Head of School PE Department).
- “They learn at the same time and together. But sometimes PE teachers leave the students free because of inadequate physical conditions, so girls are more tend to sit outdoors and to be passive. In (my country) these kind of situations are lived a lot of courses, especially it is seen in less low social class areas” (Teacher). “Every student (is) provided equal opportunities considering the personal differences in lessons. But, there are some disadvantages for the girls about active participations” (University Professor).

Middle East

- “On paper there is an obligation for both boys and girls to have opportunity to do sport in school but in reality because of some religion issue or girls themselves this might not happen in some sports such as wrestling and heavy sports. Boys are allowed to do any sports but girls will not do heavy sport such as wrestling” (Teacher). “Because of religion, girls have limitation in participating in some sports and games” (Teacher).

Notwithstanding the above references to gender inequalities in some physical education curriculum activities, arguably, overall the situation in physical education programmes has shown some improvement in provision since publication of World-wide Physical Education Surveys I (2000) and II (2007). Nevertheless, some issues of concern persist as exemplified in a south-east Asian country.

“Lots of unsolved problems still remain 1. Treating equally the instruction time for male and female teachers 2. Raising both male and female students’ awareness about the need for P.E. 3. Raising public awareness about the importance of exercise in schools” (University Lecturer); and “... although raising gender equality in a class per se is quite difficult, some ways are needed in an effort to improve equality between gender: firstly, the locker room separated from the sexes is required; secondly, in a teacher’s case, she/he is supposed to be well-acquainted with age-specific developmental stages; it can be helpful for her/him to provide both male and female students proper programs not in a gender blind but in a gender neutral way. Thirdly, facilities and equipment related to co-ed P.E. are needed, such as the gym, the dancing room, and the artificial turf field” (PE Teacher).

This scenario is a reminder that barriers to equality do remain and also of continuing shortfalls within other countries in achieving full gender equality of access and availability of opportunities in the domain of physical education and sport.

b) Inclusion and Disability

The Second World-wide Physical Education Survey alluded to countries (economically developed countries in particular) having legislation and/or policies in place, often linked with anti-discrimination laws and inclusion issues in general. Such legislation and policy advocacy exemplified in Europe and Oceania are being extended to countries in low income/economically developing regions such as Africa and Latin America. The Final Report of World-wide Physical Education Survey II recorded an increase over the 2000 Physical Education Survey in opportunities for disabled pupils in the area of physical education but pointed to variations within and between regions. From a policy perspective, the evidence generated by the present World-wide Physical Education Survey indicates greater consideration of the issue of *Inclusion*, anti-discrimination legislation fostering deeper awareness of inclusion and disability issues, and advocacy of inclusive practices in participation in physical education programmes for pupils with disabilities.

Africa

- “Pupils with disabilities are included in the same class due to inclusive education programmes” (Government Official).

Asia

- “National curriculum in (the country) for the pupils with disabilities” (University Professor).

Europe

- “Inclusion is a school and national policy issue related to entitlement” (University Lecturer).
- “By inclusion laws (1971, 1977, 1992, 2009) for all” (University Professor).

Latin America/Caribbean

- “It started recently, by operation of law, therefore, is currently being implemented in all areas and educational levels of the country. All children are entitled to physical recreation, and one with a disability or special undertaking is no exception” (Teacher).

Oceania

- “The Ministry of Education have a ‘Mainstream Policy’ where students of all abilities, race, gender and ethnicity are required to have their specific learning needs met. This is a requirement that is part of the Education Review Office monitoring” (University Associate Professor).

However, in some other countries, even though legislation is in place, when translated into practice, operational problems exist, for example:

Latin America/Caribbean

- “Our rules say that these children should be educated in schools...The problem of the teacher to cater for these students is the number of students, actually yes, it’s complicated, because these children need special attention” (Pre-school PE Co-ordinator).

Notably, in too many lower income countries and regions, neither legislation nor policies are in place:

Africa

- “Legislation is never arranged for pupils with handicaps (physical, intellectual, partially-sighted or blind)” (PE and Sport Education Advisor).

Asia

- “Problems related to the provision of school PE lessons for students with disabilities (include): not many schools, no special facilities, no special arrangement, poor family support, social-economical barrier, religious unconsciousness” (Fitness Coach/Language Teacher).
- “There is no government policy to include disable students to enrol in normal school” (Ministerial Official and University Teacher).

Europe

- “Need for official modified programs for children with disabilities. Lack of legislation and resources” (University Professor).

In essence, however, survey data related to opportunities of access to physical education lessons show little change in global and regional contexts since 2007 as shown in table 30 and perhaps point to difficulties in operational implementation. With the exception of the Latin American group of countries where a small increase is apparent in opportunities, in Africa, Asia, Europe and the Middle East statistically insignificant decreases are evident, for which variations in regional sample countries and questionnaire sample responses (notably significant decreases in “Not Applicable” responses) may be partly responsible. The highest proportion of opportunities are seen in North America and Oceania (100%) with more modest opportunities in Europe (78%), Latin America (74%) and Asia (65%); the Middle East (60%) and Africa (56%) reveal more limited opportunities for pupils with disability having access to physical education lessons.

Table 30. Access to PE lessons opportunities for pupils with disabilities: Global/Region (%); 2007-2013

Area	2007			2013		
	Yes %	No %	N/A %	Yes %	No %	N/A %
Global	77	8	15	72	28	-
Africa	60	20	20	56	42	2
Asia	67	-	33	65	35	-
Europe	79	4	17	78	22	-
LatAm/Caribbean	67	33	-	74	26	-
Middle East	67	33	-	60	40	-
North America	100	-	-	100	-	-
Oceania	NA	NA	NA	100	-	-

There is still a perception in some countries that physical education provision for disabled children is best met through ‘Special’ schools rather than an integrated curriculum in ‘Mainstream’ schools. As reported in the two previous World-wide Physical Education Surveys, in some countries separate physical education provision usually occurs in the form of a separate facility or a designated ‘Special School’. Such provision is common in Europe as illustrated below but not exclusively so, testimony to which are examples in Latin America and the Middle East.

Europe

- “We have the separate PE program for the students with disabilities” (Government Official).
- “Most of students with disabilities (mental) are integrated into special schools (and they have PE lessons)” (University Professor).
- “Depending on the kind of disability itself, varied opportunities are created for these pupils to get involved in PE; most frequently, the content of the PE is adapted to the specifics of this kind of disability; usually these activities take place in specialized centres for rehabilitation, kinesiotherapy etc.” (Ministry of Education, Youth and Science Official).
- “Students with bad disabilities are usually in their own schools” (PE Lecturer).
- “Students with disabilities are in their own schools; inclusive pedagogy is not in place” (University Professor).
- “Every situation acquires its own methods and creative solutions. And we have schools for special educational needs (often combined with physical disabilities)” (PE Teachers Association Official).

Latin America/Caribbean

- “The disabled population is not dominant in formal groups, but there are specialized schools” (UNESCO Delegation Representative).
- “Special Schools are in our country where are selected in accordance with your special needs and attended by experts as much of Special Education PE programmes, which adapt and spaces for sports” (PE Teacher).

Middle East

- “Students with major disabilities have their own special schools and there is not enough attention to their PE in this kind of schools” (University Professor).
- “We have special school for pupils with disabilities, and they have their own curriculum, timetable and their equipment” (Government Official).

Globally there are many examples of countries reporting inadequate infrastructure (including policy), access to facilities and adapted equipment and lack of qualified teachers and ‘special needs’ support personnel/assistants as being barriers to disability inclusion. Whilst the exemplars presented are predominantly from low income regions/countries, the inadequacies are also seen in higher income countries such as within Europe. NB. Additional exemplars feature in Section 9e.

Africa

- “Lack of adapted equipment and facilities” (Embassy Official). “Absence of programmes, absence of infrastructure and adapted equipment, absence of adapted didactical material, absence of didactical support in the market place” (Inspector of Secondary Education).
- “Do not have facilities or resources” (Teacher).
- “No equipment for disability learners” (Primary School Teacher).

Asia

- “Not enough staff to help students with disabilities” (University Professor).
- “Lack of material and human resources like teacher aides” (Teacher). “Lack of human resources to lead special programs” (Teacher).

Europe

- “There is not enough time to work with them during the class. They are marginalised” (PE Teacher).
- “Not enough didactical equipment” (PE Teacher).
- “The level of integration in Hungarian schools is low. There are exceptions, but there is no continuous improvement in occurrence.” (Ministerial Official).
- “Access, student attitudes PLEASE NOTE – Students who have special educational needs (but not necessarily any physical disability) may also not be integrated fully into the PE class. This represents a much larger minority group than those with mainly physical needs, whose access rights are not being facilitated” (PE Teacher).
- “Unfitted and unequipped gymnasiums, playgrounds, inappropriate inventory, lack of specific inventory, disabled sports are not cultivated” (Governmental Officials).
- “Too many students in one class and hence teacher finds it difficult to modify all activities; teachers are not trained enough to feel confident working with students who have a disability” (Head of School PE Department).
- “These classes are low in numbers, it is difficult to do team games, and this is the reason to join the classes of pupils with disabilities from year 7, 8 and 9. Another problem is that PE teachers are not prepared to plan and organize classes with pupils with disabilities. It is also hard to maintain discipline in such classes” (PE Teacher).
- “Lack of appropriate material and knowledge from the teachers” (Secondary School PE Teacher).
- “Ramps are seldom available” (Associate Professor).
- “We do not have any equipment for children with disabilities; there are too many children in groups and 1 teacher” (High School Teacher).
- Problems of “... Access to facilities, adaptation of curriculum” (Secondary School Teacher). “Mainly equipment and architectural barriers” (PE teacher/Researcher).
- “Inadequate physical school conditions; lack of equipment or not suitable for disabled students” (Teacher) and “... Not enough expert PE teachers about abilities” (University Teacher).

Latin America/Caribbean

- “Infrastructural deficiencies” (Teacher).
- “The lack of adequate space and adapted to multiple disabilities and poor or no adaptation of teaching materials” (Primary School PE Co-ordinator). “The majority of schools do not offer adequate facilities for children with special needs such as ramps, media, access, materials etc.” (Higher Directorate Academic Advisor).

Middle East

- “Not having a good facility for this kind of students; not have a specialised PE teacher for this kind of students; some families of this children does not like their children do sport for some reasons” (Official).
- “In public schools, it is more difficult for pupils with disabilities to join the PE class as the sport facilities are not designed to accommodate pupils with disabilities; public schools in general are not designed to accommodate pupils with disabilities” (University Lecturer).

Oceania

- Lack of “... Equipment and confidence of the teacher in including these children in physical education classes” (University PE Lecturer).

The reference to confidence of teachers in including children with disabilities in physical education classes in Samoa is indicative of the wider problem of a lack of specialist or trained teachers identified as a significant barrier to inclusion. It is important that teachers have a full and accurate understanding of the needs of all learners so that they can deploy a range of skills in order to promote achievement. Pupils with special needs or disabilities, as well as learners from minority groups, who might be at risk of under-achievement depend on teachers to manage their learning and provide support. Research (e.g. Lieberman, Houston-Wilson and Kozub, 2002; Block and Obrusnikova, 2007; Hardman, 2007; and Vickerman, 2007), indicates inconsistency in the amount of time spent during Physical Education Teacher Education programmes in supporting pre-service teachers in the areas of inclusion, and specifically how to include and support children with special educational needs in physical education. Beyond initial training, there would also appear to be less training or support for serving teachers. Illustrations from across the regions serve to represent the magnitude of the problem.

Africa

- “Absence of PE training programmes for the handicapped and the lack of teachers’ knowledge about adapted activities for the handicapped” (University Teacher).
- “Insufficient qualified teachers” (Embassy Official).
- “Inadequate qualified teachers to handle them” (Director of PE Programmes).
- “Inadequate trained personnel” (Teacher).
- “No teachers for special PE” (University Professor).
- “The teacher finds it more difficult to convey the PE message (with varying) types of disabilities” (Ministry of Youth and Sport Official).
- “Inadequate skilled personnel to deal with students/learners with disabilities. A specialist PE teacher is recommended but we have very few or no specialists in most schools” (Head Teacher/PE Teacher). “Most teachers in normal streams do not know how to handle them and get the right activities for them; since the disabilities differ, teachers find it difficult to handle/attend to individual differences” (Head Teacher).

Asia

- “Preparations of PE teachers is insufficient to work with disability students” (Directorate of Technical Education Official).
- “Lack of teaching methods to disabled students” (Teacher).

Europe

- “Lack of professionally trained staff for work with students with disabilities; lack of material support” (Government Official).
- “There is no specialization for PE teachers focusing on students with disabilities” (Elementary School Teacher).
- “PE teacher education programmes do not have enough classes on specific knowledge/skills, therefore the teachers do not feel to be prepared enough. In-service teacher education courses only touch a few elements, there is no comprehensive preparation” (University Policy Officer).
- “Lack of teacher confidence and support services” (College Lecturer in PE and ICT). “Teachers can be nervous about how to incorporate students safely” (Community School Teachers). “Teacher expertise, fear of litigation for inappropriate activities for students with disabilities” (Senior PE Inspector).
- “There are no assistant teachers; there is no appropriate education for class teachers in terms of providing PE lessons for pupils with disabilities” (Elementary School Teacher). “Not all teachers have sufficient knowledge and skills to adapt the curriculum for these students” (Primary School Teacher).
- “Insufficient qualifications (competence) of PE teachers to work with students with disabilities at PE classes” (University Professor).
- “Teachers are not trained enough to feel confident working with students who have a disability” (Head of School PE Department).
- “Teacher’s preparation isn’t uniform, concerning the special needs of these students” (PE Teacher). “Lack of appropriate material and knowledge from the teachers” (Secondary School PE Teacher).
- “Lack of training teachers” (PE Teacher).
- “Many PE teachers don’t have additional knowledge and skills for working with students with different kind of disabilities” (University Professor).

Latin America/Caribbean

- “No trained professionals; low teacher training on disability” (Higher Institute of PE Official).
- “Lack of training courses for teachers; unwillingness of teachers” (Teacher).
- “The teachers improvise with the resources at their disposal but they are not qualified and find it difficult to provide quality PE for disabled people... but teachers are scarce and improvise while not trained...” (PE Specialist).
- “Lack of staff training in the subject and suitable material to work with disabled people” (Expert, Directorate of International Affairs and Cooperation).
- “Lack of training for teachers in service to the attention of students with various disabilities” (Community Sport Official).
- “One of the biggest problems is the lack of training of teachers for their care” (Primary School PE Co-ordinator).
- “Teachers who are not qualified to assume the role within the class; the instrumentation required for students for the hearing impaired or visually impaired” (Regional Sport Method General Co-ordinator).

Middle East

- “The need to qualify teachers who deal with them is one of the most problems” (Ministry of Education Official). “PE teachers are not fully qualified to teach pupils with disabilities for example at the Faculty of Physical Education at the University... where I teach there are only one module deals with Physical Activity and Disabilities” (University Lecturer).
- “The lack of specialists in the development of curricula for the disabled; the large differences in disabilities require specialized approaches to each type” (Ministerial Official).
- “No qualified teachers to treat with them” (Directorate of Technical Education Official).

In the Second World-wide Physical Education Survey, it was noted that “sectoral or wider societal attitudes can be barriers to inclusion” (Hardman and Marshall, 2009, p.101). The present survey also reveals similar features.

Africa

- “Negative attitudes towards the disabled” (Teacher). “In most cases they are discriminated against” (Teacher). “Slow acceptance of society that children with special needs also require adequate attention as those without disabilities” (University Senior Lecturer).

Asia

- “Prejudices and negative cognitions are the primary causes in the case of students and parents” (University Lecturer).

Europe

- “The parents are usually very reluctant to allow their children suffering from a kind of disability, to join PE at normal/regular basis; parents fear that PE can add to the disability and further damage the health of the child” (Ministry of Education, Youth and Science Official).

Middle East

- “Some families of (these) children do not like their children do sport for some reasons” (Official).
- “In general our society does not have enough awareness with regard the importance of physical fitness for disabled population” (University Lecturer).

In some countries restrictions and financial cutbacks present barriers to disability inclusion and in the context of global financial instability is increasingly a concern and one that is articulated in a west European country:

“Inclusion is being seriously eroded by educational cutbacks due to austerity policies being the favoured mechanism to address the current economic difficulties.... Special needs assistants are being reduced in numbers to save costs” (College Lecturer).

On a more positive note, the Survey findings identified a range of progressive and improved inclusive practices in promotion of, and provision for, physical education in schools for children with disabilities/special needs. These practices variously embrace *inter alia*: national policy of entitlement to physical education; the use of differentiation as an inclusive strategy; the integration of disabled pupils into mainstream physical education classes; the employment of additional teaching assistants in the physical education lesson; the appointment of adapted physical activity co-ordinators; and the use of differentiated pedagogy to support inclusion. Examples from across the regions are testimony to these positive developments.

Africa

- “Teachers give them opportunities to do some tasks as their disabilities” (Ministry of Education Official).
- “Such learners are allowed certain ‘benefits’ or ‘advantages’ over other learners e.g. more time to complete activities, shorter distances to run etc.” (Teacher). “Pupils at (my school) that have disabilities are given every opportunity to compete and participate. Measures are taken to encourage their participation in a safe and friendly environment” (Teacher).

Europe

- “In our school each handicapped pupil has got his/her own assistant who help him/her during exercising if it is possible; there is a trend to integrate disabled pupils in normal PE” (PE/English Teacher).
- “Advice and support from local school which specialises in teaching pupils with disabilities; equipment; one-to-one extra support Teaching Assistant” (Primary School Teacher).
- “Pupil’s with special needs are – if possible - integrated to normal PE classes. Teachers try to modify teaching and program suitable for everyone. There is also adapted physical education for those children who are in special schools...; (full inclusion) depends on pupil’s general health situation (medical certificate). If there is a risk for pupil’s safety, inclusion is not possible” (Teacher).
- “Integration wherever possible depending on the specific handicap. Both in special schools and in standard schools. The development process methodology e.g. for human interaction, equality, intercultural learning and with respect to the inclusion of pupils with impairments and disabilities, is relevant as a small-scale life model” (Government Official).
- “Teachers are expected to include students with special educational needs as fully as possible in any physical education lesson. This would include modifying the lesson structure to accommodate students with disabilities and using differentiated teaching strategies to include them. Depending on the nature of the disability, a student would often have an adult special needs assistant to assist them before, during and after the lesson” (Department of Education and Skills Inspector).
- “In schools we try to cater as much as possible for these students. The majority of the difficulties are for example children who are wheelchair bound but they are always included in some way or another in the lesson. Students with disabilities do attend their PE lessons and their LSA (Learning Support Assistant) together with the PE teacher do create a programme which allows the student to participate, using differentiated learning” (Secretariat for Catholic Education Official).
- “Schools and sports facilities include the reception of students with disabilities. Moreover, if necessary ‘Assistants for School Life’ can be made available to schools to ensure the smooth progress of the student’s school. Finally, teachers of physical education and sports adapt the content of education to the student” (Director of National Education, Youth and Sport).
- “We teachers have the responsibility to individualise instruction/education so that everyone can participate. Sometimes there may be an assistant to the student with special needs; sometimes students with special needs have their own rules in a game” (PE Teacher).
- “Disabled students are motivated to participate in activities considering their disabilities and the schools’ physical conditions to improve their self-confidence” (University Teacher).

Latin America/Caribbean

- “The teachers’ students with disabilities participate in equal conditions. The teachers improvise with the resources at their disposal” (PE Specialist).
- “In each school. Pupils with Special Educational Needs (SEN, with and without disabilities) are integrated into regular school PE class like all other students, and there are the MAC (Multi Care Center), where they take classes and are grouped students with disabilities and one of the core subject is Physical Education” (Primary School PE Co-ordinator).

Middle East

- “Students with minor disabilities are allowed to the normal schools and can take part in PE classes depending on their physical situations” (University Professor).

North America

- “We have a district adapted physical activity coordinator to provide support” (PE and Athletics Co-ordinator).
- “Depending on the disability, some students are assigned a one to one learning assistant” (Arts and HPE Instructional Co-ordinator).

Oceania

- “Children with disability or special needs are involved in physical education activities e.g. the deaf or hard of hearing are involved in most sporting activities. Others are dependent on their condition and availability of the necessary equipment etc.” (University PE Lecturer).

In recent years, a number of countries have brought about change in inclusion and disability policy and practice, epitomised in policies related to entitlement to physical education, inclusion, integration, employment of support assistants, differentiated teaching methods, use of adapted equipment etc. Nonetheless, persistent barriers continue to undermine the drive for a more holistic and inclusive physical education environment for children with disabilities and these barriers are not limited to any one country or region, they are globally widespread as demonstrated in the above quotations. Thus, as with previous worldwide surveys, there is a mixed messages scenario. Whatever, there is clear evidence that those with disabilities do not receive equal access to the physical education experience and such individuals are increasingly part of the mainstream school system. The preparation of teachers and their continuing professional development is a specifically identified area, which requires immediate attention: the challenges inherent in inclusion and disability suggest the need for a sustained review of training programmes. Initial Teacher Training programmes’ providers should consider how to do more in the professional preparation of teachers to work with those with special educational needs. Of relevance here is the Irish *European Inclusive Physical Education Training (EIPET) Project (2007-2009)*. The Project aimed to tackle difficulties associated with the inclusion of people with disabilities into mainstream education. The EIPET Project’s main aim was to offer a ‘ready to roll’ module and associated resources for addressing effective inclusion of people with disabilities in mainstream education. This planned module emphasises practical modules for trainee teachers to develop competence and self-efficacy in the area. The EIPET Project advocated: adaptation of the school physical education curriculum to reflect current conditions and the needs of all students with special needs in physical education; assessment of the current level of performance of students with special needs in physical education; planned development of appropriate learning experiences in inclusive physical education; preparation of school class and classroom for inclusion of students with special educational needs; adaptation of teaching in order to meet the needs of ALL students in inclusive physical education; management of students’ behaviour to assure the most appropriate and safe learning for ALL students; communication with students with special educational needs and others who are directly and indirectly involved in teaching inclusive physical education; evaluation of progress of students with Special Educational Needs (SEN) in

inclusive physical education in relation to his/her Individualised Education Programme (IEP) goals; evaluation of the effectiveness of inclusive physical education programmes; continuation of development of own professional skills and knowledge of that of others; and advocacy for the needs and rights of students with special educational needs (Carty et al., 2009). Additionally, as indicated in World-wide Physical Education Survey II, and indicative of the data in this present survey, there is a need for rigorous research into many of the aspects of inclusion of children with disabilities in physical education.

SECTION 7

Partnership Pathways (links to PE/sports activity in out-of-school settings)

The Second World-wide Physical Education Survey pointed to inadequate and/or insufficient links between school physical education programmes and wider community physical activity provision agencies in some countries. Where links of various kinds were evident, many pupils were not made aware of available pathways to out-of-school provision and/or physical activity programmes. This general scenario continues to persist: the French teacher's observation recorded in the Second World-wide Physical Education Survey Final Report that there is "not enough co-operation between schools and sport organisations" (Hardman and Marshall, 2009, p.105) is mirrored in the present Survey's data. Table 31 indicates that globally in only 27% of countries are there formally arranged school-community partnership pathways in place. European region countries, as in the previous Survey, have the highest proportion of school-community partnership links (68%) with the North American region having no such links. The Oceanic (9%), Asian (14%), African (21%) and Middle East (22%) regions show low proportions of formal school-community links. Noteworthy in relation to this item, however, are high proportions of "Not Applicable (NA)"/"No Response (NR)" in Asian, Middle East and Oceanic countries and hence, may distort the situation.

Table 31. School Physical Education–Community Links: Global/Regional (%)

Area	Yes	No	NA/NR
Global	27	20	53
Africa	21	65	14
Asia	14	14	72
Europe	68	11	21
LatAm/Caribbean	45	30	25
Middle East	22	7	71
North America	-	95	5
Oceania	9	9	82

Exemplars drawn from several countries indicate some of the reasons (e.g. lack of communication, infrastructural deficiencies and financial cut-backs) for shortfalls in school-wider community agency partnerships:

“School doesn’t make anything for sport in the free time of pupils” (Associate PE Professor). “There is not communication between PE teachers and parents and between PE teachers and sports clubs” (Associate PE Professor).

“Lack of club lessons or workshops, where the teacher can devote more hours to students” (Expert, Directorate of International Affairs and Cooperation).

“Withdrawal of funding by (the) government for national PE programmes in recent years. There has been significant funding to develop partnerships between schools, competitions and local authority support. This ceased in 2011” (Primary School Teacher).

“It is a concern that according to a one-time monitoring report (2009), 20% of the schools do not meet one specific requirement of the Public Education Act, namely the one that obliges each school to run extra-curricular PE/sport programme in the afternoon” (University Policy Officer).

“There is no system of school sport clubs from junior high to universities, which means there are fewer opportunities for students to participate in sports and only a limited number of female students engage in playing sports” (Sugino and Mimura, 2013).

Where there is school-wider community agencies’ provision, as revealed in the Second World-wide Physical Education Survey, with the exception of the North American region, there are regionally pervasive links (both formal and incidental) between schools’ competitive sport activity programmes (curricular and extra-curricular) and/or development of talented young athletes from local, through district and regional to national and international level agencies, as exemplars across the regions demonstrate.

Africa

- “Existence of an annual programme of school competitions involving primary and secondary schools” (Secondary Education Inspector).
- “Participation of boys and girls at a cluster, sub-region, region and national level competitions. Involvement in international e.g. football events. Participation by individuals from school teams in National Federation activities” (Ministerial PE and Sport Department Official).
- “Sports promotion; Championships interclass/inter-school; Championships organized by the (National) Federation of school sports...; National Games organized by the (National) Office of School and University Sport...” (National Commission to UNESCO Official).
- “National competitions” (Teacher). “Football, netball, volleyball competitions in school, class and local levels in the region” (Education Assistant).
- “Pupils participate in national teams and other local teams after school hours” (Sport and Culture Unit Official).

Asia

- “Selection and training of young sportsmen (in sports, I, II, III-stage of preparation)” (Education Official).

Europe

- “Competitions, tournament and similar Activities” (Ministerial Official).
- “Pyramid of organisation: (National Agencies)..., National governing bodies, Regional bodies, Local organisations” (Secondary School PE Teacher).
- “Club activities (local education providers can apply funding from FNBE)” (PE Teacher).
- “In-school and out-of-school competitions” (Teacher).
- “In some cases, special trainers from sport societies integrate PE lessons and suggest the students to take part to afternoon activities for competitive sport” (PE Teacher).
- “Sport manifestations for national or school holidays, sport competitions organized by the National Association of school sport” (Basic School PE Specialist).
- “Cooperation with the schools’ sports clubs; system interschool sports competitions” (Teacher).
- “School Sports Project in which each school has one or more sports team, which participates in competitions of local, regional and national levels” (PE Teacher).
- “School Sports Associations; competitions regulated by the Ministry; coordination of sporting events by the physical education and sport teachers” (Ministry of Education, Research, and Youth Sport Official).
- “There are sports schools in (one)... area, where children concern with the sports, which concern with and in usual school. Regularly competitions are conducted amongst schoolboy on football, light athletics, basketball and etc. In (one) city... area lessons with schoolboys conduct on the base of the sports schools” (University Professor).
- “The schools have good relationships with local sport clubs in which children go to train their favourite sport” (PE Teacher). “Synchronisation of school sport competitions system and themed activities in the city, regional and national level” (Physical Education Professor).
- “Well there are programs such as school sports in which it aims to continue” (University Professor).

Latin America/Caribbean

- “Competitive sport programmes” (PE Official).
- “Depends on the school, but there is an official calendar of tournaments for sport at local, regional and national levels” (Department of Education, PE and Sports Unit Official/Curriculum Expert Consultant).
- “Games, gymkhanas and special activities; community work” (PE teacher).

Nonetheless, despite the competitive sport emphasis of established links, many countries also have informal and/or formal school-community pathways, which encourage participation in physical (or sport-related) activity after or outside of school curriculum time and, which embrace a broader ‘sport for all’ philosophy:

Africa

- “Extra-curricular days” (University Teacher).
- “Existence of an evening set aside in the week devoted to the Sports Association (practical sport outside of PE lessons)” (Inspector of Secondary Education).
- “Ministry of Youth and Sports organise relevant sports activities. After school hours and in school holidays to ensure continuity: e.g. football under 16, 17 tournaments; athletic competitions, swimming, games, self-defence” (PE Organiser).
- “Children might participate in community sport teams” (Sport Officer).
- “Scholars’ sport; promotional structure” (Ministry of Youth and Sport Official).
- “Community sports galas e.g. at the end of the year” (Primary School Teacher). “School participation in extra-mural competitions such as athletics, badminton, cricket, gymnastics” (PE Teacher). “Planned coaching courses and officiation; planned programmes for local competitions; friendly matches at celebrations like tug-of-war, bicycle race, football, netball and others” (Education Officer i/c Sports).

Asia

- There are no formally organised links “... but they often get active in local sports groups” (University Lecturer and Ministry of Education Physical Education Expert).
- “1. Strengthening ties with the local community sports club 2. Above all, teachers’ role are most important to coordinate P.E. classes with local community sports clubs” (University Lecturer). “The alumni association and the alumni volleyball club have supported sports equipment” (University Lecturer). “We are supported for coaches who assist after-school extracurricular sports activity from (the National)... Council of Sport for All” (PE Teacher). “Opened the school gym or the ballpark to the local community sports club, direct management to the swimming pool owned by schools” (PE Teacher).

Europe

- “In a few schools where PE teachers are really motivated, there are links between PE and community. A characteristic of PE teaching in this region is that is focused on itself and not really thought as a clear relay towards physical activity and sports in the community. Some sport activities are organized (competition between schools) but for a limited number of students. The decree provides that mission 24/07/1997 participation in sports is encouraged by collaboration with external partners to the school” (University Professor).
- “Afternoon organized physical activity” (PE Teacher). “Members of organised PA and clubs represent school in such disciplines that are not taught in PE lessons” (Teacher). “Our teachers also organise leisure-time PA in clubs” (Teacher).
- “There are programmes/local policies in place in most counties” (University Lecturer). “Club, school links, Out of Achievers Assembly, outside coaches delivering after-school clubs” (Primary School PE Co-ordinator).
- “Physical activities in local community: sport halls and fields” (National Examination and Qualifications Centre Official).
- “Co-operation with sports clubs” (PE Teacher). “Co-operations between schools and sports clubs/ associations, collaboration as part of all-day supervision” (Teacher).

Europe

- “Links with local sports partnerships and schools made on a localised level in places... “Many links with clubs and National Governing Bodies” (Teachers). “There are few formal structures as such as this is not a requirement of the physical education programme. However it would be taken as an indicator of good practice during an evaluation by the physical education Inspectorate. Initiatives such as the Department of Education and Skills-sponsored Active Schools Flag promote (amongst other things) synergy between the school and the local community. The local sports partnerships also try to forge links between schools and communities. Sometimes development officers for local organisations involved in sports (notably team sports such as rugby, gaa, soccer) will visit schools and teach a block of activity over a few weeks. This often leads to students taking an interest in the local club” (Department of Education and Skills Inspector).
- “Lot of sport federation and sport club teaching for same lesson in the PE lesson, so the students can know lot of sport disciplines and after attend in the extra-curricular sport club” (PE Professor).
- “Informal and organized sports education in schools: there is a variety of sports clubs, sports activities and so on... Students in school and after school in the city have the opportunity to choose activities that deepen their knowledge, improve their skills in selected sports activities to sports results. Active part in school activities and the city is funded by the state, so it is free” (Primary School Teacher). “After school, students attend sporting circles in schools, sports schools and clubs, or are active in the most popular sports (basketball, soccer, swimming, volleyball etc.)” (Ministry of Education Official).
- “Additional PE classes/schools sport activities and sports sections (sports competition, other school sports manifestations – night races, day with bicycles, swimming day, classes for corrective gymnastics” (University Professor).
- “The (National)... Sports Council offers after school sport for students during the week and on Saturday mornings within the school facilities. P.E teachers allow/work with coaches from different organizations to come into school at break times to promote sports/clubs” (Teacher).
- “Teachers of physical education and sports animate activity, outside of school time, and within various i.e. sports associations activities. This is to encourage students to participate in sport by familiarizing them with the federations and sports clubs” (Director of National Education, Youth and Sport).
- “Local government has initiated an impulse to stimulate educational – and sports organizations to work together. The result will be that there are in 2012, 2250 people working to bring sports and culture closer to school” (National PE Teachers Association Official).
- “Not officially, but sometimes there would club officials who would coach pupils within school and encourage them to attend their clubs” (Anon).
- “Cooperation with the schools’ sports clubs; system interschool sports competitions” (Teacher).
- “Extra-curricular activities supported in every national schools, called Scholars sports” (PE Teacher).
- “School Sports Associations; competitions regulated by the Ministry; coordination of sporting events by the physical education and sport teachers” (Ministry of Education, Research, and Youth Sport Official).
- “The Law About Education Federal documents on development of physical education and sports (the nation)... and regions” (University Associate Professor).
- “The schools have good relationships with local sport clubs in which children go to train their favourite sport” (PE Teacher).
- “Sports events in free out-school time” (University Teacher).

Latin America/Caribbean

- “After school sporting programs such as volleyball and football” (PE Teacher).
- “Student Sports Games; development of projects; School Sports Festivals (in primary)” (Secondary and Primary School Teachers).
- “Different sporting projects: festivals, tournaments, games, sports matches systematically organised (Master of PE)”
- “School clubs, camps, CIDE directed recreation” (Ministry of Education Official).
- “If the Federal Government considers that are to promote the PE, sport and recreation: physical activation, school sport facilities and municipal; always open school programme; safe school recreation; Physical Culture Program, school camps, sports centres for beginners. Few teachers are incorporated into these programs, they hope they reach their schools, and not managed or promoted, this can help promote physical activity” (Master of PE teaching Intervention).
- “Extra-curricular physical activities are handled individually, each representative ensures that their client practice physical activity off campus” (Teachers).

Middle East

- “Football, volleyball, basketball, handball, track and field, karate, tennis, gymnastics” (Physical Education Official).
- “Facing in sports between neighbour schools in the area; sports held by the education office in each area between schools; meetings held by the ministry between the districts” (PE Supervisor).

Oceania

- “YES and NO depending on the school and or community. There are many examples of excellent school PE/Community/Sport relationships and some Government initiatives are striving to encourage this” (University Associate Professor).

A school’s role should extend to encouraging young people to continue participation in physical activity, through the provision of links and co-ordinated opportunities for all young people at all levels and by developing partnerships with the wider community to broaden and improve the opportunities available for them to remain physically active. As indicated by the European Commission’s *Eurydice Report* (2013):

“... The presence of a local community sports infrastructure may... increase opportunities for organised physical activities and enhance the quality of (schools) provision” (Eurydice, 2013, p.22).

The principle of partnerships embracing multi-sectoral policies is an essential feature of the World Health Organisation's (2004) *Global strategy on diet, physical activity and health* policy framework as well as the European Parliament's 2007 *Resolution*. With limited curriculum time allocation per week, physical education cannot itself satisfy physical activity needs of young people or address activity shortfalls let alone achieve other significant outcomes. Bridges do need to be built, especially to stimulate young people to participate in physical activity during their leisure time and beyond school life. Teacher education programmes should address the facilitation and intermediary roles of teachers responsible for physical education. Thus, at the very least, their professional preparation should embrace familiarisation with pathways for participation in wider community multi-sector provision. Support is fundamental to the realisation of such ideals. It can be achieved through the collaborative, co-operative partnership approach involving other professionals and committed, dedicated and properly mentored volunteer individual and group enthusiasts. Personnel functioning in partner institutions should have appropriate skills and competences, which might be acquired through some special training. In response to concepts of active life styles in life-long learning contexts, the development of partnerships is essential in any redefinition of purpose and function processes to accommodate broader life-long educational outcomes including healthy well-being and links with personal and social development.

SECTION 8

‘Best Practice’ Examples in School Physical Education

The term ‘Best Practice’ has been used to describe what works in a particular situation or environment. However, it should be borne in mind that a particular practice that has worked within a given setting or set of variables may or may not produce the same results across other educational environments. This section reports examples of perceived best practice as identified by Survey respondents. Somewhat disappointingly, only in 23% (53 of the 232 responding countries/autonomous regions) countries’ responses actually reported examples and so showcase Best Practice initiatives. However, those that did, provide insights into current philosophy, policy and practice. A number of themes are evident.

Physical education has the propensity to contribute to children’s confidence and self-esteem. Additionally, it can enhance social development by preparing children to cope with competition, winning and losing, cooperation and collaboration. **Intra- and inter-school competition** figured prominently in the identification of best practice, thereby reinforcing the pre-disposition towards competitive sports activities within school physical education curricula. Generally, a pattern emerged with competition beginning in the individual school and progressing through local competitions between schools to regional and national, sometimes televised, competitions based predominantly around Olympic sports. Exemplars include: **Cuba**, where there are monthly competitions involving team games; **Macedonia**, where the national School Sport Federation co-ordinates competitions, which start at school level and progress to community, regional and state level; **Romania**, where teachers organise various competitions involving different sports, which lead to inter-school and inter-city tournaments; and **Turkey**, where teams represent their schools in local and national competitions with an emphasis placed on the social development of the student.

The use of inter-school competition to identify talented individuals is widespread. A specific example is provided by a **German** respondent who highlights the importance of providing optimum support for pupils who are talented at sports. Support is provided to ensure that the individual develops not only as a sportsman or woman, but as a person and, therefore, attention is also paid to their academic, personal and social development. In **Burkina Faso**, talented players have the opportunity to progress to national teams. This applies to both sexes and it allows them to compete on the higher stage. Furthermore, it allows the country to gain increased international recognition. A **Ugandan** Education Assistant highlights the importance of the physical education lesson in providing physical education teachers with the opportunity of identifying the best footballers and netballers, who will represent the school in zonal, regional and national championships; success in these championships is used as a source of motivation to those students who aspire to higher things. A nation’s sporting success in international competition can influence the status and focus of physical education and sport in schools as illustrated by a Samoan University Physical Education Lecturer’s assertion that improved results gained by **Samoa’s** rugby teams has changed the attitudes of people towards physical education and sport, which in turn has had an impact on the teaching of rugby and netball and also on the provision of inter-school sports programmes. Beyond team games sports competitions, in **Estonia** an annual two-day gymnastics event takes place in a school, which involves pupils from 2nd to 12th grade. The focus is on individual and team/group presentations. Performances are ‘assessed’ by a Jury which includes pupils, parents and alumni. All competitors receive a diploma but the ‘best’ competitors are awarded medals and certificates.

The promotion of **health and healthy lifestyles** is a popular theme. A number of examples of health-related programmes are provided, from walking children the final two kilometres to school (**Austria**), to the more innovative and ‘unique’ *FitKid* Coach Programme adopted in some Canadian (**British Columbia**) schools. This programme “empowers Grade 6 and 7 ‘Leadership students’ to become ambassadors for fitness education within their schools and communities” (PE and Athletics Co-ordinator). In **Chile**, the programme *Choose to Live Healthily* “promotes

physical activity by placing active playgrounds around the City for children to play” (PE Teacher). In **Mauritius**, there is an example of a scheme which develops a culture of good health and lifelong wellness through physical activities. Important to this scheme is the daily completion by the primary level children of a ten minute breathing and stretching programme, led by either the Class Teacher or the Health and PE Instructor. The aim of this programme is to de-stress pupils after “having followed academic classes for too long” (PE Organiser). **Monaco** provides the *Health Day*, which allows students to take part in a sporting event and then reflect upon its value in terms of health and healthy behaviour. Topics for discussion include diet, the dangers of smoking and the risks related to doping. Involved in the debates are teachers, parents and the school catering company.

Extra-curricular programmes have for a long time helped in the provision of additional opportunities for children to take part in structured activity at either a competitive or a recreational level. These programmes’ sessions normally take place before, during or after school, throughout the scheduled working week. In **Belarus**, “doors are not closed on Saturday” (University Professor). In **Bulgaria**, the *Programme Sports Vacation* aims to develop physical education and sport at school: it encourages the free of charge use of school facilities during vacation periods. In the **Republic of Ireland**, the *Sport@Dawn* programme is an early morning, non-competitive physical activity programme: “... Its proven link with the development of student self-determination and resilience renders it a potentially valuable model of extra co-provision” (College Lecturer).

Closely aligned to the concept of extra-curricular activity is the **link** that some schools have with sport **National Governing Bodies** and sports clubs. A number of schools in the **Republic of Ireland** have forged a partnership with the Irish Boxing Association, thus providing pupils with the opportunity to attend workshops, develop skills and compete in inter-school competitions. Partnerships with sport clubs are generally widespread: in **Luxembourg**, there is a collaborative project between primary schools and local clubs; in **Malta**, every sports association on the island is invited to present taster sessions of the sports that they represent with the intention that students will then be inspired to become actively involved in the sport that they enjoyed the most –the long-term aim is to increase lifelong participation levels; after-school programmes in **Palestine** encourage students to remain involved with their favourite sports and such school-club links provide the opportunity for the students to develop their skills; and in **Sweden** too, there are widespread connections between schools sports clubs.

Supportive **families and communities** are often the key to acknowledging the distinctive role of physical education. In **Ecuador**, the programme *Community Sport in School* facilitates community access to physical activities and sports offered at the school. A scheme in **Italy** encourages links with old people and retired teachers in order establish a historical perspective of traditional games and dances, typical of the area. A school in **South Africa** strives to provide sporting opportunities to young people in poverty-stricken rural communities. In **Uganda**, there are several examples of links between a school and the wider community: the school can organise training of school attendees with non-scholars in the community; after training, teams are organised by the school and compete with other teams from the community. Officials are provided by the community and the school. The competitions are organised under the theme of *Keep in school for a better future* (Teacher), a theme, which is extended in invited guests’ post-competition addresses to the teams and spectators, usually “on the importance of being in schools in relation to talent development; trophies are then awarded to the winning team” (Teacher). In some other Ugandan schools a scenario (traditionally not unfamiliar in the UK, especially in primary schools and perhaps indicative of colonial legacy) is the school *Sports Day* programme that “marks the climax of what they (the children) do in PE lessons” (Head Teacher/ PE Teacher).

The Sports Day “involves everybody (stakeholders) in the school set up: the local leader, religious leaders, the parents of the school, school administrators, the teaching staff and the support staff plus the well wishers. The pupils (learners) take part in all the sports activities as planned for the day and the parents/community leaders/well wishers are either involved physically as they take part in some activities or economically in sponsoring the programme” (Teacher).

The event is not only perceived as an annual culmination of the school's physical education programme's activities but also as social occasion with parental involvement:

“When parents come to watch these activities it acts as a crowd puller as well as a social event to woo more parents join the school. These events are always punctuated with artistic gymnastics, track and field events. The parents too get involved in activities like running and rope tug-of-war in form of contest with a lot of excitement” (Head Teacher/PE Teacher).

An innovative Project in **Costa Rica** involves working with mothers in order to improve their physical fitness, through increased physical activity. This Project promotes the values of respect, friendship, equality and responsibility. It also stresses the need to have fun and provides the students with the opportunity to share recreational and sports activities with their parents. In **Cuba**, there is an example of a 'skills weekend' in community sport and recreation, when students can develop their ability in a range of sports. In **Venezuela**, the Community Recreation Program for the occupation of free time seeks to establish the integration of school, family and community. Furthermore, the Project, *We are the World*, involves the physical education teacher being responsible for the development of the values of teamwork, love, hope, responsibility, commitment and national identity within children and young people.

Throughout the world there are examples of **specific projects** which have been established to enhance the quality of physical education provision. Some of these cross a number of thematic boundaries. In the **Czech Republic** the Go Project for new students is an outdoor course which takes a cross-curricular approach to enhancing motor and social skills. It combines physical education with writing, social studies and psychology. *Olymkids* has become an annual event for a cluster of primary schools in **England**. It is a multi-sport event involving over 500 children who come together to compete in a range of activities. The children are placed into teams, mixing with children from other schools and each team takes the name of an Olympic nation. Not only does this event provide competition but it also provides an ideal environment for developing inter-personal skills. In **Finland**, *Finnish Schools on the Move* is a two year 'pilot' Project (2010-2012) with one of its objectives being to make the school day more physically active and to motivate the children towards physically active lifestyles. Activity is promoted on the way to school, during breaks and through implementing physical activity into different school subjects. A Project, which has gained both pupil and parental approval in **Hungary**, is *Sport Elementary Schools*. Here accredited sport elementary schools provide daily physical education lessons for grades 1- 8. In grades 1- 2, two after school physical activity sessions are held in order to develop general motor skills and to provide the pupils with the opportunity to participate in fun activities. In grade 3 and thereafter, pupils select a sport and have two/three practice sessions per week.

The award of the *Active Schools Flag* in the **Republic of Ireland** indicates that schools, both primary and post-primary have achieved a physically active and physically educated school community. “These schools commit to a process of self-evaluation in terms of the PE programmes and the physical opportunities that they offer” (PE/ICT Lecturer). Additionally, those responsible for the subject must plan and implement a series of changes that will enhance physical education and extra-curricular provision and promote physical activity. “Active commuting and playtimes are key characteristics of Active Schools” (PE/ICT Lecturer). The *Active Schools Flag* is valid for three years.

In many countries, obesity is a major public health concern. In order to address this issue in **Portugal**, the Programme *PESSOA*, a physical activity and family-based intervention strategy has been introduced. This is a 28 month controlled trial which targets 5th, 6th and 7th Grade school students. Its primary aim is to promote healthy eating and increase physical activity within the target group.

The Ministry of Education, Research, and Youth Sport in **Romania** facilitates the *Kalokagathia* programme which aims to “stimulate interest in physical education and sport among students in the pre-school and primary school” (Ministry Official). Further aims are to: promote positive social relationships; develop self-respect; and encourage pupils to be creative and imaginative through the medium of movement. In **Uruguay**, the *Coordination of Physical Culture* similarly promotes the development of the values of respect, empathy and friendship through sport. **Lithuania’s Schoolchildren Olympic Festival** involves 42% of all schoolchildren from all municipalities. The year-long programme invites the children to become involved in sport and art and allows them to express themselves through painting, writing poems, taking photographs, or by taking part in a specific sport activity. The Festival’s aim is to encourage students to become involved in activities, to distract them from harmful habits and to promote healthy lifestyles.

There is much to applaud in terms of best practice throughout the world. These practices should not remain hidden but instead be highlighted and promoted in order to inform the physical education community globally. The sharing of good and innovative practices will help teachers to provide appropriate physical education programmes of study, which will enable the pupil to develop physically, emotionally and socially. This, essentially, is a human right.

SECTION 9

Issues in provision (PE-related concerns, problems, challenges): Global and Regional Perspectives

The present Survey questionnaire respondents were asked to specify any issues, concerns, problems and challenges relating to physical education within their country/state/region/school and essential basic needs requirements. Together with those identified in the wider literature review, the issues indicated as a source for concern as well as relevant to required basic needs include:

- responsible authority for school physical education policy rhetoric and implementation gaps as well as failures to strictly apply legislation on physical education provision
- deficiencies in curriculum time allocation and/or implementation of mandated/guideline requirements
- physical education subject and teacher status
- evidential concern about teacher supply and quality encompassing insufficiency in numbers and inadequacy of appropriately qualified physical education/sport teachers, especially in primary/elementary school stages; additional perceived human resources problems issues concerned motivation and attitudes of some teachers and inadequate provision and/or uptake of further professional development through CPD/INSET programmes
- widespread considerable inadequacies in facility and equipment supply and site maintenance, especially in economically developing (though not exclusively so) countries; a related issue in the facility-equipment concern is finance with some countries concerned about financial resources and under-funding of physical education/sport as well as the low remuneration of physical education/sport teachers
- the relevance and quality of the physical education curriculum, especially where there is a sustained pre-disposition towards sports competition and performance-related activities dominated by games, gymnastics and track and field athletics; a perceived deterioration in students' attitudes towards, and held values ascribed to, physical education
- a range of barriers to full gender and especially disability inclusion
- at a time of apparent falling fitness standards of young people, increasing sedentary lifestyles and levels of obesity together with continuing high youth drop-out rates from physical/sporting activity engagement, the associated concerns are exacerbated in some countries by insufficient and/or inadequate school-community co-ordination and linked pathways to participation in physical activity, and problems of communication: table 31, in Section 7, indicates that globally there may be formally arranged school-community partnership pathways in place in only 27% of countries.

Relevant issues and concerns as well as perceived physical education basic needs are variously addressed in Sections 1-7. This current Section specifically focuses on those 'problem' areas most frequently evident: policy-provision issues; physical education curriculum (time allocation and implementation) issues; teacher supply and quality; attitudes and motivation, and professional development; facility and equipment supply, associated finance and teaching materials issues; and inclusion of school-age children with disabilities. Collectively they serve to inform the formulation of a Physical Education 'Basic Needs Model' (refer Section 10 and Appendix IV).

At continental area and regional levels a number of issues are evident, which illustrate inadequacies in physical education provision rather than positive initiatives and developments. The selected representative qualitative data references immediately below are presented thematically and in the form of a continental/regional round up. All of the issues are encapsulated in single and composite quotations compiled from sets of teachers' questionnaire responses in countries in different regions of the world.

a) Policy rhetoric, legislation and physical education provision issues

Concerns indicated embrace: conceptual centralisation, which ignores regional contexts and local policy matters on the one hand and perceived governmental disinterest in school physical education on the other; managerial/administrative deficiencies; lack of transparency and accountability in policy-making and implementation; impacts on policy of austerity measures; and societal changes and impacts on policy and practice.

Africa

- "Centralisation of the concept of PE without taking into account regional specificities" (University Teacher).
- "Not all schools offer PE; not being taken seriously by our government" (Sports Officer). "Many schools are doing away with Phys Ed to make way for other 'academic subjects'; no continuity within our Education department; Phys Ed is run entirely within individual schools with no curriculum directives from the Education department. Each school governs its own Phys Ed programme" (Teacher).
- "Lack of educational leaders" (Ministerial Official).
- "Poor management and administration of PE and sports" (Primary School Teacher).

Asia

- "The policy makers have no idea regarding the importance of physical education. They have no such quality also to think about it considering its special characteristics" (State PE Institute Associate Professor).
- "The circumstances surrounding education have changed greatly and those problems come to school PE (in the country)... Increase the number of children lack of exercise, lack of play with friends and families and decline body strength" (University Professor).
- "What is taught in PE classes is often decided by teachers at each school as there are no official Ministry guidelines for the teaching of PE" (Mizoroke, 2010). "Schools offer PE classes on the equipment they have. Moreover, there is no consensus as to a national standard and levels for junior, senior high school..." (Sugino and Mimura, 2013).

Europe

- "The program on physical training varies according to features of sport base and arrangement of establishment of education (countryside, city district)" (University Dean and Post-graduate Researcher).
- "It is a concern that according to a one-time monitoring report (2009), 20% of the schools do not meet one specific requirement of the Public Education Act, namely the one that obliges each school to run extra-curricular PE/sport programme in the afternoon. According to the law, 20% of all after-school activities must be physical activity. Besides the current compulsory weekly PE hours (2-4) the afternoon PA/sport courses offer a good basis for a successful school PE and sport programme" (University Policy Officer).
- "In curriculum almost everything is excellent as theory but in practice there is big chaos. PE Teachers leave the students free mostly in their lesson. If teacher is creative and sensitive he tries lot. But sometimes even if you are Olympic Champion you can't do something very well" (University Teacher).

Latin America/Caribbean

- “No courses FREE OR SPECIAL, BA, Masters or PhD. It is very expensive what little there or post-graduate training. There is no adequate and accessible infrastructure. Since managers, supervisors etc. there is no control over anything” (PE Teacher). “Lack of prioritization of the work of PE teachers in relation to other areas; little support from the authorities in the different decision makers, in developing educational and social policies that involve Physical Education; concentrate only economic support programs School Sports Competitions. Considerable increase, institutional authorities, to restrict the activities and own shares of Physical Education, on fears the risks involved in our activities, devaluing the ability of teachers to handle these situations. Lack of regulations to safeguard the working conditions of the physical education teacher” (Higher Institute of PE Official). “The failure to create positions of E.F. (PE) according to the growth of the school population” (PE Professional).
- “Deficiency on the issue of management of some technical criteria such as: assessment, facilitator’s role, among others; lack of openness of most regulations of physical education in schools” (Expert, Directorate of International Affairs and Cooperation).
- “Lack of regulation on the use of appropriate standard” (Embassy Official).
- “The weakness is centered on the need to unify criteria about the concept of physical education by teachers who administer the chair, on the other hand review of the physical education curriculum of the houses by forming human resource as there is great diversity in design and does not conform to current educational policies established in the ... Republic...” (University Lecturer).

Middle East

- “PE development has limited involvement from PE staff (PE Teachers, PE Supervisors and Principals). Lack of supervision, accountability and control over PE teachers concerning PE classes, training and curriculum implementation. PE curriculum is not being developed fully in PE classes and is not adapted to the needs of schools, students and teachers; governance is not enough effective to cover all needs of PE at schools and to fully support PE requirements” (Government Official).

Oceania

- “Additional activities’ taking up to 20% of time may include activities such as school sport. Teachers have flexibility to use these guidelines in accordance with policies of their school system or authority” (Research Consultant).
- “PE is not mandated in schools at any age/level of schooling. (No learning area is mandated). However schools are required to develop and implement teaching and learning programmes: to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum. Therefore it is required that all schools deliver the learning area Health and Physical Education as part of a broad and balanced curriculum. The (National)... Curriculum (Ministry of Education, 2007) do note “it is expected that all students will have had opportunities to learn basic aquatics skills by the end of year 6” (p. 22). National Education Goals and Administration Guidelines require that each school give priority to regular quality physical activity that develops movement skills for all students, especially in Years 1-6... However it should be noted that physical activity as required by this legislation does not reflect the broad nature of HPE (or PE more specifically) as articulated in the (National) curriculum” (University Lecturer).

b) Physical education curriculum: time allocation and implementation issues

Expressed major concerns relate to allotted but unrealised physical education curriculum time, reductions in physical education time allocation, priority accorded to other so-call 'academic' subjects, a need for greater time allocation for physical education to help achieve healthy well-being and active lifestyle objectives as well as quality provision.

Africa

- “Also some of them (Head Teachers)... decrease some minutes per week from physical education and add to other natural science subjects. For example the amount of time per week for grade 11 and 12 reached to only 45 minutes. But it violates with the international standard about quality physical education” (Secondary School Teacher).
- “Time slots are not in accord with use of time” (PE and Sport Education Advisor).
- “Allocated time for PE lessons needs to be increased” (PE Organizer).
- “Not enough time allocated to each pupil per week. Many schools are doing away with Phys Ed to make way for other 'academic subjects'” (Teacher).
- “PE is a compulsory subject in Primary Schools but it is given less time though time-tabled. Most administrators do not budget for PE activities. If there are their budget is too small to serve the content” (Head Teacher/PE Teacher).

Europe

- “Primary Schools: lack of time (2 x 50 min per week); High School level: amount of time allocated to physical education is insufficient to achieve the objectives” (Primary Schools PE Inspector). “There should be more classes (minutes) of PE per week in accordance with today's lifestyle” (University Professor).
- “Time-table and PE curriculum” (PE Teacher).
- “The new Public Education Act... plans to introduce daily PE... Grades 1, 5 and 9 will have daily PE lessons, then it rolls-up in 4 years to be effective in all years/grades (1-12)” (University Policy Officer).
- “Lack of curricular time available – 60 mins per week is regularly not achieved” (College Lecturer PE and ICT). “Because it is not compulsory at age 12-18 there is increasingly fewer opportunities for access for all students to programmes that meet their needs. There is a meritocracy for access to third level colleges, race to improve literacy and numeracy for PISA scores and economic downturn in an already crowded curriculum. “There is a drive to reduce costs and PE is a non-examinable (therefore marginalised) subject. It is being dropped as a subject on offer to exam classes and especially senior cycle students” (Community School PE Teacher). “Hours not allocated to all classes from 1st Year (12 years to 17 years)” (Secondary School Teacher). There are still considerable variations in the amount of time that individual schools allocate to Physical Education. Greater consistency is needed here” (Senior Inspector).
- “Not enough time for PE in Primary School” (University PE and Sport Director).
- “The frequency of lessons are not enough to ensure health-related fitness” (PE Teacher). “Inadequacy of school schedules” (PE Teacher).
- “The number of teaching hours is too low” (University Lecturer).
- “Just 2 hours of quality physical education per week is not enough for a child's development” (PE Teacher).
- “Decrease in number of assigned hours” (Secondary School Teacher). “The biggest problem I think is the low number of hours” (University Professor).
- “Weekly course hours are not enough for practice” (Teacher).

Latin America/Caribbean

- “Too few hours are dedicated to the subject; learning standards for students are unclear” (PE Teacher).
- “Two hours per week are not enough for effective Physical Education” (Government Curriculum Expert Consultant in PE and Sports).
- “Specific contents of the field are not met due to the few hours of classes a week, year” (Teacher Training College Professor).
- “The little time devoted to weekly physical education class” (Regional Co-ordinator of Sports Method).

Middle East

- “In general we have one PE class which is not enough to improve physical fitness and to teach motor skill. Therefore, there must be two PE classes at least, one to teach motor skills and the other enhance physical fitness” (University Lecturer).
- “One class a week is not enough comparing to other subject like Arabic 6-9 times a week” (University Athletics Director).

North America

- “At the elementary/junior level, the number of instructional minutes is decided by the Principal so there is inconsistency in program delivery” (Arts and HPE Instructional Co-ordinator).

c) Teacher supply and quality

Pervasive concern exists in relation to: shortages in supply of qualified teachers responsible for delivery of school physical education programmes and the relative absence of physical education specialists, particularly in primary/elementary schools; insufficient initial teacher training (ITT) and further professional development (INSET/CPD) programmes; inadequate support for teachers; and in some instances, a lack of quality physical education teacher education indicators.

Africa

- “Absence of PE specialists in primary schools... Lack of finance for PE posts” (University Teacher).
- “The important shortage of PE teachers” (Embassy Official).
- “General lack of specific PE teachers in all levels” (Ministry of Education, Dept. of General Education Official).
- “Lack of human resources. Absence of a department of EPS at the Ecole Normale Supérieure” (National Commission to UNESCO Official). “The training of trainers is not widely adopted. Entrance courses into institutions is fixed, formation of education inspectors is very restricted (2 for the whole country in 2011)” (PE and Sport Education Advisor).
- “Lack of trained teachers for PE at primary and secondary. Lack of relevant teaching resources and up to date information about PES” (University Senior Lecturer).
- “Lack of qualified PE teachers, lack of PE courses in Teacher Training College” (Government Official).

Europe

- “Primary schools – lack of qualified teachers” (PE and English Teacher).
- “Lessons are very often held by non-qualified teachers” (Substitute Teachers).
- “Need of involvement of specialized PE teacher in realization of PE classes in cooperation with primary school teachers” (PE Teacher).
- “The necessity of introducing experts in the teaching process in primary schools, especially from first to fourth grade” (PE Teacher).
- “Teacher status. Teacher support” (Ministerial Official).
- “In primary school (“Primarschule”, stages 1-6) PE is held with 3 lessons per week, but about 60% of PE is taught by general teachers” (University Researcher).
- “In especially small towns or cities existing teacher go into PE lessons, but his branches are not PE, any school teachers” (PE Professor). “Can you imagine you work same job, same students same hours but no personal worker rights. After they work them a few years by this way, sometimes depends on selection period of country, they assign these teachers from paid position to real teacher position. These problems are protested much nowadays. In general PE teachers’ problems are really not easy things. You are doctor but no stethoscope!” (University Teacher).

Latin America/Caribbean

- “The academic training of new teachers” (PE Professor).
- “Lack of professionalization” (Ministerial Official).
- “A new concept in initial teacher training in PE (is needed)... Define the criteria or indicators of Quality Teachers training responsible for Universities” (Government Curriculum Expert Consultant in PE and Sports).
- “In secondary schools, promote the formation of PE teachers and include teaching practice as compulsory” (Government Officials).
- “Perhaps the biggest problem is lack of knowledge by teaching colleagues from other specialists in other areas about the benefits of PE for children and teenagers, which makes them the ones who often do not take seriously the speciality” (PE Teacher). “Teachers of physical education as such, although most are able to develop the motor action, their training is not directed or managed this level of learning” (PE Teacher).

Middle East

- “Lack of qualified teachers/quantity shortage” (PE Supervisor).

Other concerns embracing the quality of physical education teacher training, teaching, and a range of issues related to teacher profiles, attitudes, remuneration, levels of recruitment and career pathways are reported in Section 5a.

d) Facility and equipment supply, associated finance and teaching materials issues

Along with teacher supply, the resources of facilities, equipment, teaching materials and associated financing are the most commonly cited issues of concern and need. Persistent references are made to infrastructural, physical resources and amenities and their maintenance, didactical materials, and technical support deficiencies both in quality and quantity and their overall counter-productive impact on physical education provision. The extent of deprivation of provision of physical and material resources is unsurprisingly greater in low income regions and countries and is especially broad-spread in Africa, Latin America/the Caribbean and areas of Asia, where to a greater rather than lesser extent all countries have such provision deficiencies necessary for delivery of quality physical education programmes in schools. However, such deprivation is not exclusive to lower income countries as illustrations from Europe show.

Africa

- “Insufficient infrastructure and didactical materials. Quality and quantity of existing infrastructure and materials” (Inspector of Secondary Education).
- “Lack of materials and equipment against the size of the country” (Ministry of Youth and Sport, Elite Sport Advisor).
- “Insufficient materials and very often non-existent (budget diversion). Infrastructure neither constructed in schools nor nearby nor in distant areas” (PE and Sport Education Advisor).
- “There is a lack of ‘facilities and equipment’ (Teacher).
- “Provision of shower and changing rooms in primary schools” (PE Organiser).
- “An issue in PE provision is the problem of ‘Facilities’ (Ministerial Official).
- “Money for equipment and proper facilities is in short supply” (Primary School Principal).
- “Lack of infrastructure and materials” (Ministerial Official).
- “There is a problem of lack of playgrounds especially in town schools which makes it difficult to practise the trained skills” (Teacher). “Lack of adequate financial resources provision to meet facility and equipment needs of PES” (University Senior Lecturer). “Lack of enough equipment/instructional materials during the teaching of PE lessons, lack of reference books (text books for PE) in the school” (Teacher).
- “It (PE) is given low priority due to the lack of facilities and equipment” (Government Official).

Asia

- “Less sports equipment (and) less physical facilities” (Ministerial Official and University Teacher).
- In addition to shortages of facilities and equipment, “there is not the position of assistant, who take care of the sport facilities in school” (Directorate of Technical Education Official).

Europe

- “Primary level, the problems are: lack of resources (infrastructure and teaching materials)” (Primary Schools Inspector).
- “First of all gyms are in bad condition or there is no gym at all (countryside schools), equipment is poor, we don’t have enough balls... Sport fields are old or damaged and in small count” (PE Teacher).
- “Lack of finances for maintenance of equipment and tools...” (Secondary School PE Teacher). “Small room regarding the number of pupils in a group. Lack of money for renovation of tools and equipment” (Urban Elementary School Teacher).
- There is insufficient “necessary equipment to provide the education, gyms, stadiums, swimming pools, rooms for aerobics and dance classes” (National Examinations and Qualifications Centre, Expert).
- Problematic is “the lack of recent/adequate facilities and equipment” (PE Teacher).
- “In most schools the sport facility and equipment are not improved from school budget” (University Policy Officer).
- “Facilities not always available or don’t exist for delivery of curriculum” (Secondary School Teacher).
- There is a “lack and bad condition of facilities and equipment” (Researcher).
- “Imperfect quality of facilities and equipment; finance problems” (Primary School Teacher). “Poor school bases, poor funding, lack of methodological tools; small gyms auditoriums, small changing rooms” (PE Teachers).
- “Facilities not adequate, more equipment necessary” (Head of School PE Department). “Poor facilities in some schools or small facilities to cater for 4 classes at the same time” (University PE and Sport Director).
- “The accommodation in quantity and quality, especially distance from school to accommodation is too far away” (National PE Association representative).
- “Poor facilities for track and field and not very good situation with sport halls (region)” (PE Teacher).
- “Limited facilities and equipment (or) below average facilities and equipment” (University Lecturer).
- “There are many problems like: schools have not adequate equipment and facilities” (PE Teacher).
- An issue in PE provision is the problem of shortages in “... equipment, facilities” (Ministerial Official).
- There are “facility problems (which are) related to bigger town due to city council limitations and lack of financial resources” (High School PE Teacher).
- “Facilities and equipment” (Secondary School Teacher). “The biggest problem I think is the status of the subject. The facilities have improved somewhat, though in my opinion, would be needed to more variety” (University Professor).
- The “biggest problem in schools, there isn’t a sports hall. In summer, students are outside, but in winter they have to be in classroom, for some subjects’ teaching, yes classroom is ok but not all winter time. Even when they want to do PE lesson outside, (there are) no convenient condition outdoors (or they don’t have right equipment)” (University Teacher).

Latin America/Caribbean

- “Lack of space and materials. . . For climatic reasons: there is not enough adequate space for the development of physical education classes (usually outdoors)” (Higher Institute of PE Official).
 - Problems include: “equipment, facilities, financial support to the programs” (PE Teacher).
 - “Deficiency in the equipment; insufficient infrastructure” (Ministry of Education Official).
 - “Lack of Equipment, lack of physical space to guide class activities” (Specialist).
 - There are inadequacies in “. . . quality of resources, teaching aids and sports facilities” (Teacher).
 - “Inadequate space, lack of sanitation” (Embassy Official).
 - There is a “. . . lack of sports equipment; lack of adequate infrastructure” (Ministerial Official).
 - There is a “lack of budget, lack of infrastructure and insufficient sports equipment” (Head of Community Sport).
 - “Inadequate space and lack of materials. Facilities in disrepair” (Directorate of Higher Education Academic Advisor).
 - “In secondary schools: poor infrastructure is available, and difficulties in maintaining existing ones” (Government Official).
-

Middle East

- “Shortage of sport space particularly in bigger cities; this kind of schools in big cities have no enough space for PE and some of them even have no yard etc. Shortage of sport facilities. This limitation is for both big cities and small or ever rural schools” (University Professor). “Inadequate and inappropriate environment and equipment” (Teacher).
 - “The quality and quantity of provision of facilities and equipment for PE classes is under the average” (Ministry of Education Official).
 - “There are not enough equipment and facilities; no indoors facilities” (University Athletics Director).
-

e) Barriers to full inclusion of school-age children with disabilities

The Survey generated an abundance of qualitative data with numerous comments ranging from government level officials, through administrative officials to teachers in schools and other physical education/school sport support personnel on disability inclusion issues. To a large extent echoing the physical/material resource problems and challenges presented in Section 6b, the concerns and basic needs articulated encompass: inadequate provision of appropriate infrastructure, adapted facilities, equipment and learning and teaching materials: lack of adapted curricula; societal attitudinal prejudices, which can include the reluctance of some parents to encourage children to participate in physical education classes; and insufficient supplies of professionally qualified teachers and support assistants, who are capable of managing the learning and teaching of children with disabilities. The latter concern presents a significant problematic issue in inclusion and/or integration of children with disabilities in physical education classes. Moreover, as indicated in Section 6b, it appears that there are few, if any, opportunities for professional development for serving teachers in this area.

Africa

- “Absence of programmes. Absence of infrastructure and adapted equipment. Absence of adapted didactical material. Absence of didactical support in the market place” (Inspector of Secondary Education).
- “Lack of equipment and adapted infrastructure” (Ministry of Youth and Sport, Elite Sport Advisor).
- “Lack of appropriate adaptive curriculum. Lack of sports facilities and suitable equipment” (Gabon National Commission to UNESCO Official).
- “Facilities for teaching students with disabilities not friendly; inadequate teaching and learning materials” (Director of PE Programmes).
- “Inadequate facilities, inadequate specialised devices (mobility)” (Teacher).
- “Non-availability of facilities and equipment for students with disabilities. No special curriculum for students with disabilities” (University Professor).
- “Problems with the facilities and special mentors to assist them especially in mixed schools where able and studying with disabled” (Sports Officer).
- “Facilities that are not wheelchair friendly. Appropriate equipment” (Principal Director).

Asia

- “Lack of tools, attention and time to focus on these children” (National Association of Sports and Health Official).
- “Not enough staff to help students with disabilities” (University Professor).
- “We have not adapted conditions in school; inclusive Education is not a part of General Education; facilities of disabled students’ education are not available yet” (Directorate of Technical Education Official).
- “Lack of the professionalism and interests of teachers. Lack of facilities and equipment for disabled students” (University Lecturer).

Europe

- “The availability of infrastructure; the type of disability increases the problems with mobility; the difficulty of integrating the tasks or to provide appropriate disability met” (Primary Schools PE Inspector).
- “Lack of equipment, rejection by other students, insufficient time, lack of expert assistance” (PE and Sport Teacher).
- “(Problems include) growing teaching-group sizes, teachers abilities to modify their teaching appropriately, lack of appropriate equipment” (Teacher).
- “(Problems include) teacher qualification, suitable sports equipment, barrier-free access, additional staff due to the need to provide individual support (in standard schools)” (Government Official).
- “There are no facilities and proper equipment” (Elementary School Teacher).
- “Due to the demanding PE programme and lessons, and because of lacking teacher assistants in general and in PE lessons, it is nearly impossible to have a student with disabilities join the PE classes” (Ministerial Official).
- “Lack of facilities, adapted equipment etc.” (College Lecturer in PE and ICT).
- “Lack of appropriate infrastructure, facilities, equipment as well as qualified or competent teaching personnel” (PE Teacher).
- “There are no assistant teachers; there is no appropriate education for class teachers in terms of providing PE lessons for pupils with disabilities” (Elementary School Teacher).
- “Lack of adequate equipment/knowledge to deal with all kinds of disabilities” (Teacher).
- “Lack of teachers’ assistants; the quality of facilities for PE lessons inadequate; architectural barriers” (Teacher).
- “Not all schools are adapted in terms of mobility to those students; not always the materials used in PE lessons are adapted to the special needs of these students; teacher’s preparation isn’t uniform, concerning the special needs of these students” (PE Teacher).
- “A defect of the material and technical facilities, equipment, stock; a defect of the special methods for functioning (working); a defect of the special literature...” (University Professor).
- “The schools have not adequate facilities and equipment for children with disabilities” (PE Teacher).
- “Problems with participation of personal assistants; problems of adapted sport school facilities and equipment; every integrated student needs individual educational content (legislative problems); safety risk (University Professor).
- “Many of schools don’t have appropriate access to gym hall for students on wheel chairs. Schools don’t have specific sport equipment for students with disabilities (e.g. sound ball for blind students ...)” (University Associate Professor).
- “The situation is problematic because when the students come without the support teachers, in some cases, it is difficult to teach the class either by the complexity of disability, lack of training or lack of space and materials” (University Professor).
- “Inadequate and deficiency facilities in schools; lack of equipment and not suitable facilities for disabled students; lack of knowledge and skills of teachers about disabled students” (University Professor).

Latin America/Caribbean

- “No access in school buildings; lack of space and suitable and adequate materials” (Higher Institute of PE Official).
- “Schools do not have the proper facility to accommodate a student with disability” (PE Teacher).
- Problem of “... specialised attention to disability; basic means; facilities” (Teacher).
- “Deficiencies in walking ramps, lack of sports equipment for the disabled” (Community Sport Official).
- “Supervision; proper spaces; family awareness” (Government Curriculum Expert Consultant in PE and Sports).
- “Problems of infrastructure and adaptation of facilities/equipment, construction of access ramps and mobilisation of special equipment” (Teacher Training College Professor).

Middle East

- “Lack of tools, attention and time to focus on these children” (National Association of Sports and Health Official).
- “There are no special curricula or sporting instruments for students with disabilities” (Ministry of Education Official).
- “No special play grounds for them in schools; number of students in each class” (Directorate of Technical Education Official).

A significant problematic issue in inclusion of children with disabilities in physical education classes is raised in Section 6b in numerous observations on insufficiencies in supplies of qualified teaching and support personnel, who are capable of managing the learning and teaching of such children. Moreover, as indicated in Section 6b, it appears that there are few, if any, opportunities for professional development for serving teachers in this area. Another barrier to inclusion identified in Section 6b relates to societal attitudinal prejudices and can include the reluctance of some parents to encourage children to participate in physical education classes. Collectively, the inherent problems identified in sub-sections 9a-9e represent a major challenge, which need to be addressed through inclusive policy and practice strategies within both a Physical Education Basic Needs Model and formulation of Quality Physical Education/Physical Education Teacher Education Indicators.

SECTION 10

Quality Physical Education and Physical Education Teacher Education Indicators and a Physical Education Basic Needs Model

The over-riding purpose of this World-wide Physical Education Survey was to generate evidence-based data to inform the development of benchmark indicators on Quality Physical Education in schools and Quality Physical Education Teacher Education/Training in provider institutions as well as principles of a Physical Education Basic Needs Model. For Quality Physical Education in schools, a majority of Survey questionnaire respondents either made no response, or indicated 'not applicable'. Where responses were made (and supported by the literature), they revealed polarised situations: some countries (generally higher income countries) with detailed sets of quality indicators; some countries where there are no set quality indicators. Thus, globally, relatively few countries actually have officially prescribed or guideline indicators with many schools, in many countries, either setting their own internal benchmark standards, often relying on observed activity performance (skills) and/or physical fitness testing and measuring procedures as indicators of individual school pupil progress, or a series of *ad hoc* mechanisms to fulfil requirements for school reports and serving as a form of self-evaluation monitoring. For Quality Physical Education Teacher Education/Training, it appears that internal evaluation of programmes with a range of mechanisms is widely practised, though evaluation of training delivery is less frequently undertaken. Internal quality assurance mechanisms are evident in teacher training provider institutions, though these do vary in nature and scope. Legally required external quality assurance procedures, invariably involving National or Regional Councils, or State external examiners, or government/ministerial agencies are also evident; there are also some examples of external quality assurance procedures involving professional bodies. Frequency of quality assurance procedures varies from never, through every Semester (internal) every 2, 3 or 4 years to 5 or 6 years (external). As far as specified quality characteristics are concerned, where they exist, characteristics listed variously embrace curricula content and delivery, number of training hours/years, levels of pedagogical and didactical awareness and application, lesson planning and class management, motivational attitudes etc.

To some extent, the limited data gathered from the Survey questionnaire responses on Quality Physical Education Indicators for schools is countered by the availability of published documents on sets of benchmarking standards either provided by governmental agencies or by non-governmental national (e.g. the American National Association for Physical Education) or regional (European Physical Education Association) professional organizations, which collectively provide information on established quality physical education characteristics. Similarly, for Quality Physical Education Teacher Education/Training Indicators, there are both governmental and non-governmental (commonly, institutional providers) sets of indicators (prescribed/guidelines); and additionally, there are the quality indicator principles framed for trans-national applicability derived from the European-based *Aligning a European Higher Education Structure in Sport Science* (AEHESIS) 4-year Project, which culminated in the provision of a model PE Teacher Education Programme of Study. Thus, the joint UNESCO-NWCPEA Project's main purposes of formulation and development of indicative core principles of Quality Physical Education, Quality Physical Education Teacher Education/Training were facilitated by sets of evidence-based data generated by a multi-method approach involving widely distributed questionnaires, a comprehensive literature review and expert opinion.

For the development of a Physical Education Basic Needs Model, the Survey questionnaire sought data on a range of items relevant to establishing what the 'Basic Needs' are to sustain a quality assured inclusive PE curriculum in a policy to practice infrastructural framework: national/regional governmental level policy strategies; curricular aims and activities, essential resources (financial, teaching and support personnel, material including facilities, equipment and teaching/learning aids), curriculum time allocation, school-outside of school community agency partnerships and professional associations *inter alia* (refer figure 1).

Figure 1. School Physical Education Basic Needs Model: Policy to Practice Infrastructure Template



The main findings of the Survey-generated data relevant to establishing basic needs are presented above in sections 1-7. The analysis of these findings together with analysis of qualitative information derived from items related to issues, concerns or problems as well as to specifically identified essential basic needs' requirements for inclusive quality physical education provision reported in Section 9 serve to provide an evidence-based platform for the formulation of a 'Basic Needs' Model.

The formulation of Indicators recognizes that historical antecedents, cultural-bound practices, extent of socio-economic and developmental contexts, politico-ideological settings and varying levels of national and/or regional and local legislation have diversely shaped school physical education and Higher Education Institution physical education teacher education provision and practice worldwide. Any formulation of Quality Indicators should acknowledge the realities of such diversity because policy and practice are subject to localisation and/or local interpretations and there is no 'one size fits all' solution. The term *Quality* itself may have different characteristics and different meanings.

Thus, Quality Physical Education and Quality Physical Education Teacher Education will look different in different educational contexts. However, in the planned development of Quality Physical Education and Quality Physical Education Teacher Education provision, there are some universal principles, which have trans-national or cross-cultural applicability and can be framed as Indicators. Such Indicators can be adopted and/or suitably adapted for global implementation and considered for 'local' application.

The identification of characteristics of Quality are framed as **Core Principles**, and **NOT** sets of 'tick-list' **Specific Prescriptions**, which may not have the inherent propensity to cross boundaries and hence, have restricted applicability. These 'Core Principles' are sufficiently flexible and adaptable to empower countries to apply them within their specific situations, conditions and circumstances and accord with their respective needs while aspiring to higher standards of Quality. The Core Principles for Quality Physical Education and Quality Physical Education Teacher Education Indicators detailed in Appendices III and IV respectively are grounded in 'bottom-up' approach research evidence drawing from current school Quality Physical Education and Quality Physical Education Teacher Education provision survey data supported by relevant research literature, established sets of Quality Physical Education and Quality Physical Education Teacher Education identity criteria, as well as expert opinion (academic/professional practices/ideals).

Basic Needs serve as the foundation of self-sufficiency. They are essentially hierarchical and inevitably relate to a balance between ideals and the realism of a range of influential determinants. Inherent challenges can only be met if countries adopt long term strategic development plans based on bench-marking principles. From identification of existing areas of inadequacies, these principles should be embedded in a relevant agency authorities' rational and strategic 'Basic Needs' policy to foster **inclusion** so that all sections of the community have access to, and contribute to, the physical education process and physical activity in available settings. Physical Education within education systems should be recognised as the basis of the inclusive participation continuum from foundation to excellence levels over the full life-span. Such inclusive policy should be integrated with educational policies and, where possible, involve multi-stakeholder partnerships within society (i.e. supported by governmental and non-governmental agencies working co-operatively and collaboratively together). Fundamental in framing Basic Needs principles is that Physical Education has a significant role to play in developing physical and health literacy, fostering physical activity engagement and expanding regular participation horizons. It is a life-span process in the cultivation of the 'physically educated person', and thus, accords with the fundamental rights embodied within the 1978 UNESCO Charter. Full details of the Basic Needs Core Principles are presented in Appendix V.

CONCLUDING COMMENTS

Previous global, continental regional and national physical education-related surveys (see DSB, 2006; European Commission, 2007; Hardman, 2002; Hardman, 2007; Hardman and Marshall, 2000; Hardman and Marshall, 2009; Helmke and Umbach, 2000; Klein and Hardman, 2008); Loopstra and Van der Gugten, 1997; Pühse and Gerber, 2005; and Wilcox, 1998) drew attention to a number of widespread concerns in physical education provision. Meanwhile, levels of fitness among young people have continued to decline in parallel with rising levels of obesity amongst school children and high school drop-out rates from physical/sporting activity. These concerns persist with indications of further cut-backs in physical education provision as a consequence of the global financial crisis. The findings of this third World-wide Physical Education Survey do suggest that there are instances of governmental level policy commitment to physical education in schools. There is evidence to indicate that some national and, where appropriate, educationally autonomous regional governments have committed themselves through legislation to school physical education provision but some have been either slow or reticent in translating this into action through actual implementation and assurance of quality of delivery. Essentially, as with previous world-wide physical education surveys, it is currently a 'mixed messages' scenario with instances of positive developments, examples of good (and in some cases innovatory) practices in some countries, stabilisation and little change in others and relative decline in some others. Whatever, the UNESCO-NWCPEA 2012-2013 Survey reveals several areas of continuing concern:

- Persistent gaps between school physical education policies and actual implementation as well as a failure to strictly apply legislation on school physical education provision.
- Continuing deficiencies in curriculum time allocation with evidence of unrealised prescriptions and/or guidelines and even reductions in some countries.
- Relevance and quality of the physical education curriculum, especially in countries where there is a sustained pre-disposition towards pre-dominance of a competitive- and performance-oriented discourse, which for many young people is neither personally meaningful, nor socially relevant and does not accord with out-of-school lifestyles.
- Broad-spread disquiet about initial teacher training programmes, teacher supply and quality embracing insufficiency in numbers and inadequacy of appropriately qualified physical education teachers, especially in primary/elementary schools, as well as inadequate provision and/or uptake of further professional development opportunities.
- Considerable widespread inadequacies in quality and quantity of facility and amenity provision as well as equipment and learning/teaching materials supply and maintenance challenges, especially in low income (though not exclusively so) countries; a related issue in the facility-equipment concern is insufficient funding.
- Whilst some improvements in gender- and disability-related inclusion policies and practices supported in many countries by state legislation can be identified, barriers to equal provision and access opportunities for all still remain. For school children and young people with disabilities in particular, persistent barriers to full inclusion comprise inadequate infrastructure, insufficiencies in supply of appropriately qualified teaching personnel and support assistants, shortages in adapted facilities and equipment as well as learning and teaching materials.
- At a time of declining levels of fitness of young people, increasing sedentary lifestyles and rising levels of obesity, the associated concerns are exacerbated in some countries by insufficient and/or inadequate school-community co-ordination and linked pathways to participation in physical activity, and problems of communication.

The listed concerns persist with indications that physical education has not escaped the consequences of the global financial and economic crisis of 2008-2009. In some countries and educationally autonomous regions, there is evidence of reducing physical education provision as governments try to cut State budgets.

These previously established and continuing concerns are exemplified longitudinally in references to problems and issues in two different national socio-economic and cultural contexts. In 1996, a former Canadian Association of Health and Physical Education, Recreation and Dance (CAHPERD) President observed:

“... physical education is not seen as a priority... in the '90s. It is under severe attack and faces competition for time within the school curriculum. Often physical education is being taught by generalist teachers with little or no preparation in physical education methods. Additionally, budget cutbacks are impacting negatively on the time and resources required to teach a quality physical education programme” (Mackendrick, 1996, p.2).

Some 16 years on, an African country's practitioner comment:

“Not all schools offer PE; not being taken seriously by our government” (Sports Officer). “Many schools are doing away with Phys Ed to make way for other 'academic subjects'; no continuity within our Education department; Phys Ed is run entirely within individual schools with no curriculum directives from the Education department. Each school governs its own Phys Ed programme” (Teacher).

Perhaps as Maude de Boer-Bugicchio's (the then Council of Europe Deputy Secretary General) suggested in 2002 at an *Informal Meeting of Ministers with responsibility for Sport* in Warsaw, “the crux of the issue is that there is too much of a gap between the promise and the reality”. This suggested 'gap' is still applicable for, as the Survey evidence reveals, policy and practice still do not always add up! It is, therefore, imperative that the monitoring of developments in physical education across the world is formally maintained. Such a 'watching brief' mechanism has been advocated by inter-governmental agencies such as UNESCO, WHO and the Council of Europe with calls for monitoring systems to be put into place to regularly review the situation of physical education in every country. Over the last two decades, the advocacy of policy principles and applied practice seeking to foster the ideal of the 'physically educated' person, in which physical literacy and health literacy have a significant presence, has been at the core of innumerable *Communiqués, Recommendations, Resolutions, Declaration Statements, and Intervention Strategies*. Such advocacy needs to be juxtaposed with reality checks, which regular watching brief monitoring would achieve. The 'reality checks' would assist in appraising whether the policy 'promises' are being converted into practice 'reality'. Otherwise advocacy calls will just remain as statements of principles, in which conceptual ideals will prevail over implementation into practice.

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APPENDICES

APPENDIX I

Countries/Education Autonomous Regions and Survey Data Sources

Africa 43:

Algeria (SQ1, IR); Angola (IR); Benin (IR); Burkina-Faso (SQ2, IR); Burundi (IR); Cameroon (IR); Cape Verde (IR); Central African Republic (IR); Chad (IR); Comoros (IR); Congo (IR); Democratic Republic of Congo (SQ1, IR); Djibouti (IR); Eritrea (SQ1, IR); Ethiopia (SQ1, IR, RA2); Gabon (SQ2, IR); Gambia (SQ1, IR, Ex); Ghana (SQ3, IR, Ex); Guinea (IR); Kenya (SQ3, IR, OP, Ex); Lesotho (IR); Libyan Arab Jamahiriya (IR); Madagascar (IR); Malawi (IR); Maldives (IR); Mali (IR); Mauritania (IR); Mauritius (SQ1, IR); Morocco (SQ1, IR); Mozambique (SQ1, IR, Ex); Namibia (IR); Niger (IR); Nigeria (SQ1, IR, RA, Ex3); Rwanda (IR); Senegal (SQ1, IR, OP); South Africa (SQ27, IR, JA, OP, Ex); Tanzania/Zanzibar (SQ1, IR); Sudan (IR); Togo (IR); Tunisia (SQ2, IR, Ex); Uganda (SQ28, IR, OP, Ex); Zambia (IR); Zimbabwe (SQ1, IR, OP).

Asia 23:

Afghanistan (IR); Bangladesh (SQ1, IR); Bhutan (IR); Cambodia (IR); China (IR); Hong Kong (SQ1, OP, Ex); India (SQ142, IR, OP, Ex); Indonesia (IR); Japan (SQ2, IR, OP, Ex2); Kazakhstan (IR); Kyrgyzstan (IR); Lao People's Democratic Republic (IR); Malaysia (SQ1, IR, OP); Mongolia (IR); Myanmar (IR); Nepal (SQ3, IR, OP, Ex); Pakistan (SQ1, IR, Ex); Singapore (IR, JA); South Korea (SQ13, IR, Ex); Sri Lanka (IR, OP); Turkmenistan (IR); Uzbekistan (SQ1, IR, OP); Viet Nam (IR, JA, OP, Ex).

Europe 57:

Albania (IR); Andorra (IR, OP); Armenia (IR); Austria (SQ2, IR, RS, OP, Ex); Azerbaijan (SQ1, IR, Ex); Belarus (SQ2, IR); Belgium [Flanders and Wallonia] (SQ4, IR, RS2, OP, Ex); Bosnia-Herzegovina (SQ6, RS, OP, RS); Bulgaria (EQ5, IR, RS, Ex); Croatia (SQ8, IR, RS2, Ex); Cyprus (IR, RS2, OP, Ex); Czech Republic (SQ15, IR, RS2, Ex); Denmark (IR, RS2, OP, Ex); England (SQ4, RS2, OP, JA, MP, Ex); Estonia (SQ1, IR, RS); Finland (SQ10, IR, RS2, Ex); France (SQ1, IR, RS2, OP, Ex); Georgia (SQ1, IR, RS2, OP); Germany [Baden-Wurttemberg, Bavaria, Hamburg, North Rhine-Westphalia, Saxony, Saxony-Anhalt, Schleswig Holstein, Thuringia] (SQ5, IR, NS, RS2, OP, Ex); Greece (SQ4, IR, RS, OP, JA, Ex); Hungary (SQ8, IR, RS, OP, Ex); Iceland (IR, RS, OP); Ireland (SQ9, IR, RS, MP, Ex); Italy (SQ4, IR, RS2, Ex); Latvia (SQ1, IR, RS2); Liechtenstein (RS); Lithuania (SQ11, IR, RS, OP, Ex); Luxembourg (SQ2, IR, RS2, OP, Ex); Macedonia (SQ17, IR, Ex); Malta (SQ10, IR, RS, OP, Ex); Moldova (SQ1, IR); Monaco (SQ2); Netherlands (SQ1, IR, RS2, OP, Ex); Northern Ireland (SQ1, IR, NS, RS2, OP); Norway (SQ2, IR, RS, OP); Poland (SQ9, IR, NS, RS2, Ex); Portugal (SQ5, IR, RS2, OP, Ex); Romania (SQ9, IR, RS2, Ex); Russia (SQ2, IR); Scotland (SQ1, IR, RS2, OP, MP, Ex); Serbia (SQ8, IR, RS, OP); Slovakia (SQ3, IR, RS, JA, Ex); Slovenia (SQ14, IR, RS2, JA, OP, Ex); Spain (SQ3, NS, RS); Sweden (SQ5, IR, RS2, JA); Switzerland (SQ1, IR, RS, OP, Ex); Turkey (SQ3, IR, RS, OP, Ex); Ukraine (SQ1, IR); Wales (SQ1, IR, RS2, JA, OP, MP, Ex).

Latin and Central America + Caribbean 23:

Argentina (SQ3, IR); Barbados (IR, Ex); Belize (SQ3, IR); Bolivia (SQ1, IR); Brazil (SQ1, IR, NS, OP, Ex); Chile (SQ2, IR); Colombia (SQ2, IR); Costa Rica (SQ1, IR); Cuba (SQ7, IR, OP, Ex); Dominica (IR); Dominican Republic (SQ2, IR); Ecuador (SQ1, IR); El Salvador (SQ1, IR); Grenada (IR); Guatemala (IR); Honduras (SQ1, IR); Mexico (SQ8, IR, OP, Ex); Nicaragua (IR); Panama (IR); Paraguay (IR); Peru (IR); Uruguay (SQ1, IR); Venezuela (SQ16, IR, OP, Ex).

Middle East 14:

Bahrain (SQ1, IR, JA); Egypt (SQ1, IR); Iran (SQ7, IR, RA, OP, Ex); Iraq (IR, Ex); Jordan (SQ2, IR, Ex); Kuwait (SQ2, IR, RA, JA, OP, Ex); Lebanon (IR); Oman (SQ2, IR, JA); Palestine (SQ2, Ex); Qatar (SQ1, IR, JA); Saudi Arabia (SQ1, IR, JA, Ex); Syrian Arab Republic (IR); United Arab Emirates (SQ1, IR, JA); Yemen (IR).

North America 61:

Canada [Alberta, British Columbia/Yukon, Manitoba, New Brunswick, Newfoundland/Labrador, Nova Scotia, Ontario, Prince Edward Island, Quebec, Saskatchewan] (SQ12, IR, NS, JAs, MP); USA [Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming] (SQ53, IR, RA, NS, MP, OP, JAs).

Oceania 11:

Australia [ACT, New South Wales, Northern Territory, South Australia, Tasmania, Victoria, Western Australia] (SQ7, IR, NS, SR, JAs); Cook Islands (SQ1, IR); New Zealand (SQ2, IR, NS, OP, MP, Ex); Papua New Guinea (IR); Samoa (SQ1, IR).

Total Countries/Education Autonomous Regions:

232

Key:

SQ	Survey Questionnaire
IR	International Report
RA	Research Article
NS	National Survey
RS	Regional Survey
JA	Journal Article
MP	Media Publication
OP	Other Publication
Ex	Expert Opinion

APPENDIX II

Regional Nations: Physical Education Curriculum Time Allocation (Mean Minutes per Week)

Africa

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Algeria	30	30	120	120
Angola	90	90	90	90
Benin	120	120	180	180
Burkina Faso	142	135-150	180	180
Burundi	55	55	50	50
Cameroon	60	60	-	-
Cape Verde	105	105	100	100
Central African Republic	-	-	180	180
Chad	55	55	120	120
Comoros	70	70	135	135
Congo	70	70	-	-
D R Congo	30	30	45	45
Djibouti	70	70	-	-
Eritrea	90	70-110	70	70
Ethiopia	225	135-270	75	45-90
Gabon	150	150	180	180
Gambia	75	75	55	55
Ghana	70	70	80	80
Guinea	100	100	90	90
Kenya	80	70-90	40	40
Lesotho	110	110	110	110
Libya	125	125	90	90
Madagascar	60	60	90	90
Malawi	60	60	90	90
Maldives	60	60	-	-
Mali	55	55	-	-
Mauritania	90	90	120	120
Mauritius	50	50	70	70

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Morocco	120	120	120	120
Mozambique	-	-	90	90
Namibia	60	60	40	40
Niger	120	120	120	120
Nigeria	70	70	62	45-90
Rwanda	45	45	50	50
Senegal	110	110	110	110
South Africa	58	30-120	63	30-120
Sudan	50	50	25	25
Tanzania/Zanzibar	80	80	-	-
Togo	85	85	110	110
Tunisia	90	60-120	156	120-180
Uganda	107	20-200	99	45-180
Zambia	155	155	-	-
Zimbabwe	60	60	40	40
Average Africa	86	20-270	96	25-180

Asia

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Afghanistan	45	45	45	45
Bangladesh	180	180	180	180
Bhutan	40	40	-	-
Cambodia	85	85	115	115
China	105	105	135	135
Hong Kong	90	90	90	90
India	60	60-100	40	40-80
Indonesia	75	75	85	85
Japan	125	116-135	130	117-150
Kazakhstan	115	115	90	90
Kyrgyzstan	90	90	90	90
Lao PDR	80	80	90	90
Malaysia	50	50	-	-
Mongolia	80	80	80	80
Myanmar	100	100	25	25

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Nepal	45	45	45	45
Pakistan	35	35	35	35
Singapore	75	75	80	80
South Korea	120	150	120	150
Sri Lanka	95	95	40	40
Turkmenistan	90	90	90	90
Uzbekistan	85	80-90	85	80-90
Viet Nam	65	65	85	85
Asia Average	84	35-180	85	25-180

Europe

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Albania	90	90	45	45
Andorra	165	165	-	-
Armenia	95	95	90	90
Austria	125	100-150	133	50-200
Azerbaijan	90	90	90	90
Belarus	90	90	90	90
Bosnia-Herzegovina	90	90	90	90
Bulgaria	100	70-120	102	80-120
Belgium (Flanders)	50	50	50	50
Belgium (Wallonia)	100	100	100	100
Croatia	90	90	90	90
Cyprus	50	50	90	90-135
Czech Republic	90	90	95	90-135
Denmark	120	120	150	150
England*	120	120	120	120
Estonia	135	135	90	90
Finland	88	75-90	81	45-90
France	220	220	165	165
Georgia	90	90	90	90
Germany	135	135	135	90-135
Greece	90	90	93	45-135
Hungary	141	112-180	112	45-135

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Ireland	59	30-80	76	30-120
Italy	110	60-120	120	120
Latvia	82	70-95	90	80-100
Lichtenstein	135	135	90	90
Lithuania	117	70-135	93	90-135
Luxembourg	142	100-180	129	100-180
Macedonia	120	120	111	90-120
Malta	104	45-120/180	63	40-180
Moldova	90	90	90	90
Monaco	165	120-180	187	180-240
Netherlands	90	90	90	50/120
Northern Ireland	89	30-289	89	80-120
Norway	100	100	120	120
Poland	156	120-180	145	120-180
Portugal	67	45-90	140	120-180
Romania	95	45-100	65	50-150
Russia	157	135-180	157	135-180
Scotland*	120	120	100	100
Serbia	120	90-135	110	90-135
Slovakia	90	90	90	90
Slovenia	135	135	119	90-135
Spain	142	90-180	119	110-120
Sweden	85	60-120	102	60-140
Switzerland	135	135	135	135
Turkey	80	80	80	80
Ukraine	90	90	90	90
Wales*	120	120	120	120
Europe Average	109	30-289	105	30-240

*The figures presented represent entitlement minutes per week but survey and anecdotal evidence indicate variations in time actually allocated; in some schools this can be as low as 60 minutes per week.

Latin America and Caribbean

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Argentina	70	40-90	120	120
Barbados	75	75	-	-
Belize	40	40	62	55-70
Bolivia	90	90	90	90
Brazil	110	110	55	55
Chile	135	135	90	90
Colombia	120	120	120	120
Costa Rica	80	80	90	90
Cuba	183	90-225	178	90-225
Dominica	90	90	90	90
Dominican Republic	90	90	100	100
Ecuador	90	90	90	90
El Salvador	112	90-135	90	90
Grenada	75	75	90	90
Guatemala	90	90	55	55
Honduras	80	80	80	80
Mexico	75	30-120	93	45-180
Nicaragua	90	90	90	90
Panama	80	80	80	80
Paraguay	35	35	80	80
Peru	-	-	90	90
Uruguay	80	80	135	135
Venezuela	82	30-90	90	45-180
Average LatAm/Caribbean	90	30-225	94	45-225

Middle East

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Bahrain	100	100	65	65
Egypt	55	55	90	90
Iran IR	99	90-120	90	90
Iraq	85	85	85	85
Jordan	90	90	55	45-60
Kuwait	90	60-90	90	45-135
Lebanon	95	95	100	100
Oman	80	80	46	40-160
Palestine	85	80-90	42	40-45
Qatar	90	90	75	75
Saudi Arabia	112	90-135	45	45
Syrian AR	115	115	50	50
United Arab Emirates	85	85	45	45
Yemen	70	70	45	45
Middle East Average	89	55-135	66	40-160

North America

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Canada	125	45-150	120	55-180
British Columbia/Yukon	150	150	137	135-140
Alberta	150	150	126	112-150
Saskatchewan	150	150	110	100-150
Manitoba	148	74-150	97	55-150
Ontario	150	150	129	120-150
Quebec	52	45-60	94	83-100
New Brunswick	100	100	121	74-150
Nova Scotia	129	100-150	125	90-150
Prince Edward Island	90	90	131	72-180
Newfoundland/Labrador	135	120-150	135	120-150
USA	119	37-200	148	45-225
Alabama	150	150	225	225
Alaska	-	-	-	-
Arizona	-	-	-	-

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Arkansas	60	60	60	60
California	100	100	200	200
Colorado	-	-	-	-
Connecticut	-	-	-	-
Delaware	-	-	-	-
District of Columbia	150	150	225	225
Florida	150	150	75	75
Georgia	-	-	-	-
Hawaii	30+	30+	-	-
Idaho	-	-	-	-
Illinois	-	-	-	-
Indiana	-	-	-	-
Iowa	-	-	45	45+
Kansas	-	-	-	-
Kentucky	-	-	-	-
Louisiana	150	150	150	150
Maine	-	-	-	-
Maryland	-	-	-	-
Massachusetts	-	-	129	125-170
Michigan	60	60+	122	122
Minnesota	-	-	-	-
Mississippi	50	50-150	50	50-150
Missouri	50	50-150	45	45-225
Montana	-	-	225	225
Nebraska	-	-	-	-
Nevada	-	-	-	-
New Hampshire	-	-	-	-
New Jersey	150	150	150	150
New Mexico	-	-	-	-
New York	120	120	90	90
North Carolina	-	-	-	-
North Dakota	119	119	45	-
Ohio	-	-	-	-
Oklahoma	60	60	85	85
Oregon	-	-	-	-
Pennsylvania	-	-	-	-

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Rhode Island	100	100	100	100
South Carolina	60	60+	-	-
South Dakota	-	-	-	-
Tennessee	90	90	90	90
Texas	-	-	-	-
Utah	-	-	225	225
Vermont	-	-	-	-
Virginia	-	-	-	-
Washington	100	100	100	-
West Virginia	90	90	225	225
Wisconsin	-	-	-	-
Wyoming	-	-	-	-
Average North America	107	30-200	125	45-225

Oceania

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Australia*	77	27-120	120	100-150
Cook Islands	135	135	120	120
New Zealand	100	100-120	120	100-120
Papua New Guinea	185	185	80	80
Samoa	60	60	60	60
Oceania Average	111	27-185	100	60-150

* Excludes designated sport/physical activity time

APPENDIX III

Quality Physical Education Indicators: Core Principles

QPE has become a widely used term but its nature and scope has been defined in very few countries. Conceptually, it needs to be viewed in the context of inter-related strategies to embrace the formulation and development of inclusive curricula, which provide personally meaningful and socially and culturally relevant experiences and, which attract young people to the joy and pleasure of physical activity so as to foster an active healthy lifestyle philosophy over the full life-span. QPE curricula need to be based on the vision that the knowledge, skills and understanding acquired, facilitate attainment of physical and health literacy. Core principles include:

- **A curriculum that is formatively/developmentally based and progressively sequenced with clearly defined aims and learning outcomes.**
- **An appropriate amount of compulsory curriculum time allocation required to facilitate Quality Physical Education.** An immediate compulsory weekly allocation of 120 minutes and future consideration of a compulsory legal minimum of 180 minutes weekly, with schools endeavouring to go beyond this minimum where this is possible and a call for one hour of daily physical activity in, or out of, school settings would help sustain Quality PE and go some way to meeting scientific evidence that at least 60 minutes daily moderate to vigorous physical activity is necessary to sustain a healthy active lifestyle.
- **A curriculum in which Inclusion is embedded and which serves diverse needs/suits requirements of all children/students in schools.** This implies a well-balanced, structured and coherent curriculum, sufficiently challenging to all, delivered by suitably qualified teachers so as to ensure differentiated learning tasks and teaching styles or interventions appropriate both to the students and to the tasks and foster creativity.
- **A curriculum that provides opportunities and experiences for enhancement of knowledge, understanding and movement skills in a variety but balanced range of physical activities to include facilitation of integration of traditions, cultures and values through promotion of traditional physical activities and sports.**
- **Development of physical literacy.** This encompasses movement competence in a variety of physical activities and includes positive self-concepts and social interaction with appropriate inter-personal skills, a range of psycho-social qualities and morally sound values and behaviours for development as an independent and responsible member of society.
- **Contribution to health literacy.** This comprises the skills needed to obtain, understand and use the information to make good decisions for health and includes the promotion of active healthy lifestyles and lifelong participation in physical activity.
- **Equal opportunities for all children of school age regardless of sex, ethnicity and ability/disability.** This implies inclusion, non-discrimination, understanding of the needs of all students and commitment to developing the needs of those with special requirements through specific programmes of study.
- **The enhancement of the whole person and the cultivation of the knowledge and ability to self-develop through physical activity.**
- **Remedial interventions where appropriate, so that teachers are able to respond to individual needs.**
- **The promotion of co-operation and competition and the provision of intra- and inter-school opportunities.** Co-operative and competitive based activities provide opportunities for students to perform/work both in a group environment and as individuals.

- **A curriculum which links Physical Education/Physical Activity to the environment/community and promotes learning outside the classroom.**
- **Integration with other areas of the whole school curriculum through cross-curricular links.**
- **A curriculum that recognises and responds to the changing needs of students as they mature, physically, cognitively and emotionally.** Such a curriculum encourages/helps students to make informed decisions relating to their future needs/aspirations.
- **Adequate resources to facilitate Quality Physical Education curriculum provision and delivery.** These resources embrace suitably qualified teachers who can provide positive experiences for pupils/students; facilities, equipment, teaching/learning materials; and financial support.
- **A sustainable ratio of learners to teachers.** Overly large class number sizes are likely to negatively impact on pedagogical and didactical processes, to increase risk factors in terms of safety and injury.
- **Evaluative assessment as an on-going part of the QPE programme.** Teachers who are able to plan, present articulately and evaluate both their own performance and that of their pupils. Pupils' progress assessed formatively in reaching goals and not necessarily on whether they achieve prescribed absolute standards. Pupils should contribute to the evaluation process, enabling them to reflect on their own performance and that of others.
- **Periodic review that involves monitoring/evaluation of programmes of study and the completion of relevant and appropriate documentation.**
- **Provision for enjoyable engagement in a safe well-managed environment, in which there is experience of participation without fear of abuse or exploitation.** The intrinsic value of the sheer joy or participation in physical/sporting activity is a significant influence on positive attitudes and behaviours. It is not the activity but the Reason for taking part that sustains participation.

N.B. Additional to such QPE Indicator characteristics are positive **Outcomes** of QPE curricula, which relate directly to the above core principles. Exemplars include:

- Holistic personal development.
- Student commitment to, and willing participation in, different types of physical and sporting activity.
- Understanding what and how to achieve through informed use of principles.
- Understanding of essential role of physical education in contributing to personal well-being and to a balanced healthy, active lifestyle.
- Confidence to engage in physical/sporting activity in a variety of capacities and settings as well as take initiative.
- Acquisition and application of a range of skills and techniques with good body control and movement.
- Independent and objective thinking students, appropriate decision-making and taking, and adaptive behaviours.
- Determination and commitment to achievement and improvement.
- Physical growth and development of attributes such stamina, suppleness, strength and flexibility.
- An appreciation of other subject areas with the potential for collaborative study.
- Recognition of learning opportunities outside the school environment.
- Good relationships with fellow students and those from other schools.
- Students who can make a positive contribution to the society in which they live, and beyond.
- Demonstration of enthusiasm for, interest in, and enjoyment of participation.

APPENDIX IV

Quality Physical Education Teacher Education/Training Indicators: Core Principles

An immediate issue in the formulation of QPETE Indicators is what constitutes a PE teacher. Survey evidence reveals diversity in existing practices but, essentially, three dedicated category levels of teachers 'qualified' or 'licensed' to teach PE in schools can be identified: a one-subject specialist PE teacher; a PE teacher; and a generalist teacher responsible (usually in primary/elementary/basic school settings) for a full range of subjects, including PE. In acknowledging the diversity of existing practices, it is prudent to adopt a model which distinguishes between each category level.

Initial training is seen as the foundation stage in a process of continual learning and as a consequence PETE models should begin to reflect this. QPETE Indicators need to take into account a number of issues including QPE in school contexts, which has consequences for PETE Programmes of Study, their learning outcomes and job competences. Formulation of any PETE Curriculum Model should acknowledge societal needs in evolving *socio-cultural and economic* settings within a constant, dynamic and developmentally changing world, which may impact on, and hence, alter the functional roles of the designated professional area. With this scenario, occupational identity and associated functions and activities will essentially need to be flexibly adaptable. With regard to flexible adaptation in a context of globally diverse accreditation practices, some consideration should be given to different pathway routes (single subject, major/minor subject status and multiple subjects) to qualified PE teacher status at initial graduate (bachelor's) and postgraduate (master's) levels. Any such flexible adaptation could embrace traditions and recent developments of routes to teacher qualification and acknowledge the different career motivations/decisions of students entering provider higher education institutions (HEI's). However, a requirement of a minimum of accumulated study credits should be respected.

The identification of the core general principles' Indicators, serve as a guideline framework for providers and as a basis for Accreditation benchmarks. The framing of such principles has the propensity to represent a degree of harmonisation in any formulation of a PETE model curriculum, which could have applicability throughout institutions involved with preparation of teachers world-wide. The rationale of a PETE programme has at its core a model of the teacher who understands that pupils have individual needs and can respond to them, who is competent in curriculum areas and classroom practice and who, as an effective practitioner, is analytical, critically reflective and professional as well as one who demonstrates a continuing openness to new ideas. The ability to respond to, and manage change, is a central requisite. Teachers need also to be learners, and to be able to handle issues in an informed way so as to develop their practice in a changing world. In order to plan, deliver and evaluate the curriculum effectively, the teacher needs professional skills. Programmes of Study should be driven by clear conceptions and shared sets of institutional provider beliefs about what is valued in, and expected of, a teacher. The principles advocated have global applicability and accord with the notion of harmonisation. Core General Principles comprise:

- **Training Standards which are accredited or quality assured by the profession/provider institution/relevant responsible statutory authority.** The provision of a Framework of Standards is an opportunity for the use of professional judgement to assess trainee teachers. At a basic level, standards or competencies' include reference to professional attributes, professional knowledge and understanding and professional skills. **Quality assurance** comprises all the policies, systems and processes directed to ensuring the quality and standards of the educational provision. **Often this is linked to quality enhancement** - the process of continuous improvement.
- **Recruitment of academically capable, motivated and committed trainees, who have positive attitudes and appropriate aptitudes for undertaking teacher education (training) for preparation as professionals responsible for delivery of physical education in schools.** It is important to ensure that anyone admitted to a PETE programme is suitable to become a teacher and has the appropriate intellectual and academic capabilities and personal qualities, attitudes and values to meet qualified teacher status (QTS). Those responsible for PETE

programmes are also responsible for checking that they do not admit students to PETE who are unsuitable to work with children.

- **A focus on equity and inclusion and specifically how to support all children.** This focus encompasses adequate levels of specialism embracing all stages (i.e. primary or elementary/basic through secondary levels) of the compulsory education framework. PE teachers are expected to operate in schools which include a diverse range of pupils. It is important that they understand the needs of each learner so that they can deploy a range of skills in order to promote achievement. Pupils with special needs or disabilities, learners from minority groups who might be at risk of underachievement depend on teachers to manage their learning and provide support.
- **A balanced and coherent Programme of Study that embraces development of subject knowledge and application of differentiated teaching interventions, which are typical of an analytically reflective and professionally effective and ensures professional and academic proficiency appropriate in teaching a progressive and sustainable range of physical activities in PE programmes in schools.**
- **A Programme of Study that provides opportunities and experiences for enhancement of (subject) knowledge, understanding and movement skills in the full range of Fields of Study:** Fields of Study comprise: Practical Activities including traditional, existing ‘local’ cultural and ‘new’ activities, which linking theory and practice and provide an opportunity for students to experience the range of physical education activities which are part of the school PE curriculum; Educational and Teaching Sciences (Pedagogy/Didactics); Natural and Biological Sciences (General and Applied); Social Sciences/Humanities (General and Applied); Scientific Work (PE-related research study: dissertation or project); Teaching Practica (including school-based practice, theory, practice and professional preparation time). The associated skills acquired will include curriculum development, implementation, communication and interaction in a variety of physical activity learning environments, evaluation of student progress, reflective thinking, appropriate decision-making and initiative taking, and adaptive behaviours.
- **A Programme of Study that is formatively/developmentally based, progressively sequenced and links theory and practice, with clearly defined aims and learning outcomes and key concepts that provide a framework to assist in developing student perspectives on learning to teach and commitment.** PE teachers are faced with a variety of tasks, which encompass overt and discrete contributions to young people’s learning as well as facilitation, co-ordination and management of experiences available to young people in physical education through sources internal and external to the school. The need for more adaptable teachers is clear and PE teachers must be no less adaptable than others. It is evident that their roles are changing and if they are to be empowered to teach effectively, they will need to develop academic and professional competencies within a range of contexts.
- **A Programme of Study that leads to acquisition and application in school contexts of a range of pedagogical and didactical processes and management techniques/skills that guarantees differentiation of learning tasks and teaching styles, which are appropriate both to the tasks and to the students.** In order to meet the different needs of learners, teachers require a repertoire of teaching approaches which relate to the age and ability of the learners.
- **A Programme of Study that develops techniques of observing, recording, classifying, analysing, interpreting and presenting information and using them to test the value of scientific, pedagogical and didactical concepts as well as relevant activity principles.**
- **A Programme of Study that increases knowledge of individual development; developing an understanding of the rationale for individualised approaches to teaching and learning and that the activities engaged in provide an amplification of child-centred approaches in PE.**
- **A Programme of Study that recognises the development of personal capacities is a central concern of PE and that a pre-requisite of such an approach is the appreciation of the pupil as an active, evolving individual.**

- **'Outcomes'** that relate to generic and specific **'Knowledge'** (what teachers should know) and generic and specific **'Competencies'** (what teachers should be able to do).
- **Supervision of teaching practices** by appropriately professionally qualified/experienced provider staff and co-operating school teachers/mentors; induction of trainees into the professional cultures of schools is an imperative in teacher education.
- **A Programme of Study** that leads to understanding of the essential role of PE in contributing to personal well-being and to a balanced healthy, active lifestyle.
- **A Programme of Study** that develops ethically and professionally sound values and behaviours.
- **A Programme of Study** that fosters safe behaviours (teaching and learning, physically and socially) and management of risk-taking.
- **A balance in the time and respect for learning content knowledge, learning about pedagogy, pedagogical knowledge, and experience in learning to teach.**
- **Provision for research and development in teacher education** that contributes to development of positive professional attitudes of reflective and research capable practitioners.
- **A systematic plan in place for Programme evaluation and quality assurance.**
- **A standardized exit qualification (a harmonized qualification structure and system along with a common understanding of the minimum requirements for the award of qualifications).** Exit qualifications should encompass the Standards for qualified teacher status. However the routes or pathways to such awards require flexibility in recognition of the diverse range of PETE accreditation practices across the world.
- **A registration of teachers with relevant statutory authority (e.g. a Teaching Council).** Teacher registration recognises the significant role of teaching as a profession. Teachers occupy positions of trust and responsibility within society. Registration ensures that a high standard of preparation, conduct and practice is upheld. Gaining professional registration means the teacher has met the professional standards for entry into the profession and opens the way for continuing professional learning and development in the future.

APPENDIX V

Physical Education Basic Needs Model: Core Principles

Basic Needs' Principles

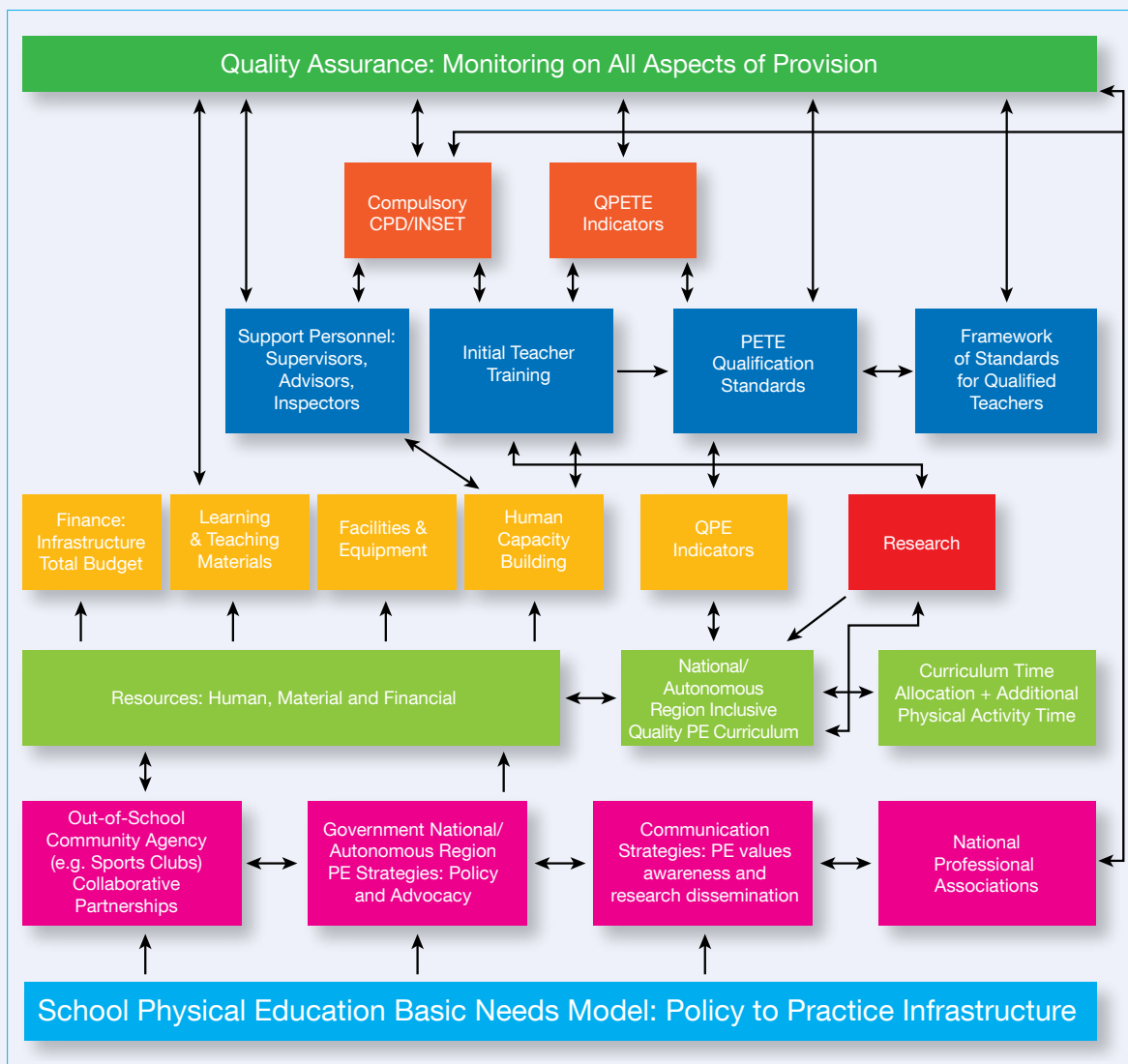
An over-riding principle is an all-embracing **policy to practice infrastructure to support inclusive provision, delivery and quality assurance** within the context of compliance with the 1978 UNESCO Charter of Physical Education and Sport. Other principles are as follows.

- **The formulation and development of a National Quality PE Curriculum based on inclusive methodologies.** A National/Autonomous Region PE Curriculum secures for **all** pupils an entitlement to an essential area of learning and to develop knowledge, understanding, skills and attitudes necessary for healthy, active life-style, self-fulfilment and development as responsible citizens; it makes expectations for learning and attainment explicit to pupils, parents, teachers and the public etc., and establishes national standards for the performance of all pupils in the subjects it includes. An appropriate financial budget in line with curriculum implementation would be taken as an imperative.
- **An appropriate amount of compulsory curriculum time required to facilitate Quality PE.** An immediate compulsory weekly allocation of 120 minutes and future consideration of a compulsory legal minimum of 180 minutes weekly, with schools endeavouring to go beyond this minimum where this is possible and a call for one hour of daily physical activity in or out of school settings would help sustain Quality PE and go some way to meeting scientific evidence that at least 60 minutes daily moderate to vigorous physical activity is necessary to sustain a healthy active lifestyle.
- **The provision of human resources (capacity-building) in the form of qualified teaching personnel for all levels of compulsory schooling, suitably prepared (trained) to accord with national/autonomous region qualification standards to deliver physical education.** Such provision to be facilitated by Quality Physical Education Teacher Education/Training (PETE/PETT) Higher Education Institution programmes. QPE depends on well-qualified educators and responsible authorities should promote as a policy priority a review of systems of PETE with due regard to improvements in both initial and continuing education of PE teachers, especially those responsible for PE in primary/elementary/basic schools with preparation of committed professionals who provide the best for their students as a priority.
- **For schools, where 'generalist' practitioners teach physical education classes, consideration be given to training and employment of 'Curriculum Co-ordinators' with specialist knowledge and expertise to act as mentors, provide advice and guidance to non-specialist practitioners.**
- **The establishment of a 'Framework of Standards' for practising teachers.** These Standards would provide a base of expectations of all teachers with responsibility for delivery of PE programmes. Various models for standards can be framed.
- **Continuing professional development (CPD) of teaching personnel through compulsory, structured, regular CPD or In-Service Training (INSET) programmes or courses.** Professional development needs to be a continuous process throughout a teacher's professional career and Continuing Professional Development (CPD) programmes should be a compulsory part of a national strategy. A properly constituted government or national professional association level agency with responsibility for provision of a CPD framework could have a remit for raising and protecting professional standards and a significant role in providing leadership for PE and its practitioners. It could contribute to improving and safeguarding standards and develop accreditation systems to ensure appropriate preparation, experience and qualification as well as promote safe and ethical delivery and share examples of 'best practice'.

- **Capacity building in the form of qualified and experienced ‘support’ personnel in advisory, supervisory and inspection services.**
- **The provision of material resources (facilities, equipment and learning/teaching materials) secured through relevant authority (national or autonomous region) financial commitment to the resourcing of an accountable (not necessarily examinable) PE curriculum, supported by co-operative/collaborative agency partnerships to maximise/optimize supply and use.** Adequate funding should provide suitable PE indoor/outdoor activity areas’ facilities and amenities, equipment (including storage space) in urban/rural settings and teaching/learning materials including guideline texts and manuals where necessary. At a higher hierarchical level, where circumstances allow, the scope of technology (Heart Rate (HR) monitors, pedometers accelerometers etc.) to allow the tracking and monitoring of effort/participation in the PE context should be more fully exploited. It leaves PE as an almost unique (and arguably superior) educational experience where learners receive objective feedback as they engage in activities.
- **The formulation and adoption of Quality PE and Quality PETE Indicators.**
- **Provision of Quality Assurance mechanisms.** For quality assurance in PE and PETE, regular monitoring by appropriate agencies should be required to provide impartial reports to relevant authorities on all aspects of provision. Monitoring should address strengths and weaknesses, provide examples of good practice and recommendations for improvement plans where necessary.
- **National (professional) co-ordinating bodies (to serve the best interests of all engaged in PE provision and delivery in formal and informal educational settings, as well as to promote and foster good practices in provision and delivery.**
- **Government-level policy strategies and statements to foster inclusion in, and raise general awareness of the values of, PE.**
- **Advocacy to accord physical education the same level of attention given to other public policies and practices that affect the population at large:**
 - National/Autonomous Region governmental agencies or local boards that have specific responsibilities for physical education in schools in particular should act to sustain and enhance a sustainable future for physical education; such action should be complemented by, and inter-related with, a range of other actions to assist in persuading decision-makers, significant ‘others’ such as head-teachers, other subject colleagues and parents as well the immediate and longer term beneficiaries of quality physical education programmes, (i.e. children in schools), of the educational authenticity of physical education, of its intrinsic and extrinsic values;
 - Public authorities and institutional agencies such as non-governmental sports organisations should consider actions to encourage the educational value of activities, to facilitate co-operation between all vested-interested sectors to establish and/or strengthen partnerships in support of physical education and to create an environment where it is *valued*;
 - Schools offer the only compulsory opportunity in most countries for young people to take part in, and learn about, physical activity through education programmes in formal settings. Unlike many other social institutions, they have a captive audience because of required school attendance. Thus, schools are a prime institutional agency with considerable potential to significantly influence the lives of young people and physical education can play a vital role in shaping positive attitudes towards habitual physical in out-of-school and post-school settings. Thus, given the pivotal role of schools in empowering young people in physical activity participation experiences, developments should also emanate from school links with integrated school, ‘outreach’ and wider community (i.e. inter-sectoral) policies and services and involving pooling of resources where appropriate. Any forthcoming aid should adopt the principle of encouraging partners to help in helping themselves in a collective process of ‘pulling together’ in order to foster the ideal of extending equality of opportunity in physical activity through the physical education process.

- **Communication strategies to raise awareness of intrinsic and extrinsic values of PE and widely disseminate research-based messages, via media initiatives involving the use of national to local levels of public relations’ exercises in a ‘language’, which has meaning to diverse groups of populations.** The messages from research and good practice have to be widely disseminated, interpreted and applied in specific national and local situations. Professional and academic journals, other publications and national, regional and multiple local media channels (radio, television and newspapers) have an important role here in fostering public relations’ exercises in all community settings and promoting involvement of organisations within the community to embrace partnerships of vested interest groups from the full range of social institutions.

Figure 2. School Physical Education Basic Needs Model



APPENDIX VI

Glossary

Categories of Teachers responsible for PE programmes in schools

1. Physical Education Teacher (One Subject Specialist)

Designation as a *Specialist Physical Education Teacher* assumes successful completion of a relevant PE-related Programme of Study including qualified teacher status with an accumulation of a set number of Study Credits. The 'Specialist PE Teacher' will have in-depth PE subject and related areas knowledge and understanding in the full range of required Fields of Study within an overall PE Programme of Study.

2. Physical Education Teacher (2-3 Subjects)

Designation as a *Physical Education Teacher* assumes successful completion of a Programme of Study including qualified teacher status with an accumulation of a set number of Study Credits, in which a minimum of 35-50% of content excluding professional training is PE-related. The 'PE Teacher' will have extended PE subject and related areas foundation knowledge and understanding in all Fields of Study specified in a PE Programme of Study.

3. Generalist Teacher

Designation as *Generalist Teacher* assumes successful completion of a Programme of Study including qualified teacher status with an accumulation of a set number of Study Credits, in which a minimum of 10% of content is PE-related. The 'Generalist Teacher' will have basic foundation PE subject knowledge in a sustainable range of Fields of Study including Practical Activities, Pedagogy/Didactics and School-based Teaching Practice indicated in the Programme of Study to facilitate proper delivery of a prescribed or framework guideline PE curriculum in early years of schooling (primary/elementary).

Physically Educated Person

"Physically educated persons might be described as having acquired culturally normative skills enabling engagement in a variety of physical activities, which can help to maintain health-related fitness levels throughout the full life-span; they participate regularly in physical activity because it is enjoyable; and they understand and value physical activity and its contribution to a healthy lifestyle".

Physical and Health Literacy

Physical literacy is the ability to move with competence in a variety of physical activities and health literacy is the skills needed to obtain, understand and use the information to make good decisions for health; they are key in curriculum development, which should be about helping children and young people to develop the necessary skills to make and manage healthy choices.

Study Credits

In Europe the widely adopted ECTS (European Credit Transfer System) assumes 240 ECTS (normally accumulated over a period of four years) for bachelor level qualification with teacher status and a minimum of 300 ECTS (normally accumulated over a period of five years) for master's level qualification. The figures assume a study work load range of 25-30 hours for each Credit.

LIST OF KEY ABBREVIATIONS

AEHESIS	Aligning a European Higher Education Structure in Sport Science
CIGEPS	Intergovernmental Committee for Physical Education and Sport
CPD	Continuing Professional Development
EUPEA	European Physical Education Association
FIEP	Fédération Internationale Éducation Physique
HEI(s)	Higher Education Institution(s)
ICSSPE	International Council of Sport Science and Physical Education
IEP	Individualised Education Programme
INSET	In-service Training (Teachers)
ITT	Initial Teacher Training
NWCPEA	North Western Counties Physical Education Association
QPE	Quality Physical Education
QPETE/T	Quality Physical Education Teacher Education/Training
SEN	Special Educational Needs
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WHO	World Health Organisation

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United Nations
Educational, Scientific and
Cultural Organization

**Social and Human
Sciences Sector**



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