

PHYSICAL EDUCATION IN SCHOOLS: A GLOBAL PERSPECTIVE

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Review

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Abstract:

This article draws from the Second Worldwide Survey of the situation of physical education (PE) in schools. The Survey was undertaken as a contribution to the UN dedicated 2005 Year of Sport and PE and in response to inter-governmental agencies' calls for regular monitoring of developments in school PE in the form of a 'reality check'. The overall purpose of the Survey was to assess the worldwide situation of school PE as well as developments since the Physical Education World Summit held in November 1999 in Berlin for which a multi-method/pluralistic approach was adopted with analysis of a range of sources comprising globally and regionally as well as on-line disseminated questionnaires, national surveys, continental regional and national PE-related projects, case studies and a comprehensive literature review. The pluralistic methods facilitated data collection on national level policies and practice-related issues in school PE, the PE curriculum, resources (human and material), the PE environment (school subject and PE teacher status; and pathway links to PE activity in out-of-school settings) and 'Best Practice' exemplars. The data generated provide an indication of patterns and trends in school PE in countries and regions across the world.

The 'reality check' indicates that positive developments and policy rhetoric are juxtaposed with adverse practice shortcomings. Thus, the overall scenario is one of 'mixed messages' with evidence that national and/or regional governments have committed themselves through legislation to making provision for PE but some have been either slow or reticent in translating this into action through actual implementation and assurance of quality of delivery. Essentially, the situation especially in economically under-developed and developing regions has changed little since the 1999 Berlin Physical Education Summit. Continuing concerns embrace: insufficient curriculum time allocation, perceived inferior subject status, insufficient competent qualified and/or inadequately trained teachers (particularly in primary schools), inadequate provision of facilities and equipment and teaching materials frequently associated with under-funding, large class sizes and funding cuts and, in some countries, inadequate provision or awareness of pathway links to wider community programmes and facilities outside of schools. More generally, there is disquiet over the falling fitness standards of young people, rising levels of obesity amongst children of school age and high youth dropout rates from physical/sporting activity engagement. Whilst some improvements in inclusion (related to gender and disability) policy and practice can be identified since the Berlin Physical Education Summit, barriers to equal provision and access opportunities for all still remain. However, current intergovernmental initiatives (European Parliament's 2007 *Resolution on the Role of Sport in Education* and UNESCO advocacy action) place PE on the political agenda. With such inter-governmental commitments to policy principles and action advocacy, a secure and sustainable future for PE appears to be realizable.

Key words: *PE provision, time allocation, PE curriculum, subject status, PE teacher education, facilities, teaching material, funding, fitness standards, obesity, political agenda*

Introduction

As a contribution to the United Nations dedicated 2005 Year of Sport and Physical Education and in response to inter-governmental agencies' calls for regular monitoring of developments in Physical Education in schools, the North Western Counties Physical Education Association (NWCPEA)¹ in

conjunction with the University of Worcester, UK, supported a Worldwide Survey of physical education (PE) in schools. The Survey, the overall purpose of which was to assess the worldwide situation of school PE as well as developments since the Physical Education World Summit held in November, 1999 in Berlin, Germany, was endorsed

¹ NWCPEA is a regional association in England, which has its roots in developments in PE in the 1920s to provide opportunities for male physical training teachers to affiliate with a professional association.

by the International Council of Sport Science and Physical Education (ICSSPE), the Council of Europe, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Health Organization (WHO). Survey data collection was extended beyond 2005 to include a ground-breaking European Parliament *Resolution* related to Sport Education (November 2007) initiative, in which references to PE in schools have a pervasive presence.

It is a matter of historical record that the Berlin Physical Education Summit, at which attention was drawn to widespread concerns regarding a perceived decline of PE education provision in schools (Hardman & Marshall, 1999, 2000), led to advocacy action at international, continental regional and national levels with a plethora of inter-governmental and non-governmental agencies' *Communiqués Recommendations*, PE, curriculum time allocation, inferior subject status, quality programmes and *Resolutions, Declaration and Commitment Statements*², which variously addressed access to delivery, financial investment, human (teachers, initial and continuing professional training and development, etc.) and material (facilities and equipment) capacity building *inter alia*.

Since the 1999 Berlin World Summit, developments in school PE across the world have been diverse with a positive initiatives juxtaposed with evidence to generate continuing concern about the situation, and especially so when there are increasing incidence levels of obesity and numbers of overweight children and young people, accompanied by rises in sedentary lifestyle-related illnesses and high adolescent drop-out rates from sporting activity. In the European region, the situation prompted the European Parliament entered the PE arena by commissioning a research project concerned with the *Current Situation and Prospects for Physical Education in the European Union*. The findings of the Project (Hardman, 2007) contributed to inform European Union ministerial debate and to the formulation of the PE and sport-related 2007 European Parliament *Resolution* as part of a wider package of sports policies in the region. In presenting the worldwide situation, this article draws from the *Final Report* of the Worldwide Survey II of School Physical Education (Hardman & Marshall, 2008).

Methodological procedure

In accord with accepted practice in fitting methodological procedure to purpose(s) of study, a multi-method/pluralistic approach was adopted with analysis of a range of sources comprising globally and regionally as well as on-line disseminated questionnaires, national surveys, continental regional and national PE-related projects, case studies and a comprehensive literature review. Specifically, the Survey drew on data information derived from:

- i) An extensive literature review, which drew from a comprehensive 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 PE in global (Pühse & Gerber, 2005) and continental regional (Oceania - Skinner, 2005; and Europe - Klein & Hardman, 2008) contexts, institutional and individual commentaries, web network sites, etc.) in order to provide a more comprehensive and balanced overview of the situation world-wide. "Comprehensive" in respect of number of countries and educationally autonomous states and provinces included and "balanced" with regard to nature and type of sources accessed, but in particular the profile of the surveys' questionnaires' respondents.
- ii) A worldwide survey semi-structured questionnaire instrument (administered to PE teachers, administrators, government level representatives and experts in the field over the two year period, 2005-2007) with mailed and on-line versions. The questionnaire items addressed:
 - national level policy and practice-related issues in school PE (legal status, responsible authority, curriculum time allocation and examination status)
 - the PE curriculum (aims, themes, content evaluation and monitoring; and gender and disability equity issues)
 - resources (human and material)
 - the PE environment (school subject and PE teacher status; and pathway links to PE activity in out-of-school settings)
 - issues (school PE -related concerns or problems)
 - 'Best Practice' exemplars in school PE.

² Examples include: MINEPS III, Punta del Este Declaration (3 December 1999); European Non-Governmental Sports Organization (ENGSO) support (October, 2002); European Physical Education Association (EUPEA) Forum on *Quality Physical Education* (October, 2002); UNESCO 'Round Table Meeting' *Communiqué* (January 2003); Council of Europe Committee of Ministers Recommendations (April 2003); Central Council for Physical Recreation (CCPR) *Declaration from the National Summit on Physical Education* (London, January, 2004); *Recommendations of the International Conference on Women's Sport for Peace and Development* (Kathmandu, Nepal, November, 2004); MINEPS IV *Athens Declaration* (December 2004); *The Bangkok Agenda for Actions on Physical Education and Sport in School* (November 2005); Second Physical Education World Summit's *Maggingen Commitment* (December 2005); Latin and Caribbean Summit of Physical Education Declaration (Havana City Cuba, April, 2006); European Parliament *Resolution on the Role of Sport Education* (Strasbourg, November 2007).

- iii) An European region specific semi-structured questionnaire (items addressed were the same as the worldwide survey questionnaire) administered in 2005 through the Council of Europe Committee for the Development of Sport (CDDS) unit³ with responses from representative government level agencies' representatives.
- iv) A semi-structured 'update' questionnaire distributed to recognised PE 'experts' and PE practitioners (2006) in the 27 European Union (EU) States. The 'update' questionnaire was part of the European Parliament Project on *The Current Situation and Prospects for Physical Education in the European Union* and was administered September 2006 – January 2007. The European Parliament Project's specific aims related to: (a) an Update on the situation of PE in schools in all Member States; (b) the PE curriculum and its delivery (links with/between health and school sport, thematic aims and content of PE programmes and quality PE/School Sport criteria; (c) pathways to participation in the wider community; (d) the training of PE teachers (PETE) including initial and in-service training (INSET)/continuing professional development (CPD); (e) inclusion issues (gender, disability and ethnic minorities); and (f) policy recommendations.
- v) Research-related and pertinent other literature.
- vi) National survey data, e.g. the German Sport Confederation "Sprint" Study (2006).
- vii) The AEHESIS Project⁴ (2003-2007), specifically Physical Education Teacher Education.

The questionnaires' generated data provide an indication of patterns and trends and any caution in interpretation is to some extent alleviated by forms of triangulation embracing the range of questionnaire samples' sets, interviews, the comprehensive review of research-related literature, including qualitative national studies, case and project studies undertaken and observations submitted by experts in the respective fields. Such forms of triangulation serve to underpin the questionnaire-generated data and bring a higher degree of validity and reliability to the content of the study.

Survey findings

Because of constraints in space, the findings presented in this article, which essentially reflect

the focal areas of the Survey, are necessarily confined and exclude themes related to Financial Resources, Inclusion (Gender and Disability), Partnership Pathways, Best Practices and Global and Regional Issues.

The situation of physical education in schools

Within general education systems, a majority of countries (89% primary schools; 87% secondary schools) have legal requirements for PE in schools. Together with countries where there is no compulsory requirement for PE but where it is generally practised, this figure rises to 95% (in the European region, it is all countries). The collective surveys' data show consistency between Worldwide Surveys I and II, that is, PE is a compulsory subject in a large majority of educational systems globally and, where it is not compulsory, it is generally taught as a matter of general practice.

Required PE provision during compulsory schooling years varies across regions and countries according to age or year stage of attendance. Rounded to the nearest year, the average school starting age is 6 (range 3-7) and finishing age averages 13 (range 10-16) in the 'primary' phase of education; the 'secondary' phase of school begins on average at age 13 (range 10-16) and ends on average at age 18 (range 15-20). Overall the average number of years during which PE is taught in schools is 12 (range 8-14) with a 73% cluster of 11 and 12 years. The start-end years' continuum and associated access to PE 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 recognized 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 PE programmes ends at an earlier age, pupils are vulnerable to disengaging from physical activity with a consequence that 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 in physical activity throughout the full lifespan.

³ The CDDS Secretariat distributed the questionnaire to Council of Europe Member States as its contribution to the UN 2005 Year of Sport and Physical Education.

⁴ As part of the post-Bologna Declaration (1999) process in harmonizing Higher Education provision, an ERASMUS Thematic Network project was initiated in October 2003 to 'Align a European Higher Education Structure in Sport Science' (the AEHESIS Project). Amongst other initial objectives, the Physical Education sector's overarching aim was to formulate a model curriculum for Physical Education Teacher Education (PETE), which could have applicability across higher education institutions in Europe involved with preparation of teachers and hence, represent a degree of harmonization within the context of the intention and spirit of the Bologna Agreement.

The Worldwide Survey II sought information on whether prescriptions for national PE curricula are in place. Findings reveal that PE is generally a formalized part of the educational programme and that in a majority of countries (83%), national governments have at least some responsibility for the PE curriculum, though there are wide variations between continental regions, the most notable of which is North America, where the situation can be readily explained by State/local school board (USA) and provincial (Canada) directives on PE curricula. In some countries there are joint and multiple (national, regional, local and school) levels of responsibility. Responsibility in some countries lies at two levels and in those where decentralised forms of government are constituted (for example, as in the Belgian Flemish and French 'Language Communities' and in the 16 Länder of the Federal Republic of Germany) responsibility is essentially at regional level or in cases like Australia and Canada at State or Provincial level. Within Europe, administrative and delivery responsibility is frequently devolved to local authorities or even to schools.

Physical education is accorded examinable status in 61% of countries, though here again there are regional variations, ranging from 20% in Africa to 67% in Central/Latin America, Europe, and the Middle East regions. Frequency of examination also varies and ranges from every year (65%) to end of primary school (3%) /end of secondary school (22%) and end of primary and secondary (10%). The finding that in nearly two-thirds of countries PE does have examinable status is encouraging but the meaning of "examinable" is open to interpretation: in some countries it is limited to fitness tests, for example.

Despite official commitment to entitlement of access to physical education in schools either through state legislation or as a matter of general practice, such provision is far from being assured, particularly in contexts of localised implementation of the curriculum. Data on actual implementation and/or delivery in accordance with regulations are not definitively clear. However, the international surveys undertaken over the last decade infer that in many countries legal requirements for PE in schools seem to be in place with almost four-fifths (79%) (a lower proportional figure of 71% was reported in 2000) of countries (in Europe 89%; in Asia and North America only 33%) adhering to implementation regulations and delivery. The global percentage figure, however, is distorted by comparatively smaller sample sizes' data from the Central/Latin America and Middle East regions and a high proportion of European nation's positive responses); they can and do differ from school to school in the majority of countries. Conversely, globally, close to a fifth (21%) of countries surveyed indicated that PE was not actually being implemented in accord-

ance with statutory obligations or expectations. This proportion rises to 33% in Central and Latin America and the Middle East, 40% in Africa, and 67% in Asia and North America; in Europe only 11% of countries allege a shortfall in implementation (Table 1). Moreover, survey evidence suggests that PE lessons are more likely to be cancelled than other curriculum subjects.

Table 1. Implementation of physical education: global/region (%)

Global/Region	%
Global	79
Africa	60
Asia	33
Central/Latin America	67
Europe	89
Middle East	67
North America	33

The 'gap' between official policy and regulations and actual practice is geographically widespread and pervasive factors contributing to it are seen in devolvement of responsibilities for curriculum implementation, loss of time allocation in some cases because time is taken up by other competing prioritized subjects, lower importance of school PE in general, lack of official assessment, financial constraints, diversion of resources elsewhere, inadequate material resources, deficiencies in numbers of properly qualified personnel and attitudes of significant individuals such as head teachers. Additionally, exemption from PE classes, granted on presentation of a medical certificate from compulsory PE classes, is only acknowledged by a few countries. Such exemption practice on medical grounds is recognizably widespread throughout the world, thus perhaps as undermining its status within the curriculum. An issue here is that exemption is rarely sought, if ever, from other curricular subjects except, perhaps, for religious education in some countries.

Examples from across the world show disparities between state legal policy requirements and implementation with clear indications of non-compliance with regulations and especially so in countries where curriculum responsibility lies with education districts or individual schools and are, therefore, subject to local interpretations:

- **Cyprus**
"The actual situation of PE in schools may contrast with the official recognition attached to it" (Head Teacher).
- **Spain**
"Compulsory PE lessons in the final school years are replaced by optional lessons despite

governmental level indicators of required PE throughout the years of compulsory education” (PE Professor).

- **Ghana**
“Ghana’s history of political and military intervention has made it completely impossible for educational policies on PE to be implemented. Successive governments... have either covertly or overtly neglected the subject, or relegated it to the background. Government does not show total commitment to the subject area, so budgetary allocation to the sector is woefully inadequate” (Ammah & Kwaw, 2005, p. 315).
- **South Africa**
“In some Primary Schools PE is not presented per time allocation as stated in the revised national curriculum statement. Learning areas such as literacy and numeracy are given extra time in these schools as the development of programmes are the responsibility of the schools and can be discarded on discretion of school administrators” (PE Lecturer).
- **China**
“There is still a considerable gap between educational goals and implementation. The reasons include inappropriate apparatus, space limits, schools’ low interest, and the quantity and quality of PE teachers. In addition, parents often want their children to become professionally skilled and rich. They thus usually support more academic subjects, and rather look down on PE” (Yao & Jin, 2005, p. 117).
- **Jamaica**
“Even though (PE) is compulsory, it is not being taught in all schools” (Government Official).
- **Venezuela**
There is “a national policy (but) the government does not take care of it; there are laws but they are not followed” (PE Teacher).
- **England (North West Region)**
“Not all pupils have the required 2 hours per week” (PE Teacher).
- **Finland**
“Legal status is the same, but in practice not. The freedom of curriculum planning at schools has led to situations where implementation of PE is not done according to the regulations concerning the weekly lessons’ (University Professor).
- **Ireland**
“... Many primary schools do not offer the required time for PE (and the) level implementation is not uniform. (A) majority of senior students in secondary schools receive little or no PE... PE is not given equal time or resources with other subjects” (Senior Inspector of PE).
- **Canada (Quebec)**
Schools have “autonomy to adapt to the needs of their settings... This autonomy has helped most

schools but some use it to limit PE time to the minimum and act against the efforts to legitimize PE programs on the curriculum” (Rivard & Beaudoin, 2005, pp. 154-155).

- **USA (California)**
“California has a mandated 200 minutes every 10 school days (grades 1-6) and 400 minutes grades 7-12, yet very few students experience these amounts. PE proponents decry the tendency of school districts to channel allocated PE/health funds to other uses and neglect PE programmes” (Administrator, California Association for Health, PE, Recreation and Dance).
- **USA (Illinois)**
“Our State has a daily PE requirement but many districts do not enforce this and the state does nothing” (PE Teacher).

Physical education curriculum time allocation

Over the years, the various surveys’ findings have revealed variations in the amounts prescribed or expected time allocated to PE (and actually delivered). ‘Guaranteed’ access does not equate with equal amounts of access, testimony to which are the variations in timetable allocation. Even within a relatively small geographical region, there are marked time allocation differences for PE classes. The situation is being exacerbated by curriculum time allocated to other subjects and in some countries is deteriorating where recent educational reforms have resulted in PE teaching time decreases as observed in geographically distanced countries in different socio-cultural and economic settings:

- **China**
“Since 2001... some middle schools have... increased class hours, but far more have decreased them. A possible reason is the pressure of senior school and university entrance examinations” (Yao & Jin, 2005, p. 178).
- **Ghana**
“Numerous attempts have been made to reduce the number of periods... the local situation determines actual practice. The timetable slots exist on paper. However, about 30% of schools use them for other subject areas or... as free periods” (Ammah & Kwaw, 2005, p. 316).
- **Ireland**
“PE is being squeezed out of the education system by more and more compulsory academic courses, which hold little benefit compared to PE” (PE Teacher).
- **South Korea**
In high schools in particular, “curriculum revision has reduced the number of PE classes” (Kang & You, 2005, p. 577).
- **Taiwan**
“Mergence of PE with health education has led to the reduction in the teaching time of physi-

cal activities (and) the time allocated to PE (is) affected (by an increase in) the teaching time of English... and new subjects (e.g. computer and dialects) (have been) introduced into the curriculum" (PE Teacher).

The allocated amount of physical education curriculum time can be determined from policy and/or curriculum documents but local levels of actual control of curriculum time allocation give rise to variations between schools and, therefore, difficulties in specifying definitive figures for a country or region. However, some general tendencies can be identified. During the primary school phase years, there is an average 100 minutes (in 2000, the average was 116 minutes) with a range of 30–250 minutes; in secondary schools, there is an average of 102 minutes (in 2000, it was 143 minutes) with a range of 30–250 minutes per week. There are some clearly discernible regional differences in time allocation: European Union countries 109 minutes

for primary schools and 101 minutes for secondary schools; Central and South America (including Caribbean countries) 73 minutes in primary schools and 87 minutes in secondary schools. Similar to Worldwide Survey I, there is a fall off in the allocation of time to PE in the final school years. Fluctuations between school years are evident.

Educational reforms since the late 1990s do not appear to have impacted significantly on school PE. However, curriculum time allocation has decreased in around 17% of countries during this period despite international advocacy supported by an overwhelming medical, scientific, economic, social and cultural case for adequately timetabled PE programmes and moves in some countries to introduce an entitlement of at least 120 minutes per week.

From analysis of the more detailed information derived from the range of sources accessed, it has been possible to produce a list of EU countries' PE timetable allocations (Tables 2 and 3).

Table 2. Time allocation (minutes per week) for PE in EU primary schools: 2000-2007

Country	Primary Schools			
	2000		2007	
	Minimum	Maximum	Minimum	Maximum
Austria	100	200	100	200
Belgium	100	120	100	100
Bulgaria	120	120	100	150
Cyprus	90	90	80	80
Czech Republic	90	135	90	135
Denmark	90	100	90	90
Estonia	90	135	135	135
Finland	90	90	90	90
France	240	240	120	240
Germany	90	180	60	150
Greece	90	90	90	135
Hungary	90	90	112	225
Ireland	30	60	30	60
Italy	100	120	60	120
Latvia	120	120	80	80
Lithuania	90	90	35	45
Luxembourg	100	135	100	100
Malta	90	90	150	150
Netherlands	50	100	45	90
Poland	135	135	135	180
Portugal	150	180	90	135
Romania	100	100	100	100
Slovakia	90	135	90	135
Slovenia	135	135	45	135
Spain	60	60	100	180
Sweden	110	110	100	100
United Kingdom	30	120	30	130

Table 3. Time allocation (minutes per week) for PE in EU secondary schools: 2000-2007

Country	Secondary			
	2000		2007	
	Minimum	Maximum	Minimum	Maximum
Austria	100	200	50	200
Belgium	150	150	100	150
Bulgaria	120	120	135	135
Cyprus	90	90	45	135
Czech Republic	90	90	90	135
Denmark	90	100	60	60
Estonia	90	90	90	90
Finland	90	90	45	90
France	120	240	90	240
Germany	90	180	60	135
Greece	90	90	90	135
Hungary	90	135	90	225
Ireland	45	120	57	120
Italy	100	120	120	120
Latvia	120	120	80	80
Lithuania	90	90	45	45
Luxembourg	45	150	125	125
Malta	45	90	45	90
Netherlands	50	100	90	120
Poland	90	135	135	180
Portugal	150	180	180	180
Romania	100	100	100	100
Slovakia	135	135	45	135
Slovenia	90	90	90	180
Spain	60	60	110	120
Sweden	110	110	60	60
United Kingdom	60	120	60	120

Weekly timetable allocation for PE across the EU is **109 minutes** (range of 30-240 minutes) with clusters around 60 and 90 minutes in primary/basic schools and **101 minutes** (range 45-240 minutes) with a cluster around 90 minutes in secondary and high schools. There is a gradual 'tailing off' in upper secondary (high) schools (post 16+ years) in several countries and optional courses become more evident. Notably, figures in 2000 were higher with an average of **121 minutes** in primary schools and **117 minutes** in secondary schools, thus representing a perceived reduction in curriculum time allocation in the period 2000-2007.

Tables 2 and 3 suggest that PE time allocation in EU countries appears to have stabilized since around 2000. The issue of time allocation is generally complicated not only by localized control of curricula but also by practices of offering options or electives, which provide opportunities for additional engagement in PE and/or school sport ac-

tivity. 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 actual prescribed time allocation for all students. The data for some countries need to be treated cautiously because they do include additional optional or elective lesson hours and, thus, provide some distortion of the actual situation in at least some schools in those countries where additional opportunities exist. 'Triangulation' of curriculum policy documents, survey data and qualitative data derived from literature (see especially, Pühse & Gerber, 2005; and Klein & Hardman, 2008) provide a different scenario from apparent stability, a case of policy prescription or guidelines not actually being implemented in practice for a variety of reasons. Some European countries' examples illustrate the point:

- **Austria**
School autonomy prescribed by national Law 283/2003 produces variations and PE can give way to other subjects; the allocation of 3-4 lessons in secondary schools has been effectively reduced to 2 in lower secondary and 1 in upper secondary levels (Grössing, Recla, & Recla, 2005; Dallermassl & Stadler, 2008).
- **Belgium (Wallonia)**
“In reality the two official lessons are not always taught” (De Knop, Theeboom, Huts, De Martelaer, & Cloes, 2005, p. 111).
- **Bulgaria**
“Some reductions are occurring as a result of increased time allocation to foreign language studies, furthermore, there are variations on the duration of lessons because they are determined by school staff, hence some schools offer less PE lesson minutes per week than others” (PE Lecturer).
- **Cyprus**
The 2 x 40 minutes lessons in primary schools are “often abandoned when time is required for the main school subjects such as maths and language” (Tsangaridou & Yiallourides, 2008).
- **Czech Republic**
“The third lesson in primary schools is frequently cancelled or has not been even included in the curriculum” (Rychtecky, 2008).
- **Germany**
“According to the curricula in most German Länder, time allocation for school PE is between two and three lessons per week (i.e. between 90 and 135 minutes per week). The results of the 2006 DSB Sprint Study show that there is a wide gap between policy and practice. In the secondary general schools, differences exist between the demands of the curriculum and PE lessons that have been given with 2 hours per week instead of 3 hours, that is 33% of lessons are cancelled” (Balz & Neumann, 2005).
- **Ireland**
“Despite a recommended 60 minutes per week, PE is not provided in all primary schools, quality of provision varies and research shows the average amount of time ranges from 12 to 60 minutes and 75% classes have less than 30 minutes); at post-primary level 120 minutes are recommended (90 minutes is seen as a minimum but many schools offer less), however, there is a progressive reduction from 75 minutes (year 1) to 57 minutes (Year 6) minutes” (Halbert & MacPhail, 2005, p. 386).
- **Lithuania**
Even though there is a legal basis, “it is difficult to put regulations into practice; the School Boards decide PE hours (obligatory and supplementary); the 1995 Law on PE and Sports stipulated 3 lessons but only 26% achieve this in classes 1-4, moreover, 38.9% do not have a third lesson; fewer than 10% schools comply with the 1995 Act for 3 lessons” (Puisiene, Volbekiene, Kavaliauskas, & Cikotiene, 2005, p. 445).
- **Northern Ireland**
Two hours are recommended but only one hour is delivered; there has been no real increase since a 1996 aspiration recommendation was made (Bleakley & Brennan, 2008).
- **Scotland**
There is an Education Department commitment to 120 minutes of ‘High Quality PE’ in all schools by 2008; currently the average in secondary schools is around 90 minutes and only 20% primary schools have 120 minutes (PE Advisor).
- **Sweden**
Since 2001, an increase in time allocation has occurred and two hours of additional options are popular but with more athletically talented children; schools may be designated as special profile schools (so-called “The School Choice”) and sport can be “the profile... (one) outcome of the various tracks means prevalence of differences in allocated hours: in Basic Schools, the 1-2 lessons (80-100 minutes) can be increased; 25% have done this but 50% haven’t and 24% have decreased”; years 10-11, 20% of schools have 2 lessons/week but there is no mandatory PE in Year 12; the number of “Outdoor Activity days have been heavily reduced” (Annerstedt, 2005, pp. 611-612).
There are numerous examples of gaps between recommendations or prescriptions and actual time allocated to PE classes in other regions of the world, examples of which are seen in Nigeria (non-adherence is partly related to negative pupils’ and some teachers’ attitudes and to general lack of teacher and head-teacher interest) and the United States (State mandates are flexibly applied with evidence of waivers and reductions introduced without prior discussion or warning):
- **Nigeria**
“Theoretically, five weekly lessons... are recommended for elementary and secondary schools... Unfortunately, however, at neither level is the weekly workload really adhered to” (Salokun, 2005, p. 501).
- **USA**
“Some school districts offer ‘waivers’ for PE if involved with a Marching Band; others offer waivers if the student participates in 2 sport seasons out of 4 after the freshman year. One High School credit is given for PE if the student meets this requirement” (PE Teacher).
“Wisconsin and Michigan have laws, which permit interscholastic athletics or other extracurricular activities involving physical activity to substitute for PE requirement” (PE Administrator).

In New Jersey, “School just started and we were very surprised to see our school cutting down on PE time. Our students used to have PE - 2 times/week. This year they only get 1 time/week” (PE Teacher).

Physical education subject and teacher status

Legal and perceived actual status of PE and its teachers in relation to other subjects and their teachers is a contentious issue. Worldwide Survey I revealed that in 86% of countries, PE had the same legal status as other curriculum subjects, whereas Worldwide Survey II data indicate that equal legal status is claimed in a proportionately lower 76% of countries. The reduction may be due to increased numbers of countries in Africa, Asia and Central and Latin America indicating that PE does not have equal legal status with other subjects. Africa, where only 20% of countries indicate equal legal status of subjects, represents a marked contrast with Europe’s 91% (Table 4).

compulsory...; lack of interest and monotonously repetitive classes (are) factors that contribute to this resistance” (Costa & Tubino, 2005, p. 143).

- **China**
“Compared with other curriculum subjects... PE has a relatively low status. Schools easily cancel it, and substitute literature and mathematics instead” (Yao & Jin, 2005, p. 176).
- **Ghana**
“Educational planners do not attach due importance to PE. The growing consensus is that subjects such as Mathematics, Science and English are of paramount importance in life. Hence they receive recognition at the expense of PE. The general misconception is that PE is a subject for the ‘never-do-well’. The fact that PE is non-examinable further demeans the subject in the eyes of students and staff” (Ammah & Kwaw, 2005, p. 321).
A problem is “public misconceptions about the subject. The current senior secondary school

Table 4. Legal and actual status of PE: globally/regionally (%) 2000-2007

Global/Region	2000		2007	
	Legal	Actual	Legal	Actual
Global	86	43	76	54
Africa	50	14	20	20
Asia	73	20	25	25
Central/Latin America	89	13	33	33
Europe	94	67	91	70
Middle East	91	70	67	-
North America	86	36	50	-
Oceania	91	11	N/A	N/A

Consistency between the two Worldwide Surveys is seen in the reaffirmation in the second Survey’s regional data that across all regions except Europe, in practice PE is considered to have lower status than other subjects. Notably in the Middle East and North American regions, all countries/states indicate that PE’s actual status is perceived to be lower than other school subjects. High proportions of perceived lower status of PE are also seen in Africa (80%), Asia (75%) and Central and Latin America (67%), whilst in Europe lower subject status is reported in less than one third (30%) of countries. There are geographically widespread exemplars of the perceived lower status of PE as a school curriculum subject:

- **Brazil**
“The discipline does not enjoy much prestige among students in the formal education environment. This is despite the fact that... it is

program is heavily loaded and academically oriented. Pupils thus tend to focus more on subjects other than PE. They know PE is non-examinable. The subject is thus downgraded in the eyes of students and other academic professionals” (Ammah & Kwaw, 2005, p. 315).

- **Jamaica**
“Less value/importance is placed on PE” (Government Official).
- **Kuwait**
“Family not understanding the importance of PE for student; the school administration not supporting PE lessons/subject; parents don’t given enough attention to PE lessons; the school board has no interest in PE lessons because the grade does not count in the final examination certificate (thus) parents don’t encourage their children to take part in all PE lessons” (PE Teachers, Kuwait).

- **New Zealand**
Despite PE's equal weighting as other curriculum subject areas in secondary schools "traditional academic subjects are still frequently perceived as being much more important" (Thomson & Emerson, 2005, p. 486).
- **Nigeria**
"PE is considered to be less important than other subjects, and (is) held in low esteem in school and society... At universities, undergraduates taking PE are often treated with contempt, and held in low esteem by their contemporaries in other subject areas" (Salokun, 2005, p. 503).
- **South Korea**
"Currently in secondary schools, "the status of PE... is lower than that of Mathematics, English and Science. Most teachers, administrators, parents and students think PE... is simply needed to reduce the stress of students who are studying hard for other subjects" (Kang & You, 2005, p. 581).
- **South Africa**
"Low status – priority given to 'academic subjects'; the 'Life Skills' programme does not allow for active participation in secondary schools – treated as a non-subject and of non-academic status" (PE Teacher, South Africa).
- **USA**
When asking what has happened to a State mandate of 150 minutes for physical education a teacher was told "... We have a waiver". You are just release time for the teachers. The Board decided that when it comes down to it, Reading Writing and Arithmetic are more important than PE" (PE Teacher).
- **USA (Delaware)**
"PE has lower status; not valued" (Teacher).
Physical education's perceived inferior status and lower value as a mere antidote to academic subjects are evident in parental predisposition to favouring academic subjects with time spent on PE perceived as a threat to academic achievement and/or examination performance as testified by European observers:
- **France**
"Unfortunately parents don't protest (when PE lessons are cancelled) and it (PE) is not considered as fundamental" (PE/Sport Teacher).
- **Germany**
"There is absolutely no protest from parents, when PE lessons are cancelled. There is always a protest if lessons in, e.g. maths, German, English, etc. are cancelled. Occasionally parents de-

mand that PE lessons are 'converted' to maths, etc.' (PE Teacher).

- **Belgium (Flanders)**
"Greater value is attached to academic subjects with PE more generally associated with recreation (PE Professor).
- **Luxembourg**
"Legally PE is part of the national curriculum. In practice, PE is perceived as not important; it is just playtime, time off from serious school subjects. Thus, in theory it has the same status but other subject teachers believe themselves more important, PE comes always after academic lessons. Pupils are punished that means no PE lesson. When teachers have problems to finish the programmes of French for example they cut PE lessons" (PE Teacher).
- **Norway**
There "is a belief among physical educators in the country that PE is seen to be inferior to other subjects with head teachers seeing PE 'OK as recreation, but not really necessary'" (Primary School Teacher).
- **Greece**
Head teachers and parents "don't really care about the lessons of PE, and it is considered as a break and not as a real lesson with a pedagogical means" (PE Teacher).
- **Italy**
"In primary schools, PE is often regarded as free play and in the upper level of secondary schools, it has a lower status than other subjects" (High School Teacher).
- **Malta**
"Head teachers give a lot of lip service, but when it comes to effective support this is virtually non-existent" (and) "even parents look at it as a waste of time" (PE Teacher).
- **Portugal**
Physical education is regarded as non-academic and "under adverse conditions, PE is included in the 'sacrificed' subjects (together with the so-called 'non-academic') subjects" (University Professor).
From Table 5, it is evident that in 28% of countries' respondents it is believed that PE teachers do not enjoy the same status as other subject teachers

Table 5. PE Teacher status: globally/regionally (%)

Global/Region	Higher Status	Same Status	Lower Status
Global	-	72	28
Africa	-	40	60
Asia	-	67	33
Central/Latin America	-	67	33
Europe	-	85	15
Middle East	-	33	67
North America	-	25	75

but there are regional differences. In Central and Latin America, Asia and Europe, over two-thirds indicate that PE teachers have the same status as other subject teachers; however, in Africa, North America and the Middle East the situation is reversed and in a majority of countries, there are clear indications of lower status accorded to PE teachers when compared with other subject teachers. This is a feature illustrated in several countries in different regional locations:

- **Australia**
“Teachers of the academic curriculum continue to command higher status within the education profession” (Tinning, 2005, p. 60).
- **Ghana**
“Since PE is somewhat marginalised, its teachers do not enjoy the same respect as teachers of compulsory academic subjects... The status of most PE teachers, particularly in suburbs and villages, leaves much to be desired. It is often argued that they lack professionalism in the way they go about their job” (Ammah & Kwaw, 2005, p. 321).
- **South Korea**
PE teachers’ pay/work is worse than their colleagues in other subjects. Physical educators earn the same salaries as other subject teachers. However, unlike (them) they perform multiple responsibilities alongside teaching, like coaching, counselling and running intramural sports activities... They are often not viewed as ‘real’ teachers, but as custodians who simply ‘roll the ball out’” (Kang & You, 2005, p. 581).
- **USA (Alaska)**
“Teachers need to be ‘highly qualified’, except for PE and computer science teachers” (President of the Alaskan Education Association).
Frequency of cancellation of lessons is one indicator of subject status. Evidence from the various international, and supported by the national and regional, indicates that the low status and esteem of the subject are detrimental to its position, because in many countries PE lessons are cancelled more often than so called academic subjects. Table 6 reveals similarities between Worldwide Surveys I and

II findings for Africa, Europe, the Middle East and North America. The Worldwide Survey I indicated that in Africa 93% of respondents believed PE was more likely to be cancelled than other subjects, a figure that remained high at 80% in the Worldwide Survey II, which, however, along with Asia and Central and Latin America, represents encouraging decreases in cancellation of lessons.

When comparing Table 6 global figures for 2000 and 2007 in Table 8, it should be borne in mind that Worldwide Survey I respondents were asked to indicate if PE was more likely to be cancelled than other subjects with a ‘Yes’ or ‘No’ response: 61% of the global sample indicated that PE was more likely to be cancelled than other subjects. In the Worldwide Survey II, respondents were asked the same question with a similar but marginally higher response of 63%; but they were also given the opportunity to provide a Likert-scale type response (‘More Often’, ‘Same’, ‘Less Often’ or ‘Never’), notably which produced a different set of findings, perhaps induced by a less closed questionnaire item: a lower proportion of 44% of countries surveyed suggested that PE is cancelled more often than other subjects; 41% of countries indicated that PE was the same as all other subjects when it came to cancellation and 5% indicated PE was less likely to be cancelled than other subjects, with 10% indicating that it was never cancelled (Table 7).

Apart from its attributed low subject status as of little educational value, other reasons for the cancellation of PE include: government financial cuts; insufficient numbers of qualified PE teachers; adverse weather conditions; the use of the dedicated PE lesson space for examinations; preparation for examinations; concerts; ceremonial occasions such as celebratory prize giving; spiritual exercises as at Easter time; and use as dining areas. Illustrations of lesson cancellation causal factors are encapsulated in the following quotations:

- **England (North East Region)**
“Cancelled for exam weeks. PE sometimes cancelled due to bad weather” (PE Teacher).
- **England (North West Region)**
“Non-examinable, not leading to academic qualification for majority of classes. Pupils/

Table 6. Cancellation of PE Lessons (%): 2000 and 2007

Global/Region	2000		2007	
	Cancelled	Not cancelled	Cancelled	Not cancelled
Global	61	39	63	37
Africa	93	7	80	20
Asia	67	33	50	50
Central/Latin America	80	20	67	33
Europe	53	47	59	41
Middle East	67	33	67	33
North America	50	50	50	50
Oceania	90	10	N/A	N/A

Table 7. Cancellation frequency of PE lessons (%): 2007

Global/Region	More Often	Same	Less Often	Never
Global	44	41	5	10
Africa	80	-	-	20
Asia	50	-	50	-
Central/Latin America	67	33	-	-
Europe	27	64	9	-
Middle East	67	33	-	-
North America	50	-	-	50

classes withdrawn for examinations and revision in other lessons” (PE Teacher).

- **Hungary**
“PE classes are used to prepare for school ceremonies. That is not allowed to the teachers but the school principals do not control these” (PE Lecturer).
- **Ireland**
“PE hall used as an exam centre; seen as ‘less’ important due to absence of state exam” (Teacher).
- **Israel**
“Principals and school staff generally do not perceive PE as a valuable academic subject... PE classes are the first to be cancelled when there is a special project, performance, trip or other school event” (Harari, 2005, p. 402).
- **Scotland**
“Our programme is adversely affected when we lose two-thirds of our indoor teaching area; ... the games hall is used for exams and prize giving which can disrupt PE programmes” (Scottish PE Teachers).
- **Serbia and Montenegro**
“PE lessons are replaced with the other ‘academic’ subjects lessons” (PE Lecturer).
- **South Africa**
“Not perceived as essential of having educational (academic) value... When things need to be done or extra time is required for academic work, PE time is used due to its practical status” (PE Lecturer).
- **Switzerland**
Lower status in the range of all school subjects, no exams at the end of school periods (CDDS Official).
- **Taiwan**
“PE has traditionally been kept to a minimum to allow students more time to prepare for the all-round important high school and college entrance exams” (PE Lecturer).
- **USA**
“I have just been informed that I will be teaching my PE classes in the classroom all next week because they need the gym. I also received a letter on the same day that I will not be able to use the gym for a week in December

as well... It’s a cardinal sin to miss a gym class in my school, but it’s the first place they come when they get in a space jam” (PE Teacher).

The physical education curriculum

Educational reforms in some countries and responses to concepts of healthy well-being related to active life styles and a perceived obesity epidemic have ushered in or are resulting in change in PE curricula. Links between PE with health education and with personal and social development are occurring in some countries. New activities are being incorporated into some programmes (fitness-based activities such as aerobics and jazz gymnastics and popular culture ‘excitement’ activities such as snow-boarding and in-line skating, etc.). Also evident, is increasing attention devoted to quality PE (QPE) concepts and programmes. Nonetheless, despite such developments, the proportion of time devoted to games, track and field athletics and gymnastics, which collectively account for over 70% of PE curriculum content in both primary and secondary schools, suggests that there is a continuing pre-disposition towards competitive sports-dominated, performance-related activity programmes. Such orientation 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.

a) Physical education curriculum aims

Examination of the thematic aims of curricula suggests that PE is primarily concerned with development of motor skills and refinement of sport-specific skills (34% in primary schools and 33% in secondary schools respectively). This tendency is encapsulated in an English PE policy-maker’s observation that

“... There is still too much of a focus on acquiring and developing skills rather than the combination of all four aspects of knowledge, skills and understanding. Insufficient priority is given to physical development in the foundation stage... There is more work to be done to improve the quality of PE and sport in schools”.

It is echoed in Australian and South Korean commentaries:

“In reality, most PE teachers (in Australia) still give preferential treatment to those outcomes related to *developing concepts and skills for physical activity*. Accordingly, social learning and fair play education, probably receive less explicit focus than motor skills, sports and fitness” (Tinning, 2005, p. 58).

In South Korea “PE strongly focuses on sport skills rather than health promotion and the affective domain. Most physical educators still have a traditional perspective that the subject’s basic role is to develop motor skills in a variety of sports” (Kang & You, 2005, p. 583).

Aims linked to broader lifelong educational outcomes such as promotion of health-related fitness (17% of primary and 18% of secondary schools’ curricula) and active lifestyles (12% and 14% of primary and secondary schools, respectively) as well as recognition of PE’s contributory role in personal and social (21% and 23% of primary and secondary schools’ curricula respectively) but less so of moral (4% and 3% of primary and secondary schools’ physical education curricula respectively) development are apparent.

b) Physical education curriculum activity areas

According to ‘official’ documents, many countries commit to a ‘broad and balanced’ range of curricular activities’ opportunities and at one level, this would appear to be reflected in practice with the range of different activities taught within many PE programmes. Table 8 data imply a broad range of activity areas taught though with team and individual games (collectively) being more commonly taught than other activities.

However, analysis of data gathered from the international surveys 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 & Field Ath-

letics dominate the physical activity experiences of pupils globally, thus echoing the indications in the World-wide Survey I 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. Together, these three activity areas account for 77% and 79% of PE curriculum content in primary and secondary schools, respectively (Table 9). The competitive sports scenario is typified in African and Oceanic region contexts:

- **Nigeria**

“Emphasis in PE leans rather towards developing athletes for state, national and international competitions. So right from elementary school, competition and winning are the elements stressed in PE classes. The idea of participation in order to make new friends or develop sportsmanship and moral ‘uprightness’ is rather remote in the Nigerian context” (Salokun, 2005, p. 507).

- **Tunisia**

“Contents center much more on sport activities than on physical development or broad physical experiences (with) individual over team sports (favoured). The most frequently taught contents are gymnastics... track and field... and team sports...” (Zouabi, 2005, p. 679).

- **Australia**

“Most (PE classes) are still oriented around physical activity in the form of sport(s). Indeed, despite the national curriculum, in some schools PE remains closely connected to the sporting calendar. Teachers use HPE classes as practice sessions and/or selection opportunities for forthcoming sporting events... In most HPE classes it is typical to see students playing volleyball, soccer, field hockey, tennis, rugby, netball, Australian Rules football, doing track and field, or swimming” (Tinning, 2005, p. 60).

As Table 9 demonstrates, collectively, swimming, dance and outdoor adventure activities are accorded only 18% of activity time allocation at the primary level and only 13% at the secondary level.

Table 8. PE curriculum activities in primary and secondary schools: countries (%)

Activity Area	Primary Schools %	Secondary Schools
Team Games	96	91
Individual Games	77	84
Gymnastics	87	82
Dance	79	71
Swimming	66	66
Outdoor Adventure Activities	53	54
Track & Field Athletics	88	91
Other	38	49

Table 9. Activity area curriculum time allocation in primary and secondary schools (%)

Activity Area	Primary Schools %	Secondary Schools %
Games	41	43
Gymnastics	18	14
Track & Field Athletics	18	22
Swimming	6	5
Dance	7	4
Outdoor Adventure Activities	5	4
Other	7	8

c) Physical education curriculum relevance and delivery quality issues

The issue of relevance and quality of PE curricula is becoming significant in an increasing number of countries. An emerging theme not apparent in Worldwide Survey I are references by teachers and significant others that pupils are no longer seeing the relevance or significance of PE as a school subject. The experiences acquired from unwilling engagement in competitive sport-related activity are not essentially meaningful – they are a ‘turn-off’. In some instances, there appears to be a much deeper rejection of PE as a legitimate school activity:

- **England**
“40% of girls drop out of sport by the age of 18 with girls as young as 7 being put off the idea of sport for good. 20% of girls have no regular sport at all during or outside school hours. Some girls cite embarrassment about their bodies, ability or kit to be worn as reasons for non-participation. Busting a gut on a frozen hockey pitch whilst being frequently hit on the legs by a piece of wood is not conducive to participation motivation, nor are embarrassment about their bodies, their ability or the kit they have to wear” (Bee, 2003).
- **England (North West Region)**
“Too much focus on acquiring and developing skills”. “Unclear what PE currently means, in relation to government policy. Is the emphasis moving from ‘teaching’ to ‘coaching’?” (PE Teacher).
- **Poland**
“Inadequate level of social consciousness among pupils concerning advantages of PE” (CDDS Official).
- **Slovakia**
“Children prefer other activities to PE/sport ones” (CDDS Official).
- **Slovenia**
“Pupils don’t like sports anymore” (PE teacher).
- **Tunisia**
“Students seem to be decreasingly motivated to take part in SPE (Sport and Physical Education) in its current form. This is clearly expressed by the high number of students who stay away

from PE lessons and by the increasing number of dispensations” (Zouabi, 2005, p. 674).

To some extent reiterating concerns regarding the quality of provision and delivery of PE in schools expressed in the *Final Report* of the Worldwide Survey I, there are numerous examples testifying to negative experiences and impacts, lack of commitment to teaching and pedagogical and didactical inadequacies in some countries.

- **Slovenia**
“Inappropriate curriculum for PE in elementary and secondary school. Curriculum is not realistic and in many parts has nothing together with practice” (PE Teacher).

Media headlines draw attention to questionable quality in PE practice:

- **USA**
“So just how bad is your child’s gym class? PE programs often poorly run, provide few health benefits” (The Associated Press, Jan. 17, 2005).

“Experts Dissatisfied With PE Classes” (The Associated Press, Jan. 17, 2005).

The failure of teachers to provide meaningful experiences is underpinned by individuals’ commentaries on PE in schools:

- **Scotland**
A Scottish individual recounts his experience of spending his “teenage years dreading games, shivering on rugby fields and subject to all manner of rebuke for my ineptitude at the game from staff and schoolmates. In my final week at school I finally confronted my PE teacher and challenged him as to why I’d been made to endure this torture. “Well son”, he replied, “at least you know now that you can’t play rugby, and that’s what we call an education” (Anon, cited in Kay, 2005).

- **USA**
A Lansing State Journal reporter records that his “school gym class experience was one long, drawn-out horror show”... with teachers showing no interest in him as he did not belong to the athletically gifted; they were “too busy lavishing all of their positive energy on the gifted jocks”. The only form of attention received was “never-ending shouts of emasculating and

degrading insults at my every effort” (and) gym class was responsible for many agonizing and demoralizing moments of my life” (Ford, 2003).

“Our society seems to have forgotten that PE is a daily dose of physical and emotional torture. At least it was for kids like me, anyway. . . When I was in school, I’d have given anything - my two front teeth, my “Dirty Dancing” cassette tape, absolutely anything - to get out of PE for a single day. But I was cursed with good health and strong bones and never had the requisite cast or set of crutches. Year after year I suffered through having to play the same games, like Run the Mile Even Though it’s August and You Could Die of Heat Stroke, Lay on Your Back and Kick at a Giant Canvas Ball While Everyone Can See Down Your Shorts, and, my personal favorite, Hold Out Your Thigh to be Pinched by the Body-Fat Percentage Counter. Of course some people might argue that PE is a valuable and necessary part of the school day. But none of those people know what it’s like to be hit so hard in the face with a seventies-era Nerf ball that the ball explodes. (I still have nightmares about that crusty Nerf chunk that got stuck in my eye” (McGaughey, 2006).

Physical education resources

a) Teaching personnel

Generally, a bachelor degree or diploma or equivalent is a pre-requisite for teaching PE in both primary (including ‘basic’) and secondary (including high) schools. PE teaching degree and diploma qualifications are usually acquired at universities, university colleges, pedagogical institutes, national sports academies or specialist Physical Education/ Sport Institutes.

As shown in Table 10, in primary schools there is an admixture of generalist (71%) and specialist teachers (67%) for PE; thus a majority of countries have both generalist and/or specialist practitioners delivering PE in primary schools, whereas in secondary schools specialist teachers are predominant (98%).The concerns articulated in the Worldwide Survey I *Final Report* regarding inadequacies of teaching personnel for PE classes, and especially so in the primary school phase, persist. The following examples may not be typical within each country,

but they do indicate some problematic issues and they do represent some of the concerns articulated in other countries:

- **Austria**
“... In primary schools teachers are not trained well – they often just go for a week or do German or mathematics instead of PE” (PE Teacher).
- **Cyprus**
“The subject of PE is taught by teachers with either no formal training in teaching PE or with little or no formal teaching” (Government Official).
- **England**
“... On average post-graduate trainees do 23 hours and undergraduates 32 hours. But some do as little as seven-and-a-half” (Office of Standards in Education Report).
- **Ghana**
“There is a lack of qualified personnel to teach the subject... PE teachers at the basic level are non-specialists... who have received training for two or more subject areas... The resulting problem (is) ‘half-baked’ PE graduates. They have only a scant grasp of the subject. Such teachers are not effective PE staff. They tend to infect pupils, staff and heads with their lack of interest” (Ammah & Kwaw, 2005, p. 315).
- **Ireland**
“... primary schools teachers have not a broad enough PE training to be teaching it” (PE Advisor).
- **Malta**
“There is still a large number of unqualified people who hold teaching posts... who do not know what they are doing” (PE Lecturer).
- **Nepal**
“PE teachers are not very well trained. There are very less PE teachers in schools in Nepal” (PE Lecturer).
- **New Zealand**
“Many teachers, trained before the new curriculum was introduced struggle with the new concepts and its broader focus on total wellbeing, (which) is now the focus” (PE Lecturer).
- **South Africa**
“The majority of teachers who have to present the PE section of life orientation are not qualified” (PE Teacher).
- **Tunisia**
“Frequently, the PE teachers display limited motivation and a certain degree of indifference” (Zouabi, 2005, p. 674).

Table 10. Generalist and specialist PE class teachers: primary and secondary schools (%)

	Primary (%)		Secondary (%)	
	Generalists	Specialists	Generalists	Specialists
Yes	71	67	7	98
No	29	33	93	2

• **USA (Alaska)**

“I have been appalled over my tenure at the times I have see teachers line kids up to wait for class to begin, or issue limited pieces of equipment in the guise of keeping control, or make practice lines so long that kids have to wait longer than it takes for them to catch their breath, or conduct lessons that delay games so long that kids don’t get to enjoy the acquisition of the skill they have learned, or jump to different units without staying in one long enough for the kids to have a chance at mastery. I am appalled when the only time activity is expected of everyone is during the fitness program and am equally appalled that so much emphasis is placed on the kinds of programs we find in typical storefront gyms when we physical educators have so much more to offer. If such practices continue, we deserve to be a dying breed, but we should not be if we are good at what we do” (State of Alaska Department of Health and Social Services Official).

There is a requirement for In-service training (INSET) or continuing professional development (CPD) of teachers in 73% of countries (only 33% in Central and Latin America), but there are considerable variations in frequency and allocated time for INSET/CPD. The regional situation broadly matches the global scenario in that in most regions teachers are required to undertake INSET/CPD activities. The only notable exception is in Central and Latin America, where a majority (67%) indicated that this is not the case (Table 11).

Table 11. Requirement for INSET/CPD activity participation: global/region (%)

Global/region	Yes (%)	No (%)
Global	73	27
Africa	60	40
Asia	67	33
Central/Latin America	33	67
Europe	76	24
Middle East	67	33
North America	100	-

With regard to the amount of INSET/CPD time caution is necessary as only 24% of the 73% of country respondents provided data on time requirements. The survey questionnaire item relating to frequency of CPD attracted varied responses (some specified hours, others days, others weeks) thus, complicating the data analysis process. There was also complexity related to the number of years indicated; they ranged from choice through nothing specifically designated, every year, every two years, every three years to every five years and be-

yond. Nonetheless, some patterns can be identified: nearly half (49%) of all countries surveyed indicate that INSET/CPD opportunities are required every year; almost a quarter (23%) indicate that INSET/CPD has to be undertaken every 3 years; and the remainder (28%) note it was greater than every 2 years. Duration of INSET/CPD also reveals differences in practice between countries: those with annual training range from 12 to 50 hours, from 3 to 25 days; biennial and triennial training courses of 4 weeks; and five years range from 15 days to 3 weeks or 100 hours over the five year period. Data conversion into hours as a common denominator (on a 36 hour week and a 7 hour day basis), results in 15 variations of INSET/CPD hours per year, ranging from 7 to 180 hours, though 71% of responses were clustered at less than 1 week per year (<36 hours per week) of provision (Table 12).

Table 12. INSET/CPD hours per year: variations

Hours per Year
7
7-14
14
14-18
17
17.5
21
21-42
25
35
36
72
108
160
180

In some countries, inadequate promotional infrastructure, finance and school-imposed barriers can inhibit participation in INSET/CPD. A consistent feature of all questionnaire surveys informing the Final Report of Worldwide Survey II on the issue of further professional development of teachers involved in PE teaching is the prevalence of a widespread need for INSET/CPD and recognition in some countries that in-service and resource materials provision is minimal and are accompanied by a continuing decline in PE advisory/supervisory service numbers.

b) Facilities and equipment

Whilst the material resources of facilities and equipment were collectively addressed in the Worldwide Survey I, in the follow-up Worldwide Survey II they were examined separately along with considerations of quality and quantity.

A pervasive feature of concern, and particularly so in economically underdeveloped and developing countries, is quality and quantity of provision of facilities and equipment because level of provision can detrimentally affect quality of PE programmes. Table 13 shows that over a third (37%) of countries indicate relative dissatisfaction with the quality of facilities with around a third (34%) deeming the quality of facilities as “adequate”. Regionally, it is not surprising to see that quality of facilities is generally regarded as lower in economically developing regions (Africa, 60%; Central/Latin America 67%; and Asia 59%). Nevertheless, in spite of the apparent shortfalls in quality and quantity of facilities, encouragingly these proportional figures compare more favourably with those reported in Worldwide Survey I, in which globally and regionally, a majority of countries indicated inadequate provision: globally 69%; Central/Latin America 100%; Africa and Asia 93%; Middle East 73%; North America 62%; and Europe 61%.

Table 14 shows that worldwide there is fairly equitable distribution across the continuum of equipment quality descriptors from “excellent” to “inadequate”, although more than a third of countries regard equipment provision as “below average”/“inadequate”. Regional data indicate that in the three regions (Africa, Asia, and Central/Latin America), which largely comprise economically underdeveloped or developing countries, there is a majority of countries with “below average”/“inadequate” provision. At best (32%) of countries surveyed there is an indication that the quantity of facilities is sufficient. Collectively, 50% of countries indicate that the quantity provided is “limited”/“insufficient” with only 18% indicating “above average”/“excellent”. Regionally, in Africa (66%), Asia (53%), Central/Latin America (87%) and Middle East (57%) a majority of countries regard facilities as “limited”/“insufficient”. Only in North America is the quantity of facilities assessed as “sufficient” or “above average” (Table 15).

Table 13. *Quality of facilities: globally/regionally (%)*

Global/Region	Excellent	Good	Adequate	Below Average	Inadequate
Global	8	21	34	22	15
Africa	7	13	20	20	40
Asia	-	29	12	29	30
Central/Latin America	-	11	22	33	34
Europe	12	25	38	21	4
Middle East	-	-	71	29	-
North America	-	25	50	25	-

Table 14. *Quality of equipment: globally/regionally (%)*

Global/Region	Excellent	Good	Adequate	Below Average	Inadequate
Global	10	22	32	25	11
Africa	8	-	25	8	59
Asia	29	-	18	35	18
Central/Latin America	11	-	33	33	23
Europe	14	28	32	25	1
Middle East	-	-	71	29	-
North America	25	25	25	25	-

Table 15. *Quality of equipment: globally/regionally (%)*

Global/Region	Extensive	Above Average	Sufficient	Limited	Insufficient
Global	7	11	32	30	20
Africa	7	7	20	13	53
Asia	6	12	29	35	18
Central/Latin America	-	-	13	37	50
Europe	10	14	36	27	14
Middle East	-	-	43	57	-
North America	-	25	50	25	-

Consistent with the quantity of facilities data, Table 16 data suggest that at best 35% of countries surveyed indicate that equipment is “sufficient”, whilst collectively 43% indicate that supply of equipment is “limited”/“insufficient” compared with 22% indicating “extensive”/“above average”). Regionally, there is consistency with data on quantity of facilities: considerable shortages of equipment in Central/Latin America countries (78%); and substantial shortages in Africa (62%) Middle East (57%) and Asia (53%). Only the North American region has a positive assessment of equipment supply.

Concluding comments

The 1999 Berlin Physical Education Summit culminated in *Agenda for Actions*, which set a template for future advocacy and initiatives by an array of international and national agencies and institutions, epitomized in a plethora of intergovernmental and non-governmental agencies' *Communiqués, Recommendations and Resolutions, Position, Declaration and Commitment Statements* as well as the dedicated 2004 *European Year of Sport through Education* and 2005 United Nations' *Year of Sport and Physical Education*, Conferences and

Table 16. Quantity of equipment: globally/regionally (%)

Global/Region	Extensive	Above Average	Sufficient	Limited	Insufficient
Global	8	14	35	25	18
Africa	8	-	30	8	54
Asia	6	12	29	41	12
Central/Latin America	-	-	22	33	45
Europe	10	20	36	21	1
Middle East	-	-	43	57	-
North America	25	25	50	-	-

Worldwide (apart from the North American region), there are suggestions in two-thirds of countries surveyed that PE is challenged by the low or poor levels of maintenance of existing teaching facilities. This feature is particularly acute in the Middle East (100%) and Africa (86%), substantial in Asia (69%) and Europe (61%), and problematic in Central/Latin America (50%). Only in North America is the poor maintenance challenge evident in a minority (25%) of countries and states (Table 17). In comparing the regional situation in 2007 with the situation in 2000, mixed messages emerge from the data presented in Table 17: in Europe and the Middle East there are increases; and in Africa, Asia, Central/Latin America and North America decreases are evident.

Seminars. Collectively, they were demonstrative of broad-spread political will and indicative of an international consensus that issues surrounding PE in schools deserve serious consideration in problem resolution.

The political will and concerned consensus to reverse earlier cutback or marginalisation trends have resulted in implementation of positive programmes and good practices in PE in countries and regions across the world with a number of measures to optimize the quality of PE provision and so enhance the experiences of children in schools. The evidence suggests that national and, where appropriate, regional governments have committed themselves through legislation to making provision for PE but some have been either slow or reticent

Table 17. Challenge of poor maintenance of PE sites (%): globally/regionally 2000-2007

Global/Region	2000		2007	
	Yes	No	Yes	No
Global	69	31	66	34
Africa	93	7	86	14
Asia	93	7	69	31
Central/Latin America	100	-	50	50
Europe	61	39	69	31
Middle East	73	27	100	-
North America	62	38	25	75
Oceania	70	30	N/A	N/A

in translating this into action through actual implementation and assurance of quality of delivery. Generally, the 2005-2007 “reality check” reveals several areas of continuing concern:

- continuing deficiencies in curriculum time allocation and actual implementation as well as a failure to strictly apply legislation on school PE provision, subject status, material, human and financial resources;
- considerable widespread inadequacies in facility and equipment supply, especially in economically developing (though not exclusively so) countries; a related issue in the facility-equipment concern is insufficient funding;
- disquiet about teacher supply and quality embracing insufficiency in numbers and inadequacy of appropriately qualified PE / sport teachers;
- relevance and quality of the PE curriculum, especially in countries where there is a sustained pre-disposition towards sports competition and performance-related activities dominated by Games, Gymnastics and Track & Field Athletics;
- whilst some improvements in inclusion (related to gender and disability) policy and practice can be identified since the Berlin Physical Education Summit, barriers to equal provision and access opportunities for all still remain;
- falling fitness standards of young people and high youth drop-out rates from physical/sporting activity engagement, exacerbated in some countries by insufficient and/or inadequate school-community co-ordination physical activity participation pathway links.

In essence, the situation especially in economically under-developed and developing regions has changed little since the 1999 Berlin Physical Education Summit and it is clear that children are being denied the opportunities that will transform their lives in too many schools in too many countries. Such denial of opportunities is inconsistent with the policy principles of the 1978 UNESCO *Charter for Sport and Physical Education* and 1975 (revised in 2001) revised Council of Europe *Sport for All Charter* as well as the well-intentioned interest-vested groups’ *Declaration and Commitment Statements*. Positive developments and policy rhetoric are juxtaposed with adverse practice shortcomings. Thus, the overall scenario is one of ‘mixed messages’.

There is a sense of *déjà vu* about the ‘mixed messages’ situation for the EUPEA Survey (Loopstra & Van der Gugten, 1997) revealed a similar scenario: some encouraging developments mainly in central and eastern European countries but a number of threats and marginalization in others. Eleven years

from the EUPEA Survey, the situation now is typified by little change in some countries and regions and by positive developments, stabilization and relative decline in others. As Maude de Boer-Buqiccio (2002) (the then Council of Europe Deputy Secretary General) observed at the *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” (p. 2); policy and practice do not always add up!

The European Parliament’s *Resolution on the Role of Sport in Education* (2007/2086NI) represents a significant political step forward in policy guidance in the domain of PE, which is seen to be “the only school subject which seeks to prepare children for a healthy lifestyle and focuses on their overall physical and mental development, as well as imparting important social values such as fairness, self-discipline, solidarity, team spirit, tolerance and fair play...” with school PE and sport deemed to be “among the most important tools of social integration”. Of the *Resolution’s*, 62 items, a significant number have either specific references to or have resonance for PE⁵. Noteworthy is the call on Member States to consider, and implement changes in the orientation of PE as a subject, taking into account children’s health and social needs and expectations, to make PE compulsory in primary and secondary schools with a guaranteed principle of at least three PE lessons per week (items 9, 10 and 11). Curriculum time allocation is an important issue in the provision of quality PE. EUPEA recommends daily PE in the early years of schooling (elementary grades, up to 11 or 12 years of age and 3 hours (180 minutes) per week in post-elementary (secondary/high schools) grades. In the United States, the National Association for Sport and Physical Education (NASPE) recommends a minimum of 150 minutes per week for PE in elementary schools and 225 minutes per week for middle and high school students. *Recommendations* by the Council of Europe Committee of Ministers on 30 April 2003 included a significant reference to PE time allocation: an agreement to “move towards a compulsory legal minimum of 180 minutes weekly, in three periods, with schools endeavouring to go beyond this minimum where this is possible” (Council of Europe, Committee of Ministers, 2003) and a call for one hour of daily physical activity in or out of school settings (Hardman, 2008).

The European Parliament’s *Resolution* clearly places PE on the European political agenda. It is an agenda, which UNESCO is also actively pursuing as it seeks to formulate quality PE policy principles for adoption or adaptation to suit ‘local’ circumstances and conditions by its Member States.

⁵ For full details refer to the European Parliament website related to the Resolution on the Role of Sport in Education (2007/2086NI).

With such inter-governmental commitments to policy principles and action advocacy, a secure and sustainable future for PE appears to be realizable (Hardman & Marshall, 2008).

Maintenance of monitoring of developments in PE across the world is an imperative. The Council of Europe's 2003 *Recommendations*, the UNESCO 'Round Table' *Communiqué* and the WHO *Global Strategy* have advocated regular reviews of the situation of PE in each country. The Council of Europe referred to the introduction of provision for a pan-European survey on PE policies and practices every five years as a priority! (Bureau of the Committee for the Development of Sport, 2002a; 2002b; Council of Europe, Committee of Ministers, 2004). With such reviews in mind, UNESCO has initiated a 5-year pilot phase with the University of Worcester, UK, as a *Monitoring Advisory Centre* to assist in monitoring developments in school PE and sports programmes of Member States. To this end, the University of Worcester's Physical Educa-

tion Monitoring Centre, acting as a kind of 'Clearing House', is developing a worldwide institutional network of national Centres, which will provide annual update reports on developments and undertake regular monitoring surveys. This 'watching brief' mechanism will gauge whether "promises" are being converted into "reality" and so contribute to countering potential threats and securing a safe future for PE in schools. Otherwise with the Council of Europe Deputy Secretary General's intimation of a gap between "promise" and "reality", there is a real danger that intergovernmental agencies' *Recommendations* and *Resolutions* will remain more "promise" than "reality" in too many countries across the world and compliance with international and national Charters will continue to remain compromised (Hardman, 2005) just as responses to the various *Declaration* and *Commitment Statements* will remain as conceptual ideals (Hardman & Marshall, 2008).

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TJELESNI ODGOJ U ŠKOLAMA: GLOBALNI PREGLED STANJA

Sažetak

Uvod

Kao odgovor na međuvladine institucijske pozive na redoviti nadzor nad zbivanjima na području tjelesne i zdravstvene kulture u školama, nekoliko regionalnih i međunarodnih organizacija prihvatilo se velikog posla da pokuša vidjeti kakva je situacija s tjelovježbom u svijetu i u pojedinim dijelovima svijeta. To su: the North Western Counties Physical Education Association (NWCPEA) u suradnji s the University of Worcester, UK, International Council of Sport Science and Physical Education (ICSSPE), the Council of Europe, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) i the World Health Organisation (WHO). Opća je svrha Pregleda procijeniti kakva je situacija u svijetu s nastavom tjelovježbe na svim razinama školovanja te kako se ta situacija razvija nakon berlinskoga sastanka na vrhu, održanoga 1999. godine. Odlučeno je i da se nastavi s Pregledom dva i nakon 2005. godine (UN je tu godinu proglasila godinom sporta) sve do studenoga 2007. godine.

Povijesna je činjenica da je berlinski sastanak na vrhu o nastavi tjelesne i zdravstvene kulture, na kojemu je pozornost usmjerena na vrlo proširene zabrinjavajuće fenomene koji se odnose na zamićeno smanjenje nastave tjelovježbe u školama, doveo do brojnih zagovaračkih akcija na međunarodnom planu, kontinentalnim, regionalnim i nacionalnim razinama s obiljem *Communiqués Recommendations*, tj. proglašenja, preporuka međuvladinih i nevladinih agencija o tjelovježbi, broju sati nastave u nastavnim programima, statusu predmeta među drugim predmetima, kvaliteti programa, kao i do *Resolutions, Declaration i Commitment Statements*, tj., do odluka, izjava i obvezujućih izjava koje su se na razne načine doticale pitanja stvaranja uvjeta za izvođenje nastave, financijskih investicija, ljudskih (nastavnici, osnovno i permanentno stručno obrazovanje) i materijalnih (prostor i oprema) kapaciteta za to, među ostalim.

Otkrića projekta znatno su pridonijela informiranosti ministarske rasprave u Europskoj Uniji i uobličenju Rezolucije koju je 2007. godine o sportu i tjelovježbi donio Europski parlament kao dio širega paketa sportske politike u regiji. U predstavljanju svjetske situacije, ovaj se članak oslanja na Završno izvješće Drugog svjetskog pregleda o stanju tjelesne i zdravstvene kulture u školama (the Worldwide Survey II of School Physical Education).

Metode

Korišten je multimetodološki, pluralistički pristup koji se sastojao od: analize čitave lepeze izvora,

sakupljenih globalno i regionalno, kao i od upitnika, nacionalnih pregleda i analiza, kontinentalnih, regionalnih i nacionalnih projekata vezanih za tjelovježbu, analiza pojedinih slučajeva, kao i pregleda vrlo iscrpne literature (primarnih i sekundarnih izvora: vladinih i nevladinih izvješća, međunarodnih i nacionalnih znanstvenih i stručnih članaka, institucijskih i pojedinačnih komentara, kvalitativnih studija tjelesnog odgoja, analiza mrežnih stranica itd.) kako bi se stekao što opsežniji i ujednačeniji uvid u svjetsku situaciju.

Nastavnicima tjelovježbe, upravljačima, administratorima, vladinim institucijama te raznim poznatim stručnjacima na tom polju tijekom dviju godina poslani su polustrukturirani upitnici. U njima su se tražili odgovori i komentari na sljedeća pitanja: o nacionalnoj politici prema tjeovježbi i o praktičnim pitanjima provedbe predmeta u školama (zakonski status, odgovorni autoritet, broj sati nastave u nastavnom programu, ocjenjuje li se predmet ili ne); program tjelovježbe (ciljevi, teme, procjena sadržaja i nadzor, pitanja spolne i opće ravnopravnosti); izvori i uvjeti rada (ljudski i materijalni); okruženje (status predmeta i nastavnika na školi, postoje li veze s tjelesnim aktivnostima organiziranima izvan škole); problemi (problemi vezani za odnos škola – predmet Tjelesne i zdravstvene kulture); 'Primjeri najbolje prakse'; program tjelovježbe i njegova provedba (veze između zdravlja i školskog sporta, tematski ciljevi, sadržaji i kriteriji kvalitete; obrazovanje učitelja tjelovježbe i njihovo stalno usavršavanje (visokoškolsko obrazovanje, praksa, projekt AEHESIS (2003-2007); prijedlozi za promjenu politike prema tjelovježbi.

Podaci dobiveni tim upitnicima omogućili su nam triangulaciju koja je uključivala raspon uzorka koji je odgovorio na upitnik, intervju, pregled literature vezane za istraživanje, kvalitativne nacionalne studije i opservacije koje su nam poslali stručnjaci za pojedina područja.

Rezultati, rasprava i zaključne misli

Rezultati anketa i pregleda službenih dokumenata su u članku prikazani po točkama i vrlo pregledno predstavljeni u brojnim tablicama, kao i u indikativnim navodima iz intervju s raznim sudionicima u kompleksnom poslu organiziranja i provedbe nastave tjelesne i zdravstvene kulture. Provjera "stvarnoga stanja" trianguliranjem pokazuje da su pozitivni pomaci i tjelovježbena strategija, odnosno politička retorika jukstapozicionirani, tj. suprotstavljeni suprotnoj negativnoj praksi u većini regija. Dakle, općenito gledano, radi se o scenariju "nejasnih, zbujujućih poruka" s dokazima da su se nacionalne i/ili regionalne vlade i službene institucije obvezale zakonima osigurati sve potrebne uvjete za nastava-

vu tjelovježbe u školama, ali su bile ili prespore ili, blago rečeno, suzdržane kada je te zakone trebalo uistinu prevesti u život i osigurati kvalitetu izvođenja nastave tjelesne i zdravstvene kulture. Iskreno govoreći, situacija se, osobito u nerazvijenim područjima i zemljama u razvoju vrlo malo promijenila od sastanka na vrhu o tjelesnom odgoju koji je 1999. godine održan u Berlinu. Zabrinjavaju problemi koji se tijekom desetljeća ne mijenjaju, a uključuju: nedovoljno sati nastave tjelesne i zdravstvene kulture u nastavnom planu i programu, uočen inferioran status predmeta, nedovoljno kompetentni učitelji i/ili loše obrazovanje učitelja tjelovježbe (osobito u nižim razredima osnovne škole), nepostojanje ili nepristupačnost objekata, nedostatnost ili slaba kvaliteta sprava i ostalog nastavnog materijala vrlo često povezana s nedostatnim financiranjem potreba nastave tjelovježbe, preveliki razredi ili grupe s kojima se radi, financijske restrikcije svake vrste, a u nekim zemljama čak ne postoje uvjeti za organiziranje, pa čak ni svijest, o tome da bi se škole mogle povezati s programima koji bi se mogli odvijati u široj druš-

tvenoj zajednici na prostorima koji bi se mogli tako višestruko koristiti. A još općenitije, postoji snažna uznemirenost zbog sve uočljivijeg opadanja tjelesnih sposobnosti, fitnesa mladih ljudi, zbog porasta broja pretile školske djece te vrlo velikog broja mladih ljudi koji prekidaju svoje bavljenje sportskim i/ili tjelesnim aktivnostima još u tinejdžerskoj dobi. Premda su i u politici i praksi zabilježena neka poboljšanja kada se radi o ravnopravnom uključanju s obzirom na spol i djecu s posebnim potrebama od berlinskoga sastanka, još uvijek je previše prepreka podjednakom pružanju mogućnosti i pristupu za sve sportu i tjelovježbi. U međuvremenu, nedavna međuvladina inicijativa (Rezolucija o ulozi sporta u odgoju Europskoga parlamenta iz 2007. godine i UNESCO-va zagovaračka akcija) postavila je pitanja tjelesne i zdravstvene kulture prvi put na raspored političkih pitanja i programa. Čini se kako je održivi budući razvoj nastave tjelesne i zdravstvene kulture prilično ostvariv i siguran zahvaljujući takvoj međuvladinoj odlučnosti da se drži dogovorenih političkih načela i zagovaračkim akcijama.