

Update on the State and Status of Physical Education Worldwide

Ken Hardman and Joe Marshall



University
of Worcester

Introduction



1. The Berlin PE World Summit (1999)

- The PE situation

2. The Berlin *Agenda for Action for Government Ministers* and Appeal to the General Conference of UNESCO

3. Post- Berlin Initiatives

Institutional Initiatives



1. MINEPS III *Declaration of Punta del Este* (1999)
2. Council of Europe *Recommendations* (2003)
3. UNESCO Round Table *Communiqué* (2003)
4. UN *Resolution 58/5* (2003)
5. MINEPS IV *Athens Declaration* (2004)
6. WHO *Global Strategy* (2004)
7. UN *2005 Year of Sport and PE*
8. *Bangkok Agenda for Actions on PE & Sport* (2005)

Institutional Initiatives (Cont.)

9. Non-governmental agencies

- IOC**
- ICSSPE**
- GAISF**
- ENGSO**
- EUPEA**

Post-Berlin Summit Developments



1. Hopes of a sustained future for PE
2. Diverse policies and practices
 - plethora of initiatives
 - continuing disquiet
3. 'Hope and Happenings' Gap
4. 'Mixed Messages'

“Obesity Up. Phys Ed Down”



Promise **AND** Reality!?



“The crux of the issue is that there is too much of a gap between the promise and the reality”

(Maude de Boer-Bugicchio, 2002)

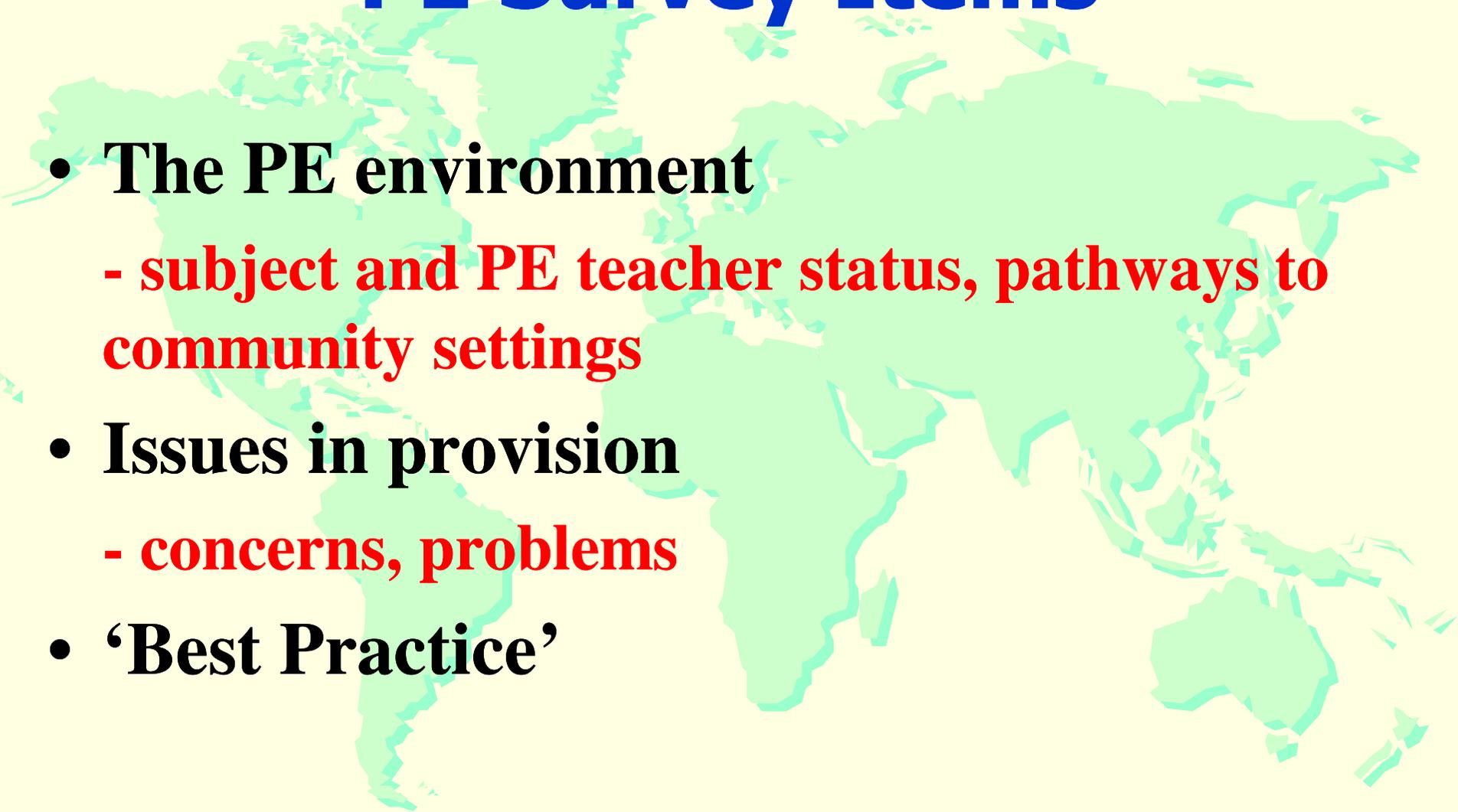
Reality Check

PE Survey Items



- **National policy and practice issues**
 - legal status, responsible authority, curriculum time allocation, examination status
- **The PE curriculum**
 - aims, themes, content, evaluation and monitoring, gender and disability issues
- **Resources**
 - facilities and equipment, teaching personnel

PE Survey Items



- **The PE environment**
 - **subject and PE teacher status, pathways to community settings**
- **Issues in provision**
 - **concerns, problems**
- **‘Best Practice’**

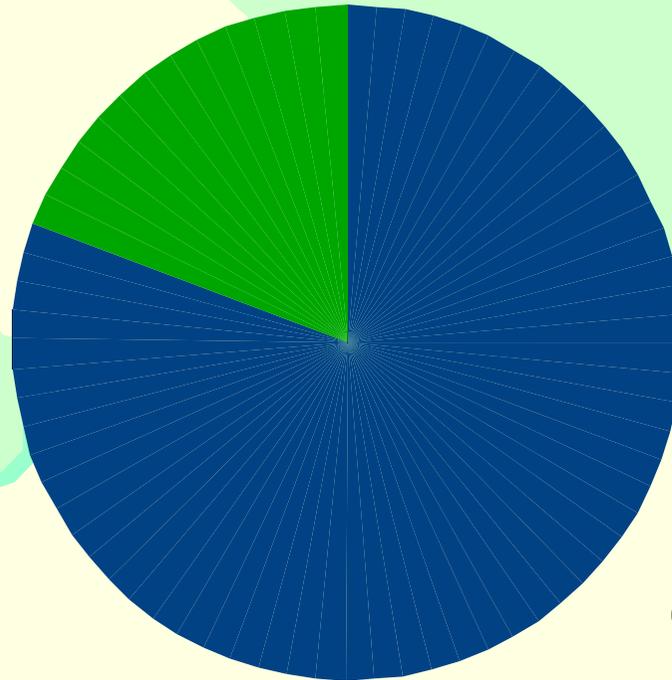
General School PE Situation

There is “a national policy (but) the government does not take care of it; there are laws but they are not followed”; programme is elaborated but not totally carried out and is in need of some changes, it is not updated; lack of infrastructure: lack of materials, resources, facilities and maintenance; lack of time for teaching - the time assigned in the curriculum is too short to reach the objectives”

(PE Teachers, Venezuela)

PE Legal Requirements: Primary Schools

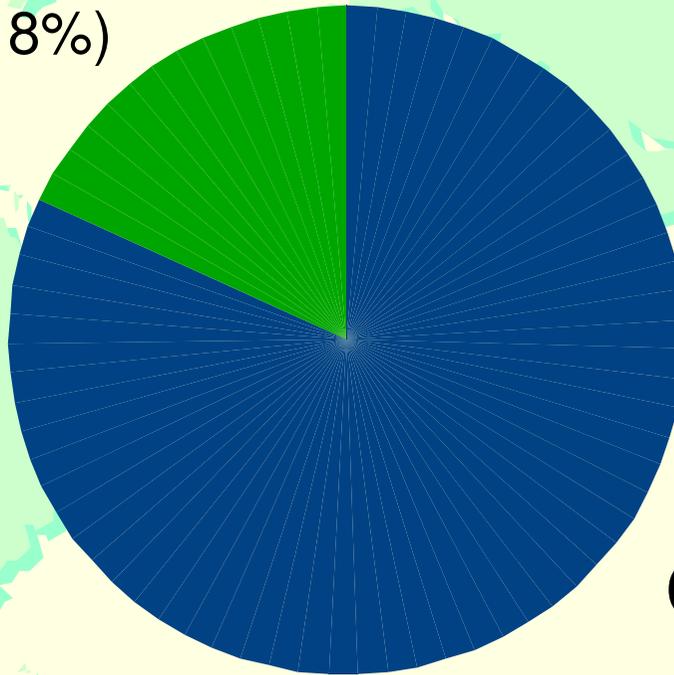
Non-compulsory
(19%)



Compulsory
(81%)

PE Legal Requirements: Secondary Schools

Not compulsory
(18%)



Compulsory
(82%)

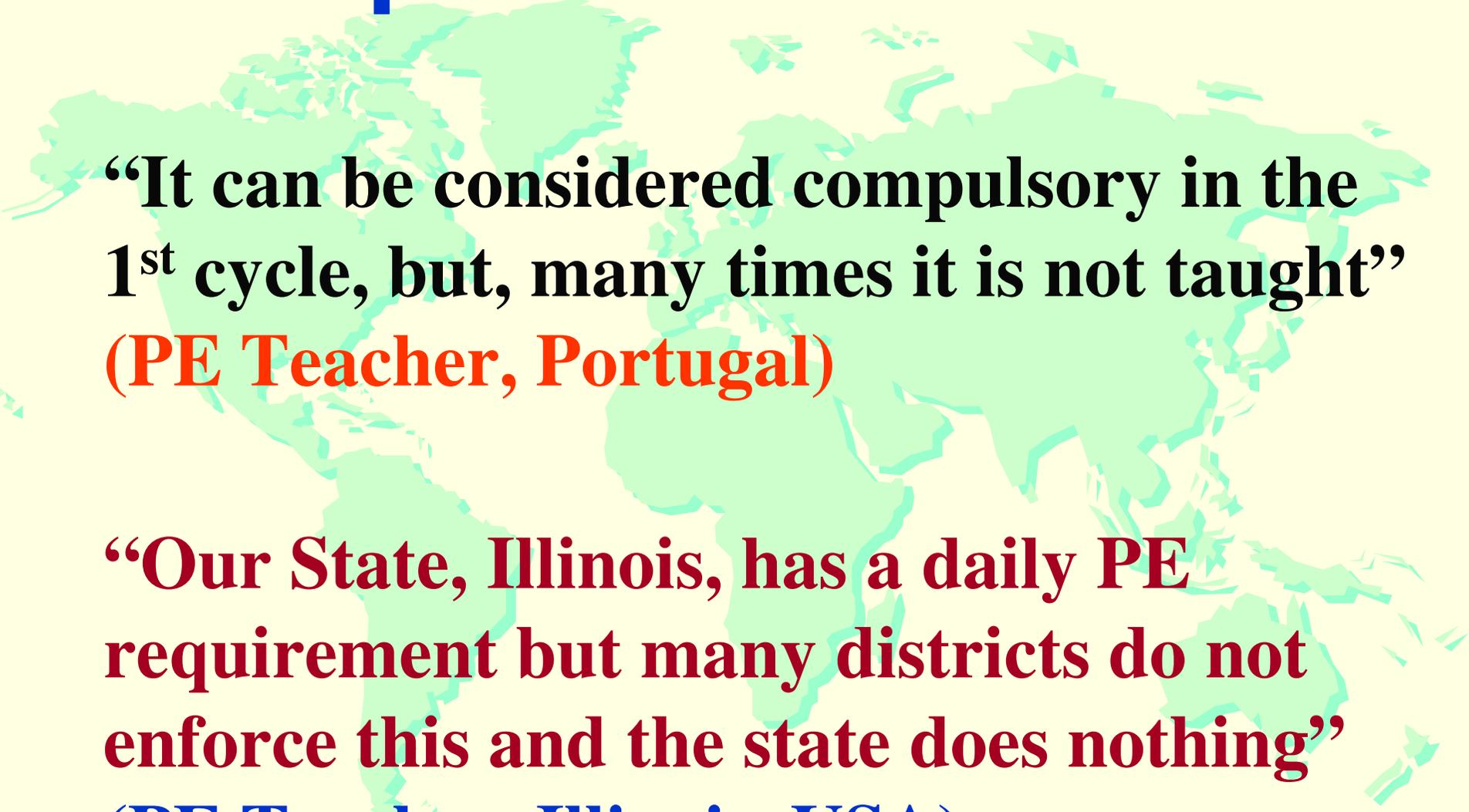
Post-2000 Education Reforms

“After the educational reform, PE is merged with health education, which led to the reduction in the teaching time of physical activities; The time allocated to PE will be affected, since the teaching time of English has increased, and new subject (e.g. computer and dialects) were introduced into the curriculum”

(PE Teacher, Taiwan)

- **Loss of Compulsory Status = 6%**

Implementation of PE

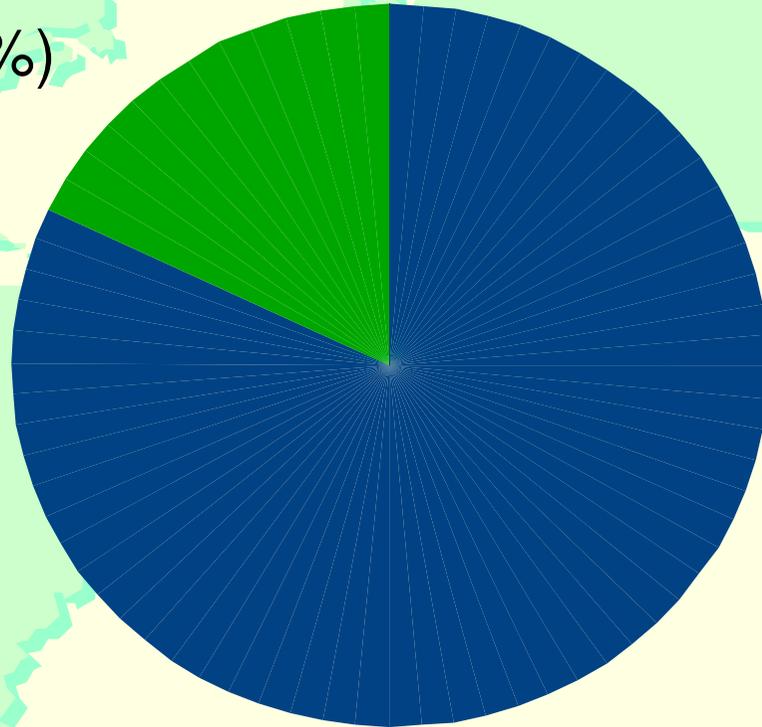


**“It can be considered compulsory in the 1st cycle, but, many times it is not taught”
(PE Teacher, Portugal)**

**“Our State, Illinois, has a daily PE requirement but many districts do not enforce this and the state does nothing”
(PE Teacher, Illinois, USA).**

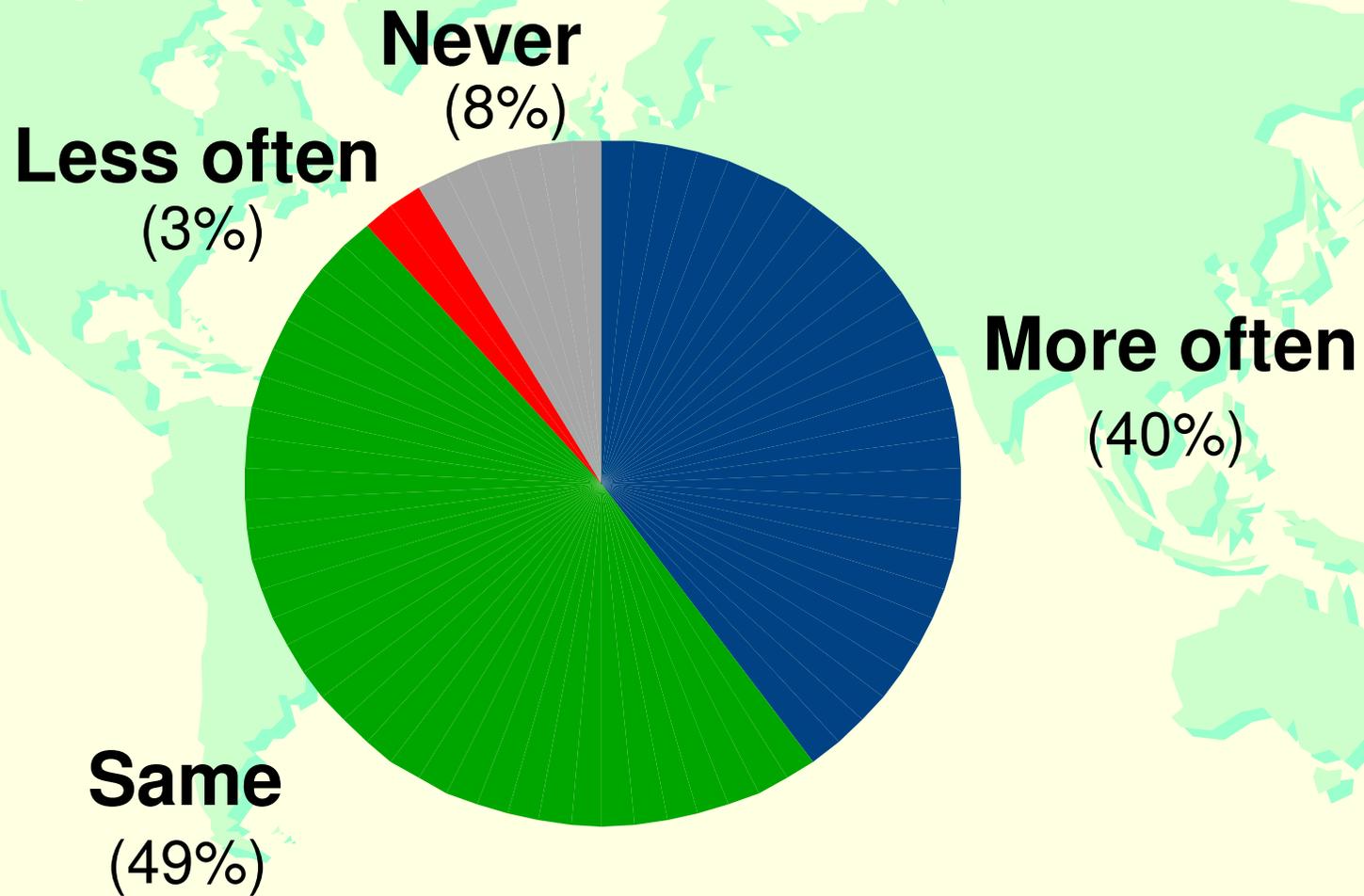
Implementation of PE

Not implemented
(18%)



Implemented
(82%)

Cancellation of PE Lessons



PE Subject Status

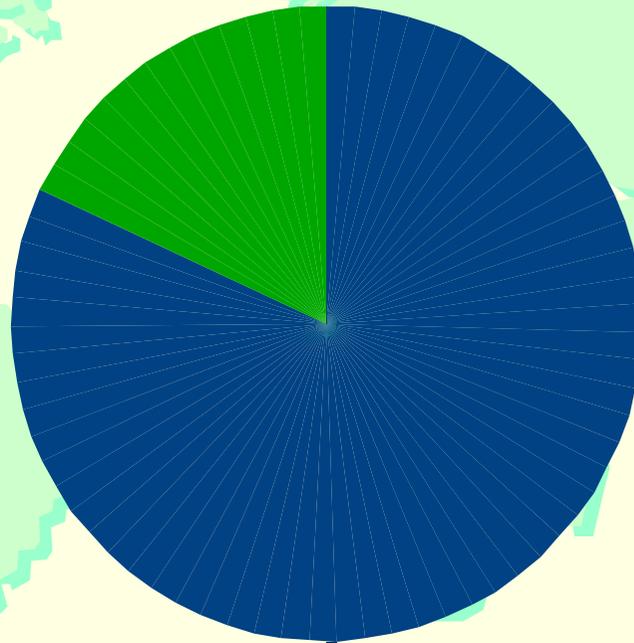
“Less value/importance is placed on physical education” (Government Official, Jamaica)

“Low status – priority given to ‘academic subjects’; in secondary schools – treated as a non-subject and of non-academic status” (PE Teacher, South Africa)

“Family not understanding the importance of PE for student; the school board has no interest in PE lessons...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).

PE Subject Status

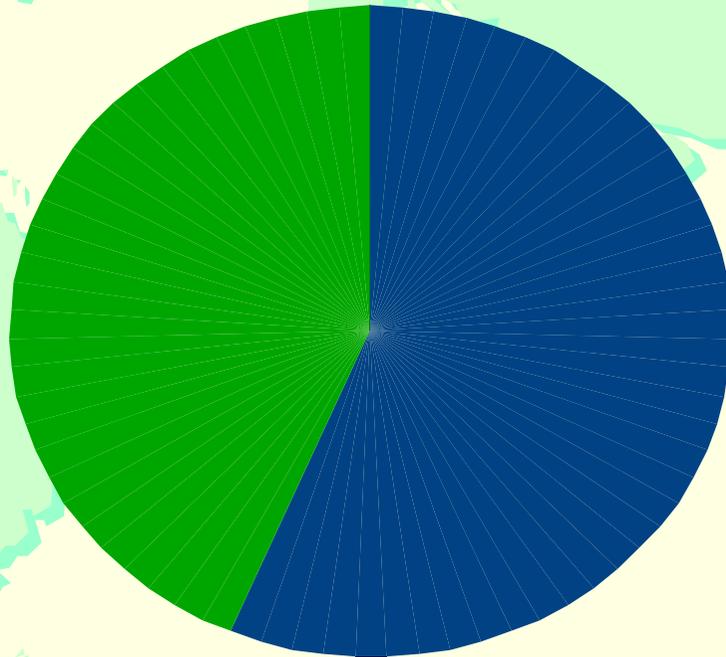
Not legally same status
(18%)



Same legal status
(82%)

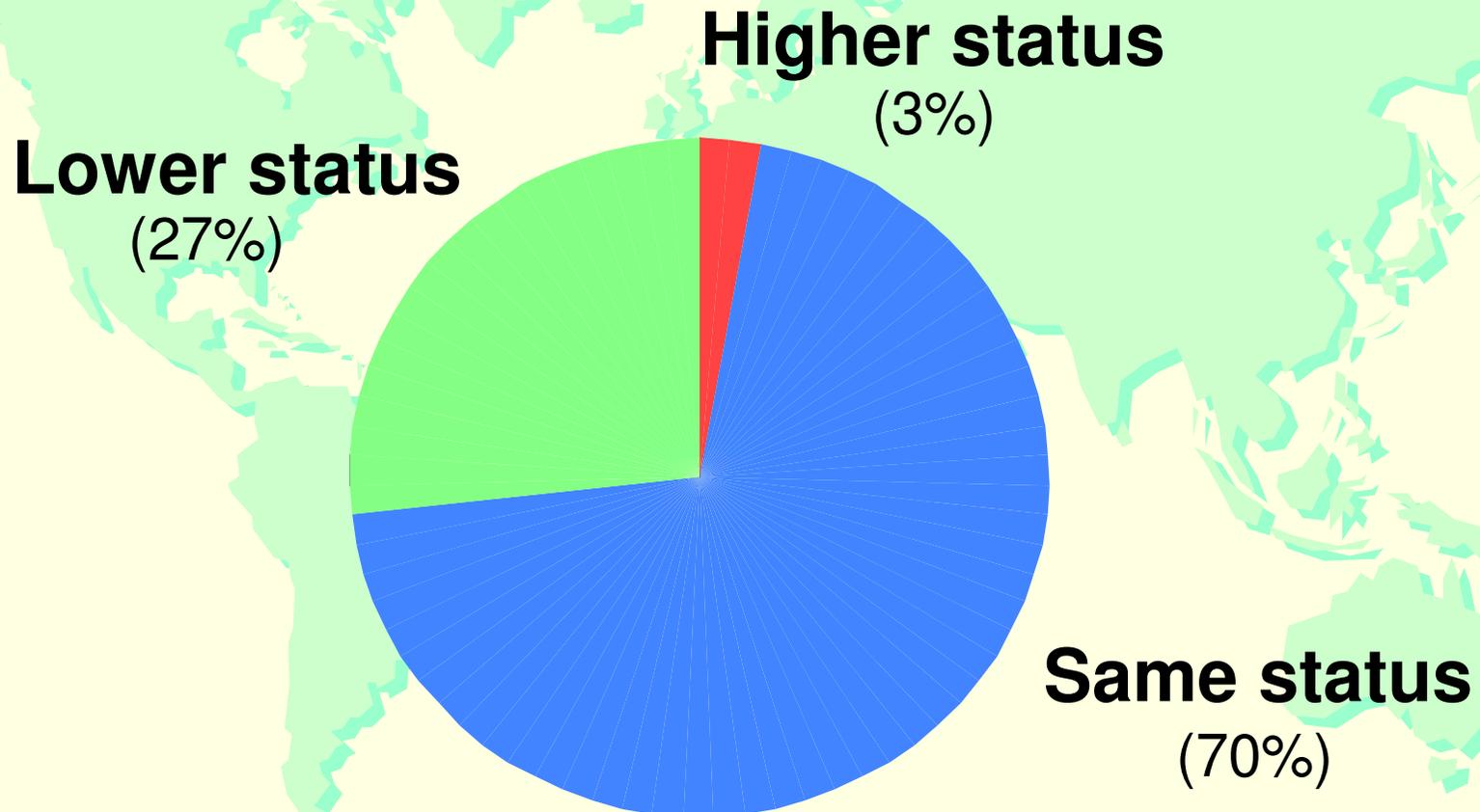
PE Actual Status

Lower status
(44%)



Same status
(56%)

PE Teacher Status



PE Curriculum Time

“PE is being squeezed out of the education system by more and more academic courses, which hold little benefit compared to PE” (PE Teacher, Ireland)

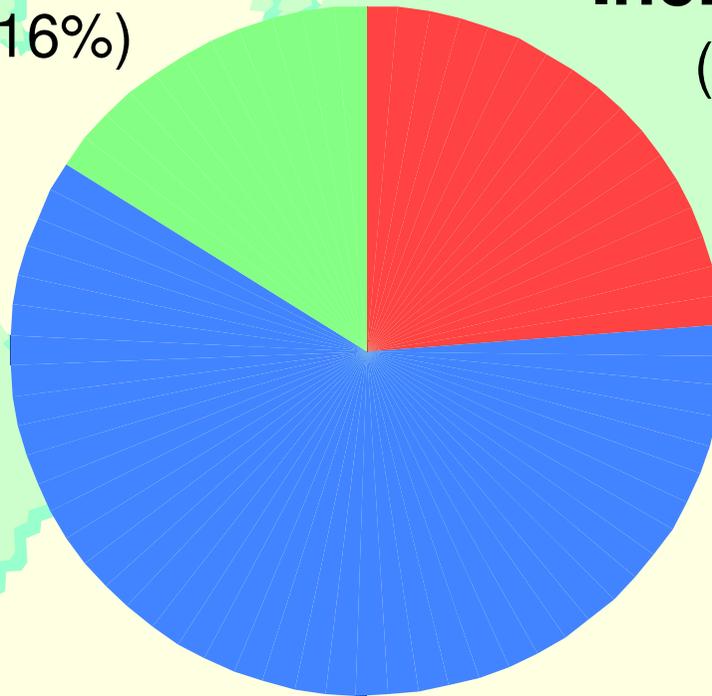
- **Local administration of curricula**
 - **variations in time allocation**
- **General tendencies**
 - **primary schools 94 mins p.w. (R = 30 - 180 p.w.)**
 - **secondary schools 101 mins p.w. (R = 45 - 250 p.w.)**
- **Regional differences**
- **2000-2005 overall trend to decrease**

PE Curriculum Time Change

Decreased
(16%)

Increased
(24%)

Same
(60%)

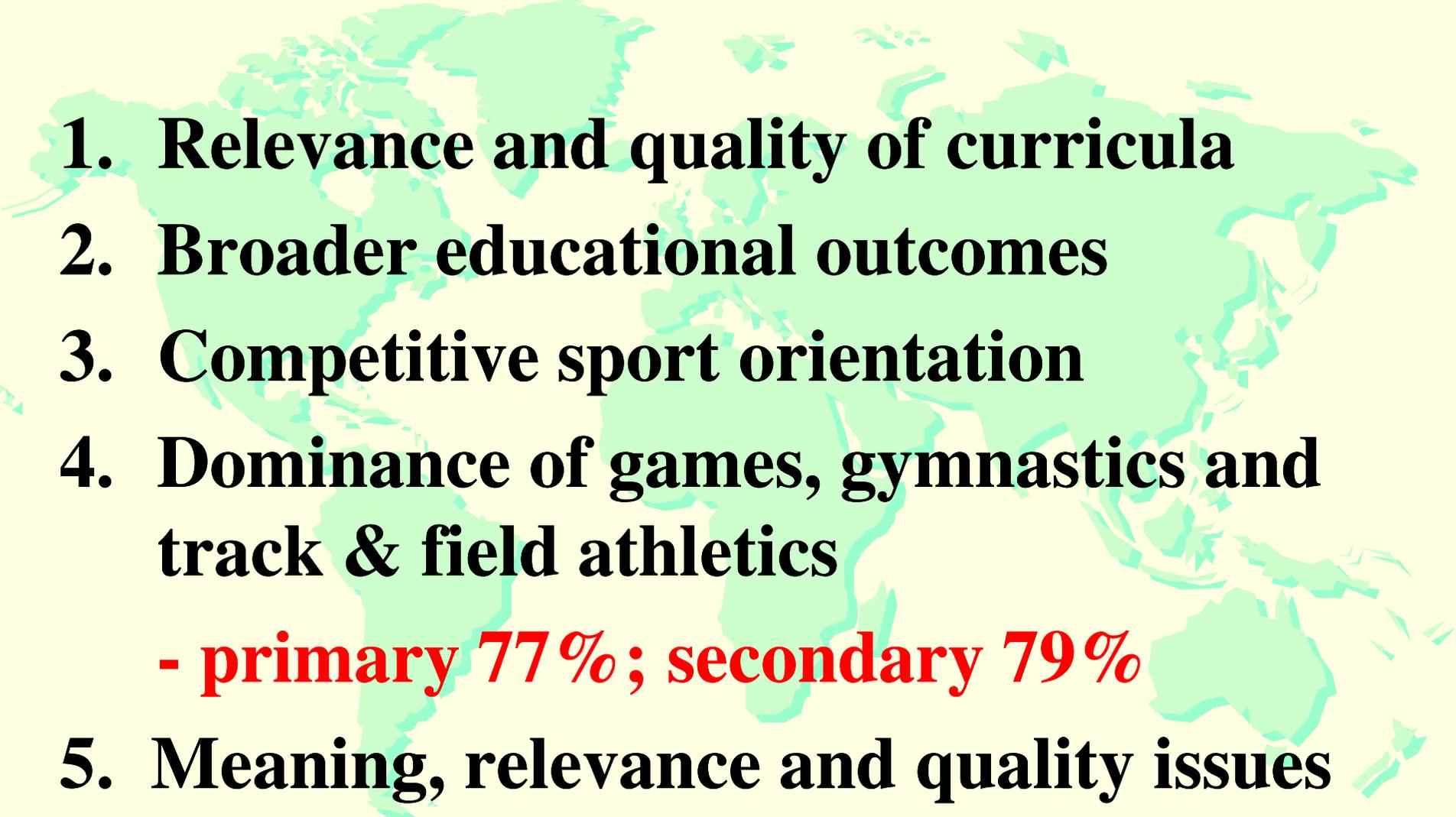


PE Curriculum Issues

“...Last year many of our gym periods were marred by intense and destructive competitions” (Primary School PE Teacher, Toronto, Canada)

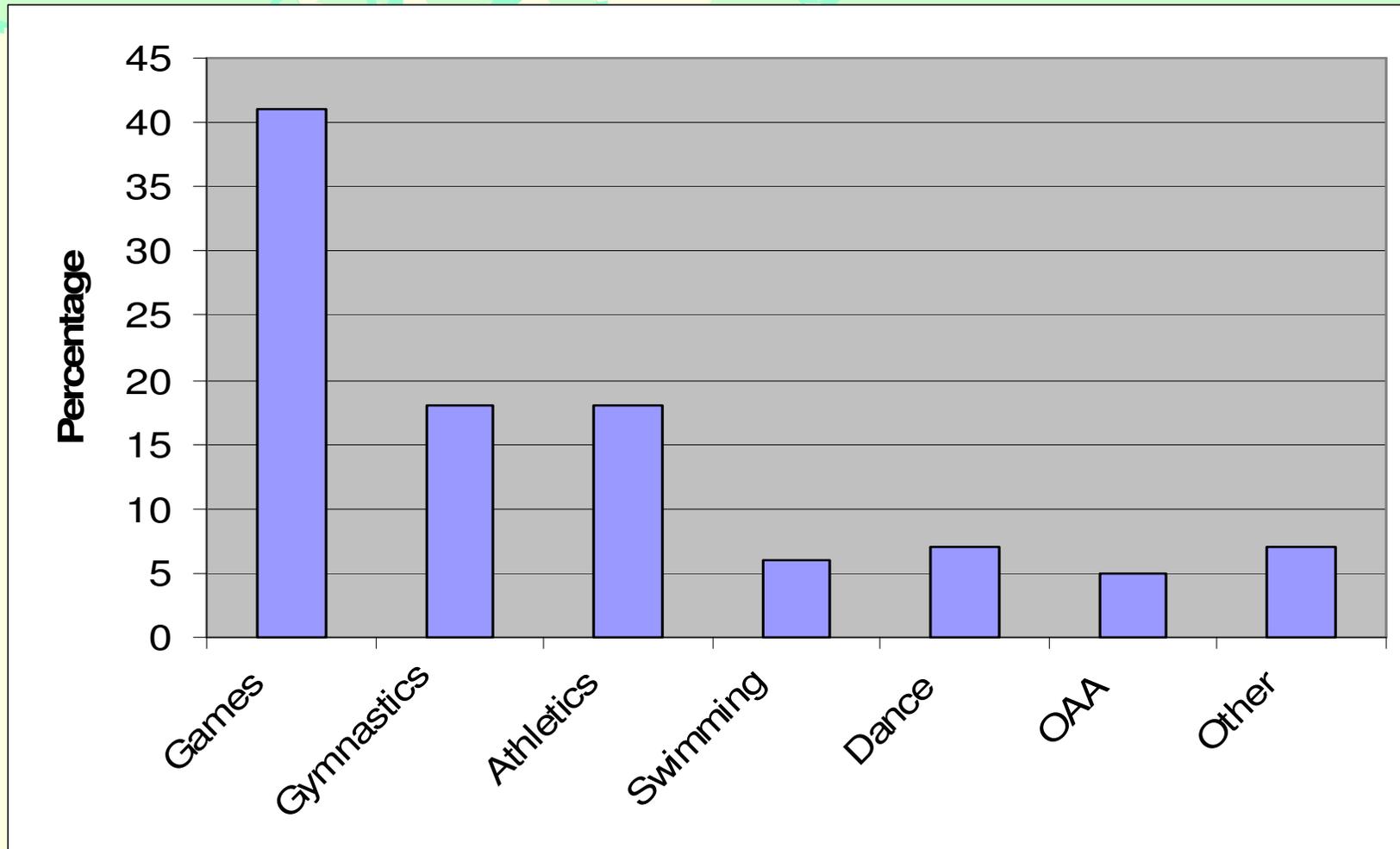
A Scottish person’s account of his “... teenage years dreading games, shivering on rugby fields and subject to all manner of rebuke for my ineptitude at the game from staff and schoolmates. In my final week at school I finally confronted my physical education teacher and challenged him as to why I’d 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)

PE Curriculum Content

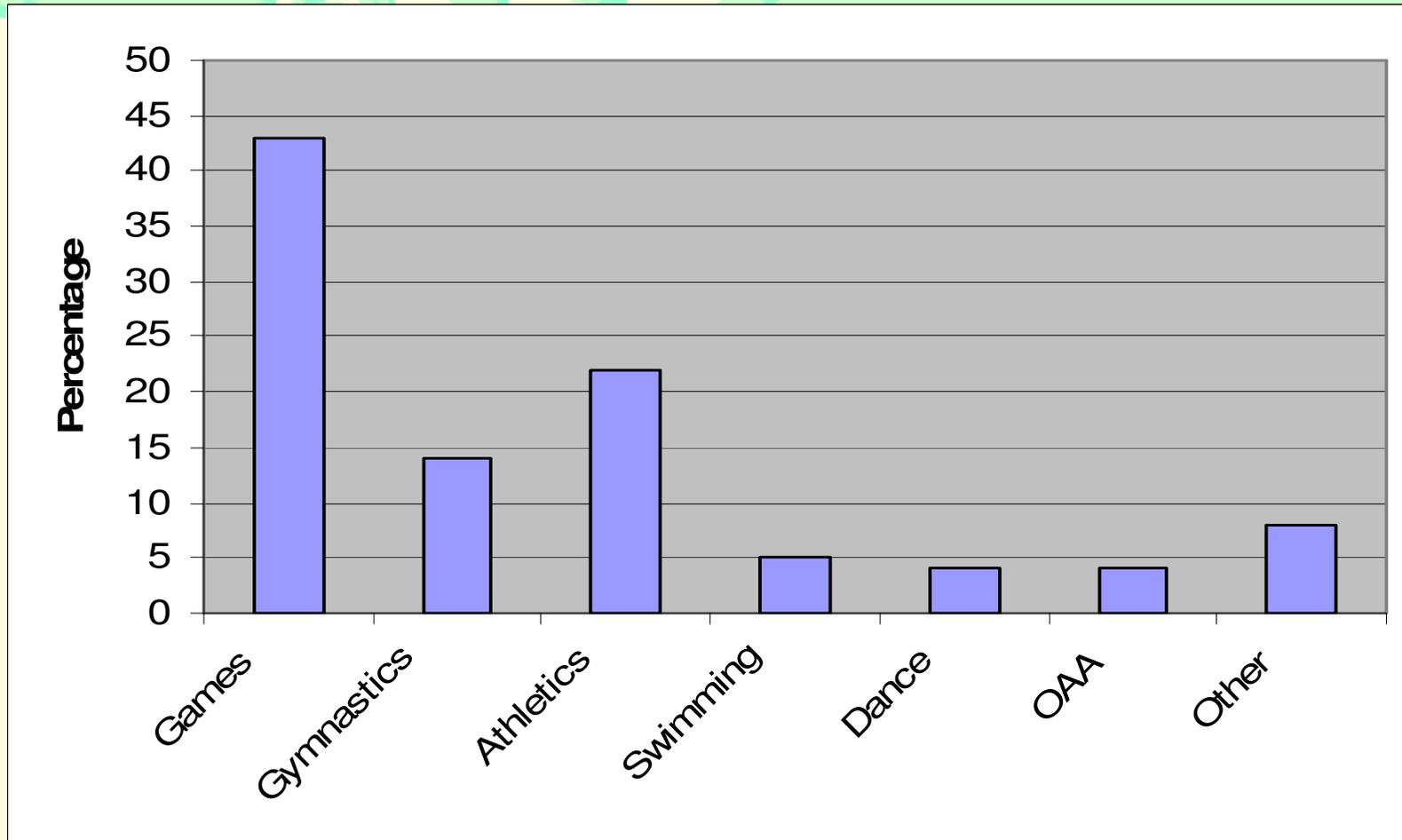


- 1. Relevance and quality of curricula**
- 2. Broader educational outcomes**
- 3. Competitive sport orientation**
- 4. Dominance of games, gymnastics and track & field athletics**
- primary 77% ; secondary 79%
- 5. Meaning, relevance and quality issues**

Primary PE Curriculum Activities (%)



Secondary PE Curriculum Activities (%)



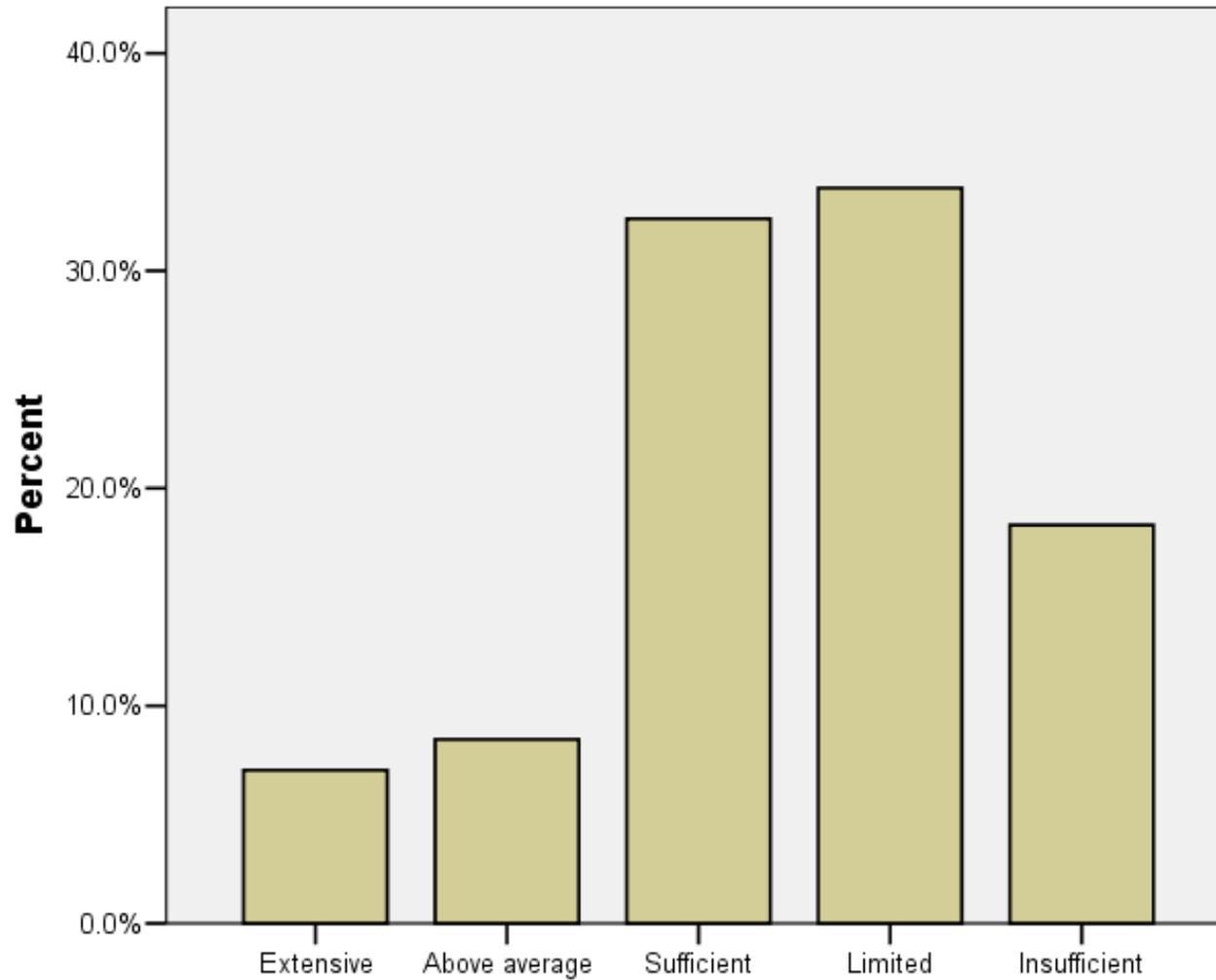
PE Facilities & Equipment



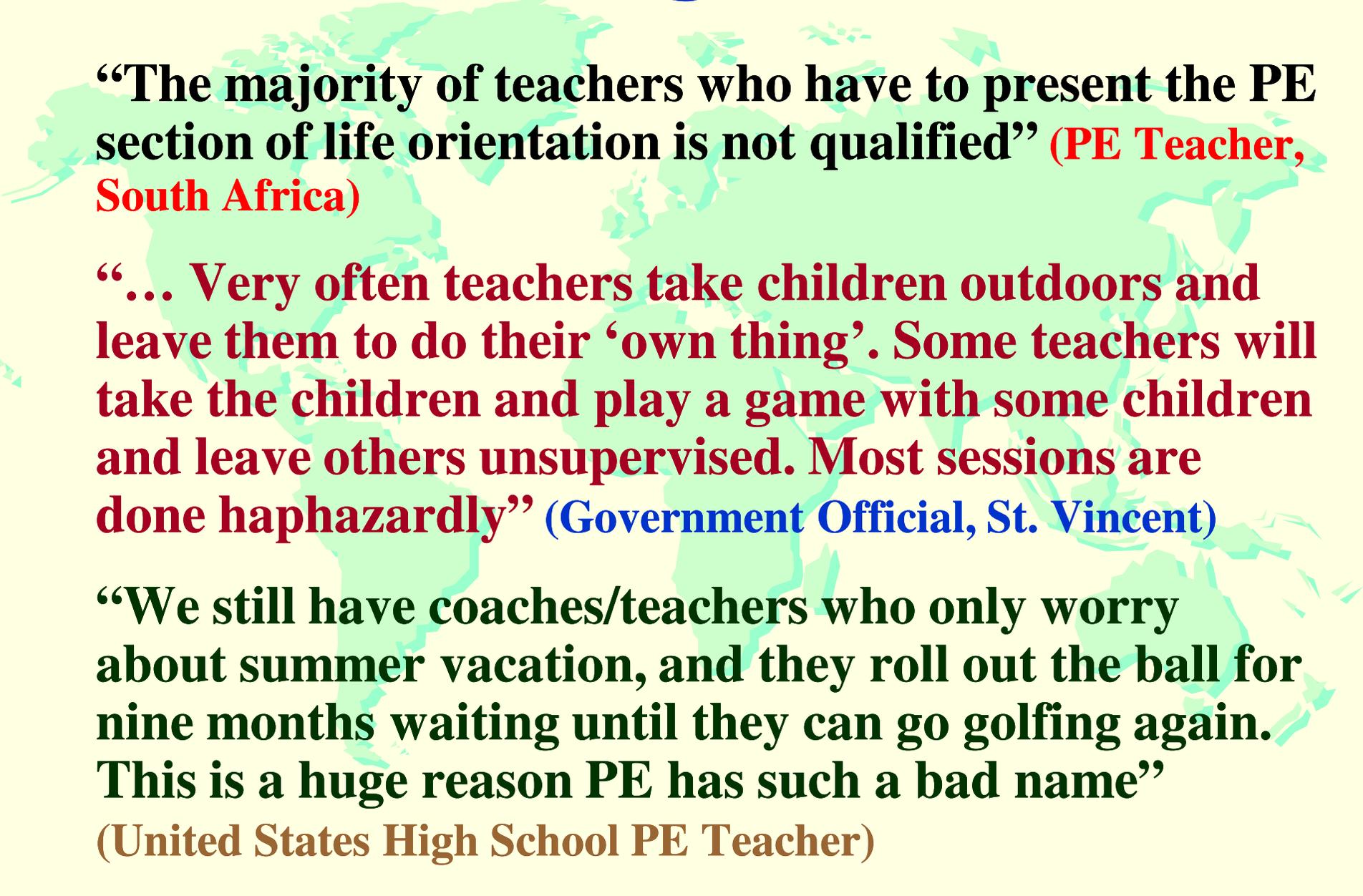
**“Quality of facilities is below average and quantity of equipment is limited”
(Government Official, Serbia Montenegro)**

“Quantity and quality of EQUIPMENT is very poor – pupils need to bring in some of their own equipment in some sports. Damaged equipment is used frequently; quality and quantity of facilities is very poor; and facilities inadequate or poorly maintained” (PE Teacher, England)

Quality of Facility Provision



PE Teaching Personnel



“The majority of teachers who have to present the PE section of life orientation is not qualified” (PE Teacher, South Africa)

“... Very often teachers take children outdoors and leave them to do their ‘own thing’. Some teachers will take the children and play a game with some children and leave others unsupervised. Most sessions are done haphazardly” (Government Official, St. Vincent)

**“We still have coaches/teachers who only worry about summer vacation, and they roll out the ball for nine months waiting until they can go golfing again. This is a huge reason PE has such a bad name”
(United States High School PE Teacher)**

PE Teaching Personnel (Cont.)

- **Primary:**

- **Generalists (66%)**

- **Specialists (69%)**

- **Secondary:**

- **Generalists (3%)**

- **Specialists (97%)**

INSET/CPD

- **Requirement (78%)**
- **Frequency Variations**
- **Duration Variations**
- **“...Often I have to find in-service training myself and I have also often to pay for it with my own money” (Swedish Teacher)**
- **World-wide Need for INSET/CPD**
- **Decline in Advisory/Supervisory Services**

Partnership Pathways

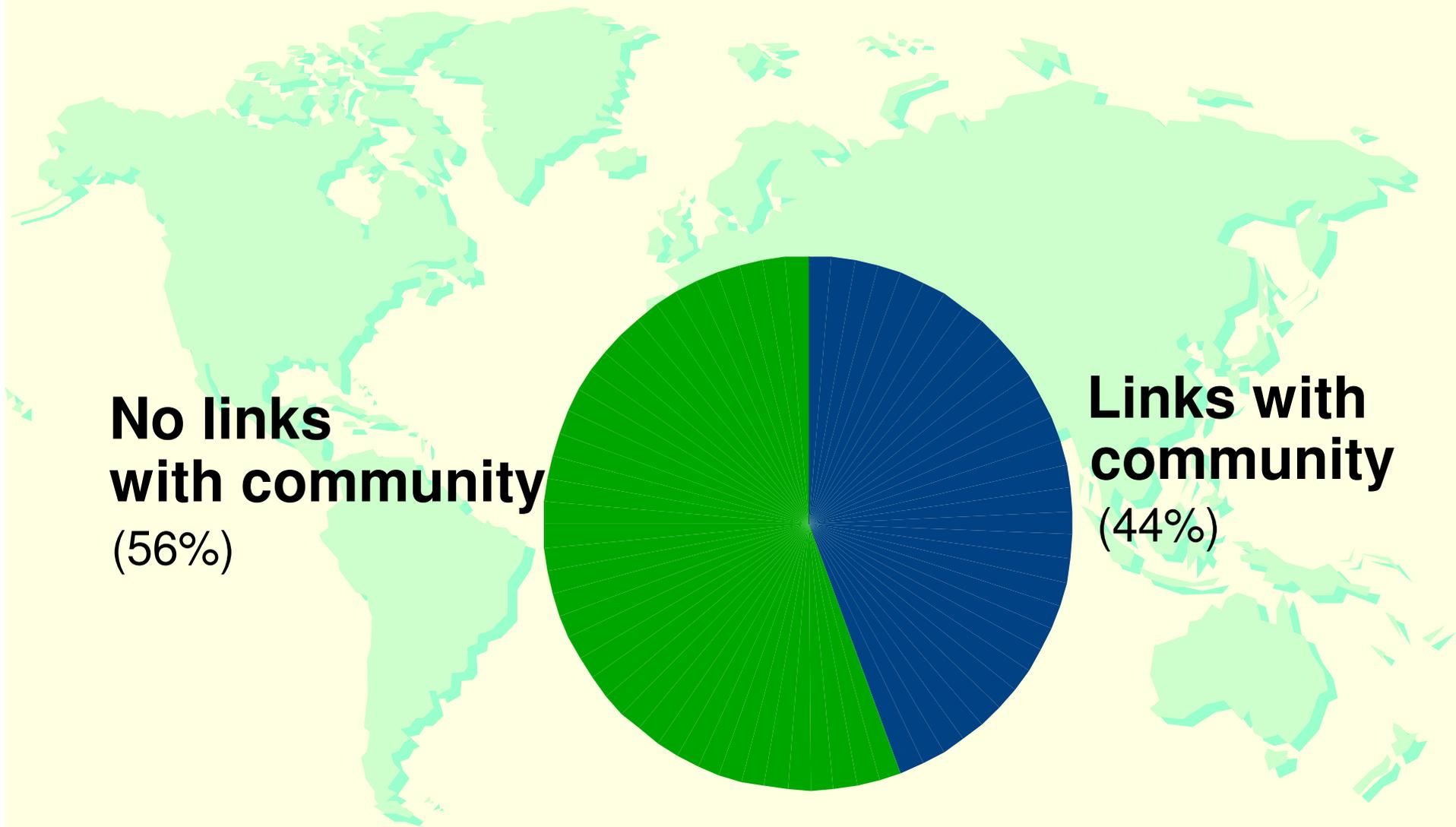


- 1. PE not a ‘stand alone’ option**
- 2. Building of Bridges**
- 3. Pathways to participation**

There is “not enough co-operation between schools and sport organisations”

(French PE Teacher)

School PE - Community Links



**No links
with community**
(56%)

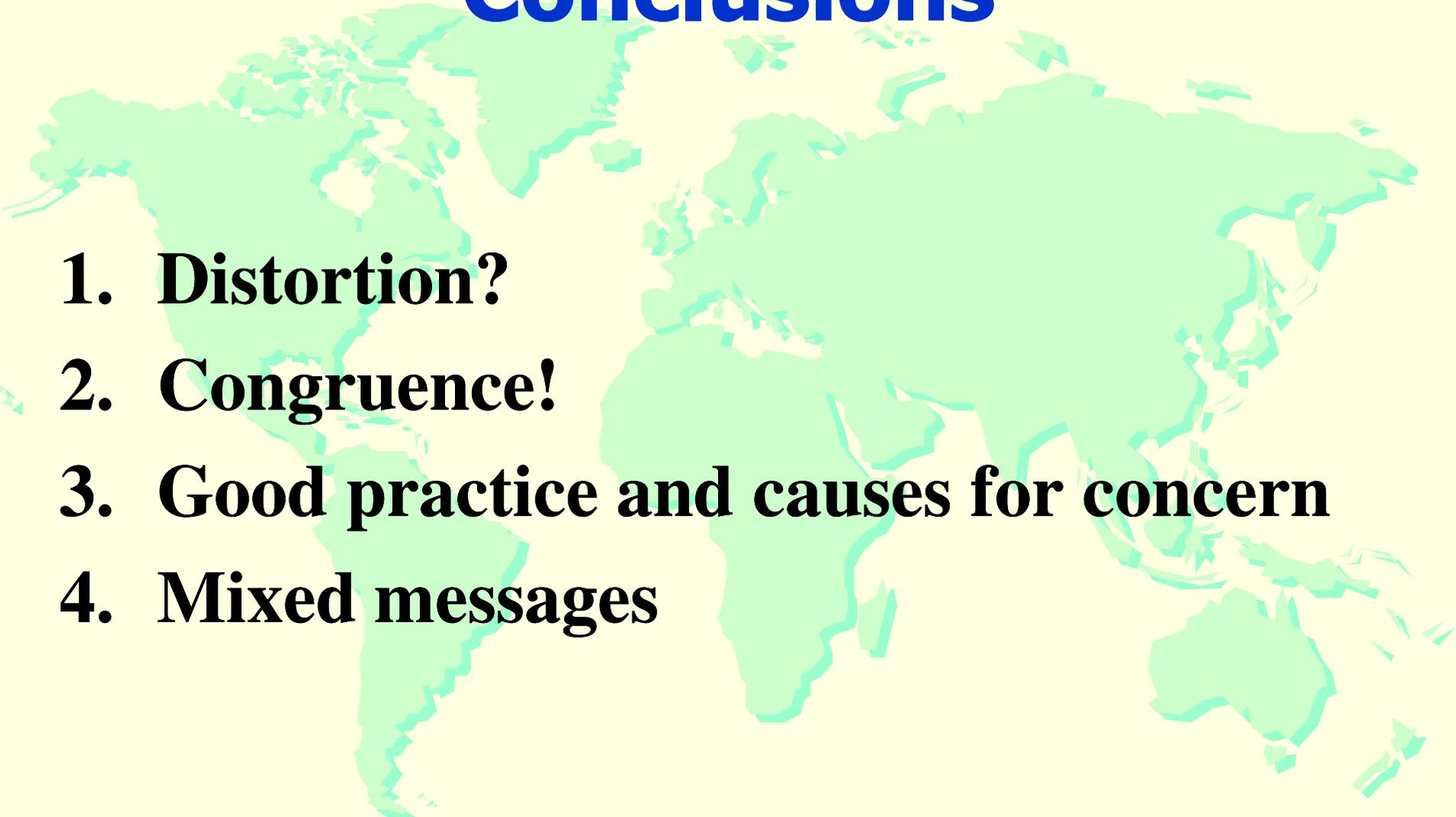
**Links with
community**
(44%)

Regional Roundup

- 1. Africa**
- 2. Asia**
- 3. Europe**
- 4. North America**
- 5. Oceania**
- 6. South America**



Conclusions



- 1. Distortion?**
- 2. Congruence!**
- 3. Good practice and causes for concern**
- 4. Mixed messages**

Conclusions (Cont.)

- **Positive Initiatives**
 - **QPE and time commitment (Scotland)**
 - **PSSCL strategy (England)**
 - **EUPEA PE profile project**
 - **reforms in 'developing' countries**
 - **'Agita São Paulo' and 'Agita Mundo'**
 - **national sports development schemes**

Conclusions (Cont.)

- **Reality Check**

- lack of quality
- insufficient time allocation
- lack of competent teachers
- inadequate provision of facilities and equipment
- large class sizes
- funding cuts
- inadequate partnership pathway links
- barriers to inclusion

“We (teachers and pupils) lost 1 lesson per week in higher grades (7-9), they now have only 2 ‘hours’ per week. I think that is not good idea, because pupils have more and more health problems and weight problems is becoming bigger problem also; facilities: some schools have really old and bad sport halls and equipment; that is not enough for quality teaching, so pupils in those schools may lack possibility of large sport knowledge; pupils don’t like sports anymore, they rather decide to stay at home and work or play on computers; that’s why teaching is becoming harder and pupils physical fitness is dropping rapidly; more and more pupils have some kind of disability, teachers have to deal with those problems on their own”

(PE Teacher, Slovenia)

Conclusions (Cont.)

5. Basic Needs Model

- identify areas of inadequacies
- educational policies and PE integrated
- quality PE
- facilities and equipment
- safe environments
- qualified personnel
- CPD enrichment

Conclusions (Cont.)

6. Imperative of world-wide monitoring

- **Council of Europe** *Recommendations*
- **UNESCO Round Table** *Communiqué*
- **WHO** *Global Strategy*

7. Follow-up World-wide PE Survey

Promise **into** Reality?



Danger:
More
“Promise”
than
“Reality”

*Thank you for your
patient attention!*



Long live couch potatoes!