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QUALITY PHYSICAL EDUCATION

Guidelines for
Policy-Makers





United Nations
Educational, Scientific and
Cultural Organization

Social and Human
Sciences Sector

QUALITY PHYSICAL EDUCATION (QPE)

GUIDELINES FOR POLICY-MAKERS

In memory of *Margaret Talbot*, a beacon of physical education, whose passion and commitment to inclusion and equality will live on through this publication.



This is an interactive PDF. Click on the links or use the buttons at the side of each page to navigate. Checklists and Further Notes can also be completed and saved.

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FOREWORD



by **Irina Bokova**,
Director-General of UNESCO

UNESCO is the United Nations agency mandated to promote physical education and sport through concerted, collaborative and participatory action to support the rounded development of every individual.

Our vision is clear – sport and physical education are essential to youth, to healthy lives, to resilient societies, to the fight against violence. But this does not happen by itself – it takes action by Governments and support from the international community. The fundamental right of access to physical education is enshrined in UNESCO’s 1978 *International Charter of Physical Education and Sport* – we must do far more today to ensure this right is fully realized by all. This is the objective of the *Quality Physical Education Guidelines*, developed with our UN partners, building on longstanding cooperation, including during the 2013 *5th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V)*, held in Germany.

Building on three fundamental principles – equality, safeguarding and meaningful participation – the Guidelines are designed to support Member States in developing and consolidating inclusive policy and practice, to ensure the physical literacy of every girl and boy.

The stakes are high. Public investment in physical education is far outweighed by high dividends in health savings and educational objectives. Participation in quality physical education has been shown to instil a positive attitude towards physical activity, to decrease the chances of young people engaging

in risk behaviour and to impact positively on academic performance, while providing a platform for wider social inclusion.

Physical education exposes young people to a range of experiences that enable them to develop the skills and knowledge they need to make the most of all opportunities today and to shape new forms of global citizenship.

Yet, despite the recognized power of physical education, we are seeing a global decline in its delivery. This is helping to fuel a global health crisis – conservative estimates consider physical inactivity as accounting for 6 per cent of global mortality.

This is the pledge inspiring these Guidelines – to mobilize stakeholders and resources in order to ensure the provision of quality physical education to young people across the world, regardless of their socio-economic situation, ethnicity, culture or gender. We need to start now, to help young people develop lifelong participation in physical activity, for the benefit of all society.

In this spirit, I call upon all Member States to consider the practical advice put forward in these Guidelines and to reap the benefits of their implementation.

EXECUTIVE SUMMARY

A CALL TO ACTION

These Guidelines have been developed, in partnership with the European Commission, the International Council of Sport Science and Physical Education (ICSSPE), International Olympic Committee (IOC), UNDP, UNICEF, UNOSDP and WHO, to inform the provision of quality physical education across the full age range from early years through secondary education. In this regard, the Guidelines provide a framework to support policy-makers (i.e. heads of department or senior officials within ministries) reshape physical education policy to accelerate the development of several dimensions of human capital in a unique, comprehensive way.

Users of the Guidelines will benefit from the inclusion of benchmarks for QPE provision and teacher training, checklists for strengthening provision, good practice examples and a policy matrix to develop inclusive QPE within a full policy cycle. A connected infographic for ministers and a toolkit for practitioners have been developed to complement these Guidelines, each with its specific target audience in mind.

A CALL TO ACTION

The provision of physical education is in decline across all world regions. Rising levels of physical inactivity, along with the substantial associated disease risk, have been described as a pandemic by WHO. Cut-backs in physical education provision will only increase these concerns exponentially.

Besides the health concerns, it is essential that governments take policy action to ensure the subject secures its rightful place in school curricula and that, consequently, students benefit from exposure to alternative learning domains.

Why invest?

Physical literacy and civic engagement: physical education, as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, provides a learning gateway to grow the skills required for success in the 21st Century.

Academic achievement: regular participation in quality physical education and other forms of physical activity can improve a child's attention span, enhance their cognitive control and speed up their cognitive processing.

Inclusion: quality physical education is a platform for inclusion in wider society, particularly in terms of challenging stigma and overcoming stereotypes.

Health: physical education is *the* entry-point for lifelong participation in physical activity. Globally, many of the major causes of death connect to non-communicable diseases (NCDs) associated with physical inactivity, such as obesity, heart disease, stroke, cancer, chronic respiratory disease, and diabetes. Indeed, between 6 and 10% of all deaths, from NCDs, can be attributed to physical inactivity.

To ensure that the full benefits are achieved, public investment, a supportive environment and high quality programme delivery are required.

The Declaration of Berlin 2013 – UNESCO's World Sports Ministers Conference (MINEPS V)

"Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society."

What needs to be done?

- Ensure QPE is a core part of school curricula
- Encourage inclusive and innovative approaches to QPE
- Instigate cross-sectoral consultations
- Invest in teacher education and professional development
- Pledge support for school community-sport partnerships

How?

Take policy action: this document should be used to guide a thorough review of QPE policy and provision in your country. By committing to such a review you will be supporting the enhancement and development of QPE, and ensuring young people are receiving their right of access to a subject which is essential for rounded development.

“*The provision of physical education is in decline across all world regions. Rising levels of physical inactivity, along with the substantial associated disease risk, have been described as a pandemic by WHO.*”



GLOSSARY OF KEY TERMS

Accessible: The use of the term 'accessible' refers to the provision of facilities, equipment, curriculum, and pedagogy, which is available to the entire student population including persons with disabilities, girls, or those with specific cultural/religious requirements, and where appropriate is modified or adapted to meet specific needs. Located in a safe environment free from threat and danger, regularly serviced, fully functioning and fit for purpose.

Equitable quality education is at the heart of the post-2015 education agenda, and can be expressed in broad terms as: ensuring that all children, particularly marginalized and vulnerable groups, are prepared for school entry and leave school with measurable learning and the skills, knowledge and values to become responsible, active and productive members of society and the world.

(Source: UNESCO and UNICEF, 2013)

Extra-curricular refers to structured learning that takes place beyond the school curriculum i.e. in the extended curriculum and, sometimes, in partnership with community sport organizations. The context for the learning is physical activity and can include sport, and other forms of physical activity such as yoga and dance, as well as alternative forms of exercise. Extra-curricular activities have the potential to develop and broaden the foundation learning that takes place in physical education, and also forms a vital link with community sport and activity.

(Source: adapted from Association for Physical Education (afPE) Health Position Paper, 2008)

Good-quality education is defined as equipping people with the skills, knowledge and attitudes to: obtain decent work; live together as active citizens nationally and globally; understand and prepare for a world in which environmental degradation and climate change present a threat to sustainable living and livelihoods; and understand their rights.

(Source: UNESCO and UNICEF, 2013)

Inclusion is understood as a sense of belonging, which includes feeling respected, valued for who you are, feeling a level of supportive energy and commitment from others. There should be commitment to embrace difference and value the contributions of all participants, whatever their characteristics or backgrounds.

(Source: Miller and Katz, 2002)

Physical Activity (PA) is a broad term referring to all bodily movement that uses energy. In addition to physical education and sport, PA encompasses active play and routine, habitual activities such as walking and cycling, as well as housework and gardening.

(Source: adapted from Association for Physical Education (afPE) Health Position Paper, 2008)

Quality Physical Education (QPE) is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life.

(Source: adapted from Association for Physical Education (afPE) Health Position Paper, 2008)

Safe Spaces are understood as secure threat-free environments that are stimulating, supportive and inclusive.

(Source: UNICEF, Child Friendly Spaces, 2009)

Sport is understood as all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include play; recreation; organized, casual or competitive sport; and indigenous sports and games.

(Source: UN Inter-Agency Task Force on Sport for Development & Peace, 2003)

Values of Sport refers to the Sport Movement's core values, beliefs and principles centered on fair play, respect, honesty, friendship and excellence. It is the responsibility of sport organizations to uphold and protect these values.

(Source: Olympic Charter, 2013)



The UNESCO Charter of Physical Education and Sport (1978)

“Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.”

PART 1

INTRODUCTION

Since 1952, UNESCO has worked actively to promote the power and cross-cutting potential of physical education and sport. In this respect, the Organization has a clear mandate to facilitate access to physical education in formal and non-formal settings. This longstanding promotion of quality physical education (QPE) is enshrined in UNESCO's 1978 *International Charter of Physical Education and Sport*, which outlines the case for physical education as a fundamental right for all, and an essential element of lifelong education.

1.1 BACKGROUND

UNESCO's commitment to physical education has been affirmed in recent years with the identification of QPE policy development as one of three core priorities for the Organization's Intergovernmental Committee (CIGEPS) and through the endorsement of the International Position Statement on Physical Education of the International Council of Sport Science and Physical Education (ICSSPE).¹

The broad-based value of physical education and sport is also being increasingly recognized by governments and development actors. Notably, with the appointment of a UN Special Advisor on Sport for Development and Peace, in 2001; the 2005 UN International Year of Sport and Physical Education; and, more recently, with the proclamation of an International Day of Sport for Development and Peace (6 April), approved by the UN General Assembly in 2013.

Despite these positive developments, physical education policy implementation still remains inconsistent. Accordingly, in 2010, UNESCO's Intergovernmental Committee for Physical Education and Sport (CIGEPS) called for tools to reinforce government capacity in this area.²

Charged with a mapping of physical education provision globally, UNESCO, CIGEPS and the North Western Counties Physical Education Association (NWCPEA) undertook a review of existing practice, in the form of a worldwide survey.

Accepting that diversity in policy and practice exists between different countries and regions, due to the varied educational, political, geographic and socio-economic settings, the fundamental aim of this survey was to identify trends and major contemporary issues to inform universal principles of QPE which could be adopted and adapted for global benchmarking exercises, as well as local application.

“Despite positive developments, physical education policy implementation still remains inconsistent.”

1. <http://www.icsspe.org/content/international-position-statement-physical-education>

2. CIGEPS 2010 Plenary session Final Report: <http://unesdoc.unesco.org/images/0018/001898/189890e.pdf>

Qualitative and quantitative data were gathered from over 220 countries and autonomous regions, over two years, at both a ministerial and practitioner level. The data was analyzed and categorized into three interlinked sets of benchmarks delineating QPE provision:

- **Basic needs:** which outline the minimum conditions needed to provide basic QPE.
- **Quality Physical Education (QPE):** detailing the requirements needed to provide a balanced QPE programme.
- **Quality Physical Education Teacher Education (QPETE):** outlining the core training areas to better enable and empower physical education teachers.

A detailed breakdown of the benchmarks is included in [Annex 1](#), and can be used as a frame of reference for practitioners, head teachers, school administrators, and other relevant persons.

The results of this mapping exercise, as well as the outcomes of other indicative research, have informed the development of the present action-oriented QPE Guidelines for Policy-Makers.



1.2 RATIONALE: WHY IS QPE CRITICAL?

Education methodologies are shifting to prioritize a breadth and depth to learning, as identified by the Learning Metrics Taskforce's learning domains.³ QPE not only has a central place within this framework but should be considered a key aspect of any rounded approach.

As defined in the Post 2015 Development Agenda, global citizenship education recognizes the importance of critical, creative and innovative thinking, problem-solving and decision-making, alongside non-cognitive skills such as empathy, openness to experiences and other perspectives, interpersonal/communicative skills and aptitude for networking and interacting with people of different backgrounds and origins. QPE provides distinct opportunities for the acquisition of these skills, which define self-confident and socially responsible citizens.

A QPE curriculum promotes movement competence to structure thinking, express feelings, and enrich understanding. Through competition and cooperation, learners appreciate the role of rule structures, conventions, values, performance criteria and fair play, and celebrate each other's varying contributions, as well as appreciating the demands and benefits of teamwork.

Additionally, the learner understands how to recognize and manage risk, to fulfill assigned tasks, and to accept responsibility for their own behaviour. They learn how to cope with both success and failure, and how to evaluate performance against their own and other's previous achievements. It is through these learning experiences that QPE provides exposure to clear, consistent values and reinforces pro-social behaviour through participation and performance.

Emerging research also notes the connection between physically active youth and academic achievement.⁴ Academic performance is influenced by other factors, but, nevertheless, the evidence supports the presupposition that if young people achieve at least the recommended daily amount of physical activity there are potentially broad social and academic gains.

For many children, especially those from less advantaged backgrounds, physical education provides their only regular sessions of physical activity.⁵ This further emphasizes the need for children to receive their entitlement of quality physical education within school curricula.

3. The seven domains of learning necessary for students in the 21st century are: Physical well-being, social and emotional, culture and the arts, literacy and communication, learning approaches and cognition, numeracy and mathematics, and science and technology LMTF, 2013

4. Burton and VanHeest, 2007; Hillman et al., 2009; Hollar et al., 2010; IOM, 2013; Shepard and Trudeau, 2005

5. Association for Physical Education (afPE), 2008

The connection between health and physical activity is already well-known – physical inactivity is now the fourth leading risk factor for mortality.⁶ Although more profound in high-income countries, concerns regarding physical inactivity are global, and research shows that due to changes in the market economy, social patterns are shifting and the prevalence of physical inactivity is increasing among low- and middle-income countries.⁷

WHO, in its Global Recommendations on Physical Activity for Health, conclude that in order to realize both physical and mental health benefits, young persons aged 5-17 years should accumulate at least 60 minutes of medium to vigorous intensity physical activity daily.⁸

A Voluntary Global Target for a 10% relative reduction in the prevalence of insufficient physical activity, to be achieved by 2025, was established during the *66th session of the World Health Assembly*.⁹ A key feature in the corresponding policy options is an explicit focus on the improved provision of QPE in educational settings (from early years to secondary level), including opportunities for physical activity before, during and after the formal school day.¹⁰

“Impact-oriented physical education and sport policy must be developed by all concerned stakeholders, including national administrations for sport, education, youth, and health; inter-governmental and non-governmental organizations; sport federations and athletes; as well as the private sector and the media.”

6. WHO, 2010

7. Hallal et al., 2012

8. WHO, 2010

9. WHO, 2013

10. WHO, 2013b

1.3 SCOPE: HOW THE QPE GUIDELINES WILL ASSIST POLICY-MAKERS

Specifically designed to support UNESCO Member States in formulating and implementing inclusive QPE policy and programmes, these Guidelines have been designed with flexibility in mind.

Accordingly, the recommendations do not provide a 'one size fits all' solution. In fact, even the term quality may have different characteristics and meanings in different national settings. This means, QPE and QPETE will look different in different educational contexts. Bearing this in mind, these Guidelines frame characteristics of quality as benchmarks which are sufficiently flexible and adaptable to empower countries to apply them within their specific situations, conditions, and circumstances, according to their respective needs, while aspiring to higher standards of provision.

Based on a national needs analysis, policy-makers are invited to assess strengths and weaknesses within their own locality. Identified gaps in policy and provision can then be countered through a review of the relevant chapter(s) of this document. In this regard, simple checklists have been included at the end of each section to practically assist policy-makers. A policy matrix (*Part 4*) builds on these checklists by drawing together the challenges to be addressed, in a more global sense, and suggesting actions to develop inclusive QPE within a full policy cycle.



While recognizing that schools provide the most comprehensive system for children to learn the skills, confidence and understanding for lifelong participation in physical education, even in countries where education systems have been fractured by conflict, or which are challenged by economies or demographics, it is also understood that this is not always the case.

As such, the recommendations contained in these Guidelines can be applied to other contexts, for example, through partnerships with Non-Governmental Organizations (NGOs). This is highlighted through the spotlights (*see Part 2.3*) on out-of-school populations, and education in emergencies. In a global context marked by natural disasters, violent conflicts and displaced populations, a comprehensive education response to mitigate the impact on children and youth is required.¹¹

11. UNESCO and UNICEF, 2013



Commonwealth Secretariat, recommendations for the Post-2015 Education Development Framework

“An overarching inclusive strategy for education is required to combat all forms of disadvantage and discrimination, including socio-economic status, gender, geography, ethnicity, sexual identity and special needs. Ensuring adequate resources for achieving these ‘quality with equity’ objectives will require international collaboration to mobilise resources for low-income countries and disadvantaged communities within countries.”

PART 2

BUILDING AN INCLUSIVE QPE POLICY ENVIRONMENT

.....

The following section summarizes the key steps to develop an inclusive QPE policy environment that responds to 21st Century demands and the aspects essential to ensuring inclusive QPE provision, even where physical education and sport takes place beyond formal education settings.

.....

2.1 MOVING QPE POLICY FORWARD: KEY CONSIDERATIONS

As advocated by the participants of MINEPS V, and reflected in the Declaration of Berlin, the provision of QPE depends on the concerted efforts of all relevant stakeholders around a common vision. This vision must be encapsulated at the policy level.

Overcoming structural barriers to the access of good-quality education is vital for realizing education rights for all.¹² Inclusive education – differentiated to meet the full range of needs across geographic location, gender, economic or ethnic background, or disability status – is the primary mechanism to break the structural inequalities that impede sustainable development and prevent social cohesion.

Evidence shows that the lack of investment in basic child rights such as nutrition, health, and education, particularly of the most disenfranchised, can lock individuals and families into cycles of poverty for generations, and can be a barrier to future social and economic progress. Engagement in QPE can help break this cycle.

Accordingly, the formulation and development of impact-oriented QPE policy should be based on inclusive methodologies which secure, for all pupils, the entitlement to an essential subject area (*see Part 3.2* for further details).

QPE includes the learning of a variety of motor skills that are designed to enhance the physical, mental, social and emotional development of every child.¹³ On the one hand, participation in physical education should support the development of physical literacy¹⁴ and, on the other hand, contribute to global citizenship, through the promotion of life skills and values.

The outcome of QPE is a physically literate young person, who has the skills, confidence, and understanding to continue participation in physical activity throughout their life-course. As such, physical education should be recognized as the basis for an inclusive civic participation continuum over the full life-span.

 **Provision of QPE depends on the concerted efforts of all relevant stakeholders around a common vision.** 

12. UNESCO and UNICEF, 2013

13. National Association for Sport and Physical Education (NASPE) & American Heart Association (AHA), 2012

14. Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout life, and refers to the skills needed to obtain, understand and use the information to make good decisions for health (Whitehead, 2001)

Equally paramount to the development of QPE policy, and to partnerships that promote engagement in physical activity and sport beyond the school day, is the provision of safe, accessible¹⁵, well-maintained facilities in which young people can engage without fear of exploitation. This should be viewed as a fundamental principle upon which the provision of QPE, and related partnerships, is based.

As highlighted by the Sport for Development and Peace International Working Group,¹⁶ policies and procedures to protect girls and women and ensure they have safe spaces in which to train and compete, are critical.

Moreover, UNESCO and UNICEF¹⁷ advocate that environments conducive to learning are more than physical infrastructure and facilities; they should encompass enabling, institutional policies that promote and protect human rights. Accordingly, effective policy should be elaborated with the aim of preventing and, ultimately, precluding abuse, physical or psychological violence, homophobic bullying and gender-based violence.

The importance of child protection and safeguarding is not limited to one situation or setting; it is of the utmost importance and should be a key feature of all provision, both within and beyond school. Practitioners, including teachers, coaches, support staff, and other relevant personnel, should be trained to accord with child protection and safeguarding principles and, moreover, should have their knowledge refreshed regularly.

An essential feature of this is the screening of all staff who come into contact with young people (to include background checks and references). Staff working externally to the school must be appropriately qualified for working with children and share the same pedagogical principles as the teachers.

A rigorous reporting structure is equally vital, with mechanisms in place for dealing with and reporting incidences of abuse, and issues related to discrimination and bullying based on race, gender, sexual orientation, religion, and disability etc. To this end, codes of conduct for teachers and students are important tools for protecting and promoting rights.

15. The use of the term 'accessible' refers to the provision of facilities, equipment, curriculum, and pedagogy, which is available to the entire student population including persons with disabilities, girls, or those with specific cultural/religious requirements, and where appropriate is modified or adapted to meet specific needs. Located in a safe environment free from threat and danger, regularly serviced, fully functioning and fit for purpose

16. SDP IWG, 2008

17. UNESCO and UNICEF, 2013

Figure 1: Key steps towards achieving an inclusive QPE policy environment

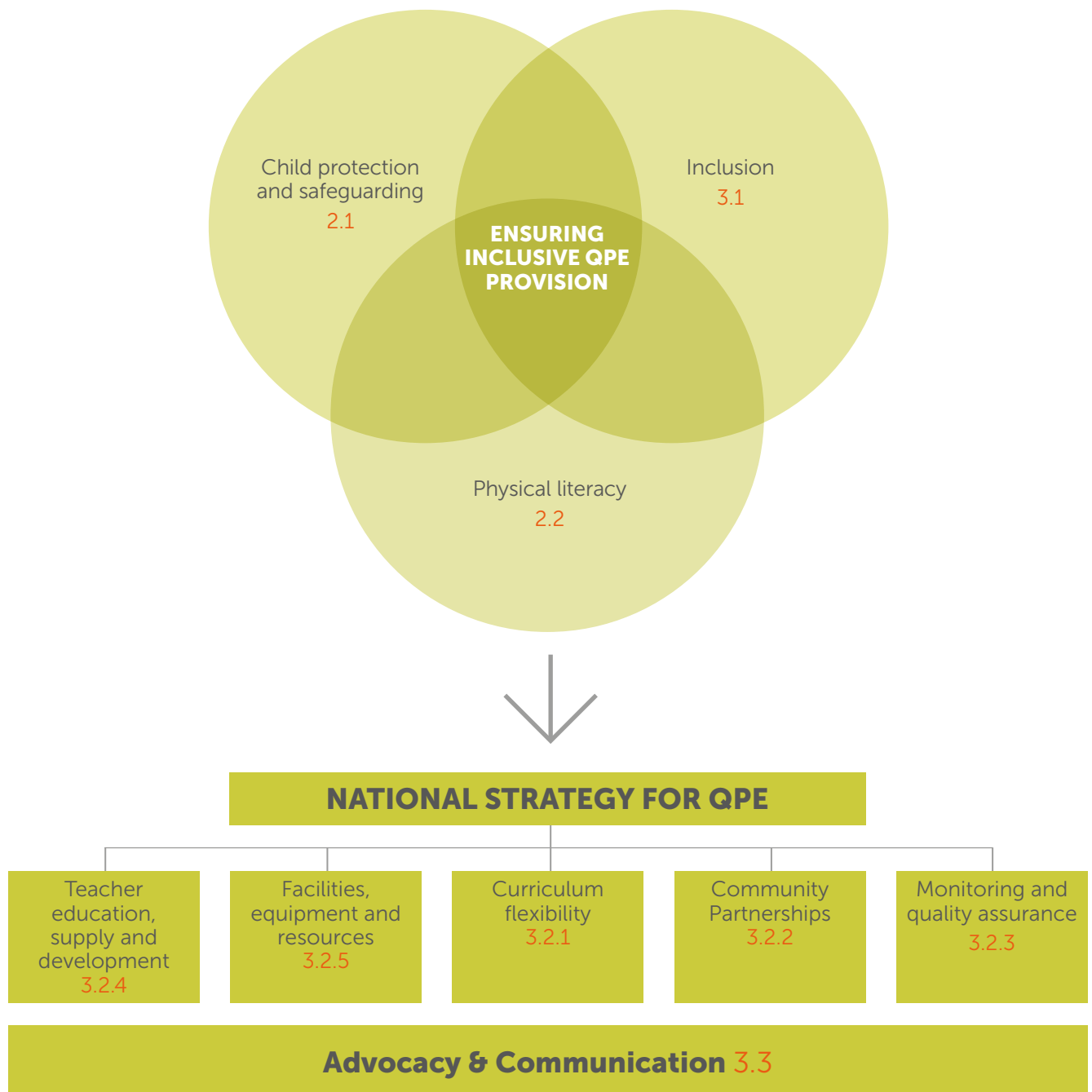
- 1 Carry out a national needs analysis on QPE provision, with a focus on inclusive practice;
- 2 Review funding models relating to QPE and QPETE, taking into consideration the evidence-based return on investment that can accrue both socially and economically;
- 3 Adapt legislative frameworks to support the provision of QPE in line with international conventions, declarations, recommendations, and good practice;
- 4 Undertake inter-sectoral consultations regarding planning for QPE provision across curricula;
- 5 Develop a national strategy for the provision of QPE, supported by tools and mechanisms to measure impact;
- 6 Mobilize opinion on the right of access to physical education for everyone;
- 7 Build consensus around the concepts of inclusive QPE, and a shared pedagogy for all those working with young people across physical education, physical activity and sport;
- 8 Support research programmes that contribute to the evidence base for QPE in terms of achieving social, educational, economic and health aims;
- 9 Reinforce local capacity to promote the development of and innovation within QPE provision;
- 10 Ensure physical education teacher education (PETE) underlines the important role of QPE in promoting individuals' rounded development, particularly in terms of inclusive practices, current societal changes related to health, and the importance of encouraging participation in a healthy, active lifestyle.

Having laid the foundation for an inclusive QPE policy environment, by undertaking the actions outlined in Figure 1, Member States are encouraged to develop their unique QPE vision, and according national strategy, based on individual priorities. In doing so, a number of interrelated areas should be addressed (see Figure 2).

These areas should be founded on clearly articulated principles that stimulate system-wide development and multi-sectoral approaches involving every level of society. Co-ordinated and inclusive opportunities for participation in physical education and sport should be provided for all students and should form the core of related policy, as well as any strategy for its provision. Each of the areas detailed in Figure 2 are elaborated in subsequent sections in the Guidelines.

A multi-stakeholder approach to the development and implementation of QPE policy should extend to collaboration with other appropriate stakeholders, such as nutrition and health services, in order to educate young people on the broader objectives of staying healthy and safe.

Equally, cooperation with municipalities and NGOs – as highlighted through the spotlights in [Part 2.3](#) – can leverage informal sports-education to build community ties, emphasize the importance of civic engagement, and sensitize young people to a whole host of other social issues related to human development, youth leadership, gender equality, and so forth. The involvement of parents and other family members may promote opportunities for learning from older people and the skills for inter- and multi-generational activities in this regard.

Figure 2: Core aspects of inclusive QPE provision¹⁸

18. The aspects in Figure 2 draw upon the results of the Worldwide Survey of Physical Education, and various academic literature. They have been verified by a group of international experts

2.2 HEALTHY, ABLE AND ACTIVE CITIZENS: THE IMPORTANCE OF PHYSICAL LITERACY

What does a physically literate person look like?

Physically literate individuals possess assurance and **self-confidence** in-tune with their movement capabilities. They demonstrate sound **coordination** and **control**, and can respond to the demands of a changing environment. They will relate well to others, demonstrating sensitivity in their verbal and non-verbal communication, and will have empathetic **relationships**. The physically literate individual will enjoy discovering new activities, and will welcome advice and guidance, confident in the knowledge that they will experience some success. The individual will appreciate the intrinsic value of physical education, as well as its contribution to **health** and **well-being**, and will be able to look ahead through the life course with the expectation that participation in physical activity will continue to be a part of life.

Source: Whitehead (2010).

Physical literacy is the foundation of physical education, it is not a programme but an outcome of any structured physical education provision, which is achieved more readily if learners encounter a range of age and stage appropriate opportunities.

QPE should enable children and young people to become physically literate, and provision should feature from the early years through the entire school journey to secondary school education. Fundamental movement skills are a vital aspect of physical literacy and, also, to the development of healthy, able, and active citizens.

Considering its importance to rounded human development, policy-makers should place emphasis on this, supporting physical literacy through early years' education programmes which encourage active play every day, such as running, jumping, climbing, dancing, and skipping. The promotion of physical literacy should then remain a key feature of any physical education curriculum throughout primary and secondary education.

CASE STUDY

PROMOTING
PHYSICAL LITERACY

Region: North America (Canada)

Project Name: Physical Education Canada – Passport for Life

Passport for Life is a formative assessment programme that supports the development and advancement of physical literacy among students and teachers. Intended to increase knowledge, awareness and understanding of physical literacy, Passport for Life helps teachers to deliver quality lessons to students by targeting the areas of need. The tool includes an initial assessment followed by an end of year assessment.



Impact

Significant improvements recorded across several areas of fitness

Improvement in movement competency noted in all children involved in the programme

Significant improvements in participation and interest were recorded in children, across a range of activities

Students developed certain life skills, and demonstrated knowledge and understanding of the need to engage in healthy, active lifestyles

Students reported higher feelings of confidence, importance, autonomy, and enjoyment along with less anxiety in physical activity

Further details: www.passportforlife.ca

* To be extended to ages 4-7 and 16-18 in 2015

2.3 SPOTLIGHTS

2.3.1 Out-of-school populations

Physical education and sport can play a vital role in reaching and educating children who are not part of the formal education system.

Currently more than 57 million children are denied the right to primary education, and a further 69 million young people (aged 12-15) are not in secondary education.¹⁹ In countries where the government has fallen short of providing 'traditional' education, NGOs have often become the main service provider in this domain.²⁰ Out-of-school populations tend to be young people categorized as 'hard-to-reach' or marginalized as a result of social/cultural prejudice and/or a lack of access, due to inadequate infrastructure and provision.

This can include street children; child labourers; child soldiers; refugees and internally displaced children in post-conflict areas; pastoralists; indigenous groups; ethnic, religious and language minority groups; persons with disabilities; and girls. These are the groups identified as being the most excluded from government provision²¹ and are, therefore, often targeted by NGO education providers.

“ 57 million children are denied the right to primary education. ”

19. Education for All Global Monitoring Report (EFA GMR) and the UNESCO Institute for Statistics (UIS), 2013

20. International Institute for Educational Planning (IIEP), 2009

21. Sayed and Soudien, 2003; UNESCO, 2004

CASE STUDY

LIFE SKILLS TO ENHANCE
LIFE CHANCES

Region: Asia (India)
Project Name: Magic Bus

Magic Bus uses sport as a tool to engage young people and teach them life skills in order to improve their individual and financial status, and prepare them for the world of work. Young people are supported to stay in, or return to, school through a programme which uses local mentors – as part of the train-the-trainer philosophy – and covers topics such as education, health, gender, leadership and livelihood.

Reach

220 000
ENROLLED IN
PROJECTS
2013

Age

7-18

Number of partners

250

Impact

70% of school drop-outs re-enroll in school and complete education after taking part in the Magic Bus programme

60% to 90% school attendance

85% of Magic Bus participants enroll in Connect (employability programme)

60% of Magic Bus children improve health, fitness and nutrition

85% do not have any addictions

44% of programme participants are girls

Further details: www.magicbus.org

Source: Designed to Move (ACSM, Nike and ICSSPE, 2012)

2.3.2 Physical education in emergency contexts

Education is not only a right but, in emergency situations through to recovery, quality education provides physical, psychosocial and cognitive protection that can sustain and save lives.

Education in emergencies ensures dignity and sustains life by offering safe spaces for learning, where children and youth who need other assistance can be identified and supported. Physical education and sport can play an important role in mitigating the psychosocial impact of conflict and disasters by giving a sense of routine, stability, structure and hope for the future. It can save lives by protecting against exploitation and harm, including forced early marriage, recruitment into armed forces and armed groups or organized crime.²²



22. Inter-agency Network for Education in Emergencies (INEE), 2009

CASE STUDY

ENHANCING (PHYSICAL) EDUCATION IN EMERGENCIES



Region: Asia (Iran)

Project Name: Sport and Play for Traumatized Children and Youth in Bam, Iran

Developed by the Swiss Academy for Development (SAD), this project was carried out in response to the earthquake in Bam, Iran in 2003. The earthquake disrupted lives, families and social bonds and led to emotional scars and psychological traumas. The project aimed to support the psychosocial rehabilitation process in the homeless camps. By means of sport and other game-based activities, children and youth were offered a pastime structure that could serve as a stable social background, help to channel emotions, frustration and aggression, improve mental and physical wellbeing and promote values such as teamwork and fair-play that are the basis for a peaceful environment.

Reach

300+

Age

6-18

Number of partners

3

Impact

Sport and play had a positive impact on the physical and mental wellbeing and development of participating children

.....
Significant changes in behaviour, self-confidence, and group dynamics were noted

.....
Social cohesion not only improved, but even transferred into daily lives

.....
Children involved in the project demonstrated increasing levels of respect, fair play, and tolerance when interacting with others and observing rules

.....
Family relationships stabilized as a result of involvement in the project

.....
A cultural and gender sensitive approach enabled the inclusion of a significant number of girls in the project

.....
Coaches were selected from the location in order to enhance capacity development and project sustainability

Further details:

www.sad.ch/en/projects/completed/105-traumatized-children-and-young-people-in-bam



World Bank Education Strategy, 2011

“Improved performance and measurable outcomes depend on a careful balance between three policy instruments that influence the behavior of local actors: (1) greater autonomy at the local level; (2) enforcing relationships of accountability; and (3) effective assessment systems. Increased autonomy at the local level empowers stakeholders through greater decision-making authority and more flexible financing. In turn, teachers and school administrators get involved as partners in efforts to improve the quality and relevance of local education.”

PART 3

QPE POLICY IN ACTION

.....

Following a national needs analysis, policy-makers are invited to use the following sections to inform policy development, according to the priorities identified. In doing so, it should be noted that each section, and related requirements/opportunities for strengthening provision, is interrelated and, thus, overlaps exist. When approaching policy development, policy-makers should be aware that action in one area will often have a direct impact upon other areas of policy and/or practice.

.....

3.1 ENSURING AN INCLUSIVE APPROACH

Inclusive methodologies should be at the centre of both QPE policy and practice. Government policy strategies and statements aimed at fostering inclusion, and raising general awareness of the values of physical education, should be elaborated and utilized to mainstream the principles and practice of inclusive methodologies within physical education to students, parents, and members of the wider community.

Equally, an inclusive approach to curriculum development should have in-built flexibility that enables adjustment to different needs, ensures that everyone benefits from a commonly agreed level of quality education, and that gives the teacher freedom to adapt their working methods to achieve maximum impact and relevance within their specific classroom context. In addition to this, a flexible approach to school organization and pupil assessment is required. Such flexibility allows for the development of a more inclusive pedagogy, shifting the focus from teacher-centred to child-centred, and embracing more diverse learning styles.

Accessible and flexible curricula, equipment and learning materials can serve as the key to creating inclusive schools. Furthermore, adequately trained professionals are vital to the implementation of inclusive curricula and it is important that teachers have a full and accurate understanding of the needs of all learners so that they can deploy a range of skills to promote achievement. Pupils with special educational needs or disabilities, girls, and learners from minority groups, who might be at risk of under-achievement due to various socio-economic factors, depend on teachers to manage their learning and provide support.

“ Accessible and flexible curricula, equipment and learning materials can serve as the key to creating inclusive schools. ”



3.1.1 Gender equality

Article 10 of The Convention on the Elimination of All Forms of Discrimination against Women (*CEDAW*) calls on States Parties to take all appropriate measures to eliminate discrimination against women, and to ensure equal opportunities for active participation in sport and physical education. Investment in quality education, particularly for girls, generates immediate, intergenerational payback across all dimensions of sustainable development.²³ This should extend to physical education lessons and school playgrounds, which should be adapted to all pupils, to stimulate participation.²⁴

Schools are the ideal way to reach large numbers of girls and equip them with the information, skills and confidence necessary for lifelong physical activity and enjoyment of sport.²⁵ Indeed, for girls who are able to attend school, physical education is of central importance.

Physical education is uniquely positioned to contribute to education in ways that ad hoc physical activity, and informal leisure participation cannot, due to its emphasis on developmentally appropriate and carefully sequenced physical activities. However, in many areas of the world it remains difficult if not impossible for girls to attend school and access the benefits of quality education.



Moreover, scholars have noted²⁶ that physical education programmes which ignore girls' views on relevance and enjoyment can act as a barrier to their participation. Specifically, the traditional, sport-based, multi-activity form of physical education, where lessons focus on sports techniques, and where the predominantly masculine values of over-competitiveness and aggression override values such as fair play and co-operation. It is argued that provision of this nature caters only for a minority of already sport-competent children, typically boys, resulting in confirmation of incompetence and failure for the majority.²⁷

Notwithstanding this, evidence suggests that girls who participate in physical activity and sport beyond the school gates have learned their skills from school physical education and, indeed, are more dependent than boys for doing so, further highlighting the need for quality provision.

Widespread, regular, beneficial and sustainable participation by girls in physical education is only possible when programmes are well designed, appropriate to specific groups, led by trained and competent teachers, and are well resourced.²⁸ In this regard, physical education teachers must be educated not to reinforce stereotypes that inhibit girls' physical development and, moreover, should understand the differences in how boys and girls approach and experience sport so that they can ensure a mix of activities and sports that are equally relevant and enjoyable.²⁹

23. UNICEF, 2013

24. European Commission, 2008

25. SDP IWG, 2008

26. Flintoff and Scraton, 2006

27. Kirk, 2012

28. Kirk, 2012

29. SDP IWG, 2008

CASE STUDY

EMPOWERING
GIRLS

Region: Africa (Kenya)

Project Name: Moving the Goal Posts (MTG)

In an area of Kenya home to some of the world's poorest and most disadvantaged girls, early and unwanted pregnancies, and vulnerability to HIV/AIDS, leads to low retention in school, trapping them in a cycle of poverty. MTG, Kilifi uses the power of sport to tackle these issues, developing essential life skills, such as, confidence, leadership, and self-esteem. The project challenges stereotypes, and supports girls to stay in, or return to, education, enabling them to access the many benefits of attending school, including participation in curriculum physical education.

Reach

3000+
SINCE 2001

Age

5-24

Number of partners

22

Impact

Increased leadership and decision making skills observed among girls involved in the project

Increased support for girls in education and economic opportunities – in 2012 904 girls were supported to either stay in, or go back to, school

At the end of 2012 97% of girls involved in the project reported that their family, friends, and members of the community think it is a good idea that girls are playing sport

The project is entirely run by girls, and in 2012 it trained 110 peer educators, 11 counsellors, 170 coaches, 130 referees, 127 first aiders, and 35 field leaders

Further details: www.mtgk.org

3.1.2 Disability

The Convention on the Rights of Persons with Disabilities (*CRPD*) obliges States Parties to ensure that children with disabilities have equal access to participation in play, recreation, and sport, including those in the school system.

Participation in sport and physical education can present a powerful opportunity to promote respect – it is inspirational to see a child surmount the physical and psychological barriers to participation. In one study, physically active children with disabilities were rated as more competent than their able-bodied counterparts.³⁰

Furthermore, access to sport and physical education is not only of direct benefit to children with disabilities but also helps to raise their standing in the community through their equal participation in activities valued by society. Indeed, education is the gateway to full civic participation. Many of the benefits of going to school accrue over the long-term, but some are almost immediately evident; for example, taking part in the full range of activities on offer at school presents an important opportunity for children with disabilities to correct misconceptions that prevent inclusion.³¹



Moreover, inclusion in the school system, and in physical education lessons, can have a major impact on the attitude of parents in terms of determining, facilitating and advocating for lifelong participation opportunities for their child.

Teachers are a key element in a child's learning environment, and teacher training has proved effective in fostering commitment to inclusion. However, in many cases, teachers lack appropriate preparation and support in teaching children with disabilities in regular schools.³²

Research indicates inconsistencies in the amount of time spent during PETE programmes in supporting pre-service teachers in the areas of inclusion; specifically, how to include and engage children with special educational needs in physical education. This topic is largely dealt with in a theoretical manner that is incongruent with competence development.

Theoretical approaches to inclusion in PETE do not develop an appropriate degree of self-efficacy in the trainee physical education teacher that is required to foster the competence necessary to transfer inclusion into in-service practice. Accordingly, a sustained review of training programmes should be undertaken in order to address the challenges inherent in implementing inclusive methodology, central to this is the concept of differentiation, and the provision of training on when and how to use adaptive, integrative practices.

Furthermore, in-service training should be given to existing teachers who need to develop their knowledge, competence, and skills in this area. This highlights a potential need for support services around inclusion to assist teachers who are still developing competence in this area. The establishment of teacher mentor networks could be of particular importance in this regard, in order to support new teachers in their inclusion efforts.

30. Barg et al., 2010

31. UNICEF, 2013

32. UNICEF, 2013

CASE STUDY

INSTITUTING
INCLUSION

Region: Europe (Ireland)

Project Name: European Inclusive Physical Education Training (EIPET)

The EIPET Programme, led by the Institute of Technology Tralee, Ireland, produced an Inclusion model, module and resource pack for use in Teacher Training Institutes to facilitate the training of inclusive physical education teachers. The programme equips teachers with the knowledge competence and skills to work with people with disabilities in inclusive school physical education settings. It achieved this through theoretical elements coupled with practical engagement with people with disabilities as part of the undergraduate training experience. The programme also incorporates an online version of the training programme, hard copy resources and guidance regarding incorporating the programme into undergraduate degree programmes.

The programme adopts a strengths based approach to inclusion.

Reach



Age



Number of partners



Impact

Physical education teachers develop self-efficacy in relation to their ability to include people with disability in their class

Physical education teachers become advocates for inclusion

Teacher Training Institutes recognized the importance of the practical sessions when learning to incorporate people with disabilities

Teacher Training Institutes recognized the need for a dedicated programme on inclusion alongside infusion across all subject areas

Children are included in physical education class with appropriate provisions pertaining to their functional ability

Special Needs Assistants/Care assistants wanted the programme modified for their needs to support children with disabilities in the physical education class

Allied professionals including physiotherapists and occupational therapists have requested modified versions of the programme to suit their needs and it is now available in In-service or CPD modes

Further details:

www.caraapacentre.ie/training-education/european-inclusive-physical-education-training-eipet/

* The programme has been utilized across Europe and beyond in many teacher training Institutions. It is currently available in English, Lithuanian, Czech, Spanish and Finnish

3.1.3 Minority groups

Marginalized populations often include indigenous peoples, members of minority ethno-cultural groups, asylum seekers and refugees, girls and women, persons with disabilities, homeless people, and out-of-school unemployed youth. Furthermore, all people living in extreme poverty suffer from exclusion.³³ It has long been recognized that physical education and sport can be used as a vehicle to promote the social inclusion of marginalized populations, and to contribute towards better understanding among communities, including in post-conflict regions.

Physical education and sport enable immigrants and the host society to interact in a positive way, thus furthering integration and inter-cultural dialogue.³⁴ Moreover, sport can play an important role in reducing social tensions and conflicts at the community and national level by addressing the sources of this exclusion and providing an alternative entry point into the social and economic life of communities. At the most fundamental level, well-designed activities that incorporate the core values of physical education and sport — self-discipline, respect, fair play, teamwork, and adherence to mutually agreed upon rules — help individuals to build the values and communication skills necessary to prevent and resolve conflict in their own lives.³⁵

Physical education can also provide an optimal opportunity to promote cultural heritage and celebrate traditional practices, and there is growing evidence that cultural continuity is critical to restoring the social, economic and spiritual health of indigenous communities.³⁶ Sport and games centered on traditional skills and culturally-based principles often play an important role in indigenous cultures, and can therefore contribute to this process.



“ Physical education and sport can be used as a vehicle to promote the social inclusion of marginalized populations. ”

33. SDP IWG, 2008

34. European Commission, 2011

35. SDP IWG, 2008

36. Canadian Heritage, 2005

CASE STUDY**CURRICULUM CELEBRATING CULTURAL HERITAGE**

Region: Oceania (New Zealand)
Project Name: Te Ao Kori Curriculum Model

Building on the foundations laid by the Te Reo Kori Model, which was initially developed to celebrate the bi-cultural uniqueness of New Zealand society, the Te Ao Kori curriculum model has been developed to reflect a broader depth to movement, and has a greater emphasis on Māori tikanga (cultural practices)

The Te Ao Kori model focuses on Māori knowledge of physical cultural practices and advocates for culturally responsive pedagogical practice (Culpan and Bruce, 2013). For example, tuakana/teina (reciprocal teaching) which is a constructivist approach to learning, encourages the teacher and the students to work together as a whanua (extended family) to develop Māori knowledge, skills and attitudes

Te Ao Kori can be defined as, 'a Māori celebration of life through movement and its many expressions' (Ministry of Education, 2005). Each learning experience incorporates traditional Maori games and activities

The curriculum model continues to be supported strongly by Physical Education New Zealand (PENZ) who, along with Maori education advisors, have taken a leadership role in its development within the Physical Education curriculum

Te Ao Kori has established a strong foothold in many school physical education programmes and makes a strong socio-cultural contribution to the development of bi-cultural movement related practices. Erueti & Hapeta (2011) report that there have been significant teaching and learning resources and professional development opportunities for physical educators

Further details: www.health.tki.org.nz/Key-collections/Exploring-te-ao-kori

Summary for ensuring an inclusive approach:

- Physical education should be **compulsory for both boys and girls, and young persons with disabilities** and equality of provision should exist in terms of amount, quality and content;
- **Curricula should be flexible and adaptable** to enable the inclusion of pupils with disabilities, girls, and pupils from minority groups;
- **A review of existing policy and practice** should take in to account concerns regarding inadequate provision of appropriate infrastructure, adapted facilities, equipment, and teaching and learning materials for pupils with disabilities;
- **Initiatives should be developed to support and encourage girls to engage** within physical education, addressing barriers such as: dress options; religio-cultural dispositions; parental discouragement; inadequate changing facilities; cost of kit; body image; and physical education/sport image.³⁷
- **Teachers and support assistants should be professionally qualified and capable of successfully integrating pupils with disabilities**, and where appropriate, supported by professional development within this area;
- The **development of teacher-mentor networks** could provide an optimum opportunity for developing teachers' skills, knowledge, and competence in the area of inclusion.



37. Please refer to the document: *Improving Participation of Muslim Girls in Physical Education and School Sport*

Identifying weaknesses:

| Checklist to eliminate barriers to inclusion | |
|---|--------------------------|
| 1. Is the curriculum inclusive? | <input type="checkbox"/> |
| 2. Does the curriculum allow for variation in working methods to suit the environment within which it is being delivered? | <input type="checkbox"/> |
| 3. Is the teaching of physical education inclusive of all children, protective, gender responsive and encouraging of the participation of the learners themselves? | <input type="checkbox"/> |
| 4. Does the curriculum embrace cultural identity? | <input type="checkbox"/> |
| 5. Do the facilities and equipment used for physical education support access to provision for all students, including young persons with disabilities and girls, and takes in to account both ability and cultural specificities? | <input type="checkbox"/> |
| 6. Is the learning approach differentiated to cater to the needs of all students with special needs, including those with differing physical abilities and impairments? | <input type="checkbox"/> |
| 7. Are teachers supported to promote and deliver inclusive practice both in PETE and through regular, relevant and appropriate continued professional development (CPD) and in-service training (INSET) programmes as serving teachers? | <input type="checkbox"/> |
| 8. Are there programmes in place to support the development of teacher-mentor networks to link trainee and serving teachers with experts from the field of inclusion, aimed at supporting and improving provision? | <input type="checkbox"/> |

Further notes

3.2 QPE VISION-BUILDING

3.2.1 Curriculum flexibility

QPE provides a wide range of learning contexts and environments which require resource and creativity from learners, as well as the ability to work both independently and collaboratively.

It is in this way that QPE can make unique contributions to learning in other subjects and develop transferable skills to support attainment beyond the curriculum. From developing an understanding of basic mathematical and scientific concepts, to encouraging responsibility for the environment, and promoting social, historical, and cultural understanding, QPE has a significant role to play in cross-curricular learning.³⁸

To make physical education curricula meaningful for 21st century children and youth, innovative learning theories and new perceptions of the subject need to be considered, evaluated and implemented (European Commission, 2008). Much contemporary data indicates a perceived deterioration in the attitudes of students towards physical education due to the domination of competitive sports and performance-based activities.

Given the wide range of educational and other outcomes often claimed for physical education, it is argued that traditional programmes take a “one size fits all” approach and, in doing so, fail to achieve any of these outcomes.³⁹

A more balanced approach to physical education enables all learners, whatever their particular gifts or abilities, to develop their potential and enhance their physical competence, dramatically expanding the skills that each participant gains. Access to a well-balanced curriculum enables development across social, cooperative and problem-solving competencies. It also facilitates hands-on experience in making self-assessments, planning personal programmes, setting goals, self-monitoring and decision-making.⁴⁰

In order to maximize the contribution of physical education to the development of positive lifelong habits, curricula should be flexible, and open to adaptation, so teachers are empowered to tailor provision to suit the diverse needs of the young people they are working with. This should be done through consultations with young people to ensure their interests and needs are reflected, and to strengthen broader civic engagement through physical activity.

Concrete, progressive, and developmentally appropriate expectations for learning and attainment should be explicitly included in national benchmarks to ensure pupils are at the centre of the learning process. Both summative and formative assessment should be employed to inform and enhance delivery, and reporting should follow the same schedule as other subjects – communication with parents should be central to this.

³⁸. Jones, 2006

³⁹. Metzler, 2005

⁴⁰. Le Masurier and Corbin, 2006

CASE STUDY

WHAT STUDENTS WANT



Region: North America (USA)

Project Name: Miami Dade

Miami-Dade County Public Schools have transformed the focus of physical education from traditional sports to other activities that children and adolescents enjoy, setting a high standard for others to follow. Students have become the centre of programme design and activity choices. The curriculum focuses on games they want to keep playing and couples this with technology that will get them moving.

Reach

300 000+
2011-2012
SCHOOL YEAR

Age

5-18

Number of partners

20

Impact

Physical Health

61% of students passed 5/6 measures on the FITNESSGRAM

Individual

Young people enjoyed physical activity more, and felt better about themselves

Social

Young people became more inclusive and worked together more

Family habits

Positive changes in nutrition and attitudes toward activity were observed to have been transferred to the home environment

Further details: <http://pe.dadeschools.net>

Source: Designed to Move (ACSM, Nike and ICSSPE, 2012)

3.2.2 Community partnerships

When considering the role of physical education in promoting engagement in healthy, active lifestyles through the life course, the development of partnerships – between schools and community-based sports organizations and clubs – is essential to accommodate broader life-long educational outcomes, including health and well-being, as well as personal and social development.

The principle of partnerships embracing multi-sectoral policies is an essential feature of the *World Health Organization's Global strategy on diet, physical activity and health* policy framework,⁴¹ as well as the European Parliament's Resolution on the Role of Sport in Education.⁴²

With limited curriculum time allocation, physical education alone cannot satisfy the physical activity needs of young people or address activity shortfalls, let alone achieve other significant outcomes. However, physical education forms a foundation for positive patterns of behaviour and is the best way to access and systematically engage children and youth in a rounded and healthy lifestyle.

Education institutions can be supported in this goal through the development of strategic partnerships with the wider community. Extra-curricular programmes can act as an additional source of learning and links with community-based sports organizations can increase young people's physical activity opportunities.

Version 1.2 of the International Sport Coaching Framework, launched by The International Council for Coaching Excellence (ICEE), the Association of Summer Olympic International Federations (ASOIF) and Leeds Metropolitan University (LMU) in September 2013, is an invaluable tool in this regard.

Marking a watershed in the history of coaching, globally, it provides an internationally recognized reference point for the development of coaches. This document is designed to be user-friendly, including definitions, guidelines, and recommendations on the primary functions of a coach; qualifications, knowledge and core competences needed for coaching effectively; and methods by which coaches are educated, developed and certified. In doing so it aims to be responsive to the needs of different sports, countries, organizations and institutions and provides benchmarks for the recognition and certification of coaches.⁴³

Research has confirmed that pupils are more likely to be physically active in schools with well-established school-community partnerships. This includes partnering with community-based recreation clubs and organizations, and providing staff with ongoing support and training about the establishment of effective school initiatives.⁴⁴ In this regard, there should be a clear consensus and shared understanding between policy-makers and practitioners regarding the purpose and priorities of physical education, in terms of meeting wider societal and educational development objectives.

“Pupils are more likely to be physically active in schools with well-established school-community partnerships.”

41. WHO, 2004

42. European Parliament resolution of 13 November 2007 on the role of sport in education (2007/2086(INI))

43. ICEE, 2013

44. Leatherdale et al., 2010

CASE STUDY

PROMOTING PARTICIPATION ACROSS ALL AGES, ACROSS BORDERS



Region: Latin America and The Caribbean (Venezuela and Cuba)
Project Name: Sport Inside the Suburb 'Barrio Adentro Deportivo'

Barrio Adentro Deportivo is a social programme implemented by the central government of Venezuela, and supported by expert practitioners from Cuba. As well as supporting the development of physical education in schools, the project promotes community participation through physical activity and sport in order to elevate the quality of life and health of all Venezuelans. The project exemplifies cross-sectoral working, and has seen a shift in attitudes toward physical activity across the age range. Currently present in 324 Municipalities in Venezuela, activities are delivered by more than 6200 people from a range of professions (physical education teachers, physical activity instructors, physicians, nurses, and physiotherapists), and include physical education, gym for fitness, dance, sport, recreation and physical activity within the community, and community mass sport.

Reach



Age



Number of partners



Impact

73% of children developed better physical capabilities, including fundamental movement skills

More than 3.2 million children and teenagers participate in physical activities both within and beyond school

28 000 sport instructors have been trained to work as volunteers in their community

86% of beneficiaries improved their general health

86% of beneficiaries gained self-confidence

88% of women improved their physical health, social independence and self-confidence

10 782 people with disability received rehabilitation treatments

Further details: www.ecured.cu/index.php/Barrio_Adentro_Deportivo

* Plus each of the Municipalities involved

3.2.3 Monitoring and quality assurance

Policy implementation, and the delivery of QPE, should be supported by clear systems for monitoring and quality assurance, accompanied by support systems that assist teachers and schools in developing strengths and addressing weaknesses.

Regular monitoring by appropriate agencies should facilitate impartial reporting to relevant authorities on all aspects of provision. Monitoring should address strengths and weaknesses; provide examples of good practice and recommendations for improvement plans where necessary; and involve qualified and experienced support personnel in advisory, supervisory and inspection roles.

Quality assurance can be enhanced through the establishment and/or involvement of an autonomous coordinating body that promotes and fosters good practice in provision and delivery. A key element of the monitoring and quality assurance process is adherence to the benchmarks of QPE and QPETE which are captured in this document.

CASE STUDY

ANNUAL INSPECTION



Region: Europe (England and Wales)

Project Name: Ofsted subject inspections: Physical Education

Inspectors visit 150 schools each year to inform Ofsted's subject surveys

Physical education inspections carried out at 237 separate schools between 2008-2012 reported on: pupils' achievement; the quality of teaching and the curriculum; and the leadership and management of physical education

Inspections also identify the common weaknesses seen in physical education, along with what the most effective schools have done to overcome these weaknesses so that physical education is good or outstanding

A key feature of the reporting process is a set of recommendations, targeting a range of stakeholders (including school leaders, subject leaders, teachers, teaching assistants, sports coaches, and the Department for Education) focused on ensuring quality of physical education provision

The latest Ofsted report: *Beyond 2012 – Outstanding physical education for all* was published in February 2013

Further details:

www.gov.uk/government/news/not-enough-physical-in-physical-education

Summary for strengthening policy and practice:

- **National strategies for physical education** should be present at both primary/ elementary and secondary level; and **should address the significant gaps between policy rhetoric and actual implementation** to ensure legislation on physical education provision is being applied consistently;
- National strategies for physical education should **recommend curriculum time allocation**; and those responsible for QPE provision must be held accountable for ensuring recommended physical education curriculum time allocation is implemented;
- National Strategies should **ensure** that head teachers, parents, and other related **stakeholders are aware of the benefits of physical education**, and curriculum requirements should demand sufficient curriculum time for delivery in order to achieve these aims;
- National strategies, and according budget, should **promote school-community co-ordination and linked pathways** to participation in physical activity, and address current communication problems between different agencies;
- The **relevance and quality of the physical education curriculum should be reviewed**, especially where there is a sustained pre-disposition towards sports competition and performance-related activities. Developed in consultation with young people, provision should be personally meaningful, socially relevant, and accord with out-of-school lifestyles;
- **Systems and mechanisms for monitoring and quality assurance should be developed** to promote good practice and accountability within QPE policy-making and implementation.



Identifying weaknesses:

Checklist to improve policy and practice

1. Is there a clear national strategy for physical education at: Early years level? Primary/elementary level? Secondary level?
2. Does the national strategy ensure physical education is a core part of school curricula that secures the right of physical education for all pupils, and which is based on equality and inclusion?
3. Is there a clear understanding and acceptance of the distinctions and relationships between physical activity, physical education, and sport? Is this understanding supported by guidelines that ensure the minimum curriculum time is dedicated solely to physical education lesson time?
4. Is there opportunity for cross-sectoral, multi-stakeholder engagement at policy and practice level, including existence of an integrated policy for physical education, physical activity and sport for children and young people?
5. Is there a clear consensus and shared understanding among policy-makers and practitioners regarding the priorities for physical education in terms of meeting wider societal and educational objectives?
6. Is the national strategy for physical education closely related to the school health strategy, incorporating safe school environments, nutrition, and health services?
7. Is there opportunity for local interpretation of policy/curriculum which empowers teachers to tailor provision to meet the needs of the young people they are working with?
8. Does the content of the curriculum reflect to the needs, interests, and future of the students?
9. Are there clear, adequately funded, structures and pathways in place to support partnerships between schools and wider community sports organizations?
10. Are there procedures in place for monitoring and quality assurance of QPE provision?
11. Is feedback gathered and integrated for regular revision of the curriculum to take new visions and circumstances into consideration?
12. Are the benchmarks of QPE and QPETE used as a basis for regular, effective assessment of provision?

Further notes

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3.2.4 Teacher education, supply and development

As the provision of QPE depends on well-qualified educators, responsible authorities should undertake punctual reviews of systems of QPETE as a policy priority.

Reviews should be undertaken with due regard to improvements in both the initial and continuing education of physical education teachers. Particular focus must be placed on those responsible for physical education in primary/elementary schools.

High-quality pre- and in-service training for teachers, based on respect for human rights and the principles of inclusive education, is an essential element for supporting teacher effectiveness.⁴⁵

Both specialist and generalist teachers should be trained to deliver QPE in accordance with national/autonomous-region qualification standards. Training should be facilitated by QPETE institutions. Only through systematic, progressive learning; providing appropriate movement competences and nurturing achievement and motivation; delivered by skilled teachers within curriculum time, will learners be able to access the full range of extra-curricular opportunities.

The establishment of a set of criteria would provide a baseline of expectations for teachers with responsibility for the delivery of physical education programmes.

QPETE programmes should emphasize the role of QPE in promoting the Values associated with participation in physical education and sport, such as respect, fair play and tolerance. Furthermore, teacher training, for both generalist and specialist teachers, should include appropriate preparation to deliver QPE programmes which contribute to health objectives.

This should extend to addressing the role of the physical education teacher in facilitating participation in wider community multi-sector provision, as outlined in the European Physical

Education Association (EUPEA) Declaration of Madrid.⁴⁶ Physical education teachers should emerge from their training with a strong theoretical basis, rooted in positive, strength-based approaches, regarding the relationship between health and lifestyle.

This should be accompanied by a skill-set enabling them to work with a range of individuals, along with the competence to develop and implement policies and strategies with wellbeing at the core. These professionals should have the capacity to influence policy, provision and practice in the education, sport, health and community sectors, and they will be advocates for a strength-based approach to human capacity development.

The ongoing continuing professional development (CPD) of teaching personnel through compulsory, structured, regular CPD or In-Service Training (INSET) programmes should be a policy priority and constitute a core part of any public QPE strategy.

Government, or a well-established coordinating body, should take responsibility for the coordination and provision of a CPD framework which aims to raise and protect professional standards. The responsible agency should play a significant role in providing leadership for QPE and its practitioners; particularly in the improvement and safeguarding of standards, and in the development of accreditation systems to ensure appropriate preparation, experience and qualification as well as safe and ethical delivery.

CPD opportunities should involve internal and external experts, and should deepen and extend teacher knowledge and skills. Moreover, international collaboration between physical education professionals is essential to the development of QPE and should be promoted through exchange programmes for physical education professionals.⁴⁷

45. UNESCO and UNICEF, 2013

46. EUPEA, 2011

47. EUPEA, 2011

CASE STUDY

INTERNATIONAL
TEACHER EXCHANGE

Region: Asia Pacific (South Korea, the Philippines, Mongolia and Indonesia)

Project Name: 2013 Teacher Exchange Programme

The teacher exchange programme was implemented to address the increasing demand for multicultural understanding and for Korean language education in the countries of the Asia-Pacific region. With this in mind, the project was launched by the Korean Ministry of Education (MOE) with the following objectives: To enhance the capacity of teachers in global education and promote cross-cultural understanding; develop innovative teaching methods to enhance diverse educational aspects of the participating countries by exchanging expert knowledge and know-how; build a platform of networks among schools and teachers for future exchange of knowledge. Teachers from a range of subjects were involved, including physical education.

Reach**Age****Number of partners****Impact**

Enhanced both the knowledge and capacity of participating teachers in global education and cross-cultural communication through hands-on experiences

Strengthened the teachers' inter-cultural communication skills and teaching abilities

Promoted mutual understanding between countries

Developed a platform for exchange among teachers

Enriched education of the participating countries by improving the capacity of the participating teachers

A range of curriculum, teaching and learning materials were developed to support teachers in delivering education for inter-cultural understanding (EIU)

Further details: www.apceiu.org/en

The regular monitoring and evaluation of QPETE programmes, in adherence to the QPETE benchmarks,⁴⁸ should be an integral part of this process. These benchmarks should take into account a number of issues including QPE in school contexts, which has consequences for PETE programmes of study, their learning outcomes, and job competences. The formulation of any QPETE curriculum model should be dynamic and flexible, reflecting socio-cultural and economic settings which may impact on, and alter, occupational identity and associated functions and activities within the context of globally diverse accreditation practices.

CASE STUDY

A HOLISTIC APPROACH



Region: Europe (Scotland)

Project Name: Curriculum for Excellence – provision of QPE

The new Curriculum for Excellence places emphasis on health and wellbeing by providing a range of opportunities for young people to participate in physical activity www.educationscotland.gov.uk

As part of the 2014 Commonwealth Games legacy plans, a commitment has been made to ensure that every child in Scotland will benefit from 2 hours of physical education per week in primary school, and 2 lessons per week in secondary school www.legacy2014.co.uk/what-is-legacy/legacy-programmes/active

To support the legacy plans, the 'Better Movers and Thinkers' initiative will be adopted by every local authority in Scotland. The physical literacy approach, which links recognition and problem solving skills, will enable pupils to learn how to move, and how to control movement, before learning specific sports skills

A pledge to support the training and development of teachers has also been made as part of the Commonwealth legacy. In this regard, a CPD resource has been developed to support primary school teachers in delivering physical education lessons www.educationscotland.gov.uk/Images/pe_dvd_booklet_tcm4-651368.pdf

Glasgow University, in conjunction with Glasgow city council, has launched an in-service primary physical education programme to enhance professional competence in the area of physical education for 3-14 year olds www.gla.ac.uk/postgraduate/taught/primaryphysicaleducationinserviceprogramme

48. Please refer to [Annex 1](#)

Summary for strengthening teacher capacity and development :

- A review of current Physical Education Teacher Education (PETE) programmes should be carried out to identify discrepancies in quantity and quality of provision in line with the core principles for QPETE;
- PETE **programmes should be adapted to reflect the facilitation and intermediary roles of teachers** responsible for physical education, **with regards to building community-sports partnerships** designed to stimulate young people to participate in physical activity during their leisure time and beyond school life;
- An **increased number of qualified teachers** is vital to address the current shortfall of physical education specialists, particularly in primary/elementary schools;
- CPD should be a key priority of any national QPE strategy.

Identifying weaknesses:

Checklist to improve teacher education, supply and development

- | | |
|--|--------------------------|
| 1. Are criteria in place outlining the key roles and responsibilities of the teacher, along with the professional attributes, knowledge, skills, and understanding required to carry out the job effectively? | <input type="checkbox"/> |
| 2. Have the benchmarks for QPETE been adopted by the government and by Higher Education Institutions to support regular, effective monitoring and evaluation of provision? | <input type="checkbox"/> |
| 3. Do PETE programmes address the role of the teacher in facilitating engagement with sport and physical activity beyond the school day? Do PETE programmes sensitize teachers to the importance of establishing community pathways through local level partnerships? | <input type="checkbox"/> |
| 4. Are there enough specialist teachers deployed at all levels of schooling throughout the country: Early years level? Primary level? Secondary level? | <input type="checkbox"/> |
| 5. Are there sufficient training and qualification opportunities offered in line with internationally recognized accreditation? | <input type="checkbox"/> |
| 6. Where physical education is delivered by generalist teachers are they adequately prepared to teach QPE? | <input type="checkbox"/> |
| 7. Are frameworks established for continued professional development (CPD) and in-service training (INSET) programme provision which supports teachers to engage with their own professional development throughout their career, in order to ensure their knowledge, skills and understanding are constantly refreshed and up to date according to the situation within which they are working? This should include support from head teachers for those engaging in CPD for QPE. | <input type="checkbox"/> |
| 8. Are there programmes in place to support the development of teacher-mentor networks to link trainee and serving teachers with experts from the field of inclusion, aimed at supporting and improving provision? | <input type="checkbox"/> |

Further notes

3.2.5 Facilities, equipment and resources

The provision of QPE requires material resources, and appropriate technical support, to ensure access to physical education for all pupils, including those with disabilities, and those with specific religious requirements.

The learning environment is fundamental to good-quality education, and should include safe, healthy, and protective physical and social environments for students and teachers to learn and work in.⁴⁹

Financial commitment to the resourcing of an accountable (not necessarily examinable) physical education curriculum, should provide suitable, accessible, indoor and outdoor activity areas, facilities and amenities; equipment (including storage space); and teaching/learning materials including guideline texts and manuals where necessary, in both urban and rural settings.

Where circumstances allow, the scope of technology should be more fully exploited. In this regard, physical education is an almost unique educational experience where learners receive objective feedback as they engage in activities.

In order to secure the place of physical education within the school curriculum, provision should not be marginalized in favour of other subjects and/or events which require resourcing. Where this is unavoidable efforts must be made to provide physical education using alternative, appropriate facilities. In this regard, partnerships with community-sports organizations should extend to use of community facilities to reduce costs and encourage young people to engage in extra-curricular sport and physical activity, beyond the school day. This can be a two-way process, ensuring that the school facilities are also made available to the community at evenings and weekends.



49. UNESCO and UNICEF, 2013

CASE STUDY

EQUIPMENT TO ENHANCE
EARLY YEARS' ENGAGEMENT

Region: Latin America and the Caribbean
(Mexico, Guatemala, Nicaragua, Costa Rica, Panama, Colombia)

Project Name: Let's Play 'Apuntate a Jugar'

Apuntate a Jugar focuses on the development of fundamental movement skills among children in their first years of basic education. The project is a public-private partnership to develop academic and recreational activities that encourage the physical wellbeing of children and teachers. The Coca Cola Foundation provides equipment to implement the project, which encourages teachers and students to develop a variety of learning activities for physical and emotional development. A key element of the project involves teacher-training. Many education institutions across the region have embedded the programme within the curriculum.

Reach**Age****Number of partners****Impact**

Improvements in quality of physical education lessons



Increase in physical activity levels



Reduction in overweight/obesity rates



Reduction in violent and aggressive behaviour



Improvement in cognitive/academic areas of learning

Further details:

www.femsa.com/es/sostenibilidad/nuestros-programas/nuestra-comunidad/apuntate-a-jugar.htm

Summary for strengthening provision:

- Policy-makers should address a current lack of adequate infrastructure, and insufficient physical resources and amenities as a priority, this could include **more efficient use of community resources and the promotion of partnerships with community-sports organizations;**
- QPE provision should be supported by adequate, **appropriate pedagogical materials;**
- An appropriate level of **quality technical support** should be in place to support the provision of QPE, and ensure facilities, equipment, and resources are well maintained;
- Facilities imperative to the provision of QPE should be used for physical education as a priority, and not be given up for other purposes (e.g. exams, school productions, school health visits etc.);
- In areas that suffer from extreme weather conditions, adequate facilities should be provided in order to lessen the cancellation of physical education lessons.



Identifying weaknesses:

Checklist to improve facility, equipment and resource issues

1. Does the budget provided enable schools to provide appropriate, adequate and accessible equipment and facilities, including that which promotes the inclusion of pupils with disabilities, girls, and those from minority groups?
2. Are the learning environments provided safe and healthy?
3. Are schools provided with the resources to maintain existing facilities, equipment and teaching materials?
4. Is access to the facilities, equipment and resources required for delivering QPE given to those responsible for delivery as a first priority?

Further notes

3.3 ADVOCATING ACTION

Governmental agencies or local boards that have specific responsibility for physical education should act to create and enhance a sustainable future for physical education.

Action should comprise a range of initiatives aimed at engaging all decision-makers, head-teachers, teachers of other subjects, and parents, as to the educational importance of QPE, and of its intrinsic and extrinsic values. This should be supported by comprehensive communication strategies which aim to raise awareness of these values.

Research-based messages should be widely disseminated, via national and local media initiatives, in a 'language' which has meaning to diverse groups of populations. Professional and academic journals, and other media channels (radio, television and newspapers), have an important role in fostering public relations' exercises in all community settings and promoting involvement of community-based organizations to embrace partnerships with vested interest groups.

Moreover, the development and support of a national/regional subject association for physical education, for the purposes of both advocacy and professional development, could play a significant role here.

CASE STUDY

HIGHLIGHTING SOCIAL
AND ACADEMIC IMPACT

Region: Asia (China)

Project Name: Let Me Play

Let Me Play builds capacity in China's school system to exploit fun sports experiences within a structured school environment. Designed to address concerns from parents that time spent in sports is time spent away from studies, social and academic impact is measured and reported. Physical education teachers are provided with a curriculum and 40 hours training on how to use sports and play to develop important life skills, such as confidence, cooperation and creativity. The programme is integrated into classes and daily free play, and inter-school sports competitions for students are also organized.

Reach

200 000
PER YEAR

Age

11-13

Number of partners

21

Impact

91% of students report improved concentration and behaviour during class

85% of students report improvements in their relations with peers

85% of students report gains in self-worth, self-esteem and confidence

89% of students said that sports are now part of their life

On average, physical activity increased 1.3 hours per young person per day

Further details: <http://en.cctf.org.cn/html/2012-12/259.html>

Robust research projects should form the basis for this advocacy, and serving teachers should be encouraged to engage in research networks at a local, national, and international level. The establishment of such networks should contribute to the generation and sharing of knowledge and good practice in terms of: pedagogy; quality teaching and learning; inclusion and meeting individual learner needs; and overcoming challenges. Further research and practice-based reflection is also required to better evidence the optimal role of physical education in promoting Values and Global Citizenship education; the effectiveness of school-community sport partnerships; and the capacity of physical education to contribute to physical, mental, and social wellbeing. The need for investment should be noted in this regard, as should the key role of universities, particularly in the dissemination of cutting edge research.

Summary for strengthening advocacy:

- **Governments** should be **responsible for ensuring physical education is accorded the same status as other subjects**, in order to promote its importance to head teachers, teachers of other subjects, parents, and the wider community, and to alleviate the current disconnect between government and practitioner priorities;
- Such efforts should also take in to account motivation levels among some teachers as a result of being afforded a lower status than that of other teachers;
- Policy-makers should be aware of, and take action to combat, societal prejudices towards disability, which can lead to reduced participation in physical education classes.



Identifying weaknesses:**Checklist to improve advocacy**

- | | |
|---|--------------------------|
| 1. Is there advocacy to accord physical education the same level of attention given to other public policies and practices that affect the population at large? | <input type="checkbox"/> |
| 2. Does the time dedicated to physical education reflect that which is afforded to other core and foundation subjects? | <input type="checkbox"/> |
| 3. Are communication strategies in place to raise awareness of the values of physical education, at both a local and national level, using language that has meaning to a diverse group of populations? | <input type="checkbox"/> |
| 4. Are there clear strategies in place for communication – targeting parents, teachers and the wider community – which promote inclusion within physical education, particularly for school-aged girls and persons with disabilities, and those from minority groups? | <input type="checkbox"/> |
| 5. Is there a national/regional subject association for physical education in existence, which supports with the advocacy and professional development process? | <input type="checkbox"/> |
| 6. Do research networks exist at local, national, and/or international levels that can play a role in informing advocacy? | <input type="checkbox"/> |
| 7. Are serving teachers encouraged to be critically reflective and engage in research and knowledge sharing through involvement in research networks and partnerships? | <input type="checkbox"/> |

Further notes



The Declaration of Berlin 2013

“Impact-oriented physical education and sport policy must be developed by all concerned stakeholders, including national administrations for sport, education, youth, and health; inter-governmental and non-governmental organizations; sport federations and athletes; as well as the private sector and the media.”

PART 4

PUTTING PRINCIPLES INTO PRACTICE

.....

The following section presents the key concerns to be addressed in order to appropriately position QPE within the overall policy cycle. The suggested actions are many, and, as such, it will not be possible to focus on all of them at once. Instead, it is recommended that, based on a national needs analysis, core priorities are identified and the corresponding actions are undertaken. Selection should be based on the actual needs of the country, its infrastructure, and what is estimated as the most strategic activity within the closest period of planning.

.....

Inclusive QPE Policy Matrix: core concerns and corresponding actions

A comprehensive national strategy for QPE should be in place ([See 3.2](#))

| Policy questions | Identified gaps | Suggested actions |
|---|--|---|
| 1. Is there a comprehensive national strategy in place for physical education at all levels of schooling that ensures physical education is a core part of school curricula? | Policy does not state that physical education is a compulsory part of school curricular at early years, primary, and secondary levels of schooling | Develop a clear policy framework for education in which physical education is brought in line with other core subjects such as literacy, mathematics, and science |
| 2. Is it based on principles of equality and inclusion? | Policy does not make mandatory the provision of physical education for all pupils, including persons with disabilities, girls, and those from minority groups | Develop legislation that ensures physical education is a compulsory part of curricula at all levels of schooling, and that ensures access for <i>all</i> pupils, including persons with disabilities, girls, and those from minority groups |
| 3. Do policies promote inclusion, and encourage a view of inclusive education as a natural way of working for every teacher? | Policies do not promote inclusion as the foundation of quality education, and inclusive education is not viewed as the 'norm' by teachers | Promote inclusion as the basis for quality education provision, and a natural way of working for every teacher |
| 4. Is there opportunity for cross sectoral, multi-stakeholder engagement at both a policy and practice level? | There is no cross sector collaboration at either the policy or practitioner level | Promote cross-sectoral, multi-stakeholder collaboration in order to develop integrated policy for physical education, physical activity, and sport for children and young people, and ensure dialogue between stakeholders |
| 5. Is there a clear consensus and shared understanding among policy-makers and practitioners regarding the priorities for physical education? | <p>Policy does not make clear the distinctions between physical education, physical activity and sport</p> <p>Policy-makers and practitioners have conflicting ideas regarding the priorities for physical education, resulting in policy not being translated into practice</p> | <p>Ensure the policy, and related strategies, makes clear the difference between physical education, sport and physical activity, and is largely focused on school-based physical education, with particular emphasis on the educational dimension</p> <p>Facilitate dialogue between policy-makers and practitioners to ensure both the wider societal objectives, and the educational objectives for physical education are being met</p> |

Curriculum must allow for flexibility and adaption ([See 3.2.1](#))

| Policy questions | Identified gaps | Suggested actions |
|--|--|--|
| 1. Do policies acknowledge the different pedagogical needs and methods used with a range of young people, including persons with disabilities, girls, and those from minority groups? | <p>Policies do not acknowledge the different pedagogical needs and methods required for working with a range of learners</p> <p>Methods used are inflexible and only allow for one style of teaching</p> | <p>Develop policies that acknowledge the need for different pedagogical needs and methods, in order to support <i>all</i> learners</p> <p>Encourage methods for planning education based on individual educational needs</p> |
| 2. Is the curriculum inclusive, and does it allow for variation in working methods to suit the given environment? | <p>Curricula are prescriptive and non-flexible, and do not enable adaption to suit specific, individual needs</p> | <p>Provide support when needed and make curricula open and flexible, allowing for different learning styles and content</p> <p>Provide teachers with resources, training, and personnel (e.g. special needs assistants) that support the adaption of curricula to meet the needs of specific pupils, including persons with disabilities, girls, and other minority groups</p> |
| 3. Does curriculum reform take into account societal trends and the needs and interests of young people? | <p>Curricula fails to take account of societal trends and how these influence the needs and interests of young people</p> | <p>Reflect current societal trends within curricula in order to provide a relevant programme of study that meets the needs and interests of young people</p> |
| 4. Is there opportunity to adapt the curriculum to meet specific cultural requirements, and celebrate traditional activities and games? | <p>Curricula does not celebrate cultural heritage, and does not allow for the inclusion of traditional activities and games</p> | <p>Develop curricula which can be adapted to suit the cultural requirements of a particular setting, and includes the provision of traditional and activities and games</p> |

Community partnerships should be built between schools and community sports organizations ([See 3.2.2](#))

| Policy questions | Identified gaps | Suggested actions |
|--|--|---|
| <p>1. Does policy emphasize the important role of schools in building links with community sports organizations to promote participation within extra-curricular physical activity and school sport, and support lifelong engagement?</p> | <p>Policies do not emphasize the importance of building links between schools and community sports organizations</p> | <p>Policy should include clear guidelines on building and maintaining links with community sports organizations through clear structures and pathways</p> |
| <p>2. Is there a budget allocated to support the development of such partnerships?</p> | <p>Current budget allocations are not sufficient to support the development of sustainable partnerships</p> | <p>Allocate a dedicated budget for the creation and sustainability of school-community sports partnerships</p> |

Monitoring and quality assurance measures are necessary to improve planning and implementation ([See 3.2.3](#))

| Policy questions | Identified gaps | Suggested actions |
|--|--|--|
| <p>1. Have clear expectations been set for the monitoring and evaluation of QPE provision?</p> <p>2. Does this extend to community partnerships and provision beyond the school day?</p> | <p>Insufficient policies or weak expectations on monitoring and evaluation</p> | <p>Improve monitoring and evaluation of practice in schools</p> |
| <p>3. Are there transparent systems and tools in place for the purposes of monitoring and evaluation?</p> | <p>No system in place for monitoring and evaluation</p> | <p>Develop systems for monitoring and evaluation that relate to all levels (national and local), and include the monitoring of curriculum time allocation</p> |
| <p>4. Are the results used to improve planning and enhance practice?</p> | <p>Results of monitoring and evaluation procedures are not shared with practitioners, and support is not offered to improve practice</p> | <p>Triangulate the monitoring and evaluation process to involve inspectors, head teachers, school staff, students, and parents</p> <p>Sensitize everyone involved in the monitoring and evaluation process to the policies and procedures in place, and on how to use the information obtained to improve and enhance practice</p> |

Benchmarks of QPE and QPETE should be utilized to support the development of provision within schools and HEIs ([See 1.1](#))

| Policy questions | Identified gaps | Suggested actions |
|---|---|---|
| 1. Have practitioners been encouraged to adhere to the Benchmarks of QPE and QPETE in order to develop their practice? | Policies do not encourage use of, and engagement with, the Benchmarks of QPE and QPETE as part of a self-evaluation process aimed at ensuring QPE provision | Develop policy that advocate the use of the Benchmarks of QPE and QPETE as an integral part of self-assessment within physical education departments and HEIs |
| 2. Have opportunities for CPD regarding the Benchmarks been created? | Practitioners are aware that the Benchmarks exist but are unaware of how to utilize them effectively | Facilitate the provision of CPD opportunities to support serving teachers and university-based practitioners in using the Benchmarks effectively |

Teacher education should be built around a set of criteria which outlines the baseline principles for teachers with responsibility for the delivery of QPE ([See 3.2.4](#))

| Policy questions | Identified gaps | Suggested actions |
|---|---|--|
| <p>1. Are there criteria in place which set out the expectations, professional responsibilities, knowledge, skills and understanding required to perform the role of a teacher?</p> | <p>There is no criteria in place for pre-service and in-service teachers and teaching qualifications do not require teachers to adhere to a set of standards</p> | <p>Develop criteria for pre-service and in-service teachers that sets out the expectations, professional responsibilities, knowledge, skills and understanding required to perform the role of a teacher</p> |
| <p>2. Do policies advocate radical reform of pre and in-service PETE in order to prepare teachers for inclusive approaches in education?</p> | <p>Teaching practice is not reviewed regularly in line with standards for teaching</p> <p>Teachers do not welcome diversity but see it as a problem</p> | <p>Ensure that PETE programmes progress qualified teacher status in line with the criteria developed</p> |
| <p>3. Do PETE programmes enable the trainee to accrue the appropriate knowledge, competence, and skills to deliver inclusive physical education? (See EIPET framework for a practical example)</p> | <p>Teachers display a lack of gender sensitivity and gender responsiveness</p> <p>Teachers do not have the skills or knowledge to adapt the curriculum to suit specific learner needs, particularly persons with disabilities</p> | <p>Develop clear guidelines for the performance management of teachers which monitors adherence to the criteria and which supports teacher development in a positive environment</p> <p>Improve pre-and in-service training and mentorship with an emphasis on promoting inclusion within QPE through differentiation</p> |
| <p>4. Does policy ask the question ‘who trains the trainer’? And tackle the sensitive issue of well-established training institutes teaching out-of-date approaches?</p> | <p>Teacher training institutions are not aware of, or do not utilize the EIPET framework and tools (or other appropriate alternative)</p> | <p>Promote the use of new and alternative methods for teaching in PETE programmes, utilize the EIPET framework and tools to support with this</p> |
| <p>5. Do criteria emphasize the importance of a teacher’s role in safeguarding and child protection?</p> | <p>Teachers do not receive regular safeguarding and child protection training</p> | <p>Encourage teachers to organize work in teams and to apply problem oriented teaching methods as well as paying respect to diversities and different learning styles among their pupils</p> <p>Recommend setting up classes with students of mixed ability to facilitate peer tutoring among pupils</p> <p>Ensure the expectation for teachers to engage in regular safeguarding and child protection training, and information on how to respond when dealing with incidences of suspected abuse is a core part of criteria for teachers</p> |

Teacher education should be built around a set of criteria which outlines the baseline principles for teachers with responsibility for the delivery of QPE (See 3.2.4) Cont.

| Policy questions | Identified gaps | Suggested actions |
|---|---|--|
| <p>6. Are teachers aware of the reporting procedures for recording incidences of abuse?</p> <p>7. Do PETE programmes address the facilitatory role of a teacher in building links with community sports organizations to promote engagement with physical activity beyond the school day?</p> | <p>There are no policies in place for child protection, and teachers are unaware of how to record incidences of abuse, and how to deal with this situation. Teachers are ill-equipped to facilitate links with community sports organizations</p> | <p>Address the role of a teacher in facilitating partnerships with community based sports organizations in PETE programmes</p> |
| <p>8. Do subsequent employment contracts for qualified physical education teachers consider their role in terms of facilitating extra-curricular physical activity and school sport beyond the school day?</p> | <p>The expectations of teachers in carrying out such a facilitatory role are not established in employment contracts</p> | <p>Ensure employment contracts for physical education teachers reflect their role in terms of facilitating extra-curricular physical activity and school sport beyond the school day</p> |

Appropriately trained teachers are necessary at all levels of schooling ([See 3.2.4](#))

| Policy questions | Identified gaps | Suggested actions |
|---|--|---|
| 1. Are there enough specialist teachers of physical education at all levels of schooling? | There are not enough specialist physical education teachers at all levels, leading to physical education being delivered by inadequately trained personnel | Ensure policy establishes the expectation for physical education to be taught by well-qualified teachers at all levels of schooling |
| 2. Are specialist teachers required to teach physical education at the primary level? | There is currently no requirement for specialist teachers at primary level Generalist primary teachers receive insufficient training to deliver QPE | Conduct a review of current PETE and primary school teacher education programmes Take responsibility for developing both the quantity and quality of PETE programmes offered nationwide in conjunction with university-based practitioners |

A framework for CPD needs to emphasize the importance of inclusion for serving teachers ([See 3.2.4](#))

| Policy questions | Identified gaps | Suggested actions |
|--|--|---|
| 1. Is there a clear framework in place for the provision of CPD which takes into account the need for teachers to refresh and renew their knowledge regularly? | CPD not mandatory for serving teachers CPD programmes not aligned with teachers' specific needs | Develop a clear framework for CPD that sets out the expectation that serving teachers engage in regular CPD opportunities Conduct a review of current CPD opportunities with a view to enhancing the quality of existing provision in order to encourage take up |
| 2. Are there programmes in place to support teacher development? | Unclear procedures and lack of incentives for engaging with CPD Teachers are not offered/do not engage in development opportunities regarding inclusion | Facilitate the provision of CPD opportunities in line with teachers' development needs Develop teacher-mentor networks to link trainee and in-service teachers with experts from the field of inclusion, aimed at supporting and improving provision |

Funding does not fully support the provision of QPE and associated facilities, equipment and resources ([See 3.2.5](#))

| Policy questions | Identified gaps | Suggested actions |
|---|--|---|
| 1. Do policies encourage budgeting that supports QPE provision? | <p>Budgets are fragmented and do not allocate resources efficiently</p> <p>Rigid regulations prevent resources being attributed effectively where they are needed</p> | <p>Encourage effective planning and budgeting within the education sector, and with other sectors of society, that supports the provision of QPE</p> <p>Decentralize the use of funds within the education system</p> |
| 2. Do the facilities, equipment and resources in place promote the inclusion of all pupils, including those with disabilities, girls and those with specific religious requirements? | <p>Many schools have limited facilities accessible for persons with disabilities</p> <p>Many schools cannot provide separate, accessible changing facilities</p> | <p>Allow for flexible use of funds to support activities for inclusive schools and QPE programmes and encourage schools to improve accessibility for persons with disabilities</p> <p>Ensure head teachers are aware of their role in promoting the access of all pupils in QPE, this includes the provision of appropriate facilities, such as separate changing rooms, where required</p> |
| 3. Do schools have access to funding which enables the provision of adequate, appropriate, and accessible facilities, equipment and resources? | <p>QPE is not considered a priority and thus insufficient resources are allocated</p> | <p>Physical education should receive adequate funding, in line with other core subjects</p> |
| 4. Are the learning environments provided safe and healthy? | <p>Teachers have insufficient access to adapted learning resources and materials, and do not have the appropriate skills and knowledge to differentiate learning effectively</p> | <p>Provide all schools with access to appropriate, adaptable learning resources including specifically adapted material for learners</p> |
| 5. Do schools have access to appropriate technical support and maintenance for existing facilities, equipment and resources? | <p>Many schools have inadequate and insufficient facilities and equipment, and do not have access to adequate technical support and maintenance, which can lead to unsafe and inaccessible facilities, equipment and resources</p> | <p>Allocate sufficient dedicated budget to support the provision and maintenance of facilities, equipment and resources to ensure learning environments are safe and healthy</p> |

Advocacy measures should be in place to highlight the importance of participation in QPE to a society at large (See 3.3)

| Policy questions | Identified gaps | Suggested actions |
|---|---|--|
| <p>1. Is the importance of QPE advocated for, and communicated to, wider society?</p> <p>2. Are communication strategies in place to promote the intrinsic and extrinsic values of physical education at both a local and national level?</p> | <p>There are no strategies in place to communicate the intrinsic and extrinsic values of physical education to a wide and diverse audience</p> | <p>Launch communication strategies to raise awareness of the intrinsic and extrinsic values of physical education</p> <p>Disseminate research-based messages regarding QPE, via national and local media initiatives, in a 'language' which has meaning to diverse groups of populations</p> |
| <p>3. Is physical education accorded the same status as other subjects?</p> <p>4. Do head teachers, teachers of other subjects, parents and members of the wider community view PE with the same level of importance as other subjects?</p> | <p>Physical education is not accorded the same status as other subjects</p> <p>Head teachers do not view physical education as a priority, which has a direct impact on QPE provision</p> | <p>Develop initiatives aimed at persuading decision-makers, head-teachers, teachers of other subjects, and parents, of the educational authenticity of QPE</p> |
| <p>5. Do communication strategies highlight the importance of inclusion of all pupils within physical education?</p> | <p>Societal prejudices towards disability can lead to reduced participation in physical education classes</p> | <p>Implement an information campaign which promotes the importance of physical education for <i>all</i> young people, including those with disabilities, girls, and persons from minority groups</p> |
| <p>6. Is there a national/regional physical education association?</p> | <p>There is no national/regional physical education association in place to play a role in the advocacy and professional development process</p> | <p>Develop and provide ongoing support for a national/regional physical education association</p> |
| <p>7. Are there adequately funded research programmes, designed to provide evidence-based strategies for QPE provision?</p> <p>8. Are research priorities focused on current trends within physical education, aimed at developing the evidence base for topics such as global citizenship education, the promotion of values, the effectiveness of community partnerships, and the capacity of physical education to contribute to physical, mental, and social wellbeing?</p> | <p>Research programmes are poorly funded, and are not focused on the key priorities within physical education</p> | <p>Ensure research programmes are adequately funded, and emphasis is placed on developing the evidence-base for current trends within physical education</p> |

Advocacy measures should be in place to highlight the importance of participation in QPE to a society at large ([See 3.3](#)) Cont.

| Policy questions | Identified gaps | Suggested actions |
|--|---|--|
| <p>9. Do universities play a key role in developing research programmes, and communicating the subsequent messages to the wider public?</p> | <p>Universities are not playing a leading role in developing research programmes</p> <p>The messages from university-based research projects are not being communicated to the wider public</p> | <p>Ensure that universities play a key role in developing research programmes, supported by adequate funding. A prerequisite of such should be the development and communication of research to benefit the wider public</p> |
| <p>10. Do teachers engage with the research process?</p> | <p>Teachers are not encouraged to engage in the research process and there are no existing structures in place to develop research networks and partnerships</p> | <p>Encourage teachers to be critically reflective and to engage in research and knowledge sharing</p> <p>Develop research networks and partnerships for in-service teachers</p> |

ANNEX 1:

BENCHMARKS OF QUALITY PHYSICAL EDUCATION (QPE)

Meeting minimum standards

Challenges in physical education provision can only be overcome if countries adopt long-term strategic development plans based on bench-marking principles. A key aspect is the development of a policy to practice infrastructure to support inclusive provision, delivery and quality assurance within the context of adherence with the 1978 UNESCO *International Charter for Physical Education and Sport*. The methodology used to develop the minimum standards weights the principles of inclusion and access as paramount to any QPE programme. Such baseline principles should be integrated across educational, and other appropriate sector, policies and, where possible, involve multi-stakeholder partnerships with civil society. The Core Principles here are not exclusive to one type of provider, and have been developed for application across the full spectrum of educational providers.

BENCHMARKS

POLICY

Evidence of a PE programme that adheres to the national/local/school curriculum and supports the ideals of equality and inclusion.

Recommended weekly allocation of curriculum time for physical education⁵⁰ with plans to increase this:

1. 120 minutes curriculum PE
2. 180 minutes curriculum PE

Adherence to relevant criteria for practicing teachers which accentuates the importance of child protection and clearly outlines the role of teachers in safeguarding young people and ensuring they are taking part in PE in a safe and secure environment.

HUMAN RESOURCES

Qualified teaching personnel for all levels of compulsory schooling, including school directors and principals, suitably trained according to the relevant criteria.

Training and employment of curriculum coordinators with specialist knowledge and expertise to act as mentors, provide advice and guidance to non-specialist practitioners (where physical education is taught by generalist teachers).

Continuing Professional Development (CPD) of teaching personnel through compulsory, structured, regular CPD or In-Service Training (INSET) programmes.

A balanced ratio of learners to teachers.

⁵⁰. This refers to actual learning time in physical education only and should not take into account changing time or travel time to and from specific facilities, or time dedicated to other subjects, for example, health

RESOURCES

Provision of adequate material resources:

- facilities
- equipment
- learning/teaching materials

Resources should be safe, accessible (see glossary definition), and well maintained.

Opportunity for engagement in a safe, well-managed environment, in which there is experience of participation without fear of abuse or exploitation.

Existence of co-operative/collaborative multi-agency partnerships to maximize/optimize supply and use e.g. links with out-of-school sports clubs.

CAPACITY DEVELOPMENT

Provision of regular quality assurance e.g. external school inspection and internal assessment and evaluation (including deployment of qualified and experienced personnel): monitoring should address strengths and weaknesses, provide examples of good practice, and make recommendations for improvement where necessary.

Engagement with the appropriate national coordinating body in order to ensure quality of provision, enhance practice, and take up opportunities for CPD.

ADVOCACY

PE teachers, supported by principals, school directors, inspectors and pedagogical counsellors, take an active role in raising awareness of the intrinsic and extrinsic values of PE to the entire school population and wider community.

MONITORING AND EVALUATION

Adherence to the Core Principles of QPE and/or QPETE, supported by regular self-assessment.

Periodic review that involves monitoring/evaluation of curriculum and regular reporting to the national coordinating body.

Providing Quality Physical Education (QPE)

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

BENCHMARKS

CURRICULUM

A curriculum in which equality and inclusion is embedded, equal opportunities are promoted, and that is committed to developing the needs of those with special requirements through specific programmes of study.

A curriculum that is formatively/developmentally based and progressively sequenced with clearly defined aims and learning outcomes.

A curriculum that provides opportunities for enhancement of knowledge, understanding and movement skills in a broad and balanced range of activities that celebrate cultural and traditional heritage.

A curriculum that promotes the development of physical literacy.

A curriculum that promotes both cooperation and healthy competition.

A curriculum that recognizes the range of differences that exist between learners and that provides diverse and challenging activities relevant to all pupils, the school, and the community setting.

A curriculum that promotes the knowledge, skills and understanding required for maintaining a healthy, active lifestyle throughout the life course.

A curriculum that promotes development across the range of learning domains (physical, lifestyle, affective, social, and cognitive), and which presents opportunities for pupils to develop core skills, such as, leadership, communication, and teamwork.

A curriculum which emphasizes the role of physical education in promoting the core Values associated with physical education and sport, such as respect, tolerance and fair play, and that promotes the ideal of global citizenship, in line with the Post-2015 agenda.

CROSS CURRICULAR/EXTERNAL LINKS

Existence of intra and inter-school opportunities, enhanced through school and community links.

A curriculum which links physical education to the environment and community, and promotes learning outside the classroom, and among diverse communities.

Integration with other areas of the whole school curriculum through cross-curricular links.

LEARNERS

Learners display developmentally appropriate progression in confidence, competence, knowledge and understanding in line with curriculum.

Learners display physical competence, moving efficiently and effectively, and are able to transfer and adapt their skills to suit a range of physical activity environments.

Learners demonstrate capability to engage in PE on a number of levels, taking on different roles both as leaders and participants.

Learners display a positive attitude towards engagement within PE and demonstrate an understanding of the benefits of adopting and maintaining a healthy, active lifestyle.

ASSESSMENT

Assessment for learning: evaluative assessment as an on-going part of the QPE programme, which informs and enhances delivery, and which places the learner at the heart of the assessment process.

Assessment for teaching: a clear framework for performance management which includes regular observation and other strategies to inform and improve practice, and promotes a culture of learning and development in a positive environment.

RESEARCH

Engagement with research networks and partnerships that serve to promote the values of physical education to a wide audience through various media initiatives, and that promote the sharing of good practice in quality teaching and learning.

Ensuring Quality Physical Education Teacher Education (QPETE)

The rationale of a QPETE programme has at its core a model of the teacher who understands that pupils have a vast range of individual needs and abilities, and can respond to them, who is competent in curriculum areas and classroom practice and who, as an effective practitioner, is analytical, critically reflective and professional as well as one who demonstrates a continuing openness to new ideas. The ability to respond to, and manage change, is a central requisite. Teachers need also to be learners, and to be able to handle issues in an informed way so as to develop their practice in a changing world. In order to plan, deliver and evaluate the curriculum effectively, the teacher needs professional skills. Programmes of Study should be driven by clear conceptions and shared sets of institutional provider beliefs about what is valued in, and expected of, a teacher. The principles advocated have global applicability.

BENCHMARKS

PROFESSIONAL PROFILE

Recruitment of academically capable, motivated and committed trainees, who have positive attitudes and appropriate aptitudes for undertaking teacher education.

A programme of study that develops ethically and professionally sound values and behaviours, with a focus on equity and inclusion.

A programme of study that ensures trainee teachers are aware of their role in terms of safeguarding and child protection, and which develops knowledge of the various forms of abuse, along with how to respond appropriately to suspected abuse.

Provision for research and capacity-building in teacher education that contributes to development of positive professional attitudes of reflective and capable practitioners.

Teachers engaging in research in order to improve teaching and learning, and promoting the dissemination and sharing of knowledge through professional networks.

KNOWLEDGE AND UNDERSTANDING

A programme of study that is formatively/developmentally based, progressively sequenced and links theory and practice, with clearly defined aims, learning outcomes and key concepts.

A programme of study that provides opportunities and experiences for enhancement of knowledge, understanding and movement skills in the full range of fields of study.⁵¹

A programme of study that increases knowledge of individual development, and understanding of the rationale for individualized, child-centered approaches to teaching and learning.

A programme of study that emphasizes the essential role of physical education in contributing to personal well-being and to a healthy, active lifestyle throughout the life course.

51. Fields of Study comprise: Practical Activities including traditional, existing 'local' cultural and 'new' activities, which link theory and practice and provide an opportunity for students to experience the range of physical education activities which are part of the school PE curriculum

A programme of study that develops an understanding of the needs of all pupils, including those with special educational needs; those of high ability; those from minority ethnic backgrounds; those with disabilities; and those from other minority groups, and that provides opportunity to use and evaluate distinctive teaching approaches to engage and support them.

A programme of study that enables the trainee to accrue the knowledge, competence, and skills put forward by the EIPET framework, and meet the key areas, roles and functions identified on the EIPET functional map.

A programme of study that supports trainee teachers in planning for the development of learners' skills across the full range of learning domains, and which enables trainee teachers to develop an understanding of how to facilitate the development of life skills, including, leadership, communication and teamwork.

A programme of study which promotes the importance of physical education in promoting the core Values associated with physical education and sport, such as, respect, fair play and tolerance, and which supports the idea of global citizenship, in line with the Post-2015 agenda.

SKILLS FOR TEACHING

A balanced and coherent programme of study that leads to the acquisition and application of a range of pedagogical and didactical processes and management techniques that guarantee appropriate differentiation of learning tasks and teaching styles, which are typical of a reflective teacher.

A programme of study that develops techniques of observing, recording, classifying, analyzing, interpreting and presenting information and using this to inform and enhance teaching practice.

A programme of study that fosters safe behaviours and management of risk-taking.

TEACHING PRACTICE

A balance in the time for learning content knowledge, learning about pedagogy, pedagogical knowledge, and experience in learning to teach.

Opportunity for practical experience of inclusion and supporting children with disabilities in physical education.

Supervision of teaching practices by appropriately qualified/experienced provider staff and co-operating school teacher mentors.

COURSE QUALIFICATION

A standardized qualification structure and system along with a common understanding of the minimum requirements for the award of qualifications.

A registration of teachers with relevant statutory authority (e.g. a Teaching Council).

MONITORING AND EVALUATION

A systematic plan in place for programme evaluation and quality assurance.

ANNEX 2:

FRAMEWORK DOCUMENTS RELATED TO THE PROVISION OF INCLUSIVE QPE

| CONVENTIONS | Main feature relevant to inclusive QPE |
|---|--|
| <u>Convention against Discrimination in Education (1960)</u> | Right of access to education and to quality of education. |
| <u>Convention on the Elimination of All forms of Discrimination against Women (1979)</u> | Elimination of discrimination against women in the field of education. Elimination of stereotyped concept of the roles of men and women by encouraging co-education and the adaption of teaching methods. |
| <u>Convention on the Rights of the Child (1989)</u> | Right to free and compulsory primary schooling without any type of discrimination. Emphasis on child well-being and development. |
| <u>Convention on the Rights of Persons with Disabilities (2006)</u> | No exclusion from free and compulsory primary education, or from secondary education, on the basis of disability. Assurance of an inclusive education system at all levels. |

| RECOMMENDATIONS | Main feature relevant to inclusive QPE |
|--|--|
| <u><i>Recommendation Against Discrimination in Education (1960)</i></u> | Elimination of discrimination in education. The adoption of measures aimed at promoting the equality of opportunity and treatment in this field. |
| DECLARATIONS | |
| <u><i>Universal Declaration of Human Rights (1948)</i></u> | Everyone has the right to education. |
| <u><i>World Declaration on Education for All (1990)</i></u> | Every person shall be able to benefit from educational opportunities designed to meet their basic learning needs. |
| <u><i>The Delhi Declaration (1993)</i></u> | Eliminate disparities of access to basic education arising from gender, age, income, family, cultural, ethnic, and linguistic differences. |
| <u><i>MINEPS V Declaration of Berlin (2013)</i></u> | Commission I: Access to sport as a fundamental right for all. Commission II: Promoting investment in physical education and sport programmes. |
| CHARTERS | |
| <u><i>UNESCO Charter for Physical Education and Sport (1978)</i></u> | N/A |

ANNEX 3:

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