CURRENT SITUATION AND PROSPECTS FOR PHYSICAL EDUCATION IN THE EUROPEAN UNION
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STUDY

IP/B/CULT/IC/2006_100

12/02/2007

PE 369.032
This study was requested by the European Parliament's committee on Culture and Education.

This paper is published in the following language:
- Original: EN.

The executive summary translations are published in:
- CS, DA, DE, EL, EN, ES, ET, FI, FR, GA, HU, IT, LT, NL, PL, PT, RO, SK, SL, SV.

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Manuscript completed in February 2007.

This study is available on the Internet at:


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Content:

The study reviews the present state of school physical education by addressing curriculum time allocation, status of the subject, curriculum thematic aims and content, resources (material and human) and gender, disability and ethnic minority issues. Particular attention is paid to physical education, sport and health partnership pathways through references to national case studies. The author provides templates of principles for quality physical education and physical education teacher education programmes of study. His recommendations for EU policy makers focus on identification of ‘Basic Needs’ models, physical education curriculum re-appraisal, recognition of quality physical education features, occupational designation of physical education teachers, continuing professional development of teachers, quality assurance measures, partnership pathway links, inclusion (disability and ethnic groups), and finally establishment of national physical education monitoring centres.
Executive Summary

Conceptually the term physical education (PE) has varied over time and space but it is now widely accepted as an umbrella term albeit that it is also subject to specific 'local' interpretations of meanings and functions. As such, it is practised in a variety of ways between and within countries. Generally, PE is that phase of education, which aims through a balanced and coherent range of physical activities to contribute to the optimum development of an individual’s potential including growth and development, physical and psycho-social competencies. PE makes a unique contribution to the education of all pupils; it provides them with the knowledge, skills and understanding necessary to perform a variety of physical activities, maintain physical fitness, and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle. A comprehensive PE programme includes moderate to vigorous physical activity on a daily basis. PE is a springboard for involvement in sport and physical activities throughout life. It is also a source of communication with others and, in addition, can involve an appreciation of the natural environment as well contribute to moral education and development. Within schools themselves, PE curricula in many countries emphasise learning in a physical context, amongst the purposes of which are to foster attributes necessary for the development of the physically education person. Physically educated persons might be described as being physically literate, having acquired culturally normative skills enabling engagement in a variety of physical activities, which can help to maintain healthy well-being throughout the full life-span; they participate regularly in physical activity because it is enjoyable; and they understand and value physical activity and its contribution to a healthy lifestyle.

Issues surrounding a perceived decline or marginalisation of physical education (PE) in schools, particularly marked in the 1990s (Hardman & Marshall, 2000), added a novel dimension to the developing PE tapestry in Europe. The Berlin Physical Education World Summit’s Agenda for Action (1999) precipitated an array of inter-governmental, governmental and non-governmental institutional initiatives, policies and advocacy commitments to improve access to, and provision of, quality physical education (QPE). Collectively the various initiatives raised hopes about a sustained and positive future for PE. The Council of Europe picked up the baton and following a survey (Hardman, 2002) of the situation of PE in schools in Member States, the Council of Ministers agreed a set of Recommendations (2003) on policy principles designed to remedy the situation in the region. However, since the Berlin Summit and the Council of Europe Recommendations, the developments in school PE policies and practices have been diverse with a plethora of developmentally positive initiatives throughout the EU community juxtaposed with evidence to generate continuing disquiet about the situation. The Council of Europe’s Recommendations and Magglingen Commitment (Second World Physical Education Summit, Magglingen, Switzerland, December 2005) are stark reference point reminders that there was, and still is, a gap between “hope and happening” (Lundgren, 1983). The gap between “hope and happening” is occurring at the time of reported continuing decreases in levels of physical activity and increasing incidences of related problems such as obesity and sedentary lifestyle-related illnesses and associated rising health care costs as well increased drop-out rates from sport amongst young people of school age.

Policy and practice do not always add up, a situation suitably summed up by Maude de Boer-Buqiccio’s, (Council of Europe Deputy Secretary General) comment (September, 2002) at the Informal Meeting of Ministers with responsibility for Sport in Warsaw that “… the crux of the issue is that there is too much of a gap between the promise and the reality”. The advocacy of positive policy principles needs to be set against implementation into practice that is policy principles juxtaposed with the actual situation of PE in schools in the form of policy and reality.
Physical Education in the EU

checks. A “reality check” on the present situation of PE in the EU forms an essential part of this Project Report. The overview of the situation of PE draws from several surveys and a review of associated literature. Consideration of prospects for physical education in the EU is informed by a number of case studies variously related to school physical education and sport and issues addressed within the domain, specifically quality physical education, health, inclusion (disability and ethnic group issues), developments in wider community partnerships and physical education teacher education.

The review of the current situation of PE is marked by ‘mixed messages’ with indicators of stabilization in some countries juxtaposed between positive, effective policy initiatives in other countries and reticence or little political will to act and continuing concerns in others. Many governments have committed themselves through legislation to making provision for PE but they have been (or are being) slow in translating this into action. The ‘gap’ between policy and practice is seen in official documentation on principles, policies and aims and actual implementation into practice, which exposes a range of deficiencies in school PE. Analysis of the various surveys’ data reveals several issues, which are a source for serious concern. There are considerable inadequacies in facility and equipment supply linked with financial source constraints, especially in central and eastern Europe and in regions within southern Europe. There is evidence of general under-funding of PE/school sport as well as the low remuneration of physical PE/sport teachers in some countries. There is disquiet about teacher supply and quality: insufficiency and inadequacy of appropriately trained and qualified PE teachers are widely evident. Curriculum time allocation is a concern in some countries. Since 2002, there has been an overall reduction in average time allocation for school PE curricula in both primary (from 121 minutes to 109 minutes) and secondary schools (117 minutes to 101 minutes) across the EU. There is a narrow and unjustifiable conception of the role of PE merely to provide experiences, which serve to reinforce achievement-orientated competition performance sport, thus limiting participatory options rather than expanding horizons. Also of some concern are levels of curriculum implementation and monitoring. Falling fitness standards and high youth dropout rates from physical/sporting activity engagement) are exacerbated in some countries by insufficient and/or inadequate school-community co-ordination and problems of communication.

From the data generated by surveys, there are notable features concerning differential variations between central and eastern European EU Member states and the ‘older’ 15 Member States. The ‘east-west divide’ highlighted in references to facilities and equipment extends beyond this resource issue to embrace post-2000 PE curriculum time allocation reductions and provision for pupils with disabilities. Compared with the older, ‘western’ Member States (over two thirds report stabilisation), the level of stabilisation of curriculum time allocation (2000-2006) is less in ‘newer’ central and eastern EU Member States and since 2000, PE time allocation has been reduced more extensively in central and eastern EU States than in counterpart ‘western’ EU States. In the domain of disability, survey data indicate that there are fewer opportunities to ‘do’ PE and for inclusion in ‘Mainstream’ schools in central and eastern EU countries than in other parts of Europe. Moreover in central and eastern Europe inclusion in ‘normal’ PE lessons is less than the overall EU average (32% as opposed to 45%). Also, facility provision for pupils with disabilities is a more acute problem in central and Eastern Europe; conversely, lack of staff expertise is perceived to be greater in Western Europe than in eastern European countries.

There are no perceived effects of the Bologna Process on, or in, schools. A few countries report on ‘mixed’ impacts in Higher Education institutions with specific references to PE teacher training with either positive developments in programme reform or negative developments in reduction of PE Teacher Education (PETE) programme duration.
PE curricular thematic aims show an orientation to development of motor skills. Health-related fitness, promotion of active lifestyles along with significant recognition of PE in promoting personal, social and moral development also feature amongst more frequently occurring themes. Nevertheless, despite these broader thematic aims, the reality of curricular content indicates sports skills specific development in a relatively narrow range of activities, dominated by Games, Gymnastics and Track and Field athletics. The widespread practice to provide experiences, which merely serve to reinforce achievement-orientated competition performance sport, is a narrow and unjustifiable conception of the role of PE. In this context, it is unsurprising that pupil interest declines throughout the school years and youngsters become less active in later school years. For many children (boys and girls), existing curricula do not provide personally meaningful and socially relevant experiences and are contrary to trends and tendencies in out-of-school settings. Collectively, competitive sport-related activities only serve to increase the ‘drop-out’ rate of participants from school-based and post-school sports-related activity. There is a need to recognise the influence of peer groups and friends, individualisation and self-realisation, the importance of contemporary youth culture embedded in a post-modernist sociological ‘excitement society’, the differentiation of sport culture and sport settings, the greater awareness of what is being sought as well as to pay due attention to the necessary pre-requisites for fostering the physically educated person in structuring a relevant curriculum. If PE is to play a valued role in the promotion of active lifestyles over the full lifespan, it must move beyond interpretations of activity based upon performance criteria hence, the current frame of reference needs to be widened. The school PE curriculum and its delivery need to be conceptually and contextually re-appraised and relate to what is going on outside and beyond the school.

PE is the **only** educational experience where the focus is on the body, its movement and physical development, and it helps children learn to respect and value their own bodies and abilities, and those of others. These are features, which require it to be valued in its own right. In broadening its current frame of reference, Quality Physical Education (QPE) should be a focal point of attention. QPE is characterised by successful engagement, and enabling learning for all children whatever their aptitudes and abilities. Its aim is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what, why and how they are doing. Its outcomes embrace commitment, confidence, willing participation, knowledge and understanding and acquisition of generic skills, positive attitudes, active lifestyle and activity enjoyment etc.

The incidence levels of overweight and obesity amongst young people vary between EU countries but the upward trend is the same. Generally, there is a decrease in physical activity and fitness levels. There is evidence that links physical inactivity and low fitness to metabolic disorders and cardio-vascular disease risk factors including overweight and obesity. Overweight and obesity are associated with ill health and co-morbidities in childhood, adolescence and later life (e.g. metabolic syndrome, diabetes and cardiovascular disease) as well as psycho-social effects including low self-esteem and low life satisfaction. School PE has a key role in the prevention process through interventions increasing physical activity and fitness as well as improving knowledge and attitudes towards physical activity. Such interventions have an inherent advantage over other settings’ interventions because programmes are institutionalised into the regular school curriculum and can become embedded into staff development and other infrastructures. It is, nonetheless, important to acknowledge that PE with its limited school timetable allocation is not a viable ‘stand alone’ option and is only one element of problem
resolution. It is, however, an effective means for physical activity induction and development within and beyond the school.

A common factor in successful PE-related programmes (including sport, health and physical activity interventions and collaborative initiatives) is a close connection with an academic institution. If project plans and the activities/actions are worked out in collaboration with researchers/experts in PE and/or sport science, the chances of creating a ‘good’ project are much greater and they will be properly evaluated. Facilitating change in behaviours is a complex educational problem when there are multiple influential determinants, ‘actors’, institutional entities and often subtle or discrete inter-relationships hence, the importance of academic institutional links.

There is a multitude of existing models linking school activity with out-of-school activity in EU countries, categories for which can be formulated and compared for levels of efficacy in differentiated socio-cultural and economic settings and disseminated for potential adoption or adaptation to accord with national, regional or even local circumstances. There are national characteristics evident in school sport concept and provision, which prevail across the EU. For ‘education through sport’, these models are generally associated with the social, educational and sporting policies of the Member States. The school is the principal agent for initiation into organized general public (civil) sport and is in a prime position to eradicate excesses inherent in the sporting spectacle (drugs, aggression, violence, money etc).

The case study exemplars bring a comparative dimension to the Project. They provide a basis in stimulating reflection on variation and diversity and provide illustrations of different levels of inter-sector co-operation. They have, however, particular resonance in the light of PE in schools no longer remaining a ‘stand alone’ option in the resolution of the healthy well-being, active lifelong engagement in physical and sports-related activity concerns of this early part of the 21st century. Whilst the case studies demonstrate different and varied levels of collaborative practice, they also expose some limitations in the extent of wider community co-operation and some consideration needs to be given to these limitations. The so-called ‘BOS’ triangle (in the Netherlands) with its ‘Sport Service Punt’ ‘one shop stop’, information, promotion, stimulatory development and intermediary functional roles, provided at low cost using a variety of human resources from volunteers to full-time employees and supported by all sectors (public, private, voluntary and commercial) is one example of partnership facilitation that might fulfil or have a significant role in a ‘Basic Needs’ model. Professionals and the large-scale European volunteer numbers alike are necessary to the process of facilitating inclusive participation. With more than 70 million members of sports associations, served by millions of individuals, the voluntary-based sport movement is one of Europe’s largest social movements. The sport movement represents a significant supplementary (and complementary) domain of efforts to stimulate engagement of young people in physical and sport-related activity across the EU. The voluntary sector organisations have important roles in assisting in the transition from school to community-based sport throughout the EU region. Volunteers can bring knowledge, skills, commitment and dedication as a free time resource and there is a need to have a balanced view of their work by key actors and appropriate frameworks to work within, not least of which might be adherence to Codes as Ethics, such as those proposed by the European Physical Education Association in 2002.

Participation Pathway Partnerships is a key term for future directions in the best interests of PE and sporting, (particularly recreational) activity in and out of schools. Bridges and pathways to community provision need to be constructed, especially to stimulate young people to participate
in physical activity during their leisure time. The post-school gap is as much in the system as in participation, for many children are not made aware of, and how to negotiate, the multifarious pathways to opportunities. Physical educators are strategically well placed to reach the widest range of young people with positive experiences in, and messages about, participation in physical activity. They have key roles as facilitators and intermediaries between the school and wider local communities. They should identify and develop pathways for young people to continue participating in physical activity after and outside school and ensure that information is available to young people within school on the opportunities available in the local community.

Historical antecedents, socio-cultural-bound practices, politico-ideological settings and varying levels of state and/or regional legislation etc. have diversely shaped Physical Education Teacher Education (PETE) across Europe. Any curriculum formulation should respect inherent ingredients of pan-European diversity. Thus, for PETE model curriculum formulation, core general principles, rather than prescriptions, which have taken into account PE in school contexts (specifically its identity and characteristics of quality), are presented. These and more specific principles inform development of content of Programmes of Study and associated outcome competencies. An issue in PETE curriculum formulation is “PE teacher” designation. In acknowledging EU diversity, it is necessary to adopt a model, which distinguishes between a ‘Specialist PE’ teacher, a ‘PE’ teacher and a ‘Generalist’ teacher who teaches a full range of subjects including PE in primary/elementary school settings.

Quality assurance is a key factor in PETE provision and evaluation is an important component in the process. The motivations for evaluation include raising and maintaining quality of provision and delivery, enhancement of the quality of the student experience, public accountability and safeguarding the public interest in sound standards of higher education qualifications, informing policy and checking compliance with legal requirements. Systematic self-evaluation and associated report, peer review via site visit and report (to include institutional organisation details; staff and student profiles; programme structure, management, aims, contents, learning outcomes and delivery; observation of trainees’ teaching practices; use of information technology; quality assurance measures; and student exit data etc.), and adherence to agreed academic/professional benchmark standards are central to the evaluation process on a regular basis.

An imperative when considering PETE outcomes and occupational competence is the setting of benchmark standards of expectations. For practising teachers at the end of, and beyond, Initial Teacher Training (ITT), a Framework of standards for teachers needs to be established with a base of at least minimal expectations of all teachers with responsibility for delivery of physical education programmes. Various models for standards can be framed. A list of adaptable principles to accord with ‘local’ circumstances is suggested as a basic template for consideration. These principles inform curriculum development for both ITT and In-service training (INSET)/Continuing Professional Development (CPD) programmes of study.

Professional development needs to be a continuous process throughout a teacher’s professional career. CPD has a key role raising and/or enhancing educational practices and standards and yet, related data show that in some EU Member States CPD can be irregular and unstructured and in some cases may not even be available or accessible. In primary/elementary schools in particular, where generalist practitioners are often responsible for PE teaching, this represents a potentially serious problem. In such contexts, CPD is not only desirably essential but it also needs to be delivered with appropriate expertise and with up-to-date content that is relevant to practice. Evidence from countries where CPD programmes have been successful in improving teaching
and learning processes and outcomes in PE suggests that it is important to have a properly constituted government or national professional association level agency with responsibility for provision of a CPD framework, which embraces the range of career development routes, for designing and implementing a strategy for the quality assurance (with developed quality benchmark standards) of professional development provision for teachers of PE classes. Career options may expand through CPD courses and programmes such as the European PE Master’s (EPEM) programme, which offers a completely integrated and international vision of PE with a European context focus. Through a study of concepts and ideas, institutional structures, policies formulation and practical implementation, the core programme provides a basis for understanding and reflection of evolutionary and current developments in European systems of PE. Complementary so-called electives’ modules allow students to follow more specific lines of interest and career development. A compulsory European dimension or perspective Research Project, which entails a supervised independent study, is intended to demonstrate application of an appropriate scientific approach.

The Update survey and review of literature indicate that disability issues are being addressed in a majority of EU countries. There are some variations within the formulation of national legislation related to inclusion. Countries have taken their own path towards inclusion. Across the European Union, there is a tendency to promote inclusive education as a preferred option over separate education and in some countries legislation is in place to secure this. Although progress has been made in several countries recently, reality is often remote from official regulations. There is less information available on laws and regulations with regards to inclusion in PE and school sport. PE is often perceived as a less important subject. Although it is a compulsory or generally practised subject in mainstream education in all countries, most report children with disabilities in inclusive settings are often excused from PE sessions. The main reasons for exclusion of children with disabilities from general PE classes are medical reasons, lack of knowledge of teachers how to adapt their classes, lack of status of PE as compared with other classes and lack of adapted materials and facilities. A challenge for PE is to provide opportunities to ensure the same high quality experience for all pupils and subject teachers need to gain confidence and knowledge to meet the special needs of some individuals. In mainstream schools, many PE curricula are designed for, and favour, the physically able. The traditional emphasis on competition leading to winning as an essential component of the PE experience can result in embarrassment, demotivation and development of negative self-concept. Competition and tradition are powerful inhibitors of change in PE with the Games discourse an anti-inclusive item. Disabled children are often excluded from out-of-school activities (transportation, competitive nature of clubs etc – a traditional team environment). Key principles in inclusive policy are: opportunity, individual needs, planning and dignity. These are often seen in policy documents but are not disseminated adequately enough: this is a rhetoric-reality issue.

EU countries comprise demographically variously multi-cultural societies, in which there are distinct ethnic/religious minority groups. The issue of inclusion has resonance here as policymakers variously attempt to frame appropriate strategies for integration, one mechanism of which in the EU is physical and sport-related activity. There is a substantial presence of Muslims within the European community. In PE there are particular issues concerning participation of Muslim Girls in particular, for whom structural barriers and models of school PE and sport cause tensions. Research has identified tensions between cultural practices of Islam and PE in schools and higher education; they relate to: dress codes, predominantly mixed-sex school environments, physical activity demands during the Ramadan fasting period, privacy and communal changing, swimming, dance, and clash between extra-curricular provision and other cultural requirements. Issues at the interface of Islam and school PE/sport vary according to
Policy Recommendations

1. Compulsory Physical Education in Schools

Appropriately constructed school PE programmes are key preventative antidote to counter to high cost health risks as well as anti-social behaviours and are a distinctive shaping influence on individual all round development, thus enhancing the quality of life through generation of positive attitudes. With its primacy of engaging ‘captive audiences’ in the compulsory schooling context, sustained government support for PE as a mandatory and essential properly resourced school curriculum subject is an imperative in fostering healthy lifestyle behaviours and general psycho-social, cultural and moral positive attitudes of young people.

2. Political Commitment and Advocacy

Strong political commitment and support at all levels are essential pre-requisites for future positive prospects of school PE and related activities across the EU community. Advocacy should target individuals, including policy makers, and interest-vested institutional agencies. In policy formulation and implementation, there should be due regard to diversity and distinct national and local challenges and needs across cultures and systems.

3. Basic Needs Model

Identification of ‘Basic Needs’ and integration with educational policies supported by governmental and non-governmental agencies (professionals and volunteers) operating co-operatively in partnership(s).

4. PE Curriculum Reappraisal: Re-conceptualisation and Reconstruction

Some existing PE curricula do not provide personally meaningful and socially relevant experiences. Relevant curriculum authorities need to pay attention to societal trends as well as philosophical ideals to offer flexibility and balance in content to attract young people to the joy and pleasure of physical activity. Re-conceptualisation and reconstruction of PE are essential to meet the needs of children and young people in the 21st century and should be accompanied by improvements to raise the quality of teaching and learning processes through re-orientation giving more responsibility to learners.

5. Quality Physical Education

EU policy-makers recognise the positive features, which distinguish Quality PE (QPE) and its contributions to children’s education and to societies. Governments should commit resources to implement policies for QPE, which support multi-disciplinary research with pedagogically focused approaches and the dissemination of findings and sharing of good practice.

6. PE Curriculum Time Allocation

Diversity is prevalent in PE curriculum time allocation across the EU and devolved responsibilities for curriculum implementation to school levels cause fluctuations within
countries, especially where compulsory PE is supplemented by optional and elective PE opportunities. Further research is recommended to determine actual time allocations as distinct from policy aspirations. In order to achieve QPE, EU countries should adopt a policy of a minimum of 120 minutes PE curriculum time allocation per week with agreement to work towards a minimum of 180 minutes weekly with schools endeavouring to go beyond this minimum where this is possible and a call for at least 60 minutes daily physical activity in, or out of, school settings.

7. PE Teacher Preparation

QPE depends on well-qualified educators and governments should promote as a policy priority a review of systems of Physical Education Teacher Education (PETE) with due regard to improvements in both initial and continuing education of PE teachers, especially those responsible for PE in primary/elementary schools. Institutional PETE providers should include latest research on didactical and pedagogical developments including pupil-centred approaches, emphasising greater interaction and negotiation in the teaching/learning process.

8. Occupational Titles for PE Teaching

Recognition of three dedicated category levels of Physical Education Teacher: Physical Education Teacher (one subject specialist); Physical Education Teacher (2-3 subjects); Generalist Teacher. The ‘Generalist Teacher’ to have basic foundation PE subject knowledge in a sustainable range of Fields of Study to facilitate proper delivery of the PE curriculum in early (i.e. primary/elementary) years of schooling.

9. Dedicated PE Curriculum Co-ordinators

Consideration be given to training and employment of ‘Curriculum Co-ordinators’ with specialist knowledge and expertise to act as mentors, provide advice and guidance to non-specialist practitioners (that is usually ‘generalist’ teachers in primary schools).

10. Compulsory CPD Provision

Consideration of CPD provision and participation as compulsory requirement on a regular basis with proper national (governmental or professional association) direction and validation.

11. Promotion of Master’s Degree Programmes

EU support to be extended beyond curriculum development and initial implementation stages in the promotion of European Masters’ programmes in PE and Adapted Physical Activity.

12. Framework of Benchmark Standards

Formulation of a ‘Framework of Benchmark Standards’ for teachers of PE.

13. PE/PETE Quality Assurance

For quality assurance in PE and PETE, monitoring inspections by independent non-ministerial agencies (to provide impartial reports on provision) accountable to state authorities comprising vested interest groups’ representatives with monitoring inspections conducted in 4-6 year cycles.
14. Partnership Links

14.1. Multi-sector policies

Partnerships are a key to optimising use of resources and EU countries should adopt multi-sector policy initiatives within supportive environments. Governments should acknowledge the primacy role of school PE, but recognise that it is not a ‘stand alone’ option in resolution of inactivity-related problems. An associated recommendation is to establish or strengthen national, regional and local organisations and networks including all stakeholders to enable clear action consensus, to share good practice and to provide strong, coherent leadership in integrating compulsory school PE into education, sports, health and related policies. The Dutch Sport Service Punt with its ‘one stop shop’ approach is an exemplary low cost model that could be suitably adopted or adapted in other EU countries. Implicit here is an acknowledgement of the importance of the role of non-governmental sports movement agencies in providing recreational sports activities for children and young people often organised by volunteers in their leisure time.

Volunteers have important roles in assisting in the transition from school to community-based sport; they can bring knowledge, skills, commitment and dedication as a free time resource. The EU should consider the formulation of an appropriate Code of Ethics for sport movement volunteers concerned with the promotional support and development of children’s and young people’s physical activity and sport outside schools.

14.2. Parents

Parents have important roles to play in partnership networks. Activities, which can be undertaken as a family, should be actively supported. Parental support for children’s activities is crucial, if only to ensure that they have access to facilities and programmes. Parents should be encouraged to become involved in the schools and sports clubs working with their children.

14.3. Schools as Community

The concept of the school as a local community amenity that promotes healthy well being and active lifestyles to both pupils and the wider community should be reinforced by increasing the opportunity for the use of school sports facilities outside school hours. Schools and local authorities should be given guidelines on environmental improvements in school neighbourhoods to encourage the establishment of safe routes and zonal surroundings. Schools should introduce pupils and especially school-leavers to local sports clubs, programmes and facilities. Local clubs might offer several free sessions to school-leavers.

14.4. Local Community

Small scale funding programmes for community-wide physical activity projects could be set up involving co-operation between cross-sectors’ partners (education, community authority and sport). Such funds could aim at increasing participation and tackling social exclusion. Networks of local and regional physical activity and leisure co-ordinators should be developed in order to stimulate community-level actions; they can work across institutional boundaries and facilitate links between all local organisations including schools. The improvement of the local sporting environment should be made a priority in order to facilitate formal and informal physical activity. It should include non-club based informal activity, for example street sport, in deprived
but safe areas, guided by trained volunteers. Children and young persons could be consulted when assessing local needs.

14.5. National Community

Beyond recommendations embodied in 6.1-6.12 above, other policies should address: increased inter-governmental departments’ co-operation in promoting physical activity for children and young people; as an imperative, the creation of effective co-operative links between government departments concerned with physical activity and well-being and inactivity and obesity; and ministerial level initiatives to make recreational sport more attractive to a wider range of young people, with less emphasis on competition and more on the importance of lifelong physical activity.

14.6. The European Community

European-wide programmes and campaigns encouraging active lifestyles and discouraging excessive sedentary activities should be developed. Research should be supported to determine influences on lifestyle patterns and reformulation of the school PE curriculum to provide personal meaning and social relevance to all children and young people.

15. Disability Issues

For disability issues, research exploring practice and reality of pupil experiences in PE lessons. Initial teacher training and continuing professional development should address needs of teachers working in diverse school population settings with recognition of difference and equal value. PE curricula need to be rethought: a broad and balanced curriculum needs to be the basis of physical activity life skills for all pupils. Teachers need to take responsibility for all pupils to ensure access, equipment, resources and appropriate pedagogy to create a socially and physically inclusive PE experience and curriculum planners and policy makers need to take account of this.

16. Ethnic Groups

The importance of situation specific needs and solutions necessitates greater sharing of knowledge and understanding in inclusion of ethnic groups. It is recommended that a case study approach to further research in European countries be taken to address context specific issues at the interface of Islam and educational opportunity for Muslim pupils, and girls in particular. Commissioned studies would form the basis of sharing good practice in seeking solutions for greater cohesion in policy and practice and would ensure a strong European presence in global dialogue addressing the needs of Muslim girls in school PE and sport.

17. Finance

There are no definitive statements on financing of school PE and sport. Disaggregation is complicated because of dispersed funding stream sources across public sectors. It is recommended that research into funding of PE and school sport across the EU is undertaken to determine and compare levels of financial investment and to identify areas of under-funding as well potential additional and alternative sources of finance.
18. Research Connections

An evident common factor in successful PE-related (including sport, health and physical activity interventions and collaborative initiatives) is a close connection with an academic institution for research connections. There are complexities involved in establishing causal relationships when there are multiple influential determinants, ‘actors’, institutional entities and often subtle or discrete inter-relationships. Facilitating change in behaviours is, therefore, a complex educational problem and needs to be recognised as such by relevant policy decision-making authorities and should be heeded by agencies of change in the EU countries.

19. PE Monitoring Centres

It is imperative that monitoring of developments in PE throughout the EU be instituted. The Council of Europe has called for the introduction of provision for a pan-European survey on PE policies and practices every five years as a priority! With the possible exceptions of a handful of researchers and the European Physical Education Association (EUPEA), watching briefs on what is happening in PE in many countries are inadequate. There is need for more and better quality baseline data in each country. Each member state should establish a Monitoring Centre for School PE/Sport. Each Centre would be responsible for monitoring developments within its country and would undertake a national survey on a regular 5-year cycle to inform the monitoring process. Co-operation between member states and European networks should be encouraged in order to share information, the results of research and national experiences on promoting physical activity.
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Introduction and Project Overview

The geographically widespread perceived decline or marginalisation of physical education (PE) in schools, particularly marked in the 1990s (Hardman & Marshall, 2000), has added a novel dimension to the developing PE tapestry in Europe. The Berlin Physical Education World Summit’s Agenda for Action (1999) precipitated an array of inter-governmental, governmental (national and regional) and non-governmental institutional initiatives, policies and advocacy commitments to improve access to, and provision of, quality physical education (QPE). Collectively the various advocacy initiatives raised hopes about a sustained and positive future for PE. In Europe, the Council of Europe picked up the baton and following a survey (Hardman, 2002) of the situation of PE in schools in Member States, the Council of Ministers agreed a set of Recommendations (2003) on policy principles designed to remedy the school PE and sport situation in the region. However, since the Berlin Summit and the Council of Europe Recommendations, the developments in school PE policies and practices in Europe have been diverse with a plethora of positive initiatives juxtaposed with evidence to generate continuing disquiet about the situation. The Council of Europe’s Recommendations and Magglingen Commitment (Second World Physical Education Summit, Magglingen, Switzerland, December 2005) are stark reference point reminders that there was, and still is, a gap between “hope and happening” (Lundgren, 1983). The gap between “hope and happening” is occurring at the time of reported continuing decreases in levels of physical activity and increasing incidences of related problems such as obesity and sedentary lifestyle-related illnesses and associated rising health care costs.

As policies are now being framed and measures implemented to counter the problems extant in human growth and development and to promote positive psycho-social and moral individual and group behaviours, the foundational fabric of the PE tapestry is undergoing sometimes discrete but increasingly overt philosophical shifts with pathways to partnerships being created in differentiated forms to achieve common goals. Nevertheless, policy and practice do not always add up, a situation suitably summed up by Maude de Boer-Buqiccio’s, (Council of Europe Deputy Secretary General) comment (September, 2002) at the Informal Meeting of Ministers with responsibility for Sport in Warsaw that “… the crux of the issue is that there is too much of a gap between the promise and the reality”. The advocacy of positive policy principles needs to be set against implementation into practice, that is policy principles juxtaposed with the actual situation of PE in schools in the form of policy and reality checks. A “reality check” forms an essential part of the present European Parliament supported Project Report, the specific aims of which relate to the following tasks:

1. Update on the situation of PE in schools in all Member States.
2. The PE curriculum and its delivery:
   • Links with/between health and school sport.
   • Thematic aims and content of PE programmes.
   • Quality PE/School Sport criteria.
3. Pathways to participation in the wider community.
4. The training of PE teachers (PETE) including initial and in-service training (INSET)/continuing professional development (CPD).
5. Inclusion issues:
   • Gender.
   • Disability.
   • Ethnic Minorities.
6. Policy recommendations.
For the purposes of this Project concerned with the “Current situation and prospects for Physical Education in the European Union, the “reality check” draws from:

a) an on-going analysis of a North Western Counties PE Association and University of Worcester sponsored follow-up world-wide survey;
b) a semi-structured questionnaire instrument administered (2005) through the Council of Europe Committee for the Development of Sport (CDDS) unit with responses from representative government level agencies;
c) a semi-structured questionnaire administered (2006) to the 27 EU States;
d) research-related literature including qualitative studies of PE in global (Pühse & Gerber, 2005) and European (Klein & Hardman, in press) contexts;
e) the German Sport Confederation “Sprint” study;
f) the AEHESIS Project, Physical Education Teacher Education area (2003-2007);
g) a number of case studies variously related to school PE and sport and issues addressed within the domain, specifically quality PE, teacher education for PE, health, inclusion and developments in wider community partnerships.

Survey instruments generated data on:

- national level data (legal status, responsible authority and curriculum time allocation);
- the PE curriculum (aims, themes, content, evaluation and equity issues);
- resources (facilities/equipment and teaching personnel);
- the PE environment (status of subject and teachers and links with wider community);
- issues in provision (concerns and/or problems);
- ‘Bologna’ Agreement compliance.

At the outset, it is necessary to acknowledge that issues surrounding validity and reliability of data generated from the questionnaires, especially in terms of nature and size of samples, mean that interpretations can only be cautiously tentative. Nevertheless, the data do provide an indication of trends and tendencies as well as some highly specific situations.

An immediate issue relates to concept and definition. Physical activity is a significant element in all cultures in both formal and informal institutional settings and is considered an important component of the educational process as well as an end in itself. In its formal education institutional form - Physical Education - it has enjoyed a sustained presence in variety of settings from origins either directly or indirectly inspired and extrinsically or intrinsically motivated. Conceptually the term physical education has varied over time and space but it is one, which is now widely accepted as an umbrella term and can be conceptualised as a global phenomenon, albeit that it is also subject to specific 'local' interpretations of meanings, concepts and functions. As such, it is practised in a variety of ways between and within countries. Generally, PE is that phase of education, which aims through a broad and balanced and coherent range of physical activities to contribute to the optimum development of an individual’s potential including growth and development, physical and psycho-social competencies. PE makes a unique contribution to the education of all pupils; there should be no school education without physical education. PE provides students with the knowledge, skills and understanding necessary to perform a variety of physical activities, maintain physical fitness, and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle. A comprehensive PE programme includes moderate to vigorous physical activity on a daily basis. In addition to a comprehensive programme, opportunities for students to be physically active should be available for voluntary participation during the school day, as well as before and after school. A supportive
environment contributing to a healthy, physically active lifestyle involves collaboration between school and wider community individual (parents) and institutional organizations (clubs and associations etc.) engaging paid and unpaid (volunteers) personnel.

Each country has its own cultural identity, but in general each pupil, regardless of ability, sex, ethnic or cultural background, has the right to experience a programme of physical education, which promotes at least the following:

- a broad base of physical competence and knowledge of physical activities;
- growth and development;
- insight and understanding of the importance of a healthy lifestyle;
- a positive self-esteem within the context of physical activity;
- inter-personal skills, such as the ability to solve problems and co-operate with others in the context of sport and physical activity;
- the opportunity to develop oneself as an independent and responsible participant of sport-culture;
- moral education and development;
- aesthetic appreciation;
- a lifelong interest and engagement in, and affinity for, physical activities.

PE is a springboard for involvement in sport and physical activities throughout life. It is also a source of communication with others and, in addition, can involve an appreciation of the natural environment as well contribute to moral education and development. Within schools themselves, PE curricula in many countries emphasise learning in a physical context, the purposes of which are to promote physical development and to foster knowledge, skills and understanding, attributes necessary for the development of the physically educated person. Physically educated persons might be described as being physically literate, having acquired culturally normative skills enabling engagement in a variety of physical activities, which can help to maintain healthy well-being throughout the full life-span; they participate regularly in physical activity because it is enjoyable; and they understand and value physical activity and its contribution to a healthy lifestyle.
Part 1 - Update on the situation of physical education in existing EU member and acceding states

The story of PE in Europe contains a rich tapestry of influences and developments, which from individual and/or ‘local’ institutional initiatives have evolved with distinctive identities and variously shaped, or contributed to shaping, national systems either through assimilation or adaptation. Taking evolutionary developments into account, it is unsurprising that different and various forms of structures and practices are evident across the EU and the region as a geopolitical entity is characterised by diversity with elements of congruence in PE and school sport concepts and delivery. This “Update” section of the Report presents an overview of the situation of PE in the 27 EU countries. Structurally, it follows the template framed by data generation survey instruments indicated on page 2.

1.1. General Education System, Legal Framework and Status of School PE and Sport

In a majority of countries, national governments have at least some responsibility for the PE curriculum. In some countries there are joint and multiple (national, regional, local and school) levels of responsibility. Responsibility in some countries lies at two levels and in countries where decentralised forms of government are constituted (as in the Belgian Flemish and French ‘Language Communities’ and in the 16 Länder of the Federal Republic of Germany) responsibility is essentially at regional level. Across the EU, administrative and delivery responsibility is frequently devolved to local authorities or even schools. Within the general education system, all countries in the region have legal requirements (or it is generally practised) with either prescriptive or guideline expectations for PE for both boys and girls for at least some part of the compulsory schooling years. With few exceptions, in terms of years and class stages (but not in lesson ‘hours’ per week), PE features third in the curriculum behind the core subjects of ‘mother’ language (including literature) and mathematics.

During the last decade, most EU countries have undertaken educational reforms. Whilst it is encouraging to see that PE has remained compulsory or is generally practised in all countries and that time allocation has increased in just 16% of countries and remained the same in 68% of countries, it has actually been reduced. Multi-questionnaire responses from the same country raise the issue of whether time allocation to physical education had remained the same since 2000. In some instances (Austria, Czech Republic, Hungary, Italy, Slovakia and Slovenia amongst others), responses indicated that in practice, PE’s curriculum time allocation has in fact decreased in some schools.

Across Europe, there was a gradual erosion of school PE time allocation throughout the 20th century. Denmark experienced reductions from 7 to 4 lessons in 1937, 4 to 3 in 1958 and 3 to 2 in 1970, now it is 1-3 lessons (usually 2, but 3 in grades 4-6) (Rønholt, 2005). In Sweden the daily provision in 1900 has shrunk to 1-2 lessons in Basic Schools (Annerstedt, 2005) and Sollerhed (1999) reported a reduction from 3 to 1 hour per week in the 1990s and cancellation of school sport days; however, in 1999, annual PE and Health “clock hours increased from 460 to 500 clock hours, i.e. 2 x 50 minutes” each week. In France the number of lessons was reduced from 5 to 3 in 1978 (Wallian & Gréhaigne, 2005); and in Greece reductions of PE time allocation occurred in the 1990s (Kellis & Mountakis, 2005). In former ‘socialist bloc’ countries in central and eastern Europe, the erosion in time allocation has been more confined to post-1990 political reforms. In Hungary for example the former 4-5-6 PE hours per week staged model in the 1980s, has been replaced by a 2/3-1.5/2-1 hours per week staged model. Over the
decade after the (re)-unification of the two Germanys in 1990, Helmke and Umbach (2000) indicated reductions as high as 25% in PE timetable allocation in all class stages (except class 4) in the Federal Republic of Germany.

Official prescriptions for, or guidelines on, amount of curriculum time allocated to PE can be discerned from policy and/or curriculum documents. For the purposes of this present Project, additional information on PE curriculum time was sought through questionnaires, distributed to government level officials and PE practitioners. From analysis of information derived from these sources, it is possible to correlate the data and produce a list of EU countries’ PE timetable allocations (refer tables 1 and 2) and identify some general tendencies.

**Table 1 - Time Allocation for Physical Education in Primary Schools: 1999-2006**

<table>
<thead>
<tr>
<th>Primary Schools</th>
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<th>1999 Maximum</th>
<th>2006 Minimum</th>
<th>2006 Maximum</th>
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Weekly timetable allocation for PE across the EU is **109 minutes** (range of 30-240 minutes) with clusters around 60 and 90 minutes in primary/basic schools and **101 minutes** (range 45-240 minutes) with a cluster around 90 minutes in secondary and high schools: there is a gradual
‘tailing off’ in upper secondary (high) schools (post 16+ years) in several countries and optional courses become more evident. Notably, figures in 2000 were higher with an average of 121 minutes in primary schools and 117 minutes in secondary schools, thus representing a perceived reduction in curriculum time allocation in the period 2000-2006.

Table 2 - Time Allocation for Physical Education in Secondary Schools: 1999-2006

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</table>

Tables 1 and 2 imply that PE curriculum time allocation has stabilised since around 2000. The issue of time allocation is generally complicated by localised control of curricular timetables and practices of offering options or electives, which provide opportunities for additional engagement in PE and/or school sport activity. ‘Uptake’ by pupils of such opportunities can vary within, and between, countries and not all pupils do take advantage of any such extra provision. Whatever, the options/electives available may be included in curriculum time allocation indicated in some countries’ survey responses and, therefore, may not accurately represent the actual prescribed or expected time allocation for all pupils. Thus, a cautionary note is necessary here because data for some countries do include additional optional or elective
lesson hours and hence, provide some distortion of the actual situation in at least some schools in those countries where additional opportunities exist. ‘Triangulation’ of curriculum policy documents, survey data and qualitative data derived from literature (see especially, Pühse & Gerber, 2005; and Klein & Hardman, in press) provide a different scenario, a case of policy prescription or guidelines not actually being implemented in practice for a variety of reasons. Some examples illustrate the point. In Austria there is a standard number of lessons but school autonomy prescribed by national Law 283/2003 produces variations and PE can, and in some schools does, give way to other subjects: the standard allocation of 3-4 lessons in secondary schools has been effectively reduced to 2 in lower secondary and 1 in upper secondary levels (Grössing, Recla & Recla, 2005; and Dallermassl, in press). In the Belgium French language community region of Wallonia, the 2-3 lessons prescribed are “not always taught” (De Knop, Theeboom, Huts, De Martelaer & Cloes, 2005, p.111). In Bulgaria, some reductions are occurring as a result of increased time allocation to foreign language studies, furthermore, there are variations on the duration of lessons because they are determined by school staff, hence some schools offer less PE lesson minutes per week than others. In Cyprus, the 2 x 40 minutes lessons in primary schools are “often abandoned when time is required for the main school subjects such as maths and language” (Tsangaridou & Yiallourides, in press). In the Czech Republic, the third lesson in primary schools is frequently cancelled or has not been even included in the curriculum (Rychtecky, in press). In Finland, one impact of recent financial constraints has been reduction of PE lessons in lower schools from 3 to 2.5 lessons per week (Laakso, 2006). According to the curricula in most German Länder, time allocation for school PE is between two and three lessons per week (i.e. between 90 and 135 minutes per week). The results of the Sprint Study (DSB, 2006) show that there is a wide gap between curricula and reality. In the secondary general schools (Hauptschule), differences exist between the demands of the curriculum and PE lessons that have been given with 2 hours per week instead of 3 hours, that is 33% of lessons are cancelled (Balz and Neumann, 2005). This result has to be seen in light of the fact that young people attending the Hauptschule are under-represented in involvement and participation in sport clubs; there is a need for a strong PE programme in these schools to encourage socially underprivileged young people to sports participation but the opposite is the case (Brandl-Bredenbeck & Brettschneider, 2006). In Ireland despite a recommended 60 minutes per week, PE is not provided in all primary schools, quality of provision varies and research shows the average amount of time ranges from 12 to 60 minutes and 75% classes have less than 30 minutes); at post-primary level 120 minutes are recommended (90 minutes is seen as a minimum but many schools offer less), however, there is a progressive reduction from 75 minutes (year 1) to 57 minutes (Year 6) minutes (Halbert & MacPhail, 2005, p.386). In Latvia, where 3 lessons are possible, many schools elect for 2 per week under school autonomy regulations (Abele, in press). In Lithuania, even though there is a legal basis, “it is difficult to put regulations into practice” (Puisiene, Volbekiene, Kavaliauskas & Cikotiene, 2005,p.445); the School Boards decide PE hours (obligatory and supplementary); the 1995 Law on PE and Sports stipulated 3 lessons but only 26% achieve this in classes 1-4, moreover, 38.9% do not have a third lesson; fewer than 10% schools comply with the 1995 Act for 3 lessons (Puisiene et al., 2005, p.445). In the Netherlands there is no specific prescription but there is an average of 90 minutes per week with considerable differences because head teachers determine actual time allocations; additionally facilities represent a considerable problem and present provision makes it difficult or impossible to realise prescribed attainment goals (Broke & van Dalfsen, in press). In Northern Ireland, 2 hours are recommended but only one hour is delivered; there has been no real increase since a 1996 aspiration recommendation was made (Bleakley & Brennan, in press). In Portugal teacher autonomy brings variations to the 3 x 30 minutes lessons allocated and only a minority of primary schools have the opportunity to benefit from PE classes (Carreiro da Costa, 2005, p.556). In Scotland,
there is an Education Department commitment to 120 minutes of ‘High Quality PE’ in all schools by 2008; currently the average in secondary schools is around 90 minutes and only 20% primary schools have 120 minutes. Since 2001 in Sweden, an increase in time allocation has occurred and two hours of additional options are popular but with more athletically talented children; schools may be designated as special profile schools (so-called “The School Choice”) and sport can be “the profile... (one) outcome of the various tracks means prevalence of differences in allocated hours: in Basic Schools, the 1-2 lessons (80-100 minutes) can be increased; 25% have done this but 50% haven’t and 24% have decreased” (Annerstedt, 2005, p.611); years 10-11, 20% of schools have 2 lessons/week but there is no mandatory PE in Year 12; the number of “Outdoor Activity days have been reduced” (Annerstedt, 2005, p.612). Pervasive throughout the EU region is the low priority accorded to PE in Vocational Schools, where usually minimal provision is reported (Hardman & Marshall, 2000; Hardman, 2002; Hardman & Marshall, 2005; Pühse & Gerber, 2005; and Hardman & Marshall, 2006; and Klein & Hardman, in press). The ‘mixed messages’ situation, epitomised particularly in the Scottish (and English) government commitments to greater time allocations to school PE and sport provision, need to be juxtaposed with continuing threats to PE: since 2000 cuts have been mooted in several EU countries, examples of which are Ireland, Portugal and Slovenia.

The PE curriculum is alleged to be implemented in accordance with regulations in 87% of EU countries but actual implementation frequently does not meet with legal obligations or expectations as the illustrations on reductions in time allocation cited above demonstrate. The situation is reinforced in a third of countries indicating that PE lessons are cancelled more often than other subject lessons. In some Länder in Germany, for example, one in five PE lessons are cancelled (DSB, 2006) and one in three are cancelled in the Hauptschulen.

Legally, PE has the same status as other subjects in over 90% of countries but its actual status is perceived to be lower in 34% of countries (Belgium, Cyprus, France, Germany, Greece, Hungary, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Slovakia, Bulgaria, Ireland, UK). Thus, a reality of practice is that status may be equal in law but this is not actually matched in the reality of practice: designation of a subject as ‘foundation’ or ‘subsidiary’ implies a lower hierarchical status position than ‘core’ or ‘principal’ or main’ designation; moreover, PE is allocated less time on the curriculum than other subjects such as language, mathematics and science. There is a lower perception of PE teacher status than other subject teachers in over 20% of countries.

1.2. The PE Curriculum

The focus on various aspects of, and issues related to, the PE curriculum (thematic aims, content, inspection monitoring, inclusion embracing disability, gender and ethnic groups, material and human resources, the environment of pathway networks linking PE with wider community physical and sports-related activity) need to be seen as a precursor to more detailed explorations of themes in Sections 2-5.

1.2.1. PE Curriculum Content

In some parts of Europe, PE curricula are undergoing change with signs that its purpose and function are being redefined to accommodate broader health-related active lifestyles and life-long educational outcomes. Nevertheless, there remains an orientation towards sports-dominated competitive performance-related activity programmes as testified in the proportion of time devoted to games, track and field athletics and gymnastics, which collectively account for 72%
of PE curriculum content in both primary and secondary schools (refer section 2, figures 8 and 9 for additional information). Such orientation runs counter to societal trends outside of school and raises issues surrounding meaning and relevance to young people’s lifestyles as well as quality issues of programmes provided and delivered (for further detail and discussion on PE curriculum issues refer Section 2 and figures 7-11).

Mixed practices in monitoring PE programmes are evident: they vary from regular to irregular or random or not defined. Monitoring inspection of PE is a legal and generally practised requirement in around 70% of EU countries. Countries indicating that inspections are not being undertaken include Denmark, Finland, Germany, Hungary, Lithuania and Malta; and responses from Cyprus, Italy and Poland suggest a difference between official and actual implementation realities. Countries indicating that inspections are not a legal requirement include Ireland, Luxembourg, Portugal and Slovakia. Monitoring inspections are variously undertaken by head teachers (8%), local inspectors (8%), regional inspectors (25%), national inspectors (50%) or combinations of two or more of these groups (9%). Of the countries with a legal or general practice requirement, 87% (17 countries) indicate PE is subjected to monitoring. Frequency of monitoring varies from every 6 months to beyond every 5 years with a main cluster (31%) at annual monitoring (see figure 1).

**Figure 1: Frequency of physical education inspection monitoring**

![](image)

The scope of monitoring embraces a range of aspects but predominantly the extent of curriculum implementation and quality of teaching, quality control and/or advisory guidance are given as the reasons for monitoring in over 90% of countries, where monitoring occurs.
1.2.2. Disability Issues

Many countries have legislation in place and opportunities for disabled pupils in PE seem to be increasing but there are regional variations: in central and eastern Europe the level of integration is lower than the rest of the Community region. In the survey, 75% countries allege availability of opportunities for students with disabilities for access to PE lessons but there are barriers to inclusion and/or integration. Some 25% countries indicate opportunities to do PE for disabled pupils either do not exist or are not applicable. These countries include Hungary, Latvia, Lithuania and Luxembourg (with responses from Belgium, Czech Republic, Germany, Malta and Poland intimating variations from the official “YES” position). Depending on the nature of disability, some form of inclusion is variously achieved in mainstream schools (35%), in specialist schools (17%) or a combination of mainstream/specialist schools (48%) (see figure 2).

![Figure 2. Disability inclusion: type of school](image)

Depending on the nature of disability, inclusion in mainstream school PE classes appears to be ‘normal’ practice in 45% of countries. In Belgium, Bulgaria, Cyprus, Estonia, France, Ireland, Latvia, Lithuania, Poland and Romania disabled pupils are not usually included in mainstream school PE classes. Notably in Austria, the Czech Republic, Germany, Italy, Malta, the Netherlands, Slovakia, Slovenia and the United Kingdom differences in responses between ‘officials’ and practitioners suggest that inclusion policy is in place but in practice there is limited or no inclusion in some schools.

Barriers and challenges to facilitate inclusion and/or integration in the area of disability include: lack of appropriate infrastructure; difficulties with facility and equipment provision (50%); lack of staff expertise (21%) and resources (10%); difficulties with severity of the disabilities (15%); the lack of official policy legislation (2%) to address and to raise broader awareness of integration issues; physical barriers to access; class management inadequacies; programme content; and class sizes.
1.2.3. Gender Issues

All countries consider that there is equality of opportunity for boys and girls in PE often with legislative measures as the main means, supported by an array of pedagogical and didactical measures and human and material resources to ensure this. In order of frequency, the various measures indicated to achieve equality include: the same curriculum; co-education classes; equity legislation; single sex classes; didactical measures; appropriately professionally prepared teachers; same teachers; the same facilities and equipment; same extra-curricular programmes; and same evaluation. It should be noted, however, that co-education and single sex classes and same teachers are no guarantee of equality.

Some concern is raised in Bavaria in Germany, Latvia and Malta about the extent of equal opportunities in PE classes and as mentioned in Section 2.1 on Aims and Contents of Curricular Programmes, some countries’ PE curricular content can be gendered. There is evidence to suggest some wider existence of gender inequalities and there are barriers to full participation by girls. Such barriers include cultural traditions, especially religion and societal attitudes, restricted range of activities’ opportunities for girls, male dominated or biased curricula and PE classes and inadequately qualified and uninformed teachers.

1.2.4. Ethnic Group Issues

Over two-thirds of European countries claim to utilise PE and sport in, and out of, schools to assist in the integration of children from ethnic/religious minority groups into both school and society. Out-of-school physical/sport activity is used as a means of integrating people from minority groups in some countries. Specified means to achieve integration are provided: competitions, group activities and team sports; national governing organisations’ collaboration schemes for marginal groups, out-of-school and club-linked activities and specific schemes. Examples of such schemes are: Sports Friends Campaign (Austria); Sport of the Street (Belgium Wallonia); Tolerance Programme and Multi-cultural Sports Federation (Finland) and Gypsies and Immigrant Programme (Greece).

There are special issues related to Muslim girls and participation in PE, especially in the context of evidence of a recent increase in Islamophobia in Europe. Their position is more vulnerable than that of Muslim boys and structural barriers and models of school PE and sport do cause tensions. Tensions between cultural practices of Islam and PE in schools and higher education have been identified through research and relate to: dress codes, predominantly mixed-sex school environments, physical activity demands during the Ramadan fasting period, privacy and communal changing, swimming, dance, and clash between extra-curricular provision and other cultural requirements (Benn, 2006).

1.3. Resources

The 1978 UNESCO Charter set out policy principles related to provision of resources: Article 5 calls upon governments to plan and provide facilities and equipment for PE and Sport; Article 4 advocates that personnel professionally responsible for PE and Sport should be appropriately qualified having “adequate levels of specialization” (p.7). The sub-sections on facilities and equipment and PE teaching personnel address these resource issues.
1.3.1. Facilities and Equipment

The survey data reveal resource problems across the EU. The more general inadequacies of material resources are illustrated in inadequacies of provision of facilities and equipment and are exacerbated by problems of low levels of maintenance in some countries. Facilities range from inadequate to excellent (quality) and for equipment below average to excellent (quality) for equipment; for quantity there is a range expressed in terms of insufficiency to extensive for both facilities and equipment. The descriptors of quality and quantity of facilities and equipment together with the level of provision in EU countries are contained in figures 3-6.

Figure 3: Assessment of the quality of facility provision

![Figure 3: Assessment of the quality of facility provision](image)

Figure 4: Assessment of the quality of equipment

![Figure 4: Assessment of the quality of equipment](image)
There is a marked geo-political differentiation in quality and quantity of facilities and equipment in the EU community: in the more economically prosperous northern and western European countries, quality and quantity of facilities and equipment are regarded as at least adequate and in some instances excellent whereas in central and eastern European countries, there are inadequacies or insufficiencies in both quality and quantity of facilities and equipment; hence, there is an east-west European divide with central and eastern European countries generally far less endowed with facilities and equipment. Transcending this divide is the view that in 67% of countries there are problems of low levels of maintenance of existing PE sites and whilst there are higher expectations over levels and standards of facilities and equipment in more...
economically developed countries, even here there are indicators of inadequacies and shortages in facilities and equipment.

1.3.2. Teaching Personnel

In many countries, the adequacy of teacher preparation for PE is arguable and initial teacher training (ITT) can present a problem even in economically developed countries. Generally throughout the European region, PE/sports teaching degree and diploma qualifications are acquired at universities, pedagogical institutes, national sports academies or specialist PE/sport institutes. For primary school teaching, qualifications tend to be acquired at Pedagogical Institutes but not exclusively so; for secondary school teaching, qualifications are predominantly acquired at university level institutions. In approximately half of the countries, PE/sport teacher graduates are qualified to teach a second subject. A common scenario across the EU is qualified ‘specialist’ PE teachers at secondary level, (though some German Länder and Hungary indicate that, in practice, some generalists are also employed to deliver PE) and ‘generalist’ teachers at primary/elementary level (85%); some countries (67%) do have specialist physical educators in elementary (primary) schools (refer Annex I), but the variation is wide and there are marked intra-regional differences. In some countries, the generalist teacher in primary schools is often inadequately or inappropriately prepared to teach PE, especially as minimal hours may be allocated for PE teaching initial training. The former point is well illustrated in Germany by the Sprint Study (DSB, 2006): in order to teach PE in schools, the successful completion of a PETE programme and the associated qualified teacher status (according to the specific type of school) are pre-requisites for all teachers; the reality in schools reveals a different picture because whilst 80% of all state qualified teachers who teach PE lessons have a degree PE subject qualification, every 5\(^{th}\) teacher has no formal qualification in the subject; with regard to different school types, the problem is more salient in primary schools (Grundschule), where 49% of the teachers delivering the PE curriculum have no specific education in PE subject matter; in the different branches of the secondary school, the figures of formally unqualified teachers decrease considerably - Hauptschule (secondary general schools) 30%, Realschule (secondary modern schools) 11%, and Gymnasium (Grammar schools) 2-3% (DSB, 2006).

In 63% of EU countries, there are opportunities for in-service training (INSET)/continuing professional development (CPD) but there are substantial variations in frequency of provision, which ranges from free choice through nothing specifically designated, every year, every two years, every three years to every five years. Duration of INSET/CPD also reveals differences in practice between countries: those with annual training range from 12 to 50 hours, from 3 to 25 days; biennial and triennial training courses of 4 weeks; and five years range from 15 days to 3 weeks or 100 hours over the five year period. Annual INSET/CPD is indicated in 50% of countries, every 2 years in 15% of countries and greater than two years in 35% of countries. No opportunities or strictly limited provision is evident in Bulgaria, Cyprus, Czech Republic, Finland, France, Germany, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Poland, Romania, Sweden, UK). There have been significant developments in CPD in the form of a European Master’s programme (refer Section 4 on PETE).

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1 Emboldened text denotes those countries where there is a discrepancy between responses.
1.3.3. Financial Issues

With increasing demands by a range of social institutions and services for financial support, government policies are often economically driven within a context of public accountability. Inevitably, prioritisation occurs and PE, with some exceptions, is not usually high on the political agenda. Funding of PE with its initial high capital costs of facilities and recurrent maintenance, apparatus and equipment costs is a contentious issue in many schools in many countries. In EU countries, funding for school PE/sport provision is from several sources: national government; regional/provincial/local government only; joint national and regional/local government; joint national, regional/local government and other mainly private/commercial sectors.

The complexities of funding in education with national budgets and devolution variously to regional, local and even individual schools across the EU together with the added problems of disaggregating amounts invested in, or expended on, PE and school sport render it impossible within the time constraints imposed on this current Project to provide any definitive statistics on the financing of PE. However, from information derived from survey-generated data and supported by the literature (Pühse & Gerber, 2005; and Klein & Hardman, in press), it is possible to report on some aspects of PE funding for school PE and sport\(^2\). Over half of European countries indicate reductions in financial support for PE in recent years. Reasons given for this situation include low status in relation to other subjects with minimal significance not worthy of support, diversion of financial resources to other subjects and areas of the school, expensive maintenance, low societal value in personal and national development and perceived lack of academic value of the subject, often linking this to the belief that the subject is just another ‘play time’ or recreational experience. Such reductions have had, and continue to have, consequential impacts on school PE and sport.

Inadequate funding for facilities, equipment and their maintenance and teaching materials is widespread in central, eastern and southern Europe (Bulgaria, Czech Republic, Estonia, Greece, Hungary, Malta, Poland, Romania, Slovakia and Slovenia): there is a shortfall of 600 gymasia halls and facilities generally are not up to health standards’ requirements in Hungary, where under-funding of extra-curricular activities is also evident. In the Czech Republic, it is alleged that proclaimed objectives cannot be fulfilled because of absence of funds, extra activities have ceased and the third lesson usually is not delivered because of lack of finance (Muzik, Stojaníková & Sedlackova, 2005). In Estonia “one of the main problems is that the equipment is very expensive. Also, most of the facilities require reconstruction”. In Lithuania, (despite Article 38 of the Sports Law), PE “is not sufficiently financed” and is reflected in multi-class use of facilities (60-90 pupils) as well as in a shortfall for teachers’ salaries (low PE teachers’ salaries are reported in Poland and Romania). In Poland, many extra-curricular lessons are cancelled because of lack of money to finance teachers/coaches; finance for PE is a low regional/local authority priority and impacts negatively on facility provision (there is no PE audit) - in 1999, 80% gymasia did not conform to regulations; “lack of financial resources has also led to retreat from the Physical Culture and Sport Statute goal of 225 minutes by 2000” (Dobosz & Wit, 2005). In Slovakia there are “problems with lack of finances for maintenance sports facilities and for reconstruction and acquisition of new sports materials. There are schools existing also without sufficient sports facilities… there is a decrease of financial areas to PE; leave of PE teachers into other, better paid areas; change of structure of pupils’ interest”. In Slovenia, where level of funding for the National Programme of Sport (2000) is never higher

\(^2\) Quotations in this section on Financial Issues have been drawn from PE practitioners and academic experts in the domain of PE in Europe. In the interests of confidentiality, names of sources have been withheld.
than 50% of the budget plans for children and youth sport, an additional impact of lack of sufficient funding is seen in the area of PE-related research:

“… Each year we organise the gathering of data on physical and motor development of children and on their swimming skills. Because of the problems, related to the financing of these researches and because political decisions (not based on the professional competences) are made on who should gather this data, we are facing tremendous problems with the gathering of the data”.

A chronically under-funded area in the region is in provision for pupils with disabilities (Cyprus, Greece, Hungary, Italy, Latvia, Poland, Romania, Slovakia and Slovenia).

Even in more economically developed western and northern EU countries, there is teacher-based anecdotal evidence to suggest deficiencies in provision due to inadequate or under-funding. Representative illustrations include:

- **Austria**
  - time allocation reductions: “There was a cut back in hours of PE a couple of years ago, from 5 to 4 hours in first class”; “additional PE courses have been reduced”; and “reductions in optional courses are occurring under school autonomy regulation”;
  - equipment shortfalls: “There is a very low budget, the financial support for PE is limited; there are big problems to buy new equipment”; “This school has a low budget – therefore, the financial support for PE is very limited; we annually collect money from students to keep our equipment up-to-date”;
  - large class sizes: “too many pupils in indoor halls at the same time”.

- **Belgium (Flanders)**
  - financial support: “Financial support for physical education is minimal”; “financial provision is less than for other subjects (e.g. computer classes)”;
  - large class sizes: “Class groups have become bigger, sometimes two classes together”;
  - extra-curricular school sport: “There is not enough money or facilities to give more occasions for doing sports after the lessons: it is all voluntary work and depends on the goodness of the PE teachers in each school”.

- **Belgium (Wallonia)**
  - financial support: “financial support given to PE in comparison to other subjects is very poor and inaccessibility of facilities to disabled pupils)”;
  - school sport: “there is a lack of financial means allocated to sport in schools”.

- **England**
  - Even with high levels of government funding commitments, there is a lack of equipment in some mainstream schools and for Special Educational Needs’ (SEN) groups’ equipment, in primary schools.
• Finland
  - larger class sizes and time reductions: “the decrease in educational resources in the 1990s led to larger PE classes and one impact of financial constraints has been reduction of PE in lower schools from 3 to 2.5 lessons per week”.

• France
  - sports facilities: when in the 1990s, “funding of sports facilities was devolved to regional authorities, PE was under-funded”.

• Germany
  - In North Rhine Westphalia, there are “bad facilities, equipment and gymnasia”; “cancellations of PE lessons, not enough halls, too many pupils in a class, financial support in comparison to other subjects is very poor. Our headmaster does not mind not providing more than 2 lessons (45 minutes) of PE per week (he is quite content with this)”;  
  - Lower Saxony, where “financial support to PE Lousy. Most of the school budget goes to ruddy computers. Parents strongly support computer lessons, believing that in doing so they will improve their children’s chances of getting a job after school”;  
  - Baden-Württemberg, where “financial constraints often lead to lesson reduction from 3 hours to 2 hours per week”;  
  - in Bavaria “…Non-professional instructors are intended to be employed as PE teachers at schools as their wages are lower…The financial and economical situation is still unstable. The willingness to invest in the physical education in schools is not very high”.

• Ireland
  - facilities and teachers: “…Facility provision and teachers employment are adversely affected by financial constraints. Many schools have been built with no indoor PE facilities”; “in primary schools there are barriers to PE provision (inadequate facilities and equipment in around 60% of schools), especially in rural schools, shortage of curriculum time and inadequately trained teachers”.

• Italy
  - financial support: recurrent financial support is reported as less in PE in comparison to other subjects.

• Luxembourg
  - financial support: “financial support to PE (is seen as) poor supply compared to other subjects”.

• Scotland
  - facilities: “there are limited facilities in primary schools”;  
  - school sport: “lack of funding for school sport”.
Spain
- financial support: “financial support is inadequate; PE is a mistreated subject compared with others - it received below average money”.

A widely reported impact of funding limitations is on swimming. The considerable financial investment of maintaining, or gaining access to, swimming facilities exposes this important component of physical education to cancellation of lessons or even omission from curricula in many countries. Two examples will suffice to illustrate the point: in Denmark, swimming was a compulsory subject for all pupils, now “… Many communities tend unfortunately to save the money. Today only 2/3 of all pupils get adequate swimming lessons”; and in the Netherlands, swimming was removed from the curriculum because of “financial reasons”.

As the above overview demonstrates, financial considerations have had a number of impacts on school PE/sport in Europe: failure to refurbish/reconstruct/replace/maintain (out) dated and/or provide new facilities; shortages of equipment; inadequately trained teachers; employment of lower salaried unqualified teaching personnel; exit of physical educators to better paid jobs; reductions in numbers of PE lessons, time-table allocation and extra-curricular sports activities; omissions of curriculum activity areas and large class sizes. Part resolution of inadequacies in facilities and equipment and maintenance lies with wider community sharing of resources through multi-purpose and use provision with schools seen as one community entity in a wider community setting. Such provision implies shared cross-sector funding including operational and management costs.

1.4. The Physical Education Environment

Within the PE environment, teacher networks exist at schools’ level in most countries; municipal, region/county and national levels networks exist in around 70% of countries; less widespread are networks of PE/sport teachers, sports clubs and other outside school community providers. In some countries there are inadequate links between school physical education and the community but in others there is co-operation between school PE/sport and sports organisations on a regular basis. However, many children are not made aware of, and how to negotiate, the multifarious pathways to out-of-school and beyond school opportunities. Voluntary links between school PE and sport and wider community physical activity are reported in only around 36% of countries and, in total, direct school-community links are indicated in only 51% of countries.

1.5. Issues in PE Provision (Concerns and Problems)

- There are considerable inadequacies in facility and equipment supply, especially in central and Eastern Europe and in regions within southern Europe; a related issue in the facility-equipment concern is finance with some countries concerned about financial resources and under-funding of physical education/sport as well as the low remuneration of physical education/sport teachers.
- There is disquiet about teacher supply and quality: insufficiency and inadequacy of appropriately qualified physical education/sport teachers are widely evident.
- Curriculum time allocation is a concern in some countries as are implementation and monitoring (as well as a failure to strictly apply legislation of the PE curriculum).
• Falling fitness standards of young people and high youth drop-out rates from physical/sporting activity engagement; the latter concerns are exacerbated in some countries by insufficient and/or inadequate school-community co-ordination and problems of communication.

• From the data generated by surveys, there are notable features concerning differential variations between central and eastern European EU Member states including Bulgaria and Romania and the ‘older’ 15 Member States. The ‘east-west divide’ highlighted in earlier references to facilities and equipment (sub-section 1.3.1) extend beyond this resource issue to embrace post-2000 PE curriculum time allocation reductions and provision for pupils with disabilities. Compared with the older, ‘western’ Member States (over two thirds report stabilisation), the level of stabilisation of curriculum time allocation (2000-2006) is less in ‘newer’ central and eastern EU Member States just over 50% report stabilisation) and since 2000, PE time allocation has been reduced more extensively in central and eastern EU States than in counterpart ‘western’ EU States. In the domain of disability, survey data indicate that there are fewer opportunities to ‘do’ PE in ‘eastern’ EU countries than in other parts of Europe. Similarly there are fewer opportunities for inclusion in ‘Mainstream’ schools in central and eastern EU countries (12% countries) compared with western EU countries (35%). Moreover in central and eastern Europe inclusion in ‘normal’ PE lessons is less than the overall EU average (32% as opposed to 45%). Also, facility provision for pupils with disabilities is a more acute problem in central and eastern Europe (60% of countries report deficiencies, whereas only 25% report deficiencies in Western Europe). Conversely, lack of staff expertise is perceived to be greater in Western Europe than in Eastern European countries.

• Additional concerns encompass: the problem of reconciliation of elite sport and regular schooling; and perhaps more seriously, the failure of society to attach value to school physical education and sport.

1.6. The Bologna Process

In terms of positive and negative effects of the Bologna Process on PE provision and delivery, all 27 countries indicate that to date there have been no perceived effects on or in schools. Some countries commented on effects in Higher Education institutions with specific references to PE teacher training.

• Austria: positive effect on introduction of degree level training for teachers trained in the Pedagogical Institute.

• Bulgaria: negative effect – introduction of compulsory study of two foreign languages has resulted in a decrease in numbers of lessons.

• Czech Republic positive effect on opportunity to improve of PE teacher education programmes at a time of school reforms.

• Finland: positive effect on improving PE teacher education programmes and creating new pathways to become PE teachers juxtaposed with some anxiety about negative impacts of reduced duration of PE study and training in Higher Education Institutions (HEIs), a point mentioned by the German Länder of Bremen and Hesse.

• Lithuania: some resistance (in schools and HEIs) to introducing change but in HEIs there is an indirect effect of reforming/updating PETE programmes.
Malta: positive influence in justifying single subject specialisation in PE, rather than 2 subjects but this may reduce employability potential.

Romania: positively welcomed for potential effects on standardisation of teacher training and EU-wide recognition of qualifications.

Slovenia negative effects perceived emanating from top down impositions rather than bottom up reconstruction.

1.7. Survey Data Conclusions

Many governments have committed themselves through legislation to making provision for PE/sport but they have been either slow or reticent in translating this into action. The gap between policy and practice, intimated by the Council of Europe Deputy Secretary General in September 2002 remains. In spite of official documentation on principles, policies and aims, actual implementation into practice exposes a range of deficiencies and inadequacies in school PE/sport. Watching briefs on what is happening (or not as the case may be) in PE in many countries are inadequate: there is need for more and better quality baseline data in each country. The issues identified in the various surveys, which are a source for serious concern include:

- continuing threats to physical education/school sport in countries across Europe;
- deficiencies in curriculum time allocation and implementation, subject status, material, human and financial resources;
- gender and disability issues;
- the quality of the PE curriculum;
- a sustained pre-disposition in PE curricula towards sports competition and performance-related activities dominated by Games, Gymnastics and Track & Field Athletics.

Several of the above issues are encapsulated in a composite quotation from one country’s set of teachers’ questionnaire responses in the Update Survey (Hardman & Marshall, 2006) undertaken as part of the present EP Project:

“At the moment we have a lot of troubles because the government wants to reduce the numbers of PE. The politicians also want to put the religion in the curriculum, so they try to change the prinicp of optional subjects in primary school. (During the) last triade of primary school our pupils have two hours (lessons) per week, but they can choose also two additional optional subjects: sport (with special programme sport for health or sport for relaxation or chosen sport like gymnastic, basketball etc.) – that means one or two additional hours (lessons) per week. And more than 70% of pupils choose one of these subjects. The government also cancelled (the national) sport office, which was responsible for sport programme of youth. “We (teachers and pupils) lost 1 lesson per week in higher grades (7-9), they now have only 2 ‘hours’ per week. I think that is not good idea, because pupils have more and more health problems and weight problems is becoming bigger problem also; facilities: some schools have really old and bad sport halls and equipment; that is not enough for quality teaching, so pupils in those schools may lack possibility of large sport knowledge; pupils don’t like sports anymore, they rather decide to stay at home and work or play on computers; that’s why teaching is becoming harder and pupils physical fitness is dropping rapidly; more and more pupils have some kind of disability, teachers have to deal with those problems on their own. The state is currently changing the vocational-school
programmes and reducing the PE program from three hours per week to two hours per week. In this year's proposal for gymnasiums (grammar schools) there have also been suggestions to reduce the three-hour PE program per week into two-hour program”. 
Part 2 - The PE Curriculum and Delivery

In the decade 1995-2005, several EU countries undertook educational reforms. In response to the obesity epidemic and concepts of active lifestyles in life-long learning contexts, some curricular changes are now occurring. Examples of active lifestyle and health-related intervention initiatives form part of the third part of Section 2. Some shifts in PE curricular aims and themes are evident but a competitive sport performance discourse prevails. What is, however, also evident, is increasing attention devoted to quality physical education (QPE) programmes. The issues surrounding PE curricular thematic aims, content and QPE are addressed in the first two parts of Section 2.

2.1. Thematic Aims and Content of PE Programmes

From examination of the thematic aims of EU PE curricula, a number of patterns emerge. Figure 7 reveals an orientation primarily to the development of motor skills (24% and 21% in primary and secondary schools respectively) and the refinement of sport-specific skills.

Figure 7. PE Curriculum Thematic Aims

The inclusion of broader lifelong educational outcomes is reflected in a significant proportion of responses indicating the importance of PE in developing health-related fitness (15% of both primary and secondary schools’ curricula) as well as promoting active lifestyles (12% and 14%
of primary and secondary schools PE curricula respectively). Substantial recognition is also apparent of PE’s contribution to promoting a pupil’s personal and social (22% and 24% of primary and secondary schools’ curricula respectively and moral (9% and 3% of primary and secondary schools’ PE curricula respectively) development. However, curricular activity areas (refer figure 8, primary schools, and figure 9, secondary schools) reinforce the predisposition to the performance sport discourse mentioned in Section 1.2.1: primary and secondary schools have a predominantly Games (team and individual) orientation followed by Track and Field athletics and Gymnastics. Games and Gymnastics feature in all countries in both primary and secondary schools and they are closely followed by Track and Field athletics in 88% countries (primary schools) and 94% countries (secondary schools).

**Figure 8: Primary curriculum activities taught across the Europe Union**

**Figure 9: Secondary curriculum activities taught across the Europe Union**
The proportion of time devoted to each activity area across the EU is shown in figure 10 (primary schools) and figure 11 (secondary schools). This is a situation, which is not only seen in content of curricula but also in structures related to extra-curricular activity and emphasis on school sport. Such sustained orientation raises issues surrounding meaning and relevance to young people’s lifestyles outside of school as well as quality issues of programmes provided and delivered.

**Figure 10: Primary curriculum activity areas as a percentage**

- **Gymnastics**: 17%
- **Games**: 41%
- **Track & Field**: 14%
- **Outdoor Adventure**: 4%
- **Swimming**: 7%
- **Dance**: 8%
- **Other**: 9%

**Figure 11: Secondary curriculum activity areas as a percentage**

- **Gymnastics**: 13%
- **Games**: 42%
- **Track & Field**: 17%
- **Outdoor Adventure**: 7%
- **Swimming**: 6%
- **Dance**: 5%
- **Other**: 10%
By way of illustrative examples: in Bulgaria, programme documents indicate a broadly based curriculum but in practice PE content covers only basketball and volleyball in secondary schools; in Germany, from analysis of the content of PE lessons, the Sprint Study (2006) reveals a traditional sports discourse, which is also gendered. Boys play football and basketball, they do track and field and German Turnen; girls are mainly confronted with Turnen, volleyball, basketball and track and field disciplines. There is a discrepancy gap between what the school offers and what the pupils are looking for regarding sports-related activities. Girls and boys in grades 7 and 9 intimate that new and innovative forms of activities especially are being neglected. Teachers know that new forms of sport are attractive for pupils and know their importance for adolescents. However, they are not being included in PE lessons to a satisfactory degree (DSB 2006). Most pupils confirm that they can profit in their PE lessons from their sport experiences outside school. Conversely, they assert that they can use only parts of what they have learned during their PE lessons in their leisure time (DSB 2006). Somewhat disconcerting is that whilst the benefit of sport experiences for PE lessons remains (regardless of gender and region) constant with age, the perceived benefit of what is learned in PE lessons for application during leisure time engagement decreases with age. This German scenario is not untypical of the situation in other countries hence, there is little wonder that ‘drop out’ of sport rates continues. Engagement needs to be relevant and meaningful to sustain regular and habitual participation in, and out of and beyond school.

2.1.1. Social Trends in Lifestyle of Young People

In the last two decades, young people’s lifestyles, their health status and physical activities have changed to a focus on inactive and unhealthy behaviour. Sales in electronic games have proliferated globally. There are perhaps more young people suffering from Repetitive Strain Injury (‘mouse wrist’) than ‘tennis elbow’, or ‘soccer-knee’. Computer simulation games offer opportunities to play a range of competitive games, to mountain bike, to swim or to canoe without leaving the armchair. Children are getting out of the habit of exercise; their energy expenditure levels have fallen. The need for the promotion of active, healthy lifestyles among children and youth is great. In many countries, increasing numbers of children and youth are exposed to a wide variety of social ills and behaviours, which put their health and lifestyles at risk. This is evidenced by incidences not only of declining activity levels, increasing obesity and increasing sedentary health risk factors, but also of poor self-image, inadequate nutrition, family problems, stress, higher drop out rates, youth violence, increases in smoking, and alcohol and drug abuse within the young population.

The emergence in the 1960s and 1970s of the 'sport for all' concept gradually caused the traditional sport system to extend its boundaries from achievement maximisation and competition to fulfil a range of new functions (pleasure, fun, adventure, body sensation, recreation and health) accompanied by a lowering of thresholds to participation. Fuelled by media and information technologies, peer groups and friends replacing family and adults as major socialisation agents, individualisation and pragmatism have become prevalent amongst young people. Self-realisation has become a cultural essential in a process, which has contributed to internal differentiation of recreational leisure behaviour in general and sport in particular with a consequence that formal, organised sport is secondary to informal, unorganised sporting activity and young people ‘shop around’ (they are more discerning) to find what they are looking for. Characteristically goal orientation, personal success and materialistic well-being are social norms and the leisure domain value system is typified by hedonism and narcissism (Hurrelmann & Albert, 2006). Leisure time physical activities are no longer restricted to a specific infrastructure designed for sport such as gymnasias and stadia. Informal activities have
gained momentum and many young people are rediscovering urban environs as arenas for physical activities (e.g. city rollers, skate boarding, inline-skating, bmx-biking etc.) An immediate precursor to such rediscovery is the post-modernist sociological view of an ‘excitement society’, characterised by an abundance of possibilities. This ‘excitement society’ comprises young people, exposed to individualisation with different needs and expectations, typified by disengagement and fleetingness, who seek ‘excitement experiences’ such as street and park activities as well as mono-skiing, snow-boarding and para-skiing, hang-gliding, bungee-jumping and sky-diving, rafting and surf-boarding etc., (Schulze, 1992; and Renson, 1998). Innovative dynamic trends in sport and informal physical activities from all corners of the globe are enriching children’s and young people’s sport culture (Brandl-Bredenbeck & Brettschneider, 2007). For these young population groups, the traditional content of PE and/or sports activity has little relevance to their life-style context.

2.1.2. PE Curriculum Re-conceptualisation and Reconstruction

As Crum (1998) noted and as demonstrated in the current secondary school PE curricula in Bulgaria and some Länder in Germany (refer section 2.1), changes in movement culture of young people, have not really penetrated or influenced official PE programmes. There are discrepancies between what occurs in lessons in school and what is going on in the movement culture outside the school. For socialisation into life-span physical activity engagement, the school PE curriculum and its delivery need to be conceptually and contextually re-appraised. The widespread practice in PE curricula to provide experiences, which merely serve to reinforce sport achievement-orientated competition, is a narrow and unjustifiable conception of the role of PE. For many children (boys and girls), existing curricula do not provide personally meaningful and socially relevant experiences. Collectively, such “joyless experiences” (McNab, 1999) acquired from unwilling engagement in competitive sport-related PE are a ‘turn-off’ and only serve to increase the ‘drop-out’ rate of participants from school-based and post-school sports-related activity. If PE is to play a valued useful role in the promotion of active lifestyles, it must move beyond interpretations of activity based upon performance criteria. The current frame of reference should be widened. The preservation of PE in its old state is not the way to proceed. It is time to move into the 21st century! There is a need to recognise the importance of contemporary youth culture, the differentiation of sport culture and sport settings, the greater awareness of what is being sought as well as to pay due attention to the necessary pre-requisites for fostering the physically educated person in structuring a relevant curriculum. Conceptually and content-wise, PE curriculum planners need to show a broader understanding of societal trends, afford more flexibility concerning concept and content subject matter and offer a wide range of pedagogical perspectives for doing physical/sports activities in healthy well-being and active lifestyle promotion.

Any reconstruction should include strategies to foster Body/Self-concepts, promote Healthy Well-being and Moral Education. Together these will contribute to the Enrichment of Quality of Life in a Life-long Learning context and stimulate socialisation into habitual regular practice in the pursuit of those values. Any reshaping, however, should recognise local and cultural diversities, traditions as well as different social and economic conditions and incorporate a range of aspects related to the all-round and harmonious development of the individual within society. PE should be utilised to attract people to the joy and pleasure of physical activity, (that is to engage in exercise for its own sake), and to achieve development through 'instrumental' body and self concepts which, in turn from acquired competence, will affect behavioural perceptions of self-adequacy, self-assurance, self-esteem and self-fulfilment and foster self-actualisation. The increased interest in health-related exercise and fitness has produced greater attention to the
body and its physical condition. As body image and concepts are increasingly likely to play a greater role in the psychology of personal stability, for healthy well-being, an appropriate rationale and capacity for establishing the foundation of self-care of the functioning body should be developed. Individuals should be helped to adopt a 'fitness for life' or 'active life-style' philosophy with a concomitant focus on understanding, relevance and individuality (Harris, 1994). Arguably, physical activity is uniquely placed to inculcate many of the related and desirable moral virtues (such as fair play, honesty, losing or winning gracefully and the like). Physical educators (and sports' personnel) can help make or break on moral education. A focal core for consideration should include: commendation of morally praiseworthy behaviour; condemnation of gross breaches of moral values; embodiment of morally sound behaviour in activities engaged in; and reflection on attitudes to pupils and style of communication. In all communities, education is a means of achieving enriched quality of life. PE in schools and sport in the broader community can make a contribution beyond fitness for life and socially accepted and respected codes of behaviour. An initiation into purposeful physical activity transmits practices, which can bring understanding of its significance within the culture, its transformative power in developing an enhanced appreciation, and contributing to the development of the culture. It can, through engagement in purposeful activities, produce understanding and, thereby, more informed choice about 'What' and 'How' to do in life as well as facilitate understanding about the promotion of an individual's welfare and well-being. Young people need to acquire fundamental motor skills and competency in movement to enjoy an active lifestyle. They should be initiated into life-style management skills that keep them reflecting and acting upon their needs for activity (Hardman, 2001).

In the domain of pedagogy and didactics, research (Egger, 2001) found teachers and students differentially perceive the quality of a lesson and they differentially attach value to, and evaluation of, the same experience of PE. Students’ personal interpretations of what PE is about, what it does for them or what it means are important factors mediating the effect and efficacy of a curriculum. Central to children’s interpretations of PE is an understanding of its relevance to them. Giving voice to children and their perspectives is receiving more research attention. Groves (2001) argues that if real voice is given to students, then the teacher enhances possibilities for providing a meaningful and relevant experience in physical education. The essence of Egger’s (2001) study was about students being able to take more responsibility for their own learning. Brettschneider (2001) reinforces the resonance of being an independent learner through his observations on young people’s lifestyles; they are increasingly shaping their own biographies, in a personal context of gaining independence within a societal environment of decline of established institutions. What various research studies are demonstrating is a shift towards student-centre learning, in which, apart from greater interaction and negotiation in the teaching/learning process, there is increased emphasis on the learner being responsible for what and how learning occurs.

2.2. Quality Physical Education (QPE)

PE is distinguished by its very nature and scope. It is the only educational experience where the focus is on the body, its movement and physical development, and it helps children learn to respect and value their own bodies and abilities, and those of others. These are features, which require it to be valued in its own right. QPE has become a frequently used term in many countries but it has been defined infrequently. Because of the diversity of, and within, education systems and contextual settings, it is inappropriate to set prescribed cultural specific benchmarks for QPE in EU countries. It is more appropriate to define QPE by identifying a set of criteria (so-called characteristics of QPE), which arguably have “universal applicability” and, which
empower countries to set their own distinctive priorities while aspiring towards the best possible standards within their specific situations. QPE is identified as successfully engaging, and enabling learning for all children whatever their aptitudes and abilities. Its aim is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what, why and how they are doing. From examination of PE-related international (European Physical Education Association, EUPEA; International Council for Health, Physical Education, Recreation, Sport and Dance, ICHPER.SD; and International Council of Sport Science and Physical Education, ICSSPE) and national (‘Home’ UK and other countries) agencies documents, the following list of characteristics is offered as a basis for such applicability:

• Is inclusive and serves diverse developmental needs of all pupils, whatever their abilities, aptitudes and interests, in all age ranges in schools; this implies a balanced and coherent curriculum, sufficient in width and depth to be challenging to all, delivered by appropriately trained educators so as to ensure sensitively differentiated learning tasks and teaching styles or interventions appropriate both to the pupils and to the tasks.
• Is formatively/developmentally based and progressively sequenced with clearly defined aims and learning outcomes.
• Provides opportunities and experiences for enhancement of knowledge, understanding and movement skills in a variety of physical activities, as well as opportunities for progression and achievement that will inspire confidence for lifelong learning and engagement in activity/activities, which is the basis for healthy, enjoyable, active lifestyles.
• Develops competence to solve a range of ‘techno’-motor problems.
• Develops a positive attitude towards movement-related activity (physical activity, play, sport, dance etc.).
• Fosters creativity.
• Promotes safe behaviours and management of risk-taking and other challenges in safe and supportive environments.
• Contributes to holistic development, promotes positive body and self-concepts and social interaction, a range of psycho-social qualities and morally sound values and behaviours and enhances social and cognitive development to produce competence in dealing with personal and inter-personal problems and conflicts generally as inherent movement-specific situations.
• Enhances quality of school and beyond school life.
• Provides for enjoyable engagement.

In turn, these characteristics lead to what might be regarded as positive outcomes of QPE programmes in schools:

• Commitment to PE and school sport.
• Confidence to get involved.
• Willing participation in a range of activities.
• Desire to improve and achieve.
• Like and enjoy PE and school sport.
• Knowledge and understanding of what they are trying to achieve.
• Understanding that PE and school sport are part of a healthy, active lifestyle.
• Acquired skills and control.
• Think about what is being done and making appropriate decisions.
• Stamina, suppleness and strength.
• Willing to undertake tasks and participate in activity work voluntarily.
• Respect and value self and others and have positive attitudes.

2.3. School PE/Sport, Physical Activity and Health Links and Issues

The prevalence of overweight and obesity amongst young people varies in the EU with the highest rates in southern Europe and the UK (over 20%) and the lowest in eastern European countries and the Baltic States (less than 10%). Rates in Central European and Scandinavian countries lie between the two extremes (Brandl-Bredenbeck & Brettschneider, 2006). In Germany the latest national survey (KiGGS, 2006) figures indicate 15% overweight boys and girls and 6.3% young people categorised as obese. Thus, incidence levels vary between the countries but the upward trend is the same. Across Europe, there is a decrease in physical activity and fitness levels. There is evidence that links physical inactivity and low fitness to metabolic disorders and cardio-vascular disease risk factors including overweight and obesity. Overweight and obesity are associated with ill health and co-morbidities in childhood, adolescence and later life (e.g. metabolic syndrome, diabetes and cardiovascular disease) as well as psycho-social effects including low self-esteem and low life satisfaction. Children from low social-economic backgrounds are at greater risk of obesity than children in more affluent households (Brettschneider & Naul, 2004). The rise in obesity has been too rapid to be attributed to genetic factors as the primary cause and at least part of the cause may lie in changes in young people’s lifestyles, though a definitive evidence-base does not yet exist to explain causal effects or possible impacts of lifestyle or environmental factors. Studies, which have evaluated the effectiveness of classroom-based health education interventions, have shown variable effects on physical activity; some studies revealed increases in physical activity while others have revealed decreases (Cale & Harris, 2006). It is clear, however, that children’s eating habits and sedentary levels result in an imbalance of calorie intake and energy output, which is conducive to overweight. In order to halt the obesity ‘epidemic’, prevention strategies are necessary. They require a coordinated effort between parents and teachers, politicians and legislators, urban architects and sport planners, food producers and media to encourage active and healthy life-styles in young people. Physical activities and PE may play a major part in this endeavour.

2.3.1. School-based physical activity interventions

Physical activity is an indispensable means for individual good health. School PE is acknowledged as having a key role in the prevention process through interventions increasing physical activity and fitness as well as improving knowledge and attitudes towards physical activity. School-based interventions have an inherent advantage over other settings’ interventions because programmes are institutionalised into the regular school curriculum: compulsory schooling in EU countries means that all children are obliged to attend school, consequently schools are the main educational social institution agency after the family, which has the potential to positively change the life of youth. PE, when well structured and organized, can produce deep behavioural changes in young people leading them to become more active and
conscious of the importance of assuming an active and healthy lifestyle (Cale & Harris, 2006). Hence, it can, however, be an effective means for physical activity promotion within and beyond the school.

From research literature (Cale & Harris, 2006), the most successful interventions tend to be augmented programmes one example of which is the Physical Education, School Sport and Club Links Strategy in England that by 2010 will offer children “…at least 4 hours of sport every week and will comprise at least 2 hours of high quality PE and sport at school” (DfES, 2004). Augmented programmes involve lengthening the time of existing PE lessons or adding new or additional lessons but they can bring pressures on curriculum time and sustainability over extended periods of time (Cale and Harris, 2006). Focus programmes target specific priority groups (e.g. inactive girls, special needs populations and ethnic minorities) and address target groups’ specific needs, interests and preferences. Multi-component interventions, which focus on the school curriculum, the PE curriculum, parents/families and out-of-school activity, multiple levels of influence (e.g. inter-personal, intra-personal, policy, environment) and multiple targeted health behaviours (e.g. physical activity alongside diet, relaxation, stress management) are most likely to produce positive results. Inclusive programme content, which reflects pupils’ activity needs, interests and preferences and which comprises a broad range of activities including non-competitive, more individually oriented and unstructured activities, and pupil-centred teaching methods and styles and involvement in decision-making, are essential in the process. For efficacy of programmes and positive outcomes’ impacts, sufficient time and level of intensity are necessary. Thus, for increased physical activity, programmes should make a significant contribution to pupils’ overall physical activity levels over a period of time and towards enabling them to meet current physical activity recommendations for young people (that is physical activity of at least moderate intensity for at least 60 minutes per day). According to Cale & Harris (2006), the aim of interventions should be “to influence physical activity rather than fitness” (p.409) with the emphasis on developing a habit of regular physical activity that persists throughout adult life rather than short-term gains in fitness.

In England and Wales, revisions of the respective PE National Curricula have led to a more coherent and progressive focus on health-related issues. Good practice guidelines provide a curriculum resource that is intended to assist teachers in the delivery of health-based work. The resource provides an interpretation of the curriculum’s health and fitness requirements expressed in the form of learning outcomes at each key stage, as well as guidance on terminology, delivery, approaches and assessment and sample content progressions of work.

2.3.2. Health through Sport Case

A Gothenburg University Project essentially concerned with health through sport, the Young peoples lifestyle and sedentariness - the case of Sweden and Denmark Project, established a need for:

- more physical activity and active sport-related homework in school
- more non-competitive activity programmes for young people
- involvement of local sport clubs in school activities
- integration of play and movement in theoretical subjects
- involvement by parents to establish walking and cycling groups (in primary schools) and development of car free zones to prevent parents from driving their children to school
For out-of-school activities, recommendations included:

- focus on formulating goals and actions to improve young people’s lifestyle and health with support for scientific research in the area
- provision of new facilities for sport
- establish clear goals and criteria for financial support to sport clubs
- enable the sport organisations themselves to take on the necessary decision-making responsibilities (such as activities that attract girls and low-active children and youth)
- stimulation of increased cooperation between school and sport clubs.

(Patriksson & Stråhlman, 2006a).

2.3.3. University of Paderborn (Germany) PETE Programme: “Health-enhancing Schools”

In 2005, the University of Paderborn introduced a programme, which is designed to change the neglected situation of development of health-related skills in teacher education in Germany. The rationale of the programme reflects premises grounded in:

- greater day risks to children’s healthy development despite improved health care;
- increased deficiencies in coordination and concentration as well as muscular weakness amongst children (KiGGS 2006);
- childhood overweight and increased clustered risk factors;
- school-based opportunities to influence pupils’ health – lessons’ interventions, classroom settings, the school environment, special provision of and for physical activity, nutrition and recreation;
- health promotion as an interdisciplinary task and integral part of living and learning at school;
- health care becoming an indispensable element of school programmes;
- hitherto insufficient attention paid to systematic development of health-related skills in teacher education.

On a voluntary basis, teacher education programme students have the opportunity to acquire skills during their studies. The programme is based on a broad understanding of health and is embedded in a public health approach. By combining lectures, seminars and practical courses from different subjects (for example PE, Nutrition Sciences, Educational Sciences, Household Sciences, Philosophy, collectively equivalent to a total of 60 ECTS or a year’s full programme of study), students involved in teacher education may be awarded a “Health-enhancing school” certificate, which testifies that recipients have acquired inter-disciplinary skills necessary for the delivery of health-enhancing education. The specific health-related certificate may be perceived as added value in school job applications (Brandl-Bredenbeck & Brettscheider, 2006) at a time of need in educating for positive health-related behaviours.

2.3.4. Health and PE in Finland

Traditionally in Finland, PE teachers have been responsible for covering health education and health study grades were recorded in school reports. In the 1970s, health education became a topic within ‘civic’ education in Basic Schools and was taught either by PE teachers or other
Subject teachers. When ‘civic’ education was eventually removed from the curriculum, so was health education! In the 1980s, it was again taught with PE with one lesson per week in the 8th grade dealing with PE-related health aspects. Increases in anti-social behaviour (alcohol, smoking, drugs) amongst young people placed health education on the national agenda eventually leading to separate subject status again: since 2003 in Secondary and 2004 in Basic schools, health and PE have been separate subjects. However, the PE curriculum does contain health and/or physical fitness-related objectives such as promotion of a ‘healthy and active lifestyle’ and guiding students to understand the meaning and principles of achieving and maintaining a health-enhancing level of physical fitness, psychological and social wellness. Over the last decade, health education has been used as an argument for supporting PE.

Health education at lower school level covers the meaning of physical activity, self-care in daily life including hygiene and nutrition, environmental responsibility and safety. At the upper level, self-care is extended to include mental health, sexual behaviour, attitudes towards drinking, and prevention of common illnesses. At senior secondary school, health influencing factors, environment and society are addressed. Knowledge is fostered on effects of lifestyles on health, the relationship between physical activity and health. Pupils are exposed to Finnish public health, to health care organisations and to global factors affecting health. They learn about health promotion, work and functioning ability and abilities for some occupational routines and first aid (Heikinaro-Johansson & Telema, 2005).

In stages 1-4 of primary schools, ‘Health’ is integrated in Environmental and Natural Sciences with an allocation of 2 lessons per week. In stages 5-6, ‘Health’ is integrated with Physics with one lesson per week. In stages 7-9, ‘Health’ is independent with one hour per week during the 3 years. In senior secondary schools there is one compulsory course (40 ‘hours’) and two national specialization courses in three years. At the end of senior secondary school education, the student has to complete a Matriculation examination (this examination is important for the future of the student and ‘guides’ the ‘hidden curriculum’ in the school; subjects included in the examination are in practice more important than others a feature, which influences student choices). From the year 2009, ‘Health’ will be part of the school matriculation examination, thus, bringing a concomitant increase in subject status.

Because the name of the subject traditionally has been Physical and Health Education, all PE teachers have also had the competence to teach ‘Health’. This situation will remain so during the transition period up to 2011. When ‘Health’ became an independent subject, university level study in Health Education/Promotion became a pre-requisite. The Finnish system allows qualification as a teacher in two subjects for which Master’s degree study is required (one ‘major’ and one ‘minor’ subject). Currently, the situation is complicated because it is possible to study PE as a major only in the University of Jyväskylä, where there are insufficient places for all PE students to take Health Promotion as a minor. Other universities offer Health Education/Promotion but do not offer Programmes of Study in PE. Hence, there is an increasing number of students ‘majoring’ in other subjects (especially Biology and Home Economics), who want to take ‘Health’ as a minor. It is likely that in the future most ‘Health’ teachers will be PE teachers, who have ‘Health’ as a minor but also there will be other subject teachers with ‘Health’ as a minor. Additionally, there will be (and are) a small number of teachers specialized in ‘Health’ as a ‘major’ in university study (Laakso, 2006).
2.3.5. The Role of School and Physical Education in Promoting Active & Healthy Lifestyles: Research Perspective

As incidences of overweight, obesity, inactivity and related health care costs increase, attention is turning to research to assist in determining causal effects. Physical activity is seen as one antidote (and preventative) component in remedying the situation and research has a significant role in contributing to the determination of the means and ways of fostering positive attitudes to active and healthy lifestyles’ needs particularly during childhood and adolescence. Intervention projects aiming to increase the capacity to promote active and healthy life styles that do not take into account the school environment, school policies, the PE curriculum and the various actors pervasively involved face the risk of being ineffective. There are complexities inherent in research to establish causal relationships when there are multiple influential determinants, ‘actors’ (school teachers and other school employees, pupils, peer groups and parents (father and mother), and institutional entities school, PE department, PE classes) and often subtle or discrete inter-relationships (Carreiro da Costa, 2006a). Facilitating change in behaviours is, therefore, a complex educational problem and needs to be recognised as such by relevant policy decision-making authorities and should be heeded by agencies of change in the EU countries. However, whatever the complexities, education is an imperative in fostering healthy lifestyle behaviours.
There are numerous participation pathways or models linking school activity with out-of-school activity in EU countries, categories for which can be formulated and compared for levels of efficacy in differentiated socio-cultural and economic settings and disseminated for potential adoption or adaptation to accord with national, regional or even local circumstances. In recognition of the EU-wide range of participation pathway models and inherent diversity, it was considered appropriate for this Project to include geographically representative and dispersed examples of such models, which also demonstrate different socio-cultural and/or politico-ideological specific traditions and contexts.

A recent study (Klein & Hardman, in press) collected data on the organization and the objectives of PE, school sport and extra-school sport for children in 25 countries, which reveal three models of school sport in the EU: non-formal, strictly school-based and general public (societal or civil) sport. Together with analysis of selected case studies and an evaluation of the European Year of Education through Sport, it is possible to identify four models of education through sport (ES) in the EU: non-formal, sporting, school and mixed. Generally, the latter is considered as those voluntary-practised physical activities differentiated from obligatory PE sometimes in the form of intra- and inter-school sports competitions, sometimes in the form of recreational leisure activities. This section presents an overview of the three models of School Sport and the four models of ES. The overview is underpinned by consideration of case studies in France and the Czech Republic. Particular focus on pathway links between PE and sport in the wider community is illustrated by Swedish and English exemplars and the broader concept of pathway links involving education (schools), public (national, provincial, municipal and local communities), sport (clubs and associations) sectors draws on the Sport Service Punt example in The Netherlands.

3.1. Models of School Sport in the European Union

3.1.1. Non-formal model

This model has school sport development paralleling PE with few links between obligatory and voluntary activities. The independence emanates from two contexts either: (i) there is no school sport organisation at State or regional level as in Greece or (ii) the organization of school sport depends on specific or private initiatives by parents or clubs as in Spain. Of note is that these situations are constantly evolving: in Spain, for example, discussion is occurring over joint local and regional initiatives in the organisation of school sport.

3.1.2. School-based model

This five pillars-based model shows school sport in alignment with school PE provision.

(i) **Associations or School Sports Clubs in Schools:**
   This model persists in the case of Sports Associations in France and Luxembourg, in sports groups or clubs in Estonia, Hungary and Latvia and in school sports clubs in the Czech Republic and Poland. These associations, groups and clubs are based on school sports teams, which constitute a tradition, for example, in Sweden.
(ii) **Organization of school competitions:**

Intra- and inter-school meetings constitute the second pillar of school sport. These competitions are more or less organized and co-ordinated. They are organized at local and national levels in some sports in Greece, and in Portugal there is a similar but more systematic organisation. The number of the sports varies between Member States (20 in Slovenia). They are organized in the form of inter-class and inter-schools in the Czech Republic and Sweden. They are the occasion of ‘Special Days’ or are held after school in Malta. In Belgium, where new activities, little taught in schools, may be organised, competitions are held at provincial level. Germany and the UK organize competitions with national finals. Austria awards certificates after participation in meetings.

(iii) **Framing by physical education teachers:**

School sport activities are almost always framed by PE teachers (generalists or specialists). However, school sport is sometimes obligatory and sometimes voluntary in teacher service contracts. School sport in Cyprus, Greece and Italy is indicated as framed by the PE ‘professors’. In France, it is integrated into the teacher service contract (three hours per week). In Portugal, the teacher coordinating school sport has 5-6 hours allowance. In some other countries (Malta and the UK), school sport depends on the voluntary participation of teachers. In yet other countries (Ireland, for example), teachers count it as part of their service. Sometimes teachers have broader missions: in Germany, for example, health promotion and talent identification.

(iv) **School sports federation:**

The fourth pillar of the school sport is supervision by a school sports federation. This is the case in France with its three French federations, which issue a licence authorizing participation in competitions, in Luxembourg with the national League, which also grants licences and in Sweden, where the federation aligns with this model. In certain countries, the connection of the School Sport Federation with international school sport is explicit (Czech Republic, France and Luxembourg). In Malta, the Federation of Catholic Teaching also engages at international level. The role of the PE and Sports Administration in Belgium is broader by its involvement in organizing summer schools. In other countries, such as Slovenia with its school basketball league, there are specialised organizations.

(v) **Support of the public (governmental) authorities:**

The fifth pillar lies with the support of public authorities. Across Member States, this support is inconsistent with different origins. It is more about State legal support via a Ministry for National Education or Sport. Thus, the State is the principal organizer of school sport in Luxembourg through Primary Schools’ Sports Associations and in France, which has school sport legislation. Sometimes school sport profits from ministerial financial support as in the cases of Italy and Portugal. In Lithuania, the Ministry exercises control through evaluation of the efficacy of the system. Elsewhere, national governmental organizations constitute a point of support as in Ireland. In other States the support is local, a relatively recent example of which is Estonia.
3.1.3. The Civil Sport Model

In this model, school sport is subject to external collaborative influence, which may be national federation or local club driven. The extent of collaboration depends on contextual circumstances and in some countries is a contentious issue because of propensities for clashes in value systems between physical educators and coaches for example.

In Estonia, several national sports federations support school sport; at local level, collaboration occurs between school sports clubs and outside-of-school sports clubs. Similar arrangements are found in the Czech Republic, Germany and increasingly in the United Kingdom. The extent of collaboration depends on contextual circumstances. In Lithuania, collaboration is easier and more frequent in urban than in rural areas. In some Member States, the collaboration between school sport and civil sport is contentious: in Portugal, the world of the school and school sport fears the value system intrusion of sports trainers/coaches. It is an issue, which is seen elsewhere, for example, in Ireland and parts of the UK.

Clearly there are determinant national characteristics evident in school sport concept and provision, which are pervasive across the EU. However, for education through sport, these models are generally associated with the social, educational and sporting policies of the Member States. The maintenance and the development of the strongly embedded school based model constitute the principal guarantee of the development of sport in society. The school is the principal agent for organized general public (societal of civil) sport and is in a prime position to eradicate excesses inherent in the sporting spectacle (drugs, aggression, violence, money etc). School sport is the introductory foundation stage for sport but education of all through the medium of school sport pre-supposes strong political good-will, budget funding as well as clear distributions of the tasks between the professionals (Klein, 2006a).

3.2. Models of Education through Sport (ES) in the European Union

Education through sport in the EU suffers from a major paradox. Since the European Parliament Pack Report (1997), sport in the EU has been regarded as having not only an economic function but also social and educational functions. However, there is no legal basis for these functions. Following various initiatives in the education, culture and youth sector, 2004 was designated the European Year of Education through Sport (EYES). For the Members of the European Commission and of the European Parliament, this initiative facilitated tracing of EC routes of action in this sphere of activity. The general objective was to promote the use of sport as an educational tool and a factor in social integration. Two main specific objectives were: (i) to develop co-operation between educational institutions, sporting organizations and public authorities to develop ES; and (ii) to make beneficial, values transmitted through sport.

The evaluation of the EYES projects revealed the methods of achieving the objectives and the orientations chosen by the funding beneficiary organizations of the Member States (Klein, 2005). Convergences and divergences are apparent in the EU; they can be synthesized by using four models of education through sport. These models were extrapolated from the analysis of qualitative data of 101 Projects conducted in the nine EU Member States submitting the most number of projects: Austria, Belgium, Czech Republic, France, Germany, Lithuania, Poland, Sweden and the United Kingdom. These projects constitute examples of good practice, the outcomes of which reinforce the diversity of the forms of ES in Europe and the possible pathway bridges between different sectors, the school, the club, the local community, which are sometimes connected and sometimes independent. The framework of models emanating from
the data analysis can be useful in the development of national and Community policies when there is an issue of developing collaboration between different sectors of education through sport and at a time of increasing levels of overweight and obesity amongst children and young people. Four models of education through sport are defined: the non-formal model; the sport model; the school model and the mixed model (Klein, 2006b).

3.2.1. The non-formal model and socialization

The first model is that of an ES in the non-formal sector where initiatives usually concern small communities of practice, often related to ‘Sport for All’ associations, sport-leisure initiatives, or have a socio-cultural dimension. Their small-scale size and close proximity propensity, their independence in relation to other larger, less flexible organizations, provide favourable conditions for the development of human and social relations. The flexibility of the framework and the activities suggested support an informal learning process, in which each can proceed at its own rate. They provide opportunities for young people who have difficulties of engagement in more formal organizations like the school or the sport club. In this context, the objectives of ES aim at socialization, which develops on diversified lines of development of human and social capital such as re-integration, solidarity and social cohesion, further education and health. Sport here serves with general education to achieve long-term objectives.

3.2.2. The sport model and specialization

The second model is that of ES in the sector of sport within a sports association or a club. This sports association/club model is marked by organization and specialization of practice, in which acquisition of specific skills in a sport is the dominant enterprise. Training is not only organized, but is also formalized by development of sports techniques. The affiliates in this model foster the acquisition of specific skill competences in a sport rather than a general education. ES enables individual empowerment in the chosen sport, best practice detection, training of volunteers, staff members, officials and referees, who know and transmit the activity. The acquisition of a ‘sporting spirit’ is a medium term outcome and perhaps ethics related to conveyance of Olympic ideals in the longer term. Transfer of benefits to social life remains rather formalized.

3.2.3. The school model and education

PE and school sport constitute the basis of this model, the principal orientation of which is education based on the traditional school lesson. The school is regarded as the first stage of ES. Its provision is fundamental because it guarantees equity by allowing all to engage. The diversity of practical experiences offered by the activities guarantees an all-round physical and sporting education. The physical activities are educational because they pursue the goals of the school system: health, safety, responsibility, citizenship, etc. Herein, education is not only physical but also cognitive, ethical and social.

3.2.4. The mixed model and co-operation

In this model, all the partners interact to provide a concerted supply of ES in response to requests and needs of young people. Co-operation is the major orientation of the model and involves cooperation between several types of institutions: bi-lateral between educational institutions (schools), and sport organizations (clubs and associations); multi-lateral between the preceding organizations under the aegis of a public authority at local, regional, national or
Community levels. This co-operation encompasses diverse agencies involved in ES: formal education in schools, non-formal education in clubs, or within small communities. This system has at least two advantages: common planning leading to collective enterprise; and facilitation of the passage of children and young people from one structure to another.

These four models are generally associated with the social, educational and sport policies of the Member States. Nevertheless, national specificities can be identified and countries have variously aligned with, or assimilated, one or a combination of models but trends suggest ES lies in institutional co-operation in the mixed model format. The local practices in Sweden or the recent national or regional development initiatives in the United Kingdom and Germany as well as the Netherlands illustrate this mixed model founded on such co-operation. Like the previous sub-section on school sport models, such programmes rely on a framework of strong political goodwill, dedicated budgets and distributed spread of tasks. The models represented in this Project Report can be useful in the development of national and Community policies when it is an issue of developing collaboration between different sectors of education through sport at a time of perceived and actual obesity and inactivity epidemics (Klein, 2006b).

3.3. Wider Community Partnerships: Case Studies

Varied and differentiated models are prevalent throughout the EU region. As intimated at the outset of this section, the overview of school sport and education through sport models is complemented by case studies in France (schools sport federations etc.) and the Czech Republic (extra-curricular and out-of-school sport) and Sweden (integrated school-community and sport club action projects), England (PE, School Sport, Club Links (PESSCL) strategy), where the focus is on links between school PE and sport in the wider community. To conclude the pathways from school to sport clubs and the wider community network, a review of the ‘one shop stop’ scheme involving vested interest partners from public, voluntary and education sectors in the Netherlands will provide an illustrative exemplar of a coherently implemented multi-sector collaborative co-operation programme.

3.3.1. School Sport in France

In France, PE, school sport and extra-school sport are organized by State ministerial departments: National Education and Youth, Sports and Community Life. The Ministry of National Education regards sport at school (Éducation Physique et Sport, EPS - PE and Sport) generally on the one hand as a compulsory curriculum discipline, on the other as the responsibility of the School Sports Association. Two laws are relevant to sport at school. The law of 1989 specifies that the education system should ensure physical and sport training for all young people and help with the development of the School Sports Association, in accordance with the law of July 16, 1984. The Code of Education indicates that EPS is a responsibility of the Minister for National Education. The School Sports Associations, which allow the pupils to practise sport as an extension of the EPS curriculum, are affiliated with School Sport Federations placed under the supervision of the Minister for National Education.

Thus, sport at school consists of EPS and school sport. EPS is a discipline, which exists only in schools (elementary schools, colleges and lycées). School and university sport is different from the sections of young people in public (civil) clubs, because its practice occurs within the framework of associations created especially in schools for pupils. It is organized by three school and university sport federations in accordance with the law of 1984 on promotion of physical and sport activities. Sport provided for pupils in primary schools is organized by the
Sport Union of Primary Education. Sport for pupils in colleges and lycées is organised by associations affiliated to the National Union of School Sport. The universities and the high school institutions organize their competitive sport activities with the support of the National Federation of University Sport. Private schools linked to Catholic faith teaching have opportunities provided by the Sport General Union of Free Teaching.

**a) Primary Schools:**
In primary schools, school sport is organized by the Sport Union of Primary School Education and has over 800,000 members. Its objective is to develop young sport practitioners able to take part in the life of the city through engagement in the life of the school association. Within school time, it helps the schools with teaching content, organization of meetings on supplementary EPS, creates the conditions of an associative life at school, and contributes to the training of teachers. Outside school time, it animates community life and organizes activities or meetings, which extend the mission of the school. Within the framework of the activities of the Primary School Education Sport Union, the teachers in schools and the teachers of physical activities of local authorities frame the training sessions in order to take part in competitions at various levels (communal, departmental, etc).

**b) Secondary Schools:**
In the colleges and the lycées of secondary education, a sports association, affiliated with the National Union of School Sport, is ‘animated’ by EPS teachers. Each week, three hours of their service are devoted to this ‘animation’. According to individual schools, several sports activities are offered, which supplement the EPS programme. They are also the occasion for competitions at departmental, academic, and national levels between schools. To take part in the meetings, the pupils are registered by their EPS teacher on provision of a medical certificate, parental authorization and a financial contribution for the year. School sport in the secondary schools is coordinated by the National Union of School Sport, a multi-sports federation, open to every young school pupil. It aims to organize and develop the practice of sports activities as a component of EPS and the training of the community life of pupils who adhere to the sports associations at secondary education level (in 2003-2004, there were 859,733 licensed members. The National Union of School Sport enables more than one million pupils (around 16% of the college, lycée population) to practise one or more sports activities among the 70 listed.

(Klein, 2006c).

From recommendations of a General Inspectorate study in 2001, it is possible to discern some weaknesses in the French model:

**a) for primary schools:**
- creation of schools councils at departmental, regional and national levels, which devote a share of their activities to school sport;
- a clearer distinction between PE and school sport with the latter provided separately from the PE programme;
- support of community life in each school;
- support the partnership of schools’ sports associations in the local educational contracts, which in turn should be linked more closely with the Primary School Sport Union;
- support initial and continuing professional training through inclusion of school sport in the training of ‘general practitioners’ to both establish and progress relevant professional competencies of these teachers and award an appropriate qualification.

**b) for secondary schools:**

- clarification of the responsibilities and modification of the statutes of the National Union of the School Sport to resolve any risk of confusion in the organisation of school sport;
- modification of the provision of physical activities offered to pupils (because the provision is not always suitable) with some ‘voice’ given to pupils and attention given to convincing parents of the benefits of school sport;
- integration of the training of community life in education into citizenship; school sport constitutes an important opportunity to educate future adult citizens and relevant practices can be fostered in schools;
- reinforcement of initial and continuing educational training in school sport through appropriate modules of study;
- evaluation of school sport activities in schools;
- conduct research projects on provision and participation;
- maintenance of the three hours devoted to school sport in the service contracts of PE and sports education teachers; the education of young people through school sport contributes to the training of future athletes, referees and the individuals responsible for framing the French sporting system.

The French school sport system shows all the characteristics of the school-based model. Its perceived advantages (and particularly so if the General Inspectorate recommendations are implemented) lie with the presence of associations or sports clubs in schools, the organization of school competitions, the involvement of physical education teachers, the existence of a school sport federation and the support of the public authorities (Klein, 2007). As such it offers a model with a legal basis, whereby the PE curriculum and school sport run complementarily to each other (a form of partnership) and hence, provide a bridge to link school curricular activity with extra-curricular, outside- and post-school engagement in sport.

### 3.3.2. Extra-curricular and Out-of-School Sport in the Czech Republic

Redirecting attention from within the EPS/Sport, information from the Czech Republic provides an insight into extra-curricular and out of school sport and a sport-talent development system.

**Extra-curricular sport** in the Czech Republic is organized in several forms. The first one involves close connection with PE lessons in primary and secondary schools. School governors and principals are responsible for this form of sport education. The conditions and facilities of schools, the needs and interests of the students and their parents, and collaboration with the municipalities play the most important role in the establishment of such education programmes. The second form involves collaboration between schools and School Sport Clubs, which are affiliated to the Association of School Sport Clubs (ASSC), in the organization of sports competitions such as inter-class and inter-school contests. The ASSC of the Czech Republic functions in all districts of the country. It represents more than 250,000 primary and secondary school pupils. School Sports Clubs offer programmes in schools, which may influence pupils’ life orientation and give them an alternative for structuring their leisure time. School
competitions support physical activities aimed to enhance specific sport abilities that can be used in inter-class and inter-school contests. Notably, ASSC events are open to all pupils. The School Sport Clubs may be established in conformity with the conditions of a school and interests of the pupils, their parents and the leadership of schools, as in primary and secondary schools.

Meetings of school teams are a typical feature of ASSC competitions. Members of a team have to be pupils of the same school. In the ASSC structures of activities, competitions are considered as a means of athlete motivation. They focus on promotion, the creation and maintenance of a friendly atmosphere in the spirit of fair play. The ASSC is a full member of the International School Sport Federation (ISF), which has more than 80 national school sports bodies in membership.

Out of-school sports contribute to ES in the Czech Republic. The system of ES for talented young people operates in two basic ways: Sports Classes (SC) and Sports Schools (SS) and in the Youth Sports Centres (SCY). The aims, mission and activities of Sports Classes in Basic schools are established in State enactments and government decrees. Sports Classes assist in the development of talent of pupils in relevant sports on the basis of comprehensive preparation. They prepare pupils for entry into SCYs or into Sports Secondary Schools for youth and junior categories. An important attribute of their activities is the development of positive attitudes toward physical and sport activities. In the case of Sports Classes, Sports Schools and Youth Sports Centres, there is some cooperation between the Sport Federations and schools. An example of cooperation between the schools (PE) and Sport Federations (ES) is the organization of "Olympic Days" or "festivals" at schools and "Olympiads of Children and Youth", which are held yearly (one year there is a Summer, and the next year a Winter Olympiad) in the Czech Republic regions with the support and patronage of the Czech Olympic Committee (Rychtecky, 2006).

The system of Sports Classes and Sports Grammar Schools in their present organisational structures forms developed at the beginning of the 1990s from prior ‘socialist’ antecedents. In the pursuit of the creation of opportunities for specialized sport education and self-realization of gifted children and youth, the primary schools Sports Classes and Sport Grammar Schools, along with youth sport centres and sports clubs, are an integral part of the system of care for, and development of, sport-talented children and youth in the Czech Republic. Testimony to success of this system is representation and success within various international sporting arenas. The effectiveness of the system relates mainly to cooperation between all responsible institutions and individuals operating in this area: sports federations and clubs, coaches, municipalities, schools, PE teachers, material conditions, interest of parents, activity of students (sporting and academic) and their motivation (Rychtecky, 2007). The Czech system, with such emphasis on harmonious co-operation between all stakeholders, offers a model, which has potential for application in other European countries, where development of talent systems often occurs either in isolation or at the expense of investment in provision of opportunities for children and youth in general.

3.3.3. Integrated school-community and sport clubs links in Sweden

Sweden has traditionally initiated state or public initiatives to facilitate cooperation between local sport authorities/sport clubs and schools in order to optimise teaching processes and use of competences and localities and has successfully developed an infrastructure to sustain these. In the 1970s, so-called All Day Schools were experimenting with local sport clubs and
neighbourhood schools co-operation. In the 1980s–1990s period, the government financed club and districts’ sport development projects to find new ways of attracting young people (especially girls and disabled children) into sport and to stimulate cooperation between sport clubs and schools; and currently through the larger scale *Handshake* Project.

In recent years both schools authorities and the sports movement have striven to emphasise new approaches to PE and Sport, research based knowledge and more international aspects in the educational area. Two examples serve to illustrate integrated action.

**a) The Bunkeflo-project**

This school-based *education through sport* project in Malmo has stimulated several subsequent initiatives. The project comprises daily PE at a local school, identification of, and remedial practice for, motor skill deficient children and co-operation with a local football club (Bunkeflo IF) for out-of-school physical activities organised by voluntary leaders. The successful outcome experiences of the Bunkeflo-project have caused the concept to become more widespread in Sweden and have achieved international attention.

**b) The Rävekärr-school-project**

The project involves co-operation between Fässbergs IF and Rävekärrsskolan; the project is financed by the *Handshake-project* (see below) and the Sports Confederation in West Sweden. The overall purpose of the project is to encourage pupils to learn more about health issues and to participate in daily physical activity by promoting participation in leisure time activities and encouraging sports clubs to work in the school environment. In essence, the activities are presented as a “smorgasbord” with pupils choosing activities that they like. To date the outcomes are promising and the pupils are mostly positive towards the activities.

Through the *Handshake* Project (*Handslaget*), sport clubs may apply for funds to generate new knowledge and experiences in promoting development of sporting activities. In 2004 the Swedish government established an ‘Agreement’ (*A Handshake*) with the sport associations. The Swedish Sports Confederation has committed some 100 million Euros over a period of four years (2004-2007) to promote sport for children and youth. Through the associations, sport clubs and unions can apply for development projects’ funding. Funds are available in five different areas: access; gender equality; economic awareness; drug prevention; and school-club co-operation. During the Project’s first year, 3,027 clubs received funds for 4,841 projects with an average of 2,000 Euro per project. It is estimated that around 400,000 children and young people were engaged in the “Handshake” project (Patriksson & Stråhlman, 2006b).

The sport development projects described here have generated both valuable knowledge about how to approach problems in school PE and improve sport club activities in several central areas and resulted in a spin-off effect of other similar projects. The experiences of cooperation between sport clubs and PE in schools have, in the main, given new insights into how to tackle some of inherent problems, caused by reduced time for school PE and a more sedentary lifestyle among young people. The experiences of the Bunkeflo-project especially have stimulated many other schools and sport clubs in Sweden to start similar projects. The concept behind the Bunkeflo-project could be applicable in other EU countries. With an effectively functioning

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3 The Rävekärr school is for grades 0-6 with public child-care inherent in the organisation. There are about 250 children studying at the school and it is characterised as a *Skola i rörelse* (*School in Motion*)
sport club system at local level, the co-operation required has the propensity to bridge any gaps between school authorities and clubs. The organisational structure behind such a project involves medical practitioners and nurses, physiotherapists, sport coaches, teachers, parents and others. In addition to bringing benefits to pupils, it raises a certain level of awareness for social structures’ functions (health care, sport-clubs, media and so on) (Patriksson & Stråhlman, 2006b). Collaborative co-operation between major authorities is also a central pre-requisite of the “Handshake-project”. With minimal levels of funding, the “Handshake-project” type of project can contribute to the enlightenment of younger generations on health matters and encourage higher levels of physical fitness. Already, the initiatives have been proven useful at a national level in other sport-related projects (Patriksson, Eriksson, Augustsson & Stråhlman, 2004). Another positive effect of the projects has been the raised awareness among politicians of the importance of sport and physical activity for young people in areas such as health gains, motor, cognitive and social development and integration in the local community. The awareness has contributed to the political decision of writing an additional paragraph in the Swedish national curriculum, which states that all schools ought to organise 30 minutes daily physical activity (beyond PE lessons) for pupils. A common factor for several of the most successful projects is a close connection with an academic institution. If the project plans and the activities/actions are worked out in collaboration with researchers/experts in PE and/or sport science the chances of creating a ‘good’ project are much greater. All the Swedish examples reported have had a university research connection and have also been scientifically evaluated (Patriksson & Stråhlman, 2006b).

The various outcomes of these projects could be stored in an information database accessible to other countries and so encourage information generation and knowledge exchange across the EU and other parts of the European region of Europe on physical education, sport, physical activity and health-related issues among children and youth.

3.3.4. England: The PE, School Sport and Club Link (PESSCL) Strategy

The PESSCL strategy was jointly launched in October 2002 by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) through eight inter-linked programmes: Sports Colleges, School Sport Partnerships, Professional Development, Step into Sport, Club Links, Gifted and Talented, Swimming, and QCA PE and School Sport Investigation. A ninth programme has been added recently to the PESSCL Strategy promoting ‘Sporting Playgrounds’ (DfES, 2006a). The overall objective is to enhance the take up of sporting opportunities by 5-16 year-olds. Locally partners, including local authorities, have come together to foster the effective delivery of these programmes to support schools and maximise the benefits for young people (DfES, 2002). The programme is being supported by £978m of Government investment with an additional £686m of lottery funding being used to enhance school sports facilities (DfES, 2006a). A Public Service Agreement target has been established by the Government with the objective of increasing the proportion of schoolchildren who spend a minimum of two hours a week on high quality PE and school sport within and beyond the curriculum to 85% by 2008 (DfES, 2006a). The Club Link work strand of the PESSCL strategy seeks to: “…strengthen links between schools and local sports clubs and by doing so increase the number of children who are members of accredited sports clubs” (DfES, 2006b). The intention is that strengthening links between clubs and schools will help to create a culture of participation from a young age (DfES, 2005).

The original programme has been expanded to include twenty-two sports (athletics, badminton, basketball, canoeing, cricket, cycling, football, golf, gymnastics, hockey, judo, netball,
orienteering, rowing, rugby league, rugby union, sailing, squash, swimming, table tennis, tennis and volleyball). An early target of the Club Link work strand was to: “… increase the percentage of 5 to 16 year-olds from School Sport Partnership schools who are members of, or participate in, governing body or otherwise accredited sports clubs from 14% in 2002 to 20% by 2006” (DfES, 2006b).

At national level the programme is delivered through a partnership between DfES, DCMS, Sport England, the Youth Sport Trust and the National Governing Bodies of Sport; at local level, delivery and forging of School-Club Links is through partnerships of schools, sports clubs, local (government) authorities, the country sports partnership and national governing bodies of sport. The partnership is an agreement between a school or school sport partnership and a community-based sports club to work collaboratively to (i) meet the needs of all young people; (ii) provide new and varied opportunities for young people; (iii) help young people to realise their ambitions; and (iv) agree good standards of provision (DfES, 2005).

From a recent (October 2006) School Sport Survey (DfES, 2006c), schools have club links on average of just over six sports (up from five reported in surveys in 2003/04 and 2004/05). Persistently, the most common clubs link sports are football (78%), cricket (52%), rugby union (46%), dance (40%) and athletics (38%). Particular increases are noted for links to gymnastics (up from 24% in 2003/04 to 31% in 2005/06), multi-skill clubs (7% to 22%), fitness (11% to 15%) and judo (8% to 12%)

Across all school year groups 27% of pupils participated in one or more sports club, linked to the school or school sport partnership, during the last academic year (this includes dance and multi-skill clubs). This represents a 22% rise on 2004/05 (22% participation) and 42% rise on 2003/04 (19% participation) (Marshall, 2006a).

As the case studies show, there is a plethora of systems of organisational structures concerned with the infrastructural interface of school PE/Sport, local and wider communities sports-related activities to national and international levels and categorised models. One further initiative of interest is the Sport Service Punt (Sport Service Point - SSP) in the Netherlands.

3.3.5. The Netherlands: Sport Service Punt

The Sport Service Punt is a service provided at low cost and essentially represents a total ‘one stop shop’ approach to sport information service, promotion, provision and stimulation (‘animation’). The SSP concept lies in a Dutch Olympic Committee and National Sport Federation initiative in 1997, which involves governmental and non-governmental policy partners at national, provincial and local levels with a remit to improve the quality of service and support for/into sport transparently, effectively and efficiently. The initiative, for which a ‘Master Plan’ for the support of sport was published in June 2001, emanated from perceived points of ‘friction’, some of which variously remain evident in a number of other EU countries:

- Fragmentation of support capacity.
- Limited demand orientation of support.
- Overlapping and insufficient co-ordination in subsidised service of sport (competing for government monies).
- Lack of transparency and unfamiliarity with support (uncertainty about who had responsibility for what).

SSP concepts and principles relate to so-called ‘lines of demand and stimulation’, linked via an intermediary service, which collaboratively functions at local municipality, through large cities
and provincial to national levels. The ‘Service’ strives to seek balance for national and local sports-related policies but its 160 full-time and 270 part-time staff (60% of SSPs employ only 1-3 office staff) has an essential role in sport policy promotion at local levels. The demand and stimulation lines are respectively satisfied through information provision (general and technical/specific) and through development, innovation and supply at the appropriate geopolitical entity level with multi-sport and sport branch specific support as required (Arends, 2006).

By 2004 there were 50 operational SSPs, 30 SSPs in development, 50% sport associations’ members service functioning on the one stop shop idea and 30% sport associations’ members’ service in development. Current and future developments encompass formulation of sport activity demand indicators, voluntary sector impulses and provincial institutes for sport and management. Basic and multiple options are under consideration with variants comprising target groups, service points’ functions and distribution channels, scales of operation and extension of co-operation partners. Development costs are estimated at 90,000-115,000 Euros and embrace project costs, investments, replacement of personnel and extra demands for facilitation. A similar sum on an annual basis for ‘exploitation’ costs has been calculated to cover availability, functions and hired services costs. There is a range of finance possibilities: subsidies, clients’ contributions, sponsors and sales of products. Partners making financial contributions include the Ministry of Welfare, Health and Sport (development), national and provincial grants (enhancement of expertise), national Sports Federation (development instruments and facilitation), Provincial Sport Councils (enhancement of expertise and development support and Municipal Community (initiative planning and development, financing development and exploitation participation) (Arends, 2006).

Within the ‘model’, there are various and different practices or foci of emphasis or enterprise interest. Two examples illustrate the point. In the city of Utrecht, there is some emphasis on ‘top’ sport with identification and development of talented athletes, for which there is a support network of up to 20 clubs. However, the emphasis is not exclusive because as a second level of activity regular network meetings of club officials with elected councillors also represent the broader interests of club sport with some attention to popular or recreational sport within the city boundaries. Currently the Utrecht co-ordinating group representing education, sport and community sectors is actively engaged in providing start-up financial support for five neighbourhood projects. In the smaller town of Ede, volunteers help local sports organisations with facility provision, use, maintenance and hire of facilities and for participation promotion the focus is on neighbourhood schemes and specific target groups such as the elderly. In essence, the Ede SSP is fulfilling co-ordination and facilitation functions at a broader recreational level. Common to both Utrecht and Ede is the role the SSP has as a facilitating intermediary. In terms of financial support the Utrecht ‘Service Punt’ receives monies proportionately from the Dutch Olympic Committee (2%), sports clubs (2%), local government (up to 80%) and national sources (up to 20%) (Oudega, 2006). Ede receives funds from national government (10-15%), local government (50%), provincial government (5-10%) and schools (10%) (Wieskamp, 2006).

In some respects, the SSP is ‘tied’ into the ‘BOS’ triangle of sector partnerships, which embraces local communities (public sector), schools (education sector), clubs and associations (sport sector) and hence, the Dutch acronym. The ‘BOS’ is an example of joint public, private/voluntary policy venture, for which government provides short term start-up funding at local level for sport-related action to help to counter inactivity etc. issues amongst youth in the areas of health, education, sport and movement activity in general. The SSP has a key role here
in its intermediary capacity of co-ordination, promotion and development. There are different levels of co-operation of the BOS/SSP scheme in partnership project developments, which may involve some variations in the extent of partnerships: in some instances all three sectors in others combinations of two of the sectors. Some examples will illustrate the point.

At present, experiments are being carried out in dual role tasking. A PE teacher delivers PE in school and implements local youth sport policy for local government. Increasingly, emphasis is being placed on cooperation between school movement activity providers and the neighbourhood community sports network and sports clubs. Within the framework of such cooperation is the possibility of a dual appointment at school, municipality and/or a sport club. The teacher/professional functions as a kind of ‘movement manager’ through the capacity of the dual appointment. Being able to function in different contexts is also a necessity for the PE professional. In the educational setting, the professional works with other qualified group teachers and, where relevant, also has to support group teachers in PE.

In latter years especially in large cities, schools not only focus on their primary educational functions but also become involved with societal issues. For instance, offering day care outside regular school hours, integration of minority groups and solving problems in the community. Often sports and movement activities are used as an opportunity for day arrangements. At the moment there are more than 50 primary community sport schools and 70 secondary community sport schools. The target is to increase this number to 120 by 2010. Of all schools of community sport, 70% have a specialist PE teacher. Half of all schools find it difficult to find sufficient qualified staff. Often there are either insufficient facilities or they are located out of ready access range of the school. Nearly all schools work together with external partners such as sport community workers, sports clubs, trainees, the SSP network and welfare organization. Financial resources are often seen as problematic in that it is difficult to know where responsibility for funding lies. Whatever, sports and movement provision is mainly funded through subsidies in line with ‘BOS’ policy and around 14% of the schools receive funds from a community sport subsidy. The Groningen ‘House of Sport’ has established a unique partnership with a number of partners: the Municipal Health Services, a health insurance company (Geové), the Institute of Sport Studies at the Hanzehoge School, Groningen and the higher education course for Sport and Exercise run by Alfa-college. Children are offered daily 30 minutes physical activity opportunities under the supervision of experienced PE teachers. Space is made in the curriculum on Mondays, Tuesdays, Thursdays and Fridays to facilitate this. On Wednesday afternoons, these periods for sport and exercise are linked to the organised sports that are available locally through sport associations. The aim of this intervention is to teach the skills, which will influence later healthy behavioural choices, at a young age. Since behaviour, and certainly ‘established’ behaviour, is difficult to influence, the emphasis of the Groningen Sport Model is placed on young people as a target group. In order to influence behaviour, children should have successful experiences at, and enjoy, their level of engagement (Broeke & Van Dalfsen, in press).

3.3.6. Volunteers in Sport

Physical educators are strategically well placed to reach the widest range of young people with positive experiences in, and messages about, participation in physical activity. They have key roles as facilitators and intermediaries between the school and wider local communities. They should identify and develop pathways for young people to continue participating in physical activity outside and after school and ensure that information is available to young people within school on the opportunities available in the local community. Thus, at the very least, their
professional preparation should embrace familiarisation with pathways for participation in wider community multi-sector provision. However, it is naïve to assume that the PE professional can take on and fulfil all of these responsibilities. Support, particularly of the human resource kind, is fundamental to the realisation of such ideals. It can be achieved through collaborative, co-operative partnership approaches involving other professionals and committed, dedicated and properly mentored individual and group volunteer enthusiasts.

With more than 70 million members of sports associations, the voluntary-based ‘Sport for All’ movement is one of Europe’s largest social movements. It is served by millions of volunteers, who represent the main resource of the movement and as national studies (see Klein & Hardman, in press) show, they form the ‘backbone’ of sport associations and clubs with around 10% of the 70 million members serving as volunteer coaches, association leaders, assistants etc. In Germany, for example, where 27 million people are members of sport clubs some 2.7 million serve as volunteers in over 90,000 sports clubs. Volunteerism in sport varies from country to country. Highest levels of volunteerism tend to be located in northern Europe and lowest levels in southern Europe (Kirkeby, 2007). Some regional representative national examples serve to illustrate the significance of volunteer engagement in sport across the EU:

- **Sweden:** 200,000 voluntary leaders, who have some educational training, for 3.5 million sports participants; in total there are 500,000 largely unpaid volunteers especially involved in children’s sport.
- **Ireland:** 40,000 adults volunteer to support sport; many lack formal training to work with young people. Code of Ethics; coaching ladder!
- **Italy:** 57,000 volunteer agencies
- **Slovakia:** 7,000 clubs with 600,000 participants (115 national associations).

With the increase in rates of inactivity and associated risk factors of overweight, obesity and personal health amongst children of school age and the limited time allocations to school PE and sport, the sport movement will represent a significant supplementary (and complementary) domain of efforts to stimulate engagement of this target group of young people in physical and sport-related activity across the EU. International non-governmental agencies such as the International Sport and Culture Association (ISCA) and the European Non-Governmental Sports Organisation (ENSGO) as well as national and local sports bodies can (and should be encouraged to) contribute to the process of motivation of young people to regularly participate in recreational sport and so adopt physically active lifestyles. Such voluntary sector organisations have important roles in assisting in the transition from school to community-based sport throughout the EU region (Kirkeby, 2007). A cause of some concern is that many volunteers lack formal training to work with young people and in a world of rising levels of child abuse as well as the propensity of some volunteers to inculcate perceived and actual negative attitudinal and behavioural norms and values, this is an issue to be addressed. Indeed the ENSGO incorporated recommendations pertinent to volunteer involvement in its 1998 Guidelines for Children and Youth Sport. Nevertheless, volunteers can bring knowledge, skills, commitment and dedication as a free time resource and there is a need to have a balanced view of their work by key actors and appropriate frameworks to work within, not least of which might be adherence to Codes as Ethics, such as those proposed by the European Physical Education Association in 2002. EUPEA’s Code of Ethics and Good Practice Guide has adopted the principles contained in the Council of Europe's Code of Sports Ethics. The Code offers a framework of guidelines and is intended for use in conjunction with similar guides on ethics produced by governments, education authorities and recognised national governing bodies of sport. It outlines some of the key issues that need to be addressed in school PE and sport by
teachers and helpers (volunteers), who need to operate within an accepted ethical framework of good practice, which guides the individual. Issues include: integrity and respect in relationships, various forms of child abuse and protection there from, bullying, anti-social behaviours, equality and inclusion, stress and burn-out, fair play and a balanced approach to winning, stress and burn-out, fun and enjoyment.

3.3.7. Conclusions

The case study exemplars bring a comparative dimension to this part of the Project. Furthermore, they provide a basis in stimulating reflection on variation and diversity and provide illustrations of different levels of inter-sector co-operation. They have, however, particular resonance in the light of the situation of PE in schools no longer remaining a ‘stand-alone’ option in the resolution of the healthy well-being, active lifelong engagement in physical and sports-related activity concerns of this early part of the 21st century. Whilst the various case studies do demonstrate different and varied levels of collaborative practice, they also expose some limitations in the extent of wider community co-operation and some consideration needs to be given to these limitations. The so-called ‘BOS’ triangle with its SSP ‘one stop shop’, information, promotion, stimulatory development and intermediary functional roles, provided at low cost using a variety of human resources from volunteers to full-time employees and supported by all sectors (public, private, voluntary and commercial) is one example of what might fulfil or have a significant role in a ‘Basic Needs’ model.

Participation Pathway Partnerships is a key term for future directions in the best interests of PE and sporting, (particularly recreational) activity in and out of schools. Any unintended consequences of developing links with, and involving, outside agencies such as perceived weakening of the status and authority of physical education teachers in relation to the provision of extra-curricular activity and, ultimately, physical education itself can be overcome by mutually respecting and integrity protecting partnerships with shared values and agreement on roles and responsibilities, that is ‘partnership’ based on equity with a common agenda around development Campbell, 1998). A variety of agencies can, and do, provide opportunities for engagement in physical activity, often from a particular perspective; these should be coordinated and guided to the benefit of people. Bridges and pathways to community provision need to be constructed, especially to stimulate young people to participate in physical activity during their leisure time. The post-school gap is as much in the system as in participation, for many children are not made aware of, and how to negotiate, the multifarious pathways to opportunities.

PE should be recognised as the foundation base of the physical activity participation pyramid; it should be seen as a most significant aspect of the development of sport. If traditions of physical activity are developed in schools, children are more likely to participate in out-of-school and post-school settings. PE plays a central role in the lives of young people. Thus, moves in some countries to provide sport and physical activity outside the schools on the assumption that this would constitute a legitimate programme of physical education should be resisted. Schools are a prime institutional agency outside the family and peer group with considerable potential to significantly influence the lives of young people, and PE can play a vital role in shaping positive attitudes towards habitual physical activity from basic to excellence levels.
Part 4 - Physical Education Teacher Education Curriculum Model

For this section of the Report, the point of reference for information and later recommendations is the AEHESIS Project, for which a Model PE Teacher Education (PETE) Curriculum is being developed.

Historical antecedents, socio-cultural-bound practices, politico-ideological settings and varying levels of state and/or regional legislation etc. have diversely shaped PETE across Europe. Any curriculum formulation should respect inherent ingredients of pan-European diversity. Thus, for PE Model Curriculum formulation, recommendations are based on Core Principles (grounded in the evidence of ‘bottom-up’ approach generated empirical data and research literature, current PETE provision and experts’ considerations (academic and professional; practices and ideals) and not a set of specific Prescriptions. The core principles presented have taken into account a number of issues, not least of which is PE in school contexts, specifically its identity and characteristics of quality, which have significant consequences for PETE Programmes of Study, their learning outcomes and job competences.

4.1. PE Teacher Designation

An immediate issue for PETE Curriculum formulation is what constitutes a “PE teacher”. In acknowledging the diversity across Europe, it is necessary to adopt a model, which distinguishes between a ‘Specialist PE’ teacher, a ‘PE’ teacher and a ‘Generalist’ teacher who teaches a full range of subjects including PE in primary/elementary school settings. For each level, it will be necessary to define relevant functional activities and competencies required to deliver or contribute to quality PE curricula in the appropriate school phase/stage settings.

a) Physical Education Teacher (One Subject Specialist):
   Designation as a Specialist Physical Education Teacher assumes successful completion of a relevant PE-related Programme of Study including qualified teacher status with an accumulation of 240 ECTS. The ‘Specialist PE Teacher’ will have in-depth PE and related areas subject knowledge and understanding in the full range of required Fields of Study within the overall Programme of Study (refer Annex II).

b) Physical Education Teacher (2-3 Subjects):
   Designation as a Physical Education Teacher assumes successful completion of a Programme of Study including qualified teacher status with an accumulation of 240 ECTS, in which a minimum of 35-50% (that is 84-120 ECTS) of content excluding professional training is PE-related. The ‘PE Teacher’ will have extended PE and related areas subject extended knowledge and understanding in all Fields of Study specified in the Programme of Study (refer Annex II).

c) Generalist Teacher:
   Designation as Generalist Teacher assumes successful completion of a Programme of Study including qualified teacher status with an accumulation of 240 ECTS, in which a

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4 The AEHESIS (Aligning a European Higher Education Structure in Sport Science) is a European Commission Socrates Thematic Network Project
5 ECTS (European Credit Transfer System). The figures assume a study work load range of 25-30 hours for each Credit.
minimum of 10% (that is 24 ECTS) of content is PE-related\(^6\). The ‘Generalist Teacher’ will have basic foundation PE subject knowledge in a sustainable range of Fields of Study including Practical Activities, Pedagogy/Didactics and School-based Teaching Practice indicated in the Programme of Study (refer Annex II) to facilitate proper delivery of a prescribed or framework guideline PE curriculum in the early years of schooling (primary/elementary).

### 4.2. PETE Curriculum Model Formulation

Formulation of a PETE Curriculum Model should acknowledge societal needs in evolving politico-ideological settings within a dynamically and developmentally changing world, which may impact on, and hence, alter the functional roles of the designated professional area. With this scenario, occupational identity and associated functions and activities will essentially need to be flexibly adaptable. With regard to flexible adaptation in a context of diverse accreditation practices of well-established and/or legally constituted national frameworks across Europe, consideration should be given to different pathway routes (single subject, major/minor subject status and multiple subjects) to qualified PE teacher status at initial graduate (bachelor’s) and postgraduate (master’s) levels. Any such flexible adaptation could embrace traditional and recent developments of routes to teacher qualification and acknowledge the different career motivations/decisions of students entering provider higher education institutions (HEI’s). However, the requirement of a minimum of 240 ECTS (normally accumulated over a period of four years) for bachelor level qualification with teacher status and a minimum of 300 ECTS (normally accumulated over a period of five years) for master’s level qualification should be respected.

### 4.2.1. Model PETE Curriculum: Core General Principles

The rationale of a programme has at its core a model of the teacher who understands that pupils have individual needs and can respond to them, who is competent in curriculum areas and classroom practice and who, as an effective practitioner, is analytical, critically reflective, professional and 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, shared sets of institutional provider beliefs about what is valued in a teacher and what should be expected of a prospective teacher. In the EU context of geo-political and socio-cultural diversity, it is essential to define core general principles, which can be suitably adapted to diverse situations and circumstances rather than a set of prescriptions, which do not have the inherent propensity to cross boundaries and hence, have restricted applicability. The following principles have both pan-EU applicability and accord with the notion of the Bologna Process harmonisation.

The Core General Principles drawn from the AEHESIS Project comprise:

- a balanced and coherent curriculum with sufficiency of width and depth to ensure professional and academic proficiency appropriate in teaching a progressive range of physical activities in physical education programmes in schools;

\(^6\) It is worth noting that for teaching Physical Education in primary schools, the European Physical Education Association (EUPEA) stipulates ideally 1000 study load hours specialization, (33-40 ECTS).
• a curriculum that is formatively/developmentally based and progressively sequenced with clearly defined aims and learning outcomes and key concepts that provide a framework to assist in developing student perspective on learning to teach and commitment;
• a curriculum that provides opportunities and experiences for enhancement of knowledge, understanding and movement skills in a variety of physical activities and related scientific areas of study;
• a curriculum that leads to acquisition and application of a range of pedagogical, didactical and management techniques/skills that guarantee differentiation of learning tasks and teaching styles which are appropriate both to the tasks and to the students; these skills will include evaluation of student achievement and progress, reflective thinking, appropriate decision-making and initiative taking, and adaptive behaviours;
• a curriculum that leads to understanding of the essential role of PE in contributing to personal well-being and to a balanced healthy, active lifestyle;
• a curriculum that develops ethically and professionally sound values and behaviours;
• a curriculum that fosters safe behaviours (teaching and learning, physically and socially) and management of risk-taking;
• there is a balance in the time and respect for learning content knowledge, learning about pedagogy, pedagogical knowledge, and experience in learning to teach;
• supervision of teaching practice by appropriately professionally qualified/experienced provider staff and co-operating school teachers/mentors; induction of trainees into the professional cultures of schools is an imperative in teacher education;
• positive internal (providers) and external (schools) institutional and individual/group networks; this is an essential key to the creation and dissemination of better pedagogical practice;
• provision for research and development in teacher education;
• a systematic plan in place for programme evaluation and quality assurance.

4.2.2. Content of PETE Curriculum: Principles

From the PETE Model’s core general principles, it is possible to formulate principles, which specifically inform development of Programmes of Study:

• combined experience in a sustainable range of practical activities with thorough intellectual underpinning;
• subject knowledge and understanding in relevant areas of the natural/biological (life sciences) and social sciences (including humanities);
• fostering knowledge and understanding of pedagogical and didactical processes and their application in school contexts including curriculum development, implementation and evaluation, communication and interaction in a variety of physical activity and safe learning environments;
• increasing knowledge of individual development; developing an understanding of the rationale for individualised approaches to teaching and learning and that the activities engaged in provide an amplification of child-centred approaches in PE;
• recognising that a central concern of PE is the development of personal capacities and that a pre-requisite of such an approach is the appreciation of the recipient as an active, evolving individual;
• developing techniques of observing, recording, classifying, analysing, interpreting and presenting information and using them to test the value of scientific, pedagogical and didactical concepts as well as principles (e.g. patterns of play, tactics and strategies) relevant to the curriculum;
• contributing to development of positive professional attitudes of reflective and research capable practitioners.

Elements in structure, content and progression of the Programme of Study should include:

• units of study (modules) based on the ECTS system, that is, 25-30 hours study load per credit with an accumulation of 240 credits normally over 4 years for subject and qualified teacher status;
• a broad and balance curriculum to meet needs and trends in society, accord with cultural traditions, contribute to life-long learning and healthy active lifestyles;
• a balanced range of practical physical activities to accord with school PE curriculum practice and developments;
• a balance of applied bio-medical and social sciences (including humanities), which assumes integration of theory and practice;
• a full range of teaching methods suitably and appropriately selected to achieve learning outcomes and develop academic and professional competence;
• internal and external quality assurance procedures;
• a minimum of 10% (that is 24 ECTS) of the total allocated Programme of Study theory/practice/professional preparation time for teaching practices, which will be appropriately distributed over the duration of the PETE programme. NB in early years (for ‘concurrent’ programmes or weeks (for consecutive programmes), observation of practice will be a feature of school-based experiences; time devoted to observation will decrease over the period of the programme with actual teaching increasing;
• a Dissertation/Research project (applied to PE);
• a time/credit allocation to education theory and applied education.

The core general and curriculum content principles form the basis of formulation of a Programme of Study, which embraces Fields of Study to include practical activities (theory and practice), pedagogy and didactics, natural and biological sciences, social sciences, PE-related research study, and school-based experiences. Details of the PETE Programme of Study together with selected outcome competencies are shown in Annex II. Programmes of Study might be structured to facilitate students passing through three broad phases: foundation (an introduction to the principles underpinning the study and teaching of PE; extension (greater depth of study); and synthesis (consideration of evolving experiences in the programme in general and PE in particular and integrating theory and practice in an independent dissertational or research project study).

7 It should be noted that across Europe there are various patterns of lengths of the Study Year within a range period of 30-40 weeks. Where the study year is over 40 weeks, it would be possible to acquire the 240 ECTS over a period of 3 years.
Units of study should combine experience in a range of activities with a thorough intellectual underpinning. The principal function of some units of study is the professional organisation of practical activities. They provide substantial opportunity for experience in physical activities that are currently part of the teaching of PE. Such units of study should include opportunities for students to experiment with a variety of teaching methods and approaches appropriate to the wide range of children they will serve. These units should ensure that students: increase their knowledge of individual development; develop an understanding of the rationale for individualised approaches to teaching and learning; realise that the activities engaged in provide an amplification of child-centred approaches in PE; learn to relate aims of PE to more general curricular objectives; and recognise that a central concern of PE is the development of personal capacities and that a pre-requisite of such an approach is the appreciation of the recipient as an active, evolving individual. Coherence and cohesion within and between these units of study are enhanced for students with the specific pedagogical reference points of school experience.

4.2.3. Programmes of Study Learning Outcomes

From PETE Programmes of Study curriculum content, it is logical to expect a set of learning outcomes, which will translate into competencies required for the occupation of a PE teacher in schools. Trainee teachers who successfully complete a PETE programme should have:

- specialist knowledge and understanding in PE appropriate to degree level study; this includes acquisition of a subject content knowledge base, including key concepts and skills that provide the material to be taught and the ability to employ a range of teaching styles and methods within a variety of contexts;
- acquired the necessary range of observational, analytical, interpretive and recording skills necessary for the planning and implementation of appropriate programmes of study and competent organisation of the learning environment; related techniques can then be used to test the value of scientific, pedagogical and didactical concepts as well as principles (e.g. patterns of play, tactics and strategies) relevant to the curriculum;
- an understanding of how children develop in a movement setting with particular attention to the more common learning difficulties experienced by some children;
- knowledge and skills to support pupil's learning, progression and development within the school curriculum in an informed and imaginative manner;
- developed sensitive and effective relationships with children;
- appropriate communication skills in writing and other modes and be able to appraise evidence, critically analyse different points of view, argue rationally and form independent judgements;
- the ability to synthesise and apply knowledge and understanding to the critical analysis and evaluation of physical education theory research and practice;
- a breadth of experience, knowledge and understanding of PE and its application in a range of contexts within the national cultural settings and of the school's local community;
- an understanding of the significance of the political context within which school PE and sport operate and its impact on planning, provision and development;
- an awareness of the influence of spiritual, moral, social and cultural values surrounding the involvement of young people in physical activity;
- an active commitment to the provision of equal opportunities for all pupils in PE;
• ability to demonstrate competence in curriculum planning and review and appreciate the need for curriculum development.

In essence the aims, content, learning outcomes continuum fosters the development of subject knowledge and application of teaching interventions, competencies, which are typical of an analytically reflective and professionally effective teacher.

4.2.4. PETE Programmes: Assessment

Assessment modes should be sufficiently varied to enable students to give evidence of a range of knowledge, skills, understanding and competencies developed by their programme of study and provide students with a clear idea of their progress as their programme of study unfolds. The safeguarding and enhancement of the standards of the teaching profession should be a central objective of an assessment scheme. Rigorous assessment ensures that students achieve the high standards of classroom performance that are expected of the modern teacher. The assessment of competency should be embedded in a profiling system that runs throughout the programme and across disciplines and areas of study. Semester by semester building of the profile would involve the students with an active process of self-appraisal, evaluation, and target setting.

4.2.5. Quality Assurance for PETE Programmes

A key component of quality assurance is evaluation. The motivations for evaluation include raising and maintaining quality of provision and delivery, enhancement of the quality of the student experience, public accountability and safeguarding public interest in sound standards of higher education qualifications, informing policy and checking compliance with legal requirements. Systematic self-evaluation and associated report, peer review via site visit and report (to include institutional organisation details; staff and student profiles; structure, management, aims, contents including integration of theory and practice, learning outcomes and delivery of programmes; observation of students on teaching practice; use of information technology; quality assurance measures; and student exit data etc.), and adherence to agreed academic/professional benchmark standards are central to the evaluation process on a regular basis. The final evaluation report, detailing strengths and weaknesses, providing examples of good practice and recommendations for improvement plans, should constructively contribute to the improvement of the educational process in a dialogue with the evaluated partner.

4.2.6. Framework of Standards for PE Teachers

An imperative when considering PETE outcomes and occupational competence is the setting of benchmark standards of expectations. For practising teachers at the end of, and beyond, ITT, a Framework of standards for teachers could be established with a base of at least minimal expectations of all teachers with responsibility for delivery of PE programmes. Various models for standards can be framed. A list of adaptable principles to accord with ‘local’ circumstances is suggested as a basic template for consideration. These principles inform curriculum development for both ITT and in-service training/continuing professional development programmes of study. Essentially the suggested Framework comprises: subject knowledge; planning and setting expectations; managing teaching and learning; assessment and evaluation; student achievement (acquisition of knowledge, skills and understanding; and secure progress

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8 Quality assurance is embedded in subject benchmark statements, which set out expectations about the standards of programmes of study.
towards targets); relations with outside school interest vested individuals and groups; self performance and development management; effective collaboration with colleagues and others; and managing human and material resources; and strategic leadership. (Refer Annex III for further details of the suggested framework of standards).

4.3. Continuing Professional Development

Professional development should not cease on completion of initial teacher training; it needs to be a continuous process throughout a teacher’s professional career (Armour & Yelling, 2004). CPD has a key role raising and/or enhancing educational practices and standards and yet, related data show (refer section 1.3.2.) that in some EU Member States CPD can be irregular and unstructured and in some cases may not even be available or accessible. In primary/elementary schools in particular, where generalist practitioners are often responsible for PE teaching, this represents a potential problem. In such contexts, CPD is not only essential but it also needs to be delivered with appropriate expertise and with up-to-date content that is relevant to practice.

For each designated category level of teacher (specialist PE teacher, PE teacher and generalist teacher), regular (and obligatory) participation in CPD is advocated. Such a requirement recognises the need for keeping up with subject and its delivery-related developments and/or career specialisation (for example as a PE advisor or supervisor, inspector, curriculum development planner/policy-maker, school/youth sport organiser etc.) for which further qualification(s) may be required. The European PE Master’s programme is one example of continuing education leading to further qualification, which combines academic and professional development (see section 4.3.1. below).

In England, the PE professional development programme is part of the PESSCL strategy (see section 3.3.4). It seeks to ensure that teachers have the tools and expertise needed to engage pupils. A principle relevant to CPD strategy is evaluation by schools of the quality of existing PE/school sport provision, selection of relevant CPD training, implementation and measurement of outcomes. In order to convert this principle into practice, a range of opportunities, which meet diverse needs and are well supported, should be available (Marshall, 2006b).

Evidence (Hardman & Marshall, 2006) from countries where CPD programmes have been successful in improving teaching and learning processes and outcomes in PE suggests that it is important to have a properly constituted government or national professional association level agency with responsibility for provision of a CPD framework, which embraces the range of career development routes, for designing and implementing a strategy for the quality assurance (with developed quality bench-mark standards) of professional development provision for teachers of PE classes.

An example of professional agency involvement is in England, where a ‘National College’ with a remit for raising and protecting professional standards, has been established under the auspices of the Association for Physical Education (afPE), a single Association for the PE profession in the UK. The ‘National College’ will have a significant role in providing leadership for PE and its practitioners. It will contribute to improving and safeguarding standards and will develop accreditation systems to ensure appropriate preparation, experience and qualification as well as promote safe and ethical delivery and share examples of ‘best practice’ (afPE, 2006).
4.3.1. European PE Masters programme

During the Second Forum of the European Network of Sport Sciences (ENSSHE) in Cologne, 1993, the European Physical Education Committee was founded within the framework of the European Network of Sport Sciences in Higher Education. This Committee comprised representatives from eighteen European universities. Following a comparative study about the situation of PETE in Europe, the Committee embarked upon the creation of a European PE Master’s degree.

The European PE Master’s degree offers an integrated and international vision of PE in a European context. The programme provides the opportunity to obtain a Master’s degree qualification viewing the improvement of professional expertise from theoretical, practical and research perspectives through compulsory core modules, elective issues and research methods modules all with a European dimension. The main aims of the Masters programme are as follows:

i) To enhance knowledge and understanding about the historical context of PE in Europe.

ii) To inform and raise awareness on current policies and practices in the field of PE in Europe.

iii) To develop a deeper understanding of current conceptual and pedagogical issues within PE in Europe.

iv) To acquire a deeper knowledge and understanding of selected specialist subject areas (from didactics/pedagogy, health education, youth sport to teacher education).

v) To develop knowledge and application of research methods in PE.

vi) To develop the knowledge and skills required for independent enquiry culminating in the organisation and development of the research project.

The programme’s contents include core modules dealing with historical developments in PE in Europe, the current European dimension, Research Methods in PE. Through a study of concepts and ideas, institutional structures, policies formulation and practical implementation, these modules provide a basis for understanding and reflection of evolutionary and current developments in European PE systems. Complementing these core modules are so-called electives, which allow students to follow more specific lines of interest and career development. For illustration, examples include elective modules in Youth Sport, PETE in a European perspective and PE and Health-related Issues. Students have to undertake a Research Project, which entails a supervised independent study on a topic with a European dimension or from a Europe perspective. This Project is intended to demonstrate application of an appropriate scientific approach (e.g. hermeneutic method, empirical quantitative methods).

The Masters Degree has been developed as a system where various options of attendance, either at the ‘Home’ university or at another university within the organising group. There is one obligatory Intensive Course within the Masters programme. This 11-day course is provided for all the students and covers part of the content for each of the three compulsory modules. It provides students with the opportunity to meet with staff from the range of universities involved and with other students. Any other meetings are organised by the ‘Home’ university. Entrants to the Masters Degree should be holders of a PE or Sport Sciences degree at ‘Honours’ level or equivalent (that is, a minimum of 240 ECTS). Professional experience prior to undertaking the
Masters Degree would be considered an advantage. As part of the programme is delivered in English it is important that students have a level of competence in the English language that will enable them to understand, participate and undertake the required course work. Each participating university, within the constraints of own admission regulations, has the right to accept or reject applications for admission to the Programme (Carreiro da Costa, 2006b).
5.1. Disability

The Update survey (Hardman & Marshall, 2006) and review of literature indicate that disability equity is being addressed positively in a majority of EU countries. There are some variations within the formulation of national legislation related to inclusion: from the principle of one school for all, to the right of enrolment in the school of choice or the obligation of a school to enrol all students. Countries have taken their own path towards inclusion. In several countries, (Bulgaria, Ireland, Czech Republic, Poland, Spain, France and Slovakia), national policy promotes inclusion as the preferred option but offers some exceptions: schools are not prepared to cater for students with disabilities; and exclusion on the basis of type or extent of disability. Lithuania and Latvia report there is no official policy to include children with disabilities into mainstream education. Across the European Union, there is a tendency to promote inclusive education as a preferred option over separate education and in some countries legislation is in place to secure this. Although progress has been made in several countries recently, actual practice is often remote from official regulations. This applies not only to general education but also to PE. Whilst inclusive learning is becoming more common, greater understanding and knowledge are necessary for schools and teachers to translate policy into practice and ensure full inclusion. It seems that advocacy and appreciation of disability rights have been insufficient to generate the cultural change need for inclusive practice. There is uncertainty about teachers’ perceptions of what actually constitutes inclusion, success and lesson involvement.

There is less information available on laws and regulations with regards to inclusion in PE and school sport. PE is often perceived as a less important subject. Although it is a compulsory or generally practised subject in mainstream education in all countries, most countries report children with disabilities in inclusive settings are often excused from PE sessions. The main reasons for exclusion of children with disabilities from general PE classes are medical reasons, lack of knowledge of teachers how to adapt their classes, lack of status of PE as compared with other classes and lack of adapted materials and facilities. A challenge for PE is to provide opportunities to provide the same high quality experience for all pupils and subject teachers need to gain confidence and knowledge to meet the needs of some individuals. This problem is acknowledged throughout Europe. A few countries, amongst which is the Czech Republic, report special efforts to include children with special educational needs (SEN) in general PE classes, mostly by improving the knowledge of current and future practitioners. In Ireland, guidelines are currently been written on how to teach PE to children with learning and physical disabilities at junior level. Some countries report separate school sport events for special schools and SEN children (Bulgaria, Belgium). In Italy, there has been a spontaneous integration in school sport through the general integration on a local level. However, in official national school competitions, there is no integration (Van Coppenholle, 2006).

The “raison d’etre” of an inclusive school (is to) involve everyone and ensure that everyone belongs” (Thomas, 1997, p.103). While there is a clear understanding of the meaning and importance of inclusive schooling, research has not yet established how inclusive PE really is. The literature suggests a gap in educationalists’ understanding of the PE experience of disabled pupils in mainstream PE lessons. Inclusion means valuing all equally and demands an acceptance that each individual has a stake in the community and involves ideals of reciprocity, mutual obligation and responsibility (Thomas, Walker & Webb, 2005). Feeling valued is the basis of inclusion, creating “community acceptance” (Ridsdale & Thompson, 2002, p.23). In
mainstream schools, many PE curricula are designed for, and favour, the physically able and traditionally place emphasis on physical prowess and competition leading to winning as an essential component of the PE experience; the public nature of success and failure in PE and limited motor skills can result in, embarrassment, demotivation and development of “negative self-concept” (Leah & Capel, 2000, p.51). Competition and tradition are powerful inhibitors of change in PE (Theodoulides, 2003) with the Games discourse an anti-inclusive item. A focus on the individual can redefine concepts of skill and ability, and challenge what and how it is taught. PE teachers adopt practices rather than matching the task to the child and, therefore, PE has yet to meet the challenge of inclusion. Adherence to traditional pedagogical approaches is a fundamental cause of exclusion in PE. Including disabled children requires curriculum change, including obvious adaptations to rules, equipment and skills. Traditional values and behaviours alienate many children in PE lessons and pupils’ engagement is often minimal. Culturally and pedagogically, PE still has to overcome inherent didactical and elitist approaches. A significant barrier to inclusion is assessment especially as perception within schools and communities is that PE is about achievement and competition. Competition per se is not a problem in itself, but it becomes a problem where it excludes and marginalises. Disabled children are often excluded from out-of-school activities (transportation, competitive nature of clubs etc – a traditional team environment). Values of enjoyment, personal development and being included are more important to young people than winning. Key principles in inclusive policy are opportunity, individual needs, planning and dignity, principles, which are often seen in policy documents but are not disseminated adequately enough (Goodwin, 2006).

ITT for inclusive practice is generally inadequate and development of positive attitudes and application of ‘Codes of Practice’ are insufficient to ensure inclusive practice. School settings not yet equipped to effectively include disabled pupils dis-empower teachers; many feel that they do not have the necessary resources to promote inclusive learning and this is a critical concern. PE teachers perceive themselves as lacking the knowledge to teach those with physical restrictions on their ability to participate. Many teachers find the increasing disparity of needs between the physically gifted and those with profound motor-related disabilities a more challenging teaching setting than they are trained for or understand. Management of the learning setting, indeed of inclusion, needs to be addressed in ITT to give understanding of pupils’ needs rather than reliance on personal qualities of individual staff. PE teachers need to plan for and manage collaborative support if it is forthcoming. There is a need for developmentally appropriate activities. Opportunities for appropriate application of skills and assessment of learning are not much in evidence. There is a tendency for disabled pupils to become passive observers, have no interaction, and there is a propensity for more observation as the level of complexity increases. Full inclusion is about tolerance and acceptance: equal status relationships (Goodwin, 2006). A well-planned and supported inclusive environment can meet pupils’ needs; however, it requires more than positive attitudes and placement for inclusion to become a reality. These are issues to be addressed in ITT and CPD.

5.2. Ethnic Groups

EU countries comprise demographically variously multi-cultural societies, in which there are distinct ethnic/religious minority groups. The issue of inclusion has resonance here as policy-makers variously attempt to frame appropriate strategies for integration, one mechanism of which in the EU is physical and sport-related activity. There is a substantial presence of Muslims within the European community but whilst Muslims share core values, beliefs and behaviours they are not homogeneous: European Diaspora shows diversity (of language, cultural heritage, family, community ant gender power relations), which impact on seeking solutions to
inter-cultural and inter-faith issues. Tensions related to social cohesion in Europe are often rooted in the entanglement of cultural practices and religious beliefs. Most research in this area has emerged since the 1990’s when the equality debate in the ‘West’ moved from ‘treating everyone the same’ to one seeking justice and fairness in the concept of ‘equity’, respecting and valuing difference. With the issue of Muslim girls’ and women’s participation in physical activity, there is a two-fold situation between the struggles for gender equity (the rights of girls and women to full and equal life opportunities), and respecting difference in cultural diversity (the rights of ethnic groups to sustain cultural practices in sex-segregation and sustaining gender differences). This is, however, only problematic when it leads to disadvantage, marginalisation, and/or exclusion of a group on the basis of their sex. Islam does support the participation of girls and women in physical activity (Benn, 2006); “…Islamic religion in no way tries to deprecate, much less deny sport for women. On the contrary, it attributes great significance and function to physical strength and sport activities” (Sfeir, 1985, p.300). In PE there are particular issues concerning participation of Muslim girls. The position of Muslim girls is more vulnerable than that of Muslim boys and structural barriers and models of school PE and sport do cause tensions (Benn, 2006).

Research has identified tensions between cultural practices of Islam and PE in schools and higher education; they relate to: dress codes, predominantly mixed-sex school environments, physical activity demands during the Ramadan fasting period, privacy and communal changing, swimming, dance, and clash between extra-curricular provision and other cultural requirements (Carroll and Hollinshead 1993, Benn, 1996, 2000, McDonald and Hayes 2003, cited in Benn, 2006). Issues at the interface of Islam and school PE/sport vary according to social, political and historical context. For example, a comparison of English and Greek Muslim girls’ perspectives and PE revealed influences by different socio-historical contexts. There was greater assimilation of the Greek Muslim communities, which had been part of the host society for a much longer period than the relatively recent ‘Diaspora’ Muslim communities in England. More case studies, where tensions and solutions arise, are needed to share good practice at the theory/research/policy/practice interface. Whatever, there needs to be recognition of the sensitivity and awareness needed in addressing issues of human rights, religious and cultural differences (Benn, 2006).
Part 6 - Policy Recommendations

6.1. Compulsory Physical Education in Schools

In the immediate and longer terms, appropriately constructed school PE programmes are not only a key preventative antidote to counter to high cost health risks, (attributed to low levels of physical activity *inter alia*) as well as anti-social behaviours, but also are a positive shaping influence on individual all round development, thus enhancing the quality of life through generation of positive attitudes. With its primacy of engaging ‘captive audiences’ in the compulsory schooling context, sustained government support for PE as a mandatory and essential properly resourced school curriculum subject is an imperative in fostering healthy lifestyle behaviours and general psycho-social, cultural and moral positive attitudes of children and young people.

6.2. Political Commitment and Advocacy

Strong political commitment and support at all levels are essential pre-requisites for future positive prospects of school PE and related activities across the EU community. Advocacy should target individuals, including policy makers, and interest-vested institutional agencies. In policy formulation and implementation, there should be due regard to diversity and distinct national and local challenges and needs across cultures and systems.

6.3. Basic Needs Model

It is recommended that countries, via the relevant agency authorities, should identify existing areas of inadequacies and should strive to develop a ‘Basic Needs’ model in which PE has an essential presence and is integrated with educational policies supported by governmental and non-governmental agencies working co-operatively in partnership(s). Satisfaction of these basic needs requires high quality PE programmes, provision of equipment and basic facilities, safe environments and appropriately qualified/experienced personnel, who have the necessary relevant knowledge, skills and general and specific competences according to the level and stage of involvement together with opportunities for enrichment through continuing professional development.

6.4. PE Curriculum Appraisal: Re-conception and Reconstruction

As indicated in section 2.1.2 on PE curriculum concept, some existing PE curricula do not provide personally meaningful and socially relevant experiences. Relevant curriculum authorities including policy-makers and decision-takers, planners and developers need to pay attention to societal trends as well as philosophical ideals to offer flexibility and balance in content and to attract young people to the joy and pleasure of, and participation in, physical activity. Developments of body and self concepts, fundamentals of motor skills and competency in movement, healthy well-being, positive moral codes and values, understanding and management of lifestyle skills that sustain life-span engagement, and reflection and action on needs for activity should be focal points of attention. If children are to be moved from ‘play stations’ to play-grounds’ (Balkenende, 2005), any re-conceptualisation and reconstruction of PE, which contribute to the creation of the ‘physically educated’ or ‘physically literate’ person, do need to be accompanied by improvements to raise the quality of teaching and learning processes. The pedagogical and didactical shifts alluded to in this Report have important
consequences for PE in schools and PETE both at initial and in-service training levels. PE delivery will benefit from re-orientation towards placing more responsibility on students for their learning with the managerial responsibility of the teacher progressively transferred to pupils. The enhanced pupil involvement generated by this process will assist in facilitation of opportunities for individual meaningful and socially relevant experiences. Reflective practice will translate into reflective students!

6.5. Quality Physical Education

It is suggested that policy-makers recognise the positive features, which distinguish QPE and its contributions to children’s education, to school systems and to societies and that sufficient curriculum time allocation is mandated to achieve it. These positive features encompass:

- The importance of general physical ‘literacy’ and competence as a means of enhancing young people’s self esteem, empowerment and social inclusion.
- The role of QPE in promoting positive individual and social behaviours and personal achievement.
- The role of PE as a positive learning experience for physical activity engagement and its contributory propensity in prevention of obesity and sedentary/inactive lifestyle diseases and promotion of healthy life styles.
- Governments investment in initial teacher training and ongoing professional development, in preparing teachers adequately to deliver QPE.
- Equipment, facilities and teaching resources, which support quality learning.

Reference to the list of QPE programmes’ characteristics and outcomes (refer section 2.2) will help both governments and PE practitioners to build or enhance systems of QPE, which will provide children and young people with appropriate learning experiences.

Governments should commit resources to implement policies for QPE. Such commitment should include support of multi-disciplinary research with pedagogically focused approaches and the dissemination of results to improve the effective practice of PE and so enable evidence-based advocacy. The priorities and ways in which investment is undertaken must be a matter for decision by each national, federal or provincial government, depending upon their particular situations.

6.6. PE Curriculum Time Allocation

Diversity is prevalent in PE curriculum time allocation across the EU and devolved responsibilities for curriculum implementation in many countries to school levels produce fluctuations within countries, especially where compulsory PE is supplemented by optional and elective PE opportunities. Further research is recommended to determine actual time allocations as distinct from policy aspirations. To achieve quality in PE, in accord with the Council of Europe Committee of Ministers’ recommendation (2003), EU countries should adopt a policy of a minimum of 120 minutes PE curriculum time allocation per week with agreement to work towards a minimum of 180 minutes weekly with schools endeavouring to go beyond this minimum where this is possible and a call for at least 60 minutes daily physical activity in or out of school settings.
6.7. PE Teacher Preparation

Governments should recognise that QPE depends on well-qualified educators within the curriculum and should promote as a policy priority an urgent need to review systems of PETE with due regard to improvements in both initial and continuing education of PE teachers, especially those responsible for PE in primary/elementary schools. In countries, where traditional pedagogical and didactical interventions are still the norm, for ITT and CPD, institutional providers should include latest research on pupil-centred approaches, emphasising greater interaction and negotiation in the teaching/learning process with the learner being responsible for what and how learning occurs. Initial and in-service training/further professional development should properly address these pedagogical developments. This is particularly important in primary/elementary schools, preparation for which is often generalist rather than specialist. Here the employment of ‘Curriculum Co-ordinators’ (refer Policy Recommendation 6.9) will help to enhance the PE experience of children.

6.8. Occupational Titles for PE Teaching

It is recommended that consideration be given to recognition of three dedicated category levels of Physical Education Teacher:

(i) Physical Education Teacher (One Subject Specialist)
Designation as a Specialist Physical Education Teacher assumes successful completion of a relevant Programme of Subject (PE-related) Study including qualified teacher status with an accumulation of 240 ECTS. The ‘Specialist PE Teacher’ will have in-depth PE subject and related areas knowledge and understanding in the full range of required Fields of Study within an overall PE Programme of Study.

(ii) Physical Education Teacher (2-3 Subjects)
Designation as a Physical Education Teacher assumes successful completion of a Programme of Study including qualified teacher status with an accumulation of 240ECTS, in which a minimum of 35-50% (that is 84-120 ECTS) of content excluding professional training is PE-related. The ‘PE Teacher’ will have extended PE subject and related areas foundation knowledge and understanding in all Fields of Study specified in a PE Programme of Study.

(iii) Generalist Teacher
Designation as Generalist Teacher assumes successful completion of a Programme of Study including qualified teacher status with an accumulation of 240 ECTS, in which a minimum of 10% (that is 24 ECTS) of content is PE-related. The ‘Generalist Teacher’ will have basic foundation PE subject knowledge in a sustainable range of Fields of Study to facilitate proper delivery of a prescribed or framework guideline PE curriculum in early years of schooling (primary/elementary).

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*Of note for teaching Physical Education in primary schools, the European Physical Education Association (EUPEA) stipulates ideally 1000 study load hours specialization, (33-40 ECTS).*
6.9. Dedicated PE Curriculum Co-ordinators

Consideration be given to training and employment of ‘Curriculum Co-ordinators’ with specialist knowledge and expertise to act as mentors, provide advice and guidance to non-specialist (that is generalist teachers in primary schools) practitioners.

6.10. Compulsory CPD Provision

Evidence from countries where CPD programmes have been successful in improving teaching and learning processes and outcomes in PE suggests that it is important to have a properly constituted government or national professional association level agency with responsibility for provision of a CPD framework embracing the range of career development routes, design and implementation of a strategy for quality assurance (with developed quality benchmark standards) of professional development provision for teachers of PE classes. A consistent feature on the issue of further professional development of teachers involved in PE teaching is a need for an organised CPD programme and a recognition that in some countries, in-service and resource materials have been minimal and have been exacerbated by a decline in PE advisory services. The recommendation is that countries consider rendering CPD provision and participation as a compulsory requirement on a regular basis with proper national (governmental agency or professional association) direction and overseeing.

6.11. Promotion of Masters’ Programmes

EU support to be extended beyond curriculum development and initial implementation stages in the promotion of European Masters’ programmes in PE and Adapted Physical Activity.

6.12. Framework of Benchmark Standards

Formulation of a ‘Framework of Standards’, which establish minimum levels of quality benchmarks for teachers of PE. This framework would be equally applicable to all subject teachers.

6.13. PE/PETE Quality Assurance

For quality assurance in PE and PETE, it is recommended that:

(i) monitoring and evaluation inspection is by independent non-ministerial agencies to provide impartial reports on management and quality assurance of provision, quality of training provided and standards achieved by trainees, which comprise vested interest groups’ representatives, accountable to state authorities;

(ii) national/regional inspection is conducted in 4-6 year cycles.


A range of recommendations embracing multi- and cross-sector policy initiatives involving groups such as parents, schools, local, national and EU communities are indicated here.

As indicated in section 3.3.6, partnerships are a key to optimising resources and EU countries should adopt multi-sector policy initiatives reflecting basic needs, respecting socio-cultural traditions and recognising the need to positively manage activity promotion to assist in combating obesity and sedentary lifestyles by involving people (professionals and volunteers) in PE-related activities within collaborative supportive environments. Currently each EU Member State has its own differentiated pathway networks but some of these fall short of stimulating lifespan engagement in physical and/or sports-related activity and do not maximise use of human and material resources. School PE and its practitioners with ‘captive’ audiences of children and young people in compulsory school attendance need to be recognised for as key contributory partners in facilitating knowledge and understanding of the need for engagement in physical activity. Governments should acknowledge the primacy role of school physical educators but recognise that they are not a ‘stand alone’ option in resolution of inactivity-related problems such as over-weight and obesity.

Pathways to participation in physical and sports-related activity are best facilitated by partnerships involving all key sectors (education, public authorities, health, and sport) with professionals and volunteers working together to promote and foster engagement as illustrated by the Dutch ‘Sport Service Punt’ and Swedish ‘Handshake Project’ exemplars. The Dutch Sport Service Punt with its ‘one stop shop’ approach is an exemplary low cost model that could be suitably adopted or adapted in other EU countries. Whilst these initiatives are relevant to all children and young people (the adults and parents of tomorrow) in and out-of-school because positive attitudes and behaviours assimilated when young are more likely to continue throughout life, they could be targeted at physically inactive population groups.

An associated recommendation is to establish or strengthen national, regional and local organisational networks including all stakeholders to enable clear action consensus, to share good practice and to provide strong, coherent leadership in integrating compulsory school PE into education, sports, health and related policies. Implicit here is an acknowledgement of the importance of the role of non-governmental sports movement agencies in providing recreational sports activities for children and young people often organised by volunteers in their leisure time, which not only improve health-related fitness and well-being, but also introduce children and young people to the wider community and prepare them for the responsibilities of adult life. Voluntary sector organisations have important roles in assisting in the transition from school to community-based sport and volunteers can bring knowledge, skills, commitment and dedication as a free time resource. Nonetheless, in a culture of increasing awareness of ethics, child abuse and litigation etc., adherence by volunteers to codes of ethics and good practice, are strongly recommended. The EU should consider the formulation of an appropriate Code of Ethics for sport movement volunteers concerned with the promotional support and development of children’s and young people’s physical activity and sport outside schools along the lines of the EUPEA’s Code of Ethics and Good Practice Guide and the principles of the Council of Europe's Code of Sports Ethics.

6.14.2. Parents

Within the partnership pathways’ networks, parents also have significant roles to play and especially so in a world of increasing peer group pressures. Activities, which can be undertaken as a family, should be actively supported. Parental support for children’s activities is crucial, if only to ensure that they have access to facilities and programmes. Parents should be encouraged
to become involved in the schools and sports clubs working with their children. Parents can serve in the different local agencies to ensure that children and young people obtain the maximum benefits from participation. They can take steps to encourage their children to increase the amount of leisure time spent in physical activities and sport.

6.14.3. Schools as Community

The concept of the school as a local community amenity that promotes healthy well being and active lifestyles to both pupils and the wider community should be reinforced by increasing opportunities for use of school sports facilities outside school hours. Schools and local authorities should be given guidelines on environmental improvements in school neighbourhoods to encourage the establishment of safe routes and zonal surroundings and where there are barriers to non-essential car transport, could encourage children to walk or cycle to school. Schools should introduce pupils and especially school-leavers to local sports-related amenities. Teaching personnel should help young people to find a recreational physical activity that they enjoy. Local clubs might offer several free sessions to school-leavers. Young people should know what is available locally, how they can continue to engage in physical activity beyond school.

6.14.4. Local Community

Funding programmes (refer section 3.3.3 ‘Handshake Projects’) for community-wide physical activity projects could be set up, in co-operation with both the local authorities and non-governmental sports associations. Such funds could aim at increasing participation in sport and physical activity and tackling social exclusion.

Networks of local and regional physical activity and leisure co-ordinators should be developed in order to stimulate community-level actions. They can work across institutional boundaries and facilitate links between all local organisations including schools.

The improvement of the local sporting environment should be made a priority in order to facilitate formal and informal physical activity. It should include non-club based informal activity, for example street sport, in deprived areas, staffed by trained volunteers. Children and young persons could be consulted when assessing the local needs.

6.14.5. National Community

Each country will have its own specific problems in this area, and will need to select and implement its own priorities, develop both short- and long-term plans and lay down clearly the lines of responsibility in each area. A number of national level initiatives are embodied in policy recommendations 6.1-6.12 above. Other policy recommendations should address:

- Increased inter-sector activity between government departments to foster co-operation between all parties involved in promoting physical activity for children and young people. Committees or working groups including representatives from all the relevant areas (e.g. education, sport, health and the environment) would contribute to stimulating co-ordinated action.
- Given the connections between physical activity and healthy well-being and inactivity and obesity, an imperative is the creation of effective links between government departments concerned in this area of cooperation.
- Ministries charged with responsibility for PE and sport should implement initiatives to make recreational sport attractive to a wider range of children and young people, with less emphasis on competition and more on the importance of lifelong physical activity.

6.14.6. The European Community

With reference to pan-European youth culture, EU-wide programmes and campaigns encouraging active lifestyles and discouraging excessive sedentary activities should be developed. Advocacy of, and resource support for, project initiatives in the school PE and Education through Sport domains such as those evaluated as successful in the European Year of Sport (2004) should be considered. Research should be supported to determine influences on lifestyle patterns and reformulation of the school PE curriculum to provide personal meaning and social relevance for all children and young people.

6.15. Disability Issues

Across the EU, most, if not all, Member States have in place legislation on a range of inclusion issues, including disability. Many of these issues in the domain of PE are sensitive, problematic and occasionally contentious. For disability issues, the following recommendations are apposite:

- Research exploring practice and reality of pupil experiences in PE lessons.
- Initial teacher training and continuing professional development should appropriately address needs of teachers working in diverse school population settings with recognition of difference and equal value; motor elitist training perspective needs to be addressed.
- PE curricula need to be rethought: a broad and balanced curriculum needs to be the basis of physical activity life skills for all pupils; teachers need to take responsibility for all pupils to ensure accessibility, equipment, resources and appropriate pedagogy to create a socially, instructionally and physically inclusive PE experience and curriculum planners and policy makers need to take account of this.
- ITT institutions must ensure skills and knowledge development to undertake more diverse learning and teaching roles.

6.16. Ethnic Groups

The importance of situation specific needs and solutions necessitates much greater sharing of knowledge and understanding in the area of ethnic groups’ inclusion. It is recommended that a case study approach to further research in European countries be commissioned. This would address context specific issues at the interface of Islam and educational opportunity for Muslim pupils, and girls in particular. Such case studies could focus on issues of Diaspora, multiculturalism, social cohesion, intercultural and inter-faith research. The studies would form the basis of sharing good practice in seeking solutions for greater cohesion in policy and practice. The International Association of Physical Education and Sport for Girls and Women (IAPESGW) has a current research interest and drive in evidence based advocacy for greater global inclusion of Muslim girls and women in the international agenda of physical activity. A strong European presence addressing the needs of Muslim girls in physical education and school sport would be advantageous to the global dialogue.
6.17. Finance

As indicated in section 1.3.3 (Financial Issues), the issue of finance for PE provision is highly complex, a situation which is exacerbated by dispersed funding stream sources including cross-and multi-sector contributions and layers of devolution responsibilities in education administration, governance, capital and recurrent investment costs. It is recommended that research into funding of PE and school sport across the EU is undertaken to determine and compare levels of financial investment and to identify areas of under-funding as well potential additional and alternative sources of finance.

6.18. Research Connections

An evident common factor in successful PE-related (including sport, health and physical activity interventions and collaborative initiatives) is a close connection with an academic institution for research connections. If the project plans and the activities/actions are worked out in collaboration with researchers/experts in PE and/or sport science the chances of creating a ‘good’ project are much greater and will be properly evaluated. It needs to be recognised that there are complexities involved in establishing causal relationships when there are multiple influential determinants, ‘actors’, institutional entities and often subtle or discrete inter-relationships. Facilitating change in behaviours is, therefore, a complex educational problem and needs to be recognised as such by relevant policy decision-making authorities and should be heeded by agencies of change in the EU countries. The outcomes of projects could be stored in an information database accessible to other countries and so encourage information generation and knowledge exchange across the EU and other parts of the European region of Europe on physical education, sport, physical activity and health-related issues among children and youth.

6.19. PE Monitoring Centres

It is imperative that monitoring of developments in PE throughout the EU be instituted. The Council of Europe has called for monitoring systems to be put into place to regularly review the situation of physical education in each country. Indeed, the Council of Europe (2003) referred to the introduction of provision for a pan-European survey on physical education policies and practices every five years as a priority! “Promises” need to be converted into “reality” if threats are to be surmounted and a safe future for physical education in schools is to be secured. With the possible exceptions of a handful of researchers and the European Physical Education Association (EUPEA), watching briefs on what is happening in PE in many countries are inadequate. There is need for more and better quality baseline data in each country. It is recommended that each member state establish a Monitoring Centre for School PE/Sport. Each Centre would be responsible for monitoring developments within its country and would undertake a national survey on a regular 5-year cycle to inform the monitoring process. Activities at both the European and national levels should interact and take account of the priorities as established by monitoring surveys. Co-operation between member states and European networks should be encouraged in order to share information, the results of research and national experiences on promoting physical activity. The University of Worcester, UK, responding to calls from UNESCO, WHO and Council of Europe, has already set up such a Centre for monitoring developments in school PE/Sport on a world-wide basis and is willing to co-ordinate an EU Monitoring Network that may emanate from this recommendation.
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www.afpe.org.uk

www.eupea.com

www.nisb.nl

www.rf.se

www.scb.se

www.teachnet.gov.uk/pe
Annex I: Types of PE Teachers in Primary and Secondary Schools in the EU

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<tr>
<th>Country</th>
<th>Primary PE</th>
<th>Secondary PE</th>
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<td>Generalists</td>
<td>Specialists</td>
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<td>3  Bulgaria</td>
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<td>4  Cyprus</td>
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<td>5  Czech Republic</td>
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<td>6  Denmark</td>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>21 Portugal</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>22 Romania</td>
<td>✓*</td>
<td>✓</td>
</tr>
<tr>
<td>23 Slovakia</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>24 Slovenia</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>25 Spain</td>
<td>×</td>
<td>✓</td>
</tr>
<tr>
<td>26 Sweden</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27 United Kingdom</td>
<td>✓</td>
<td>✓*</td>
</tr>
</tbody>
</table>

- ✓YES ×NO ✓*YES officially, but some suggestions as to different in practice
### Annex II. PETE Programme of Study and Outcomes

<table>
<thead>
<tr>
<th>Programme of Study</th>
<th>Fields of Study</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| **Practical Activities (Theory and Practice)** | Dance | • Knowledge, understanding and analysis of (motor) skills and performance factors in range of activities  
Games | • Teach activities’ skills/didactic competence connecting theory with practice  
Gymnastics | • Teach activities according to principles of horizontal and vertical articulation of the curriculum, respecting principles of inclusion and differentiation of teaching  
Outdoor Adventure Activities | • Have a range of, and apply, practical skills  
Swimming | | |
| | Track & Field Athletics | | |
| | Other (‘new’ and national/local culturally traditional activities) | | |
| **Educational & Teaching Sciences (Pedagogy/Didactics)** | | • Knowledge of how to justify the presence of PE in the core curriculum, as well as the importance of physical activity as a health factor and the contribution of sport to human development  
| | • Knowledge of curriculum implementation  
| | • Knowledge of education and effective teaching theories  
| | • Knowledge of communication and learning processes  
| **Natural and Biological Sciences (General and Applied)** | | • Knowledge of structure, function and control of physical systems  
| | • Understanding and application of biomechanical principles to movement  
| | • Knowledge of human anatomy  
| | • Knowledge of the processes of developing pupils health-related fitness  
| **Social Sciences/Humanities (General and Applied)** | | • Knowledge of the school as a social institution and contextualisation of professional practices  
| | • Knowledge of PE/Sport in society, historical and sociological developments  
| | • Psychological/sociological knowledge of human movement  
| | • Understanding of concept of culture and application to PE and sport  
| **Scientific Work (PE-related research study: dissertation or project)** | | • Preparation and conduct of PE project  
| | • Ability to generate quantitative/qualitative data  
| | • Present written report  
| **School-based Teaching Practice** | | • Application of teaching skills  
| | • Experience content, pedagogical and contextual knowledge  
| | • Assessment and evaluation of teaching skills |
Annex III: Framework of Standards for PE Teachers

A benchmarking set of standards with a base of at least minimal expectations of all practising teachers with responsibility for delivery of PE programmes might embrace the items listed below:

- PE subject knowledge and understanding
- Planning and setting expectations (e.g. effectiveness of planning, identification of objectives, content, lesson structures relevant to students being taught; clear learning targets; and building on prior attainment)
- Teaching and managing student learning (e.g. technical competence in teaching; good standards of control and discipline; and use of appropriate teaching methods/interventions)
- Assessment and evaluation (of learning outcomes; monitor formative progress; and provide constructive feedback)
- Student achievement (acquisition of knowledge, skills and understanding; and secure progress towards targets)
- Relations with parents and wider community (preparation and presentation of reports; understand need to liaise with other welfare responsible agencies)
- Managing own performance and development (responsibility for own professional development and responsibilities, reflective practice, keep up to date with subject developments)
- Establishing effective working relationships with colleagues and others
- Managing human and material resources (selection and use of learning resources, staff development), and strategic leadership (with experience demonstrate competence in policy formulation etc.){10}.

{10} This principle may be more appropriate for PE and Specialist PE Teachers than for Generalist Practitioners.
Annex IV: Contributors to the Report

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