INTRODUCTORY STATEMENT

UNESCO is working with the North Western Counties Physical Education Association (NWCPEA) in the launch of a Worldwide Survey on the situation of Physical Education in schools. This initiative responds directly to a call from the States Member of the Intergovernmental Committee for Physical Education and Sport (CIGEPS). The survey will inform the development of:

- International Indicators on Quality Physical Education (QPE)
- International Indicators on Quality Physical Education Teacher Training (QPETT)
- corresponding Basic Needs Models

Previous Worldwide School Physical Education Surveys (Hardman & Marshall, 2000; and Hardman & Marshall, 2009) drew attention to a number of widespread concerns in physical education provision. Since this time levels of fitness among young people have continued to decline in parallel with rising levels of obesity amongst school children and high school dropout rates from physical/sporting activity. These concerns persist with indications of further cut-backs in physical education curricula as a consequence of the global financial crisis.

To mitigate against this negative trend, it is imperative that the monitoring of developments in physical education across the world is maintained. Accordingly, UNESCO and the WHO have called for monitoring systems to be put into place to regularly review the situation of physical education in every country. Moreover, as stated in the Dakar Framework for Action in 2000, Education for All policies should enhance the physical, psycho-social and emotional health of learners in schools.

PURPOSE OF THIS SURVEY

The primary purpose of this Survey is to provide an overview of the situation of physical education in schools across the world. The evidence-based data will inform the development of benchmark indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Training (QPETT) in provider institutions as well as a School Physical Education Basic Needs Model.

STRUCTURE OF THIS SURVEY

This part of the Survey comprises of a structured questionnaire, divided into seven key areas. Specifically, information will be sought on:

1 The term physical education includes the terms “physical culture”, “movement”, “human motricity”, “school sport” etc., and refers to a structured period of directed physical activity in school curricular contexts.
• The general situation of physical education in schools (national level policy and practice-related issues in school physical education, legal status, responsible authority, curriculum time allocation);
• The physical education curriculum (aims, themes, content activity areas, relevance and delivery quality issues, monitoring and quality assurance; existing QPE criteria; and gender and disability equity issues);
• Resources (teaching personnel, facilities and equipment);
• The physical education environment (school subject and physical education teacher status; and pathway links to physical education/sport activity in out-of-school settings);
• Issues in provision (school physical education-related concerns or problems);
• ‘Best practice’ examples in school physical education;
• Basic needs for physical education.

We invite you to participate in this Survey and make an important contribution in policy advocacy at international, regional and national levels.
International Survey of Situation of Physical Education in Schools

Please note that your completed questionnaire responses will be treated in confidence.

Country:

<table>
<thead>
<tr>
<th>Section I. General Situation and National/State/Region Physical Education (PE) Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. General Education System</strong></td>
</tr>
<tr>
<td><strong>1a. Please indicate how the education system is structured: (Delete whichever does not apply)</strong></td>
</tr>
<tr>
<td>- Primary/Elementary: From_______ years To_______</td>
</tr>
<tr>
<td>- First/Basic School Years: From_______ years To_______</td>
</tr>
<tr>
<td>- Secondary [Junior/Middle/High] School: From_______ years To_______</td>
</tr>
<tr>
<td><strong>1b. For which age range is school attendance compulsory?</strong></td>
</tr>
<tr>
<td>From Age_______ years To_______years</td>
</tr>
<tr>
<td><strong>1c. How many school days per week? _______</strong></td>
</tr>
<tr>
<td><strong>1d. How many weeks per year? _______</strong></td>
</tr>
<tr>
<td><strong>1e. Is this the same for boys and girls?</strong></td>
</tr>
<tr>
<td>YES NO (Delete as appropriate)</td>
</tr>
<tr>
<td><strong>2. General Physical Education Situation</strong></td>
</tr>
<tr>
<td><strong>2a. In your country/state/region is PE a compulsory school curriculum subject in:</strong></td>
</tr>
<tr>
<td>(i) Primary (Elementary)/First Basic Schools?</td>
</tr>
<tr>
<td>YES NO (Delete as appropriate)</td>
</tr>
<tr>
<td>Age from _______ years to _______ years</td>
</tr>
<tr>
<td>Class stages _________</td>
</tr>
<tr>
<td>(ii) Secondary (Junior/Middle/High) Schools? YES NO (Delete as appropriate)</td>
</tr>
<tr>
<td>Age from _______years to _______ years;</td>
</tr>
<tr>
<td>Class stages _________</td>
</tr>
</tbody>
</table>
2b. If NO to either or both of 2a(i) or 2a(ii), is PE included in the school curriculum as a matter of General Practice? 

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>(Delete as appropriate)</th>
</tr>
</thead>
</table>

2c. What is the designated status of PE? (e.g. Core, Principal, Main, Subsidiary Subject)

2d. Is PE compulsory for both boys and girls?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>(Delete as appropriate)</th>
</tr>
</thead>
</table>

2e. Is there a prescribed national PE curriculum in your country?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>(Delete as appropriate)</th>
</tr>
</thead>
</table>

IF NO, where does responsibility for the School PE Curriculum lie?

- National Government
- State government
- Regional government
- Local government
- The School
- Other (please specify)

2f. If school PE is a compulsory requirement, is it actually implemented/delivered in accordance with regulations?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>(Delete as appropriate)</th>
</tr>
</thead>
</table>

IF NO, please indicate reasons why and how does the implementation/delivery differ from requirements?

3. PE Timetable Allocation

3a. Within the framework of the compulsory school programme how much time is allocated to the PE curriculum each week in Primary (Elementary/First/Basic) Schools?

- Minutes each week: _____
- Lessons per week: _____
- Weeks per year: _____

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2 By General Practice is meant that where there is no legal requirement for physical education, the subject is actually included in the curriculum on a regular basis during compulsory years of schooling (or school attendance).
3b. Within the framework of the compulsory school curriculum programme how much time is allocated to PE each week in Secondary (Junior/Middle/High) Schools?:
- Minutes each week: _____
- Lessons per week: _____
- Weeks per year: _____

3c. Indicate how many minutes per week are allocated to PE in each School Year? (Please indicate whether Compulsory [Comp.] or General Practice [GP]).

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 6</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp.</td>
<td>GP</td>
<td>Comp.</td>
</tr>
<tr>
<td>Year 2</td>
<td>Year 7</td>
<td>Year 12</td>
</tr>
<tr>
<td>Year 3</td>
<td>Year 8</td>
<td>Year 13</td>
</tr>
<tr>
<td>Year 4</td>
<td>Year 9</td>
<td>Year 14</td>
</tr>
<tr>
<td>Year 5</td>
<td>Year 10</td>
<td></td>
</tr>
</tbody>
</table>

3d. PE IN OUT–OF–SCHOOL SETTINGS
In your country/state/region, are there school sports teams:

YES       NO   (Delete as appropriate)

If YES, are there inter–school competitions and tournaments at:

a) Local level  YES   NO   (Please delete as appropriate)
b) State level  YES   NO   (Please delete as appropriate)
c) National level YES   NO   (Please delete as appropriate)
d) Other, please specify:

Section II: The Physical Education Curriculum

4. PE CURRICULUM: AIMS
Please list the main aims (goals) of the School PE Curriculum (e.g. to promote active lifestyle, to develop motor/socialisation skills etc.)
5. PE CURRICULUM: THEMES
List in order of importance the main themes within the PE curriculum (e.g. health-related fitness, motor skills, active life-style, personal and social development) in:

Primary (Elementary/First/Basic) Schools

Secondary (Junior/Middle/High) Schools

6a. PE CURRICULUM CONTENT
Please indicate which of the following are taught in PE classes in:

Primary (Elementary/First/Basic) Schools:
- □ Team Games/Sports (Please specify):
- □ Individual Games/Sports (Please specify):
- □ Gymnastics
- □ Dance
- □ Swimming
- □ Outdoor Adventure Activities (Please specify; e.g. orienteering, canoeing, hiking):
- □ Track and Field Athletics
- □ Other (Please specify):
Secondary (Junior/Middle/High) Schools:

☐ Team Games/Sports *(Please specify)*:

☐ Individual Games/Sports *(Please specify)*:

☐ Gymnastics
☐ Dance
☐ Swimming
☐ Outdoor Adventure Activities *(Please specify; e.g. orienteering, canoeing, hiking)*:

☐ Track and Field Athletics
☐ Other *(Please specify)*:

6b. PE CURRICULUM CONTENT: ACTIVITY TIME ALLOCATION

Indicate the proportion (%) of total curriculum time allocated to each taught activity area (e.g. Team and Individual Games 40%):

Primary (Elementary/First/Basic) Schools

- Dance _____ %
- Team and Individual Games _____ %
- Gymnastics _____ %
- Outdoor Adventure Activities _____ %
- Swimming _____ %
- Track and Field (Athletics) _____ %
- Other _____ %

Secondary (Junior/Middle/High) Schools

- Dance _____ %
- Team and Individual Games _____ %
- Gymnastics _____ %
- Outdoor Adventure Activities _____ %
- Swimming _____ %
- Track and Field (Athletics) _____ %
- Other _____ %

7a. Are PE programmes subjected to monitoring (inspection/evaluation) by educational authorities?

☐ YES  PLEASE ANSWER REMAINING QUESTIONS IN THIS SECTION
☐ NO  PLEASE PROCEED TO QUESTION 7f.
7b. Is the monitoring of PE programmes a legal requirement? YES NO (Delete as appropriate)

7c. In practice, how often does the monitoring of PE programmes take place? (e.g. every six months, once every 2 years, etc.):

7d. Who carries out the monitoring of PE? (e.g. school teachers, local/regional/national inspectors):

7e. Is the monitoring for:
   a) Quality assurance YES NO (Please delete as appropriate)
   b) Advisory and guidance YES NO (Please delete as appropriate)
   c) Both YES NO (Please delete as appropriate)
   d) Other, please specify:

7f. What characteristics or indicators are used to identify Quality in PE in schools?

8. EQUITY ISSUES
8a. Is there equality of opportunity in school PE programmes for boys and girls in terms of:
   (i) Amount YES NO (Delete as appropriate)
   (ii) Quality YES NO (Delete as appropriate)
   (iii) Content YES NO (Delete as appropriate)

IF YES to any responses, what mechanisms are employed to ensure equality of opportunity in school PE lessons?:

IF NO to any responses, please comment on any difficulties encountered in achieving equality of opportunity for girls and boys in PE lessons:
8b. Are there opportunities for pupils with disabilities to have access to PE lessons?

| YES | NO | Not Applicable |  (Delete as appropriate) |

If YES, please comment on WHERE and HOW these opportunities are being achieved:

8c. Are students with disabilities fully included into the normal school PE classes?

| YES | NO |  (Delete as appropriate) |

8d. Please list any problems related to the provision of school PE lessons for students with disabilities:

**SECTION III: Resources**

9. FACILITIES AND EQUIPMENT

9a. Please rate the quality and quantity of provision of facilities and equipment for PE classes:

<table>
<thead>
<tr>
<th>(i) QUALITY</th>
<th>Facilities</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Good</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Adequate</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Below average</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Inadequate</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(ii) QUANTITY</th>
<th>Facilities</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Above average</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Sufficient</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Limited</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Insufficient</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
9b. Is PE commonly faced with the challenge of poor maintenance of existing teaching sites?

YES  NO  (Delete as appropriate)

9c. Sponsorship
Please indicate any specific initiative of sponsorship or commercial support for the development of PE in schools within your country/state/region:

10. TEACHING PERSONNEL
10a. What is the educational background (level of academic and professional training) of PE teachers in:
Primary (Elementary/First/Basic) School?
Secondary (Junior/Middle/High) School?

10b. Is PE taught by specialist teachers or generalists?

i) Primary (Elementary/First/Basic) School:
   Specialist:  YES  NO  (Delete as appropriate)
   Generalist:  YES  NO  (Delete as appropriate)

ii) Secondary (Junior/Middle/High) School:
   Specialist:  YES  NO  (Delete as appropriate)
   Generalist:  YES  NO  (Delete as appropriate)

10c. Are specialist physical education teachers qualified to teach another subject?

YES  NO  (Delete as appropriate)

10d. Are teachers of PE (either specialists or generalist class teachers) required to take part in any In–Service training (INSET) or Continuing Professional Development (CPD)?

YES  NO  (Delete as appropriate)

10e. If INSET or CPD is compulsory:
   i) How often is PE specific in–service training required? (e.g. every year, every two years etc.)
10f. Please list the characteristics or indicators which are used to identify Quality in PE Teacher Education:

Section IV. The Physical Education Environment

11a. Does PE have the same legal status as other subjects taught in schools?

YES    NO    *(Delete as appropriate)*

11b. How does the actual status of PE compare with other school curriculum subjects (such as languages, mathematics etc.)?

☐ Higher status
☐ Same status
☐ Lower status

12a. Are PE lessons cancelled more often than other curriculum subjects?

YES    NO    *(Delete as appropriate)*

12b. If YES, please indicate reasons for cancellation.

13. What is the status of PE teachers in relation to other subject teachers in schools in your country/state/region?
Higher status
Same status
Lower status

(Delete as appropriate)

14a. Do measures exist to ensure continuity between PE programmes in schools and physical activity practised in outside-of-school community settings?

YES  NO  (Delete as appropriate)

14b. If YES, please give examples of principal measures:

Section V: Issues in Provision

15. Please indicate any specific issues, concerns or problems relating to school physical education within your country/state/region/school:

Section VI: Example of ‘Best Practice’

16. In not more than 100 words, please provide details of ONE illustrative example of ‘Best Practice’ in a PE-related area in your country/state/region/school. For example, this might be a policy or programme in a school, pedagogical intervention(s), PE teacher education item, a partnership scheme in the community, socialisation in or through PE, inclusion policies or a relevant other topic or theme.
Section VII: Basic Needs for Physical Education

17. Please list items which you consider as essential basic needs requirements for physical education provision in your country/state/region/school:

PLEASE RETURN the completed questionnaire by 31 January 2012.

Returning the Questionnaire
Please add your name, employment status and contact details below (Please note again, that these will be in the strictest of confidence).
Please send completed questionnaire to:

Prof. K. Hardman,
NWCPEA,
73 Old Road,
Tintwistle,
Glossop,
SK13 1JY,
Derbyshire,
UK

An electronic version of the Survey Questionnaire is available if required and is available from Prof. K. Hardman at: ken.hardman@tiscali.co.uk

mailto: For any further details, clarification etc., please contact either Ken Hardman at the above e-mail address or Chris Murphy at: c.murphy@shu.ac.uk

Thank you for your help with this project.