ARTICLE BY DECKER - FOUR LANGUAGES ABSTRACTS (E)(F)

PHYSICAL EDUCATION IN EUROPE

After some terminological as well as conceptual precisions about the use of the concepts "Physical Education" (PE) and "Sport" in his lecture, the author gives a description of the actual evolution of school physical education in Europe, with new concepts and ideas on PE mainly for children aged 4 to 11 years and with a somewhat idealistic summary of the objectives or aims, the contents and the teaching methods of European PE resulting of the study of the publications of mainly French and German authors in the field of modern Didactics or theory of PE. It tries to reflect the very complex situation of European PE in an intercultural, global perspective, beyond the frontiers and the official texts ruling PE in the 48 European countries.

This idealistic view is completed by the data collected by Prof. Ken Hardman in his "European Physical Education/Sport Survey" realized for the Committee for the Development of Sport (CDDS) of the Council of Europe in 2001. The most interesting data of this Survey about national, state or regional PE as a compulsory curriculum subject as well as about the facilities, the equipment, with also inadequate facilities and maintenance in different countries are reproduced. The same is true for the qualification and the training of the teaching personnel in PE in the different European countries and specific issues about concerns, problems in to-days PE as well as the perspectives for PE in Europe. Hardman's as well as other recent international surveys have revealed that PE in schools has experienced marginalisation also in European countries. This has lead to the comment "…that the crux of PE in Europe is that there is too much of a gap between the promise and the reality" (Deputy Secretary General of the Council of Europe) and that solutions have to be found "to assist in the process of conversion of 'promises' into 'reality' and so meet with the challenges posed by exercise deficiency and obesity-related risks" (Ken Hardman).

Key words: PE in Europe, CDDS

L'ÉDUCATION PHYSIQUE EN EUROPE

À l'occasion de sa conférence, après quelquea considérations terminologiques et conceptuelles à propos de l'emploi des concepts «d'Éducation Physique» et «Sport», l'auteur décrit l'évolution réelle de l'éducation physique à l'école en Europe, avec de nouveaux concepts et idées sur Éducation Physique, surtout pour ds enfants entre 4 et 11 ans d'âge, et avec un résumé un peu idéaliste des objectifs, contenus et méthodes pédagogiques de l'Éducation Physique européenne, resultants de l'étude surtout de Français et Allemands dans le domaine de la Didactique Moderne ou de la théorie de l'Éducation Physique.Cette réflexion veut présenter la stuation complexe de l'Éducation Physique Européenne dans une perspective interculturelle et globale, dépassant les frontières et les textes oficiels qui règlent l'Éducation Physique dans les 48 pays européens.

Cette vision idéaliste est complétée par les données obtenues par le Professeur Ken Hardman dans sa «Recherche sur l'Éducation Physique et Sport Européens», faite pour le Comité pour le Développement du Sport (Committee for the Development of Sport – CDDS) du Conseil d'Éurope en 2001. Dans le présent travail on réproduit les données les plus intéressantes de la Recherche sur l'Éducation Physique nationale, de l'État ou régionale qui incluent le composant curriculaire obligatoire, les équipements avec leurs maintien inadéquat dans plusieurs pays. Il est possible d'affirmer la même chose pour la qualification et l'entrainement des professeurs d'Éducation Physique dans les divers pays européens et des sujets spécifiques sur les questions et les problèmes de l'Éducation Physique actuelle et ses perspectives en Europe.La recherche de Hardman aussi bien que les autres recherches internationales récentes a révélé que l'Éducation Physique a été mise en écart dans des pays européens aussi. Le Réprésentant du Sécrétaire Général du Conseil de l'Europe dit que le «point crucial de l'Éducation Physique en Europe, c'est l'existence d'une énorme distance entre ce qui est promesse et réalité» et qu'on doit trouver des solutions pour «aider le processus de conversion des 'promesses' en 'réalité' et de cette manière vaincre les défis qui se présentent dûes au manque d'exercice et de risques en ce qui concerne l'obésité» (Ken Hardman).

Mots-clés: Éducation Physique en Europe, CDDS

ARTICLE BY DECKER - FOUR LANGUAGES ABSTRACTS (S)(P)

EDUCACIÓN FÍSICA EN EUROPA

En su conferencia, tras consideraciones terminológicas y conceptuales respecto al empleo de los conceptos de "Educación Física" (EF) y "Deporte", el autor describe la evolución real de la Educación Física escolar en Europa, con nuevos conceptos e ideas sobre EF, sobre todo para niños de 4 a 11 años, y con un resumen algo idealista de los objetivos, contenidos y métodos pedagógicos de la EF europea, resultantes del estudio de las publicaciones de autores en su mayoría franceses y alemanes en el ámbito de la Didáctica Moderna o de la teoría de EF. Tal reflexión busca a reflejar la situación compleja de la EF europea en una perspectiva intercultural y global, y llega allá de las fronteras y de los 48 países europeos.

Esta visión idealista se perfecciona con los datos recolectados por el Profesor Ken Hardman en su "Investigación sobre la Educación Física y Deportes Europeos", hecha para el Comité para el Desarrollo del Deporte (Committee for the Development of Sport – CDS) del Consejo de Europa en 2001. Se reproducen en este trabajo los datos mas interesantes de la Investigación sobre la EF nacional, estadual o regional que incluyen el componente curricular obligatorio, los equipos con su mantenimiento inadecuado en diferentes países. Se puede afirmar lo mismo para la calificación y el entrenamiento de los profesores de EF en los diferentes países europeos y asuntos específicos sobre cuestiones y problemas en la EF actual y sus perspectivas en Europa. La investigación de Hardman, así como otras investigaciones internacionales recientes a demostrado que la EF escolar fue puesta de lado también en países europeos. El Representante del Secretario General del Consejo de Europa comenta que "el punto crucial de la EF en Europa es la existencia de una enorme distancia entre promesa y realidad" y se debe encontrar soluciones para "ayudar el proceso de conversión de 'promesas' en 'realidad' venciendo así los retos representados por la falta de ejercicios y los riesgos relativos a la obesidad" (Ken Hardman)

Palabras-llave: EF en Europa, CDS.

EDUCAÇÃO FÍSICA NA EUROPA

Em sua conferência, após algumas considerações terminológicas e conceituais sobre o emprego dos conceitos de "Educação Física" (EF) e "Esporte", o autor descreve a real evolução da educação física escolar na Europa, com novos conceitos e idéias sobre EF, principalmente para crianças entre 4 e 11 anos de idade, e com um resumo um tanto idealista dos objetivos, conteúdos e métodos pedagógicos da EF européia, resultantes do estudo das publicações de autores em sua maioria franceses e alemães no campo da Didática Moderna ou da teoria de EF. Essa reflexão busca refletir a complexa situação da EF européia em uma perspectiva intercultural e global, indo além das fronteiras e dos textos oficiais que regulam a EF nos 48 países europeus.

Esta visão idealista é complementada pelos dados colhidos pelo Prof. Ken Hardman em sua "Pesquisa sobre a Educação Física e Esporte Europeus", realizado para o Comitê para o Desenvolvimento do Esporte (Committee for the Development of Sport - CDDS) do Conselho da Europa em 2001. São reproduzidos neste trabalho os dados mais interessantes da Pesquisa sobre a EF nacional, estadual ou regional que incluem o componente curricular obrigatório, os equipamentos, com sua manutenção inadequada em diversos países. Pode-se afirmar o mesmo para a qualificação e o treinamento dos professores de EF nos diferentes países europeus e assuntos específicos sobre questões e, problemas na EF atual e suas perspectivas na Europa. A pesquisa de Hardman assim como outras pesquisas internacionais recentes revelou que a EF escolar sofreu marginalização, também, em países europeus. O Representante do Secretário Geral do Conselho da Europa comenta que "o ponto crucial da EF na Europa é a existência de uma enorme distância entre promessa e realidade" e que devem ser encontradas soluções para "auxiliar o processo de conversão das 'promessas' em 'realidade' e assim vencer os desafios apresentados pela falta de exercício e riscos relacionados à obesidade" (Ken Hardman).

Palavras-chave: EF na Europa, CDDS

EDUCACIÓN FÍSICA EN EUROPA (E)

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1. DEFINITION OF THE TERMS "PHYSICAL EDUCATION" AND "SPORT"

The term physical education includes the terms "physical culture", "movement", "movement education", "human motricity", "éducation physique et sportive", "Leibes-/Körper- Bewegungserziehung", "Sportunterricht", etc. and refers to a structured period of directed physical activity, aimed at optimum harmonious and balanced development of those taking part. So, the use of the term physical education is the same as in: "European Physical Education/Sport Survey – report on Summery of Findings, by Dr. Ken HARDMAN, University of Manchester, December 2001, published by the Committee for the Development of Sport (CDDS) of the Council of Europe.

The term of "Sport" includes in this context competitive as well as non-competitive forms of physical activities practiced at different levels in structured/organized and free or "open" forms. The specific values of "sport" are not the glorification of competition and challenge, as is the case in elite and show-sport. In the context of this lecture, the specific functions of sports are educational, public health, social, cultural and ludic. This is above all the case in 'sport for all', with its numerous positive links with other social systems, such as health, education, art, science and religious systems, but no more true for elite sport, that has become an independent branch of show business, with an excessive marketing, too much politicisation, without forgetting its intrinsic problems related to doping.

2. CONTEMPORARY EUROPEAN PHYSICAL EDUCATION, A SCHOOL BRANCH IN FULL EVOLUTION

It is indeed very difficult to describe the contemporary situation of Physical Education in Europe. Ken Hardman speaks in this context of "The European theatre with its numerous trends and counter-trends in concepts and their application, especially in the movement versus sport context. The reality, in the view of Hardman, "seems to indicate a difference between conceptual ideals and reality of actual practice because throughout the region, competitive sports prevails".

Nonetheless, I'd like to give more details about the recent conceptual evolution of the modern child centred Physical Education (PE) in Europe.

2.1. News concepts in PE for children from 4 to 11/12 years -

Or: Conceptual ideals for PE in infant and elementary schools

In contemporary PE, neither sports nor the institution "school" is central to the pedagogical reflections, but the children and their education with and for movement- "learn to move and move to learn" now occupy that central position. In order to attaint this education, there must be fundaments that are wider than sport, physical and sports activities (PSA) of adulthood.

Beyond the sports motto "altius, citius, fortius", children must have affection and attention, time necessary to watch, to experience, to live physical activity movements at their own rhythm. Children must be allowed to experience the fun of searching, finding, discovering, realizing and living their own bodies and the multiple possibilities of movement (problem solving).

Freedom of gestures in their playing and their games and in dance is as important for children as the sportive gestures.

In PE, cognitive learning - that is to know what to do and why to do it – is as valuable for children as their motor development.

By postponing to a later period the reduction of movement to sportive gestures and to motor schemes (under rules and codes), the educators allow children to experience freely, independent from traditional sportive forms, from premises and appliances and open to them the possibility of other sensorial experiences, other motor and playing opportunities.

In PE of children, teaching does not aim firstly at the gesture, the optimised motor performance, controlled by rules, but rather at the children's possibility to grasp, to take hold of, to experience the different motor tasks, the apparatuses and the appliances with their full senses.

It does not value the objective performance of each child and confers on him/her the value of dignity. It does not compare or classify anybody – there is no such a thing as selecting by means of defeats!

It does not proclaim the spirit of jealous rivalry and competition from early childhood; it rather expects pupils to engage in contests at their own decision.

The child is not courageous enough to be always the best, the fastest, the strongest. The issues concerning the number of meters, seconds is not always at stake because it is well known that great tension prevents true motor development in young age.

In the infant and in the elementary school, children's motor potential and life in its full strength, vigour and diversity is the starting point – education for, with and directed to movement is the objective.

Consequently: priority to free playing and games, to a rich variety of apparatuses and diversified appliances, games above all together with and not against other children, free and not imposed movement activities, no demonstrated and/or commanded exercises/activities- the search for a new balance between self-determined action and action determined by others.

Consequently: a new sensuality: learning with all senses- tactile sense - sense of balance

…Multiple and varied motor experiences to compensate deficits in the developmental experience of children no longer considered as 'objects' but as 'subjects' (In traditional education very little attention was given to sensorial experiences).

Within the experiences with one's own body and with space, the objects and appliances, elementary motor education seeks the reality lived by the child and the development of his/her faculties to experience (make and improve expressions) .- In order to accomplish its educational purposes, it applies various forms of dance, a privileged means, body expressions – in French " expression corporelle" - and elementary forms of rhythmical gymnastics.

— At the elementary school, motor education must be especially considered for handicapped children.
— This movement education is characterized by the refusal to imitate, to copy adults' sports at school.

In fact, even if school does not constitute more than a partial domain in the child's life, it still occupies a very important part in the child's existence and thoughts, or even his/her life centre. Never more in their later life, children will have the same big need of movements, the same availability to learn, the same confidence and optimism, nor will they be as successful as they are in this early period of their life. Consequently, this is all at once a unique chance and a great responsibility

— towards the young's health
— for his/her joy for school and for learning
— for his/her motivation for/toward movement and physical activities
— for a creative confrontation in his/her tasks, for his/her motor challenges, for his/her participation, his/her engagement in physical and sports activities.

These terminological as well as methodological precisions concerning infant and elementary school PE borrowed from German, French and Italian authors seem to me essential. This above all to evidence that, even if in this context the term of 'sport' is sometimes used, mainly by some German authors, to designate the content of a certain branch of school Education, the meaning of this concept in the pedagogical field differs fundamentally from its signification in the world of common sports, with a different reality, different aims and, above all, with a different pedagogical approach. That is why many modern German authors don't use any more the term of "Sport" and "Sporterziehung" - education to sport and through sport-in this context, but prefer to speak of "Bewegungserziehung"- movement education -.

2.2. Aims, contents and methods of modern European Physical Education

In what could be called an idealistic description or summary of the current very complex situation from a cross-section, intercultural, global perspective, beyond frontiers and official texts from different countries and different cultures, this chapter is an attempt to summarize the most important aspects of the extremely complex scenery of current european PE.

As general premise, it must be said that in the modern school important transformations – both regarding its goals and its structures are being carried out, or, at least, desired and sought nearly everywhere in Europe. The traditional sedentary and 'bookish' school seems to be compelled to become 'new', active, open to life and should even participate in life. Therefore, it must change, review and enlarge its contents and diversify its working methods.

In this 'new' school, movement and physical activities are no longer a simple compensation after long periods of sitting and passive learning, but play or should play an essential role as a **fundamental element and structuring principle of all learning processes.**

This could happen in what the Germans call the "Bewegte Schule" – school in movement, or what the Belgians name "the participation of PE in the development of children's transversal competences": "At the intersection of the matrix of space, time and movement, physical education must become an essential part also for the children's learning in reading and in mathematics".

2.2.1. The main objective or aim of PE is to preserve the individual development of the pupil and its motor, social and sportive competences and give the learner the knowledge and command that allow him/her to learn to know, to practise, to organize and to enjoy his/her actual and future physical live at any age, with, as final or supreme goal, to make the citizen-pupil include physical and sportive leisure activities to his life.

The pupils themselves identify PE in an evident, exclusive way as an initiation to sports activities.

In fact, nowadays, in theory as well as in practice, the means has become the goal in all European countries. Indeed, long after the German countries, the Latin European countries too have lived what specialists as the French author B. During have called the "révolution copernicienne" in PE! That is to say that the question whether physical and sports activities are a 'means' of PE or a domain of application of a real 'basic PE' or

'movement education', of what used to be called in some countries 'educational school gymnastics', has become nowadays old-fashioned and outdated!

Far from having only compensatory purposes, modern PE has a fundamental mission to accomplish regarding children in their moving aspects seen in a holistic approach. PE is an integral, important and irreplaceable part or component in children's and young people's global education.

This major and non-interchangeable role of movement, of recreational physical and sportive activities all along the entire development of children's global personality is nowadays fully recognised by official documents or texts in the different European countries.

Its mission is to contribute to a harmonious development, to the satisfaction of motor and recreational needs, to the development and improvement of the entire personality in its corporal, motor, cognitive, emotional, affective and social dimensions, to guarantee a concrete initiation, adapted to the individual's possibilities, in the main sportive skills or abilities in sports activities in view of a further autonomous sports practice, to awaken the interest in PSA and the understanding of their role and their importance for health, well being, improvement of the quality of life in general.- Up to the modern basic sciences of PE in general and the general pedagogy and didactics of PE in particular to confirm by serious researches those aims and objectives formulated by high level administrators and PE- theoricians.

In order to illustrate the current curriculum aims or objectives of PE in the different European countries, we quote here some tables out of Ken Hardman's European PE/Sport Survey, Section 3 Pedagogical Issues: Curriculum Aims, Table 2 and Table 3, and PE/ Sport curricular themes, Table 4 and Table 5):

2.2.1.1. Aims of Physical Education/Sport and their Importance

Sixteen aims were listed for responses on their respective importance in the physical education curriculum in primary (elementary/basic) and secondary (high) schools. For primary schools motor competence was overall ranked first, physical development second and personal development and physical competence third equal. Development of problem-solving skills was the least favoured aim closely followed by aesthetic appreciation and body and self-esteem concepts (refer table 1 for rank order details).

Table 1. Ranking of physical education/sport curriculum aims in primary schools

Aims	Ranking
Motor competence	1
Physical development	2
Physical competence	3=
Personal development	3=
Healthy well-being	5
Social development	6
Active life-style	7
Intellectual (cognitive) development	8
Inter-personal skills	9
Moral development	10
Physical fitness	11
Physical activity life-long engagement	12
Value physical activity participation benefits	13
Body and self-esteem concepts	14
Aesthetic appreciation	15
Problem-solving skills	16

In secondary schools, physical competence, physical development and motor competence rank as the top three aims and the aims regarded as overall the least important are aesthetic appreciation, problem-solving skills and body and self-esteem concepts (refer table 2 for rank order details). Comparisons of the data in the two tables reveal that the three aims overall regarded as the most important are common to both primary and secondary schools with motor competence ranked first in importance in primary schools changing ranking to third place position in secondary schools with physical competence replacing it in first ranking position. A similar feature is observed with the four lowest ranked aims positioned as the least favoured aims in both primary and secondary schools, the only movement being that of exchange of positions of aesthetic appreciation (15th in primary schools and 16th in secondary schools) with problem-solving skills (16th in primary schools and 15th in secondary schools). Elsewhere in the two tables, worthy of note is life-long physical activity engagement, which moves from 12th position in primary schools to 6th equal position in secondary schools as well as personal development (ranked 3= in primary schools and 6= in secondary schools) and physical fitness, which is ranked higher in 8= position in secondary schools than its 11th position in primary schools.

Table 2. Ranking of physical education/sport curriculum aims in secondary schools

Aims	Ranking
Physical competence	1
Physical development	2
Motor competence	3
Healthy well-being	4
Active Life-style	5
Personal development	6=
Physical activity life-long engagement	6=
Social development	8=
Physical fitness	8=
Inter-personal skills	10
Intellectual (cognitive) development	11=
Moral development	11=
Value physical activity participation benefits	13
Body and self-esteem concepts	14
Problem-solving skills	15
Aesthetic appreciation	16

Table 3. Physical Education/sport curricular themes in primary schools

Themes	Number of Countries
Motor competences	27
Personal development	15
Health	14
Physical ability	12
Active life-style	11
Fitness	8
Social development	8
Intellectual development	6
Physical development	5
Moral development	5
Others: Interpersonal relations; Intellectual development; Physical activity participation benefits; Body exercise; Hygiene; Positive attitudes; Flexibility; Team work; Interest in exercise; World vision of fitness; Many-sided physical training; Orienteering; Dance; Co-ordination skills; Aesthetic appreciation; Relaxation; Entertainment	Less than 5

Table 4. Physical education/sport curricular themes in secondary schools

Themes	Number of Countries
Motor competences	21
Physical ability	16
Health and physical activity	14
Personal development	12
Active life	12
Fitness	11
Inter-personal relations	7
Social development	7
Life-long engagement	6
Body awareness	5
Moral development	5
Others: Moral development; Physical activity participation benefits; Physical development; Physical training; Intellectual development; Knowledge and skills; Positive attitudes; Performance exercise and composition; Aesthetics' appreciation; Fair play; Hygiene; History of physical education/sport; Sports techniques, tactics and skills	Less than 5

2.3. Physical Education/Sport Content in Primary and Secondary Schools

Team games (sports) are a pervasive activity area within the physical education/sport curriculum in both primary and secondary schools. The most common games (sports) listed are: football (soccer), basketball, volleyball and handball. More nationally specific are games such as rugby (Andorra, 'French' Andorra, Georgia, Romania), fistball (Austria), 'Hunter and Duck' and 'Morning and Night' (Azerbaijan), unihoc/floorball (Belgium, Finland, Latvia) softball (Czech Republic), bandy (Finland, Iceland), ice-bandy and ice-hockey (Finland), netball (Malta, Netherlands) and 'korf' ball (Netherlands).

Individual games (sports) are mentioned by 25 countries for primary schools and 26 countries for secondary schools. Games such as badminton, squash, tennis and table tennis are frequently listed. Gymnastics, including rhythmical gymnastics, (primary school 31 countries; secondary school 34 countries), dance (primary school 26 countries; secondary school 27 countries), swimming (primary school 28 countries; secondary school 24 countries), track and field athletics (primary school 32 countries; secondary school 34 countries) and outdoor pursuits (primary school 25 countries; secondary school 28 countries) are well represented throughout the member states. Outdoor pursuit activities mentioned encompass canoeing, climbing, cross-country running and jogging, cycling, hiking (including tourism and walking), mountaineering, orienteering, sailing, scrambling, scuba diving, skiing (cross-country and down-hill), snow-boarding and wind surfing. A miscellany of "Other Activities" are also mentioned for primary and secondary schools' curricular contents: break-dancing, bowling, boxing, chess, expressive movement activity, fencing, fitness activity, ice-skating, judo, karate, in-line skating, roller skating, rowing, scooter riding, water polo and wrestling.

2.3.1. As illustrated in the different tables of Ken Hardman's Survey, we find, as **contents of modern school PE**, that nearly all human physical and/or motor activities including as well traditional and newer sport activities and also many basic motor activities of some intensity are listed in the official programmes of the different European countries.

According to the children's age and the school level, the wide variety of school PE include basic motor, sports' and recreational activities, small and great games, sports games and team sports, elementary activities of the so-called basic sports and the school sports- Grundsportarten und Schulsportarten- children's dances, track and field in their recreational elementary or basic forms, gymnastics, water activities and swimming, racquet ball games, such as tennis, table- tennis, badminton, simplified fighting sports such as wrestling, judo, karate, or even so-called alternative body techniques and Asian body perception techniques, such as elementary forms of hata yoga. (K. Hardman: European PE/Sport Survey, Appendix 8)

Appendix 8. Physical education/sport activities in primary and secondary schools

Country	Team Games P/S	Individual Games	Gym.	Dance	Swimming	Outdoor Pursuits	Track & Field	Other
Andorra	Y/Y	Y/Y	Y/Y	N/Y	Y/Y	Y/Y	Y/Y	Y/-
Andorra (Sp.)	Y/Y	Y/-	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Andorra (Fr.)	Y/Y	Y/Y	N/Y	N/N	Y/N	Y/-	N/Y	N/-
Armenia	Y/Y	N/Y	Y/Y	N/N	Y/N	N/N	Y/Y	N/N
Austria	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	-/-
Azerbaijan	Y/Y	Y/Y	N/N	N/N	N/N	Y/Y	N/Y	N/N
Belarus	Y/Y	N/N	Y/Y	N/N	Y/Y	Y/Y	Y/Y	N/N
Belgium (Wa)	Y/Y	Y/Y	Y/Y	N/Y	Y/Y	N/Y	Y/Y	Y/N
Bosnia-Herz.	Y/Y	N/N	Y/Y	Y/Y	N/N	N/N	Y/Y	Y/Y
Bulgaria	Y/Y	N/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Croatia	Y/Y	-/-	Y/Y	Y/Y	Y/-	N/-	Y/Y	Y/Y
Czech Rep.	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	N/N
Denmark	Y/Y	-/-	Y/Y	Y/Y	Y/-	Y/Y	Y/Y	Y/Y
Estonia	Y/Y	Y/N	N/Y	N/N	Y/Y	Y/Y	Y/Y	N/N
Finland	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Georgia	Y/Y	Y/Y	Y/Y	N/N	Y/Y	N/Y	Y/Y	Y/Y
Germany	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	N/Y
Greece	Y/Y	Y/Y	Y/Y	Y/Y	N/Y	Y/Y	Y/Y	N/N
Iceland	Y/Y	Y/Y	Y/Y	Y/Y	Y/-	Y/Y	Y/Y	-/-
Italy	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Latvia	Y/Y	-/-	Y/Y	Y/Y	-/Y	-/Y	Y/Y	-/Y
Lithuania	Y/Y	Y/	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Luxembourg	Y/Y	Y/Y	Y/Y	Y/N	Y/Y	Y/Y	Y/Y	N/Y
Malta	Y/Y	N/Y	Y/Y	Y/Y	Y/Y	N/N	Y/Y	N/Y
Monaco	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Netherlands	Y/Y	Y/Y	Y/Y	Y/Y	N/N	N/Y	Y/Y	N/Y
Norway	Y/Y	Y/Y	Y/Y	Y/Y	Y/-	Y/-	Y/Y	N/N
Poland	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/	N/N
Portugal	Y/Y	Y/Y	Y/Y	Y/Y	N/N	Y/Y	N/Y	Y/N
Romania	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y

Continue

Continue

Country	Team Games P/S	Individual Games	Gym.	Dance	Swimming	Outdoor Pursuits	Track & Field	Other
Slovakia	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	N/N
Slovenia	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	N/N
Spain	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	N/Y	Y/Y	N/-
Sweden	Y/Y	-/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	-/Y
Ukraine	Y/Y	N/N	NR/Y	NR/N	NR/	NR/N	Y/Y	N/N

In general, to quote our French colleague Cécile Collinet: "La prise en compte du support sportif comme moyen et objet de l'EP semble aujourd'hui définitivement acquis ainsi que la nécessité de son traitement afin de centrer l'acte pédagogique sur l'élève.»

— The assumption of sports activities as objects, contents and means of PE seems to be definitely conquered as well as the need of their treatment in order to adjust, to focus the pedagogical act on the pupil. –

According to the country, the climate, the geographical situation, the availability of sports facilities, but also of the level of teacher's qualification – in most of the European countries, generalists are in charge of preschool education –as far as this exists! - and of elementary school education, whilst specialists in PE with a complete four to five years college education are in charge of PE in the lower and mainly in the higher secondary schools and, on the other side, depending on the degree of liberty of action among those teachers, the offers are necessarily quite different.

Even in countries as France, that is to say, countries where the programs are still very precise and detailed and the official instructions of the competent Ministry of Education peremptory restrictive, with control and regular records made by inspectors, an increasing degree of freedom is accorded to the local initiatives of PE teachers according the existing regional sites and possibilities: water, sea, rivers, lakes, mountains, snow, flying, climbing, sliding sports. - Nearly everywhere, both competitive and non-competitive sports are more and more offered, all depending on the modified needs, often also under so-called alternative forms, adapted to the individual pupils interests and possibilities. Very often, different sports activities have replaced the traditional so-called educational gymnastics and the so-called traditional school sports disciplines (The so-called "Schulturnen" and the so-called "Schulsportarten" of the German speaking European countries).

In Scandinavian and Anglo-Saxon countries, "Health education" and "Safety education " are additionally included in the PE programs, and, above all, the preparation of "outdoor Life", Friluftliv, that is to say life in full nature.

2.3.2. In **secondary school education**, along with other classical contents already mentioned, we have to ad so so-called ' project-work' gathering entitled teachers from different branches in the same collective task ("fächerübergreifende Arbeit" - "projets inter et/ou pluri-disciplinaire"), organized trips or travels and stays at the sea-side, in the mountains, summer like winter, circuits by foot or by bicycle, horse-riding and hiking in the Scandinavian countries.

After the 'boom', the explosion of disciplines and sports activities during the 1970s in the schools of many European countries in connexion with the "Sport for All" movement, school PE opened itself more and more also to so-called 'alternative body practices' and non-competitive forms of sport activities, ready to supply, or even to replace the traditional competitive school sports, whose popularity-measured in France and in Germany- was becoming lower and lower. In France for instance, P. Parlebas highlights that "fewer than 25 % of the schools were willing to practice competitive sports". -These data were confirmed by surveys carried out also in other European countries.

In general, many of the western European specialists in the field of European PE agree that, more than ever, school and compulsory PE must be directed toward the satisfaction of interests, possibilities and real needs of the pupils by means of a great diversification in the offers made to them. On one hand, specialized PE for the less gifted, the disabled, the physically and/or mentally disadvantaged pupils, on the other hand, adapted, modified time-tables and even so-called "sport- classes" for the pupils highly talented in sports, the elite-sportsmen and –women determined to follow career in sports. - As an example: the so-called "sport-études" – "Sports-studies" organized in special classes or even so-called "sports- gymnasia" in Austrian, Belgian, German and in French secondary schools for young pupils particularly gifted in different sports, such as skiing, or soccer, basketball, track and field, swimming, tennis.

2.3.3. Sports examinations or PE/sport as an examined school curriculum subject, partly with specific requirements exist nowadays in most of the European countries (cf. K. Hardman: European PE/Sport Survey, Appendix 7). In these countries, sports examinations to obtain certain degrees are included. In some countries, such as France and Germany, "sport" or PE can even be (chosen as) a major practical and/or theoretical discipline in higher secondary schools.

Appendix 7

Physical education/sport as an examined school curriculum subject

Country	Yes/No	Frequency	Requirements
Andorra	Yes	Each year	None
Andorra (Sp.)*	Yes*	Each year	None
Andorra (Fr.)	Yes	End of secondary	Recommendations but not obligations, except for alpine skiing
Armenia*	No		None
Austria	Yes	Each year	No
Azerbaijan	N/R	Annually	Physical training and athletics tests
Belarus	Yes	Each year	All children have to learn to jump, throw and swim with annual norms testing
Belgium (Wa.)	Yes	Each year	**Swim by end of primary stage; 25m one swim technique by age 14**
Bosnia-Herz.	N/R		None
Bulgaria	Yes	Each year	Regulation 2 on requirements in track & field, gymnastics, sports games, swimming, tourism and dancing
Croatia	Yes	Each year	Swim by age 14; Special programme for children of poor health
Czech Repub.	Yes	Twice each year; as an Option at end of secondary stage for matriculation	None
Denmark	Yes	End of primary and lower secondary	**No**
Estonia	Yes	End of each year	Swimming, but not a legal requirement
Finland*	No		**Swim by the end of secondary school;** Ability to cope with traffic
Georgia	Yes	Each year	Swimming has to be learned
Germany	Yes	Each year with variations	No
Greece	Yes	Each year	None
Iceland	Yes	End of primary and lower secondary	**No**
Italy	No		None
Latvia	Yes	Primary and Secondary	Achievement standards
Lithuania*	Yes	Start/end of each year	See below
Luxembourg	No		No
Malta	Yes (?)	Each year	No
Monaco	Yes	Each year	Not specified
Netherlands	Yes	End of primary/secondary stages	None
Norway	No		Swim by 5th grade; rescue by 10th grade
Poland	Yes	Each year	None
Portugal	No	N/A	None
Romania	Yes	End of secondary school	Grades 6-7 learn technique and tactics of a game; grades 7-8 must learn a second game
Slovakia	Yes	Each year	Swim by age 10; ski by age 14
Slovenia*	Yes	End of primary school as a third elective subject	Swim by age of 11 and personal survival exercise by end of primary school
Spain	Yes	Each year	None
Sweden	Yes	End of primary/secondary	None
Ukraine	Yes	Each year	None

* Andorra (Sp.): primary schools only
* Armenia: all classes are subjected to school norms testing in track and field (running, long jumping and throwing a ball); girls and boys have different norms.
* Finland: annual subject review of performance for school report
* Lithuania: physical performance testing according to individual aptitudes and capabilities
* Slovenia: offer one outdoor activity (5-7 days) in primary school; obligatory in primary and secondary schools to maintain motor abilities and individual aptitudes etc. data base (optional attendance of students); schools required to offer extra-curricular sports activities (attendance is optional)

On the other hand, there exist supplementary optional sports activities for optional groups or in the programs of 'school sports clubs ("Schulsportvereine"- "Associations sportives scolaires"), including scholastic sports championships, as for instance the inter-classes competitions, inside school institutions, or even regional and national scholastic sports championships, as in France, in Luxembourg, in Portugal, in Germany ("Jugend trainiert für Olympia"). At international level, there exists even a possible participation in championships organized by the ISF - International School Sport Federation- where the best school teams of the participating countries can compete at an international and/or continental and sometimes even world level.

The explosion of teaching contents is followed by

2.4. Big Differences in Methods or Pedagogical Procedures and Teaching styles

In many countries, PE teachers are free to use the pedagogical means, procedures and methods that best suit PE 's general aims described above.

Nevertheless, teachers become more and more aware that the pertinent, judicious application or use of the different directive or deductive as well as inductive methods, procedures and teaching styles, in other words, the application of the principles of modern, active, situational pedagogy play the outmost role to realize, to carry out the aims or objectives designed by the teachers themselves or/and intended by their official programs.

In this context, the official Belgian texts speak of a "success pedagogy", according to which every learner is summoned to know and to overcome himself in the best way possible, or of a "challenge pedagogy" authorizing a large diversity of experiences and solutions to given, indicated tasks, or of a "decision pedagogy" aiming at making children and young people more responsible, more autonomous, more able to adapted himself to a permanent changing society (Minister of Education of the French speaking Belgian Community, 1981).

Nowadays, the modern, active teaching and educational methods in general must be used and be applied when dealing with attitudes, long-lasting motivations, education for "self-control", for "self-government", education towards autonomy and for freedom for the pupil, the student, making him/her fully aware to decide on his/her own of what he/she has to do and/or not to do to act purposely in managing his/her physical life.

Within this context, pedagogical practice and the educational relationships are of outmost importance in the teachers' training. In fact, the future as well as the current teachers must learn how to socialize their pupils, their students. "In order to teach students the values of democracy and citizenship, one has to begin by forming and training the same values among teachers, not only by means of mere transmission of contents and the promotion of principles, but also through the analysis of their application in the attitudes of everyday life in education. Such analysis demands space and time to speak, to listen, to develop dialogues. This to avoid the evident incoherence between the speech and the practice still existing between oration and practise in many systems of university teachers' trainings" (B. Beunard, 1999, p. 79).

Concerning the methods and pedagogical procedures, it must also be admitted that in general there exist great differences between countries with traditional teaching methods and restrictive, compulsory programs and countries where there exists traditionally a wider margin of pedagogical action for teachers. In Latin countries, teachers were longer and are (still?) partially bound to accept more or less strictly the impositions made or transmitted to them by their inspectors or controllers and by their hierarchical chiefs. In opposition, in Nordic, Scandinavian countries as well as in the Anglo-Saxon and German-speaking countries, the school authorities allow their teaching staffs a much bigger confidence. They even invite and encourage them to teach in a more open, responsible, differentiated and individualized way, with much more preoccupation and concern for the pupils' social and emotional education.

3. NATIONAL/STATE/ REGION PE/ SPORT DATA

3.1. PE as a Compulsory Curriculum Subject

Physical education/sport is a compulsory subject in schools for both boys and girls throughout the obligatory school attendance years in the great majority of Council of Europe member states. The exceptions include Italy (physical education is not a compulsory subject in classes 1-2) and Portugal (physical education is taught in classes 1-4 as general practice but is not compulsory. In Belarus, exemption from compulsory physical education classes is granted on presentation of a medical certificate. In Malta, if the subject is taught as required no sanctions are applied.

In the majority of countries national government have at least some responsibility for the school PE curriculum.

3.2. Weekly time allocated to PE in the official programs of the different European countries

Appendix 5

Physical education/sport curriculum time allocation: minutes per week

Country	Primary				Secondary			
	1991		2001		1991		2001	
	Time	Weeks	Time	Weeks	Time	Weeks	Time	Weeks
Andorra	180	35	180	35	120	36	120	35
Andorra (Sp.)	N/R	N/R	N/R	N/R	100	35	100	35
Andorra (Fr.)	N/R	N/R	N/R	N/R	N/R	N/R	120-240	36
Armenia	90	32	90	32	90	36	90	36
Austria	100-150	38	100-150	38	100-200	38	100-200	38
Azerbaijan	90	35	90	35	90	35	90	35
Belarus	90	35/36	135	35/36	90	35/36	135	35/36
Belgium (Wa.)	100	30	100	30	150	30	150*	30
Bosnia-Herz.	90	35	90	35	90	35	90	35
Bulgaria	160	32	120	32	90	36	90	36
Croatia	90-135	35	90-135	35	90	35	90	35
Czech Republic	90	39	90	39	90	39	90	39
Denmark	90	40	90	40	90	40	90	40
Estonia	90	35	90	35	90-135	35	90-135	35
Finland*	90	38	90	38	146	38	135	38
Georgia	90	34	90	34	90	34	90	34
Germany	180	40	180	40	180	40	180	42
Greece	120	32	240	32	-	32	-	32
Iceland	120	34	120	36	40	26	40	26
Italy	60	30	60	30	120	30	120	30
Latvia	80-120	35	80-120	34-37	120	35	120	35
Lithuania*	90-135	34	90-135	34	90-135	36	90-135	39
Luxembourg	150	36	150	36	50-100	36	50-100	36
Malta*	150	40	150	40	120	40	75	40
Monaco	N/R	N/R	120	35	N/R	N/R	120-180	35
Netherlands*	100	40	-	-	-	-	-	-
Norway	90-170	38	90-170	38	112	38	76	38
Poland	90	36	135	36	90	36	180	36
Portugal	100	26	100	26	150	26	150	26
Romania	100	34	100	34	100	34	100	34
Slovakia	90	40	90	40	90	40	90	40
Slovenia*	135	36	135	36	90	38	135	38
Spain	180	38	180	38	120	38	120	38
Sweden*	100	35	100	35	-	-	-	-
Ukraine	90	35	135	35	90	35	135	35

* Belgium (Wallonia): 100 mins for technical/professional course students
* Finland: 1985-1994 2-3-2 lessons (classes 7-8-9) x 45 mins; 1993 on, 2 lessons (classes 7-8-9, i.e. 90 mins); 1994 on 90 mins for classes 1-6
* Lithuania: 1995 Law set 3 lessons per week
* Malta: Increase of academic subjects and more importance to school examinations; up to 2001, no exams for PE; students taking PE exams have additional 180 minutes.
* Netherlands: Hours are no longer compulsory, though 2 lessons for one year at basic education level have to be taught; even if students follow PE in second phase (2-3 years), hours are not compulsory.
* Slovenia: Primary: 2001: 135 mins (grades 1-6); 70-140 mins (grades 7-9); 1991: 135 mins (grades 1-6); 70 (grades 7-8) + 20 hours of sports days for each school year. Secondary: 1991, 35 hours of sports days
* Sweden: because of the shaping of the secondary school generally speaking, there is a basic course in all of the national programmes and the students also have the possibility to choose a second course. How many minutes of education a week this means varies from school to school. NB secondary school in Sweden not is compulsory.

4. Resources: Facilities and Equipment

The material infrastructure or the "facilities" of PE too is very different from one country to another. Here the results of K. Hardman's survey,

Section 4. Resources:

Facilities

The findings of this survey indicate a division between largely central and eastern European countries and the rest of Europe in facility provision. All countries have indoor physical education/sport facilities, most of which (32 countries) are physical education/sport specific; 14 countries have indoor general purpose facilities. Outdoor facilities are also much in evidence; grass covered areas are available in 32 countries, though some of these are indicated as being "a few" ('French' Andorra, Croatia, Latvia) or "some" (Netherlands) or "rare" (Spain). Outdoor artificial areas are available in 22 countries but as with grassed areas, several countries indicate "some" (Finland, Germany, Netherlands, Slovakia) or "not enough" (Lithuania) whilst Bosnia-Herzegovina indicates none. Swimming pools are available in 25 countries but this figure includes municipal pools (Finland and Spain), the sea (Denmark) and limited availability in a number of countries: Andorra, 'Spanish' and 'French' Andorra; Armenia ("seldom"); Austria and Bulgaria ("some"); Croatia ("a few"); Czech Republic ("rarely"); Latvia ("63 pools for 1046 schools"); Lithuania ("not enough"); and Poland ("only if accessible"). Outdoor adventure pursuit facilities are listed in 21 countries and comprise natural environments such as forest (e.g. Latvia) and sea (e.g. Monaco) as well as artificially created environments such as playgrounds (e.g. Iceland) and fitness tracks (e.g. Slovakia). Other facilities mentioned include 'gymnastic trees' (Estonia), wild-water courses (Slovakia) and training halls and parks (Ukraine). See appendix 12 for further details.

Appendix 12

School facilities for physical education/sport classes

Country	Indoor		Outdoor		Swimming Pool	Outdoor Pursuits	Other
	PE	Non-Specific	Grass	Artificial			
Andorra*	Yes	-	Yes	Yes (No secondary)	Yes (No secondary)	Yes*	No
Andorra (Sp.)*	Yes	Yes (No secondary)	Yes (No primary)	Yes	Yes (No secondary)	Yes* (No secondary)	Yes* (No secondary)
Andorra (Fr.)*	Yes	Yes	A few	Yes (secondary)	Yes (secondary)	Yes*	-
Armenia	-	Yes	Yes	-	Seldom	No	No
Austria	Yes	-	Yes	Yes	Some	Some	-
Azerbaijan	Yes	-	Yes	-	No	-	-
Belarus	Yes	-	-	Yes	Yes	Yes	-
Belgium (Wa.)	Yes	Yes	Yes	Yes	Yes	Yes*	No
Bosnia-Herz.	Yes	No	Yes	No	No	No	No
Bulgaria	Yes	-	Yes	Yes	Some schools only	-	-
Croatia	Yes	A few	A few	Yes	A few	-	-
Czech Republic	Yes	Rarely	Yes	Yes	Rarely	No	Local conditions
Denmark	Yes	-	Yes	Yes	Yes (or sea)	Yes*	-
Estonia	Yes	Yes	Yes	-	Yes	Yes	Gymnastic trees for outdoor adventure facilities
Finland	Yes	No	Yes	Some	Yes (municipal)	Yes*	Yes*
Georgia	Yes	-	Yes	Yes	Yes	-	-
Germany	Yes	-	Yes	Some	Yes	-	-
Greece	Yes		Yes	Yes	Yes	Yes*	Yes*
Iceland	Yes	Yes	Yes	Yes	Yes	Play grounds	-
Italy	Yes	-	Yes	-		-	-
Latvia	Mainly	In small schools	Only a few	-	63 pools for 1046 schools	Forests	-
Lithuania	Yes	Yes	Yes	Not enough	Not enough	Yes*	Yes*
Luxembourg	Yes	Yes	Yes	Yes	Yes	Yes*	-
Malta	Yes	Yes	Yes	Yes	Yes	Yes*	Yes*
Monaco	Yes	-	-	Yes	Yes	Sea-based amenities	-
Netherlands	Yes	Yes	Some	Some	Usually	Yes	-

Continue

Continue

Country	Indoor		Outdoor		Swimming Pool	Outdoor Pursuits	Other
	PE	Non-Specific	Grass	Artificial			
Norway	-	Yes	Yes	-	-	-	-
Poland	Yes	Yes	Yes	Yes	Only if accessible	Yes*	Yes*
Portugal	-	Yes	-	Yes	-	-	-
Romania	Yes	-	Yes	-	-	-	-
Slovakia	Yes	-	Yes	Some	Yes	Fitness tracks	Wild water courses
Slovenia	Yes	-	Yes	Yes	-	Yes*	Yes*
Spain	Yes	Yes	Rare	Yes	Some municipal pools	-	-
Sweden	Yes	-	Yes	Yes	Yes	Cross-country trails	-
Ukraine	Yes	Yes	Yes	Yes	Yes	Yes: stadium, tennis courts, football pitches, play	Training halls and parks

* Andorra: ski pistes and trails, ice rinks
* Andorra (Spanish): ski pistes and trails; multi-purpose halls
* Andorra (French): ski pistes and trails; community facilities
* Denmark: forests, beaches, parks
* Finland: Outdoor adventure activity facilities: forest, ski trails, fields, jogging paths, lakes; Other facilities (please specify) gymnasia, halls, bowling halls
* Greece: Outdoor adventure activity facilities: canoe/kayak, wind surfing; other facilities: gymnasia, halls, lakes, bowling halls
* Lithuania: Outdoor adventure activity facilities: camp sites, parks; other facilities: hurdle tracks, cycle routes, 'health' routes
* Luxembourg: Outdoor activity facilities: open air centres
* Malta: Outdoor Activity facilities: general purpose centres, countryside and beaches; other facilities: local sports facilities
* Poland: Outdoor adventure activity facilities: obstacle course, cross-country course; other facilities: school halls
* Slovenia: Outdoor adventure activity facilities: ski slopes (if near schools); Other facilities: fitness studios

Quality and Quantity of Facilities and Equipment

Generally in northern, western and southern European countries quality and quantity of facilities and equipment are regarded as at least adequate and in some instances excellent. In central and eastern European countries, there are inadequacies in both quality and quantity of facilities and equipment. In terms of quality Armenia, Belarus, Bulgaria (equipment), Croatia (in some schools), Georgia, Lithuania, Poland (equipment), Romania, and Slovakia and Slovenia (equipment) report inadequacies as do Italy (south0 Netherlands, and Portugal (equipment). With regard to quantity of facilities and equipment, inadequacies are reported in Andorra (secondary schools), Armenia, Belarus (equipment), Bosnia-Herzegovina, Bulgaria, some Croatian schools, Estonia, Georgia, Italy (south), Latvia, Lithuania, Malta, Poland (equipment), Portugal, Romania, Slovakia (equipment) and Slovenia. Hence generally, there is an east-west European divide with eastern European countries generally far less well endowed with facilities and equipment (refer appendix 13 for details). This is reflected in table 6, which demonstrates, which countries suffer inadequate facilities and poor maintenance of existing teaching sites for physical education and sport.

Appendix 13.

Quality and quantity of provision of school facilities and equipment

Country	Quality		Quantity	
	Facilities	**Equipment**	**Facilities**	**Equipment**
Andorra	Good	Good (P); Excellent (S)	Sufficient (P); Limited (S)	Above average (P); Limited (S)
Andorra (Sp.)	Good	Adequate (P); Good (S)	Limited (P); Sufficient (S)	Above average (P); Sufficient (S)
Andorra (Fr.)	Excellent	Excellent (P); Good (S)	Extensive	Extensive (P); Sufficient (S)
Armenia	Inadequate	Inadequate	Insufficient	Insufficient
Austria	Good/Adequate	Good/Adequate	Above average/Sufficient	Above average
Azerbaijan	N/R	N/R	N/R	N/R
Belarus	Below average	Below average	Sufficient	Limited
Belgium (Wal.)	Good	Good	Sufficient	Sufficient
Bosnia-Herz.	Adequate	Adequate	Limited	Limited
Bulgaria	Adequate	Below average	Limited	Insufficient
Croatia	Depends on school: ranges from excellent to inadequate	Depends on school: ranges from excellent to inadequate	Depends on school; ranges from above average to insufficient	Depends on school: ranges from above average to insufficient
Czech Republic	N/R	N/R	N/R	N/R
Denmark	Good	Good	Sufficient	Above average
Estonia	Adequate	Good	Limited	Limited
Finland	Good	Good	Above average	Sufficient
Georgia	Inadequate	Inadequate	Limited	Limited
Germany	Adequate	Adequate	Sufficient	Sufficient
Greece	Excellent	Excellent	Extensive	Extensive
Iceland	Good	Good	Above average	Above average
Italy	Good (North); Inadequate (South)	Good (North); Inadequate (South)	Above average (North); Insufficient (South)	Above average (North); Insufficient (South)
Latvia	Adequate	Adequate	Limited	Limited
Lithuania	Below average	Below average	Limited	Limited
Luxembourg	Good	Good	Above average	Above average
Malta	Adequate	Adequate	Limited	Limited
Monaco	Excellent	Excellent	Above average	Above average
Netherlands	Below average	Below average	Sufficient	Sufficient
Norway	Good	Good	Sufficient	Sufficient
Poland	Adequate	Below average	Sufficient	Limited
Portugal	Adequate	Below average	Limited	Limited
Romania	Below average	Below average	Insufficient	Insufficient
Slovakia	Adequate	Below average	Sufficient	Limited
Slovenia	Adequate	Below average	Insufficient	Insufficient
Spain	Good	Good	Sufficient	Sufficient
Sweden	Good	Good	Sufficient	Sufficient
Ukraine	Adequate	Adequate	Sufficient	Sufficient

Table 6

Inadequate facilities and maintenance of school physical education/sport sites

Country	Yes/No	Country	Yes/No	Country	Yes/No
Andorra	No (P); Yes (S)	Denmark	Yes	Monaco	No
Andorra (Sp.)	Yes (P); No (S)	Estonia	No	Netherlands	Yes*
Andorra (Fr.)	No	Finland	No	Norway	No
Armenia	Yes	Georgia	Yes	Poland	Yes
Austria	No	Germany	No	Portugal	Yes
Azerbaijan	N/R	Greece	Yes	Romania	Yes
Belarus	Yes	Iceland	No	Slovakia	Yes
Belgium (Wa.)	No	Italy	Yes	Slovenia	Yes
Bosnia-Herz.	Yes	Latvia	Yes	Spain	No
Bulgaria	Yes	Lithuania	Yes	Sweden	No
Croatia	Yes (S); No (P)	Luxembourg	No	Ukraine	Yes
Czech Republic	Yes/No	Malta	Yes		

* Netherlands: changes in physical education have not been accompanied with changes in facilities and equipment; adaptation is necessary.

Teaching Personnel: Qualifications and Training

In many countries, the adequacy of teacher preparation for physical education is arguable and initial teacher training can present a problem even in economically developed countries. Generally throughout the European region, physical education/sport teaching degree and diploma qualifications are acquired at universities, pedagogical institutes, national sports academies or specialist physical education/sport institutes. For primary school teaching, qualifications tend to acquired at Pedagogical Institutes but not exclusively so, whilst for secondary school teaching, qualifications are predominantly acquired at university level institutions (refer appendix 15). In approximately half of the countries physical education/sport teacher graduates are qualified to teach a second subject (refer appendix 15).

Both specialist (23 countries) and 'generalist' (21 countries) qualified personnel teach physical education/sport in primary schools. 'Generalist' practitioners usually teach physical education/sport in 'French' Andorra, Austria, Bosnia-Herzegovina, Finland, Italy, Lithuania, Malta, Poland, Portugal and Romania. At secondary school level, the large majority of practitioners teaching physical education/sport are specialists; only Bosnia-Herzegovina and Portugal indicate that practitioners teaching physical education/sport in secondary school are generalists.

In-service Training for Physical Education/Sport Teachers

Close to two-thirds of teachers undertake required in-service training (INSET). Countries, where INSET is not required include: 'Spanish' Andorra, Bosnia-Herzegovina, Czech Republic, Finland, Greece, Iceland, Italy, Luxembourg, Netherlands, Norway and Slovenia. Findings show that there are substantial variations in frequency and time allocated for INSET. Frequency of ranges from choice (1 country) and nothing specifically designated (2 countries) through every year (10 countries), every two years (1 country), three years (3 countries), to every five years (4 countries). Duration of INSET 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. A variety of courses are available: theoretical issues; didactical and pedagogical training; management issues; psychology; physiology; health education; physical therapy; curriculum activities and initiatives; sports specific courses; post-graduate training leading to further qualifications; and instructor, coach and referees' classes. Refer appendix 15 for further details.

Appendix 15

Teaching personnel: qualifications and training

Country	Level of Qualification	Primary Level of Training	Secondary Level of Training	Second Subject Teaching
Andorra	University degree	University degree	University degree	Yes (P) No (S)
Andorra (Sp.)	University degree	Higher education PE specialist	University degree	Yes (P) No (S)
Andorra (Fr.)	CAPEPS diploma	Baccalaureate + 4 years training	Licence + competitive examination + 2 years training	N/R No (Sec)

Continue

Continue

Country	Level of Qualification	Primary Level of Training	Secondary Level of Training	Second Subject Teaching
Armenia	Univ. degree; Pedagogical Institute Diploma	University/ Pedagogical Institute Diploma	University	No
Austria	University degree/Pedagogical Institute diploma	Pedagogical Institute diploma	University degree	Yes
Azerbaijan	-	-	-	-
Belarus	University degree; pedagogical institute; coaching qualification; pedagogical college of physical culture	Special primary training	Higher education	Yes
Belgium (Wa.)	University degree; Pedagogical institute diploma	Pedagogical Institute	Pedagogical institute or University	No
Bosnia-Herz.	University degree; Pedagogical Institute Diploma	Classes 1-4 Pedagogical Institute	Classes 5-8 University degree	No
Bulgaria	National Sports Academy degree	National Sports Academy degree	National Sports Academy degree	No
Croatia	University degree	Completion of faculty study	Completed faculty study	No in grades 5-8
Czech Rep.	University degree	University degree	University degree	Yes
Denmark	Pedagogical Institute diploma	4 years in Pedagogical Institute	4 years in Pedagogical Institute	Yes
Estonia	University degree + pedagogical Diploma	University degree	University degree	Yes
Finland	University degree	Elementary School teacher training	Master of PE science, PE Teacher	Yes: health education
Georgia	Pedagogical Institute Diploma; Coaching qualification	Higher education	Higher education	No
Germany	University degree	University degree	University degree	Yes
Greece	University degree	University degree	University degree	Yes
Iceland	University degree	University degree	University degree	Yes
Italy	University/Pedagogical Institute Diploma	N/R	N/R	No
Latvia	University/Pedagogical Institute Diploma	University degree in pedagogy and sport	University degree in pedagogy and sport	No
Lithuania	University degree and pedagogical diploma	University degree	University degree	No
Luxembourg	University degree and Pedagogical Institute	Pedagogical Institute	University	Yes
Malta	University degree; coaching qualification; special training for teaching disabled pupils	B.Ed; coaching qualifications	B.Ed.; coaching qualifications	Yes
Monaco	-	STAPS (year 3) license	CAPEPS	No
Netherlands*	General Pedagogical Institute or PE Academy for Primary Schools: PE Academy for secondary schools.	-	-	No
Norway	University Sports & PE College degree	Teacher college	Sport University degree	Yes, if other subject(s) studied
Poland	University degree or coaching qualification for Sports Schools	No formal PE education required	University degree	No
Portugal	University degree	Intermediate level of academic training	Higher level of training	No
Romania	University/Pedagogical Institute Diploma	Pedagogical Institute diploma	University diploma	No
Slovakia	University degree, Pedagogical Institute diploma	Higher education level	Higher education level	Yes
Slovenia	University degree	Class teachers (grades 1-3); Class or PE teachers (grades 4-5); PE teachers (grades 6-9)	PE teachers	No

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Country	Level of Qualification	Primary Level of Training	Secondary Level of Training	Second Subject Teaching
Spain	University degree	University diploma	Science of PE and Sport qualification	Yes
Sweden	University degree	University study	University study	Yes: some
Ukraine	University degree/Pedagogical Institute diploma	Pedagogical College/Institute/PE Institute	Pedagogical Institute/PE Institute	Yes

*Netherlands: new legislation requires a special PE exam in addition to Pedagogical Institute training

5. Specific Issues, Concerns, Problems in School Physical Education/Sport

The survey reveals a broad variety and range of issues, concerns and problems, full details of which are to be seen in appendix 17. The most common problems raised relate to inadequate provision and quality of facilities and equipment, finance (including teacher remuneration), inadequacies in teacher supply and quality, insufficient curriculum time allocation and related impacts on young people and inadequacies in school-community physical education/sport relations.

The area of most concern is considerable inadequacies in facility and equipment supply. This is particularly the case in central and eastern European, where economically developing nations predominate, and in southern Europe. Problems of facility and equipment deficiencies are noted in Armenia, Andorra, 'Spanish' Andorra, Bosnia-Herzegovina, Bulgaria, Estonia, Georgia, Greece, Italy, Lithuania, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Ukraine. A related issue in the facility-equipment concern is finance, and a number of countries express concerns about financial resources and under-funding of physical education/sport (Armenia, Andorra, 'Spanish' Andorra, Bosnia-Herzegovina, Czech Republic, Georgia, Lithuania and Slovakia). A related finance issue is the low remuneration of physical education/sport teachers, a matter of some concern in Bosnia-Herzegovina, Georgia, Slovakia and Ukraine. A deal of disquiet is articulated on the problematic issue of teacher supply and quality. Insufficiency and inadequacy of appropriately qualified physical education/sport teachers is evident in comments from Azerbaijan, Austria, 'Spanish' Andorra, Belgium (Wallonia), Czech Republic, Netherlands, Slovenia and Ukraine. Curriculum time allocation is a concern in 'French' Andorra, Croatia, Luxembourg, Netherlands, Romania and Spain as are the implementation and monitoring (as well as an associated failure to strictly apply legislation (Lithuania) of the physical education/sport curriculum (Bosnia-Herzegovina, Portugal, Romania and Slovenia), falling fitness standards of young people (Austria, Finland and Slovakia) and high youth drop-out rates from physical/sporting activity engagement (Malta and Sweden). It seems that the latter concerns are exacerbated by insufficient and/or inadequate school-community co-ordination and problems of communication (Austria, Finland and Slovakia). Two other issues bring additional concerns: the problem of reconciliation of elite sport and regular schooling (Andorra); and perhaps more seriously, the failure of society to attach value to school physical education and sport (Lithuania and Poland).

Appendix 17

Specific issues, concerns, problems in school physical education/sport

Country	Issues
Andorra	In schools there are no appropriate measure to enable children to reconcile elite sport engagement with academic education; there is a need equip schools with the necessary resources to achieve this; need to expand sports areas; assistance with organized courses in neighbouring countries; profound shortage of work on didactical issues; no relation between different teaching at all levels; too many pupils per teacher in secondary schools
Andorra (Sp.)	Problem of physical and human resources; searching for integration, values like health, friendship through competition
Andorra (Fr.)	The number of lessons does not enable a pupil to become dedicated to a sports activity outside school; there are many clubs or associations; need to protect children as regards facilities (maternal security, hours reserved for pupils and not open to the public); need for teacher to be protected and assisted (legislation, mountain excursions etc.)
Armenia	Absence of finance; bad situation of sports halls
Austria	Guarantee of top quality PE teachers; outdoor sports risks while using external experts; physical fitness standards; better communication between teachers, PE teachers and out-of-school sports
Azerbaijan	Teacher inadequacies
Belarus	N/R
Belgium (Wa.)	Shortage of teaching teams (problem of late appointments)
Bosnia-Herz.	Lack of adequate facilities; lack of financial support; increase required of monitoring and inspection; additional remuneration to motivate teachers.

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Country	Issues
Bulgaria	Insufficient equipment; inferior quality facilities and apparatus; insufficient finance for competitions and updated equipment
Croatia	Need of minimum 3 lessons per week for all grades; obligatory optional programme for those who wish to participate in a particular sport
Czech Rep.	Shortage of finance; increasing shortage of PE diploma qualified teachers
Denmark	N/R
Estonia	Renovation of gymnastics halls; limited equipment; programmes set by Ministry of Education not related to competencies
Finland	Deterioration of children's physical condition is a challenge for PE because it deals with the whole school population and can influence behaviour; deterioration is linked with living standards and life-styles; the gap between the well-off and drop-outs is widening. PE promotion for threatened social exclusion groups has important consequences for public health and PE in schools has an important role to play; relationships with sport clubs and other organizations responsible for extra-curricular sports activity could be assessed and developed; increasing cultural diversity brings new situations and problems need to be resolved such as special needs of Islamic background girls.
Georgia	Lack of facilities' funding; low salaries; low salaries for outdoor classes
Germany	N/R
Greece	PE planning and checking; Equipment
Iceland	New curriculum introduced for primary and lower secondary schools with phased aims
Italy	"Un livre blanc"
Latvia	Change of the principles has been introduced in evaluation of the pupil's activity in sports classes: it changed from pure reference to the established norms, to evaluation of pupil's skills, development and theoretical knowledge; it has been achieved in co-operation with teachers in seminars, discussions and other education events. The sports class is no longer directed only towards development of physical skills, but accents have been balanced between physical development and co-operation skills, creativity and independence. Problem – because family doctors can issue special permission to a pupil stating that his/her physical condition does not allow participation in sports hours, there is an increased number of pupils misusing the system and thus avoiding sports lessons.
Lithuania	PE and physical activity not valued by society for its propensity for harmonious development; sport facilities and equipment insufficient (because of poor financial situation); insufficient co-ordination between sport and education institutions; legislation for PE and Sport is not strictly applied; absence of medical staff at school
Luxembourg	More intensive training preparation for physical and sport training for primary schools as well the introduction of a section on "Sport" at the higher secondary level school training is needed; obligatory PE/Sport lesson at the higher secondary level
Malta	High drop-out rates at school leaving age level; better PE facilities; diminishing curriculum time; lack of after school activities because of private lessons pressure
Monaco	N/R
Netherlands	Quality of facilities and equipment; small amount of hours for PE lessons; little co-operation between school PE teachers and sports organisations' trainers; new legislation: qualified teachers also in primary schools; not enough qualified teachers for PE in all primary and secondary schools.
Norway	Issue of individual PE evaluation because of difficulty of establishing performance
Poland	Lack of funds to modify facilities; insufficient equipment; lack of understanding of value of PE at 'voivodeship' level
Portugal	Following the curriculum; facilities; equipment
Romania	Inadequate facilities and equipment; insufficient PE time; problem of implementing new programmes; problem of developing student sports associations activities
Slovakia	Lack of financial resources; out-dated facilities; decreasing fitness levels of young people; poor salaries for PE teachers in out-of-school settings
Slovenia	Inadequate knowledge of class teachers; 20% lessons not realized; insufficient and inadequate equipment; insufficient facilities in secondary schools
Spain	More time required: 3 instead of 2 lessons; more state and regional level assistance for facilities; more development of leisure and adventure sport as well as knowledge of nature
Sweden	Decrease in physical activity participation; debate about increasing time for PE but only Swedish language and Maths have more time than PE
Ukraine	Insufficient finance and swimming pools; low teachers' salaries

6. What perspectives for PE in Europe?

Recent studies, including Ken Hardman's already mentioned survey, show that even in the largest part of the European Union's countries the data are not at all optimistic.

About Germany we know that every third PE session or lesson does not take place (Der Spiegel, 26/2000, p. 69).

According to surveys carried out in different countries, including Belgium, the general physical condition and the level of physical and motor skill of pupils would be quite deficient all through Europe.

Concerning the training of the professionals in charge of PE in primary schools, we know that in France, for instance, at the beginning of the 1970's, 75 % of the teachers in elementary schools had not received any initial training, according to the legal requirements, in a teachers' training college. E. Solal, a former PE inspector, qualifies the current situation of PE in French elementary schools as alarming (E. Solal, 2000).

In Germany too, with the current master-degree system, approximately 80 % of elementary school teachers do not have received any training at all in PE. Theoretically, the mission to teach in those elementary schools is left to20 % of those who have received a degree in "Sport"/PE. But this mission is rather difficult to implement, mainly in schools in rural areas with a reduced number of school classes. So, teaching "Sport"/PE is left to the unqualified members of the teaching staff or to student teachers, who are definitively not entitled to take over those teaching posts.

In general, the current situation of PE in Europe is not brilliant at all, as stated Richard Fisher, president of the European Association of Physical Education Teachers (Association européenne des enseignants d'EP – EUPEA), in May 1998 in Neuchâtel, Switzerland (cf. Bussard, 1999, p. 145):

"In many parts of Europe, including my own country which has a long and distinguished tradition in PE, it is not necessarily a question of 'which PE for which school?', but whether there will be sufficient PE at all in schools. The Polish government has recently decided that all schools will offer 3 hours of PE each week, having considered the possibility of 5 hours per week, and similar examples of a good allocation for the subject can be found in Spain and Hungary. On the other hand, there is no shortage of countries where difficulties can be observed, including the Nordic countries, Germany, Ireland, England and France to name but a few. In some it is question of official reductions in the time allocated to the subject, whilst in others there have been moves to make provision for sport and physical activity outside the school on the assumption that this would constitute a legitimate programme of PE. In some countries, France for example, we can see what might be referred to as a paper problem; the official allocation is adequate in theory but in practice it does not get delivered in a sufficient number of schools. PE frequently has to give way to the demands of supposedly more important subjects such as mathematics, science and languages. The focus on hours given to the subject is, of course, only one issue associated with the status of PE which also includes such things as the general importance within the curriculum and, critically, the quality of what is taught."

7. Conclusion

We want to conclude this paper by giving the floor once more to Ken Hardman, with firstly the first sentences of the Introduction of his "Report on Summary of Findings" of the "European Physical Education/Sport Survey":

"At a time when increases in health problems as well as lower levels of fitness of young people are being recorded throughout Europe and linked to such factors as a sedentary lifestyle, recent international, continental, regional, national and local studies have revealed a decline and marginalisation of physical education and sport in the schools of many countries of the world. Deficiencies have become apparent in curriculum time allocation, subject status, material, human and financial resources, gender and disability issues and the quality of programme delivery. "

And secondly his conclusions in the abstract of his non given lecture prepared for the 2nd European FIEP Congress in Serbia, September 2004, "Perspectives on Physical Education in Schools in International Dimension: Promises and Realities":

"International surveys have revealed that PE in schools has experienced marginalisation in many countries of the world, a situation that caused the Council of Europe's Deputy General Secretary to comment that "…**the crux of the issue is that there is too much of a gap between the promise and the reality"**.

Hardman suggests that in order to change this unhealthy situation, PE specialists must search for "strategies to assist in the process of conversion of 'promises' into 'reality' and so to meet with the challenges posed by exercise deficiency and obesity-related risks"!

For sure, their seems to remain indeed a lot to do at all levels to improve this actual unhealthy situation in the field of European as well as of world-wide school Physical Education.

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"EL MEDIO ESPECÍFICO DE LA EDUCACIÓN FÍSICA"

Celebrado en el Manifesto Mundial de la Educación Física FIEP 2000

Considerando

- Que las actividades físicas han sido históricamente interpretadas como un medio de educación de las personas y que la propia expresión "Educación Física" tuvo origen en esa interpretación;
- Que, en todos los tiempos, la expresión "actividades físicas" han sido usadas para designar los movimientos humanos;
- Que, a través de la Historia de la Educación Física, es posible observar que la actividad física siempre fue identificada como el medio de la Educación Física;
- Que el **Manifiesto Mundial de la Educación Física** (FIEP/1970) consolidó el reconocimiento de las actividades físicas como los medios específicos de la Educación Física;
- Que las actividades físicas pueden caracterizar un proceso educativo cuando son ejercidas a partir de una intención educacional en las formas de ejercicios gimnásticos, juegos, deportes, danzas, actividades de aventura, relajamiento y ocupaciones diversas de ocio activo;

FIEP concluye

Art. 3- Las actividades físicas, con fines educativos, en sus posibles formas de expresión, reconocidas en todos los tiempos como los medios específicos de la Educación Física, se constituyen en caminos privilegiados de la Educación.