

Impact case study (REF3b)

Institution: University of Worcester
Unit of Assessment: 26 - Sport and Exercise Sciences, Leisure and Tourism
Title of case study: The Global Provision of Physical Education in Schools: stimulating debate and shaping policy
1. Summary of the impact <p>Lack of physical activity can lead to obesity and a number of chronic conditions such as cardiovascular diseases and diabetes, which reduce quality of life, put individuals' lives at risk and are a burden on health budgets and the economy. The importance of embedding physical activity in education is widely recognised by governments and other organisations with a health agenda. A body of research surveying the provision of physical education (PE) in schools across the globe and assessing the quality of training for those delivering PE has stimulated policy debate and development within the European Union, shaped policy within UNESCO and fed into the International Olympic Committee's recommendations for improving the health and fitness of young people through physical activity and sport.</p>
2. Underpinning research <p>Since 2003, Professor Ken Hardman has held a variety of research leadership roles at the University of Worcester (Visiting Professor, Emeritus Professor). During this time he has undertaken a significant body of research, partly in collaboration with Worcester Colleagues (Dr Jo Marshall, 2005-07; Professor Derek Peters, 2001-present; Karen Van Berlo, 1999-present) focused on the global provision of physical education (PE) in schools and the implications for child health of this provision and, simultaneously, the provision and effectiveness of training for PE teachers across Europe.</p> <p>Global Provision of PE</p> <p>In 2005, as part of the United Nations Year of Sport & Physical Education, Hardman and Marshall were commissioned by the International Council of Sport Science and Physical Education (ICSSPE) to undertake a second worldwide survey of PE. The survey sought to assess the worldwide provision of school PE and note developments since the Berlin Physical Education Summit in 1999 and their first worldwide survey published in 2002. A multi-method approach was adopted with analysis of a range of sources comprising global, national and regional surveys, continental regional and national PE-related projects, case studies and a comprehensive literature review. The pluralistic methods facilitated data collection on national level policies and practice-related issues in school PE, the PE curriculum, resources (human and material), the PE environment (school subject and PE teacher status; and pathway links to PE activity in out-of-school settings) and 'Best Practice' exemplars.</p> <p>Outcomes of the survey were reported in progress on a European level (see References 1 and 3) and on a global level (see Reference 4). The final survey report (Reference 5) found encouraging policy actions had been made to reverse the previously identified marginalisation of the PE curriculum; however, many of these policies had been slow to action and consequently the survey findings reported that:</p> <ul style="list-style-type: none">(i) PE was not being implemented in line with policy(ii) there was a lack of allocated curriculum time for PE(iii) teachers were inadequately trained, especially in primary education(iv) there were inadequate PE facilities and equipment due to restricted funding(v) there was a lack of provision and links with community sport programmes and facilities <p>The survey further identified a focus on competitive sport experiences which limited participation rather than expanding horizons. The research also questioned the effectiveness of various global, national and regional charters and policies since the survey reported no change in the state of PE in economically under-developed countries and variation in the actual level of compliance to policy at local level and extensive commentary from survey respondents that practice does not match policy. Subsequent research has examined the effectiveness of programmes run by governmental</p>

and non-governmental organisations to promote health in children and youth through sports and physical activity (**Reference 6**).

European Provision of Training for PE teachers

The collaborative AEHESIS (Aligning a European Higher Educational Structure In Sport Science) Project ran from 2003-6 funded through the EU Socrates programme (see **Grant a**). It sought to map the existing provision of sports science education in European Higher Education Institutions across four identified areas in order to develop a commonly accepted framework of professional and learning outcomes in the area of sport science; a methodology for analysing and comparing university programmes across Europe; and a model curriculum structure for each identified area. Hardman led on the PE strand. It was concluded in the final report that a framework of standards for PE teachers needed to be established with a base of at least minimal expectations of all teachers with responsibility for delivery of PE programmes (**Reference 2**).

3. References to the research

1. Hardman, K. (2006). Promise or reality? Physical education in schools in Europe, *Compare: A Journal of Comparative and International Education*, 36(2), 163-79. DOI: 10.1080/03057920600741156.
2. Hardman, K. et al. (2006). 'PE Area Report', in Petry, K., Froberg, K. & Madella, A. (eds.), AEHESIS, Report of the Third Year, Institut für Europäische Sportentwicklung und Freizeitstudien, DSHK, Köln, DSHK.
3. Hardman, K. (2008). The Situation of Physical Education in Schools: a European Perspective. *Human Movement*, 9(1), 1-14. DOI: 10.2478/v10038-008-0001-z.
4. Hardman, K. (2008). Physical Education in Schools: a Global Perspective. *Kinesiology*, 40(1), 5-28.
5. Hardman, K. & Marshall, J.J. (2009). *Second World-wide Survey of School Physical Education. Final Report*. Berlin, ICSSPE.
6. Micheli, L., Mountjoy M., Engebretsen, L., Hardman, K., Kahlmeier, S., Lambert, E., Ljungqvist, A., Matsudo, V., McKay, H. & Sundberg, C.J. (2011). Fitness and health of children through sport: the context for action, *British Journal of Sports Medicine* 45(11), 931-6. DOI: 10.1136/bjsports-2011-090237.

Grants

- a. Ken Hardman (Co-Investigator), AEHESIS (Aligning a European Higher Educational Structure In Sport Science), 2003-6, EU Socrates Programme, €137,145.

The submitting unit is confident that the research referenced here meets the 2* threshold. Reference 5 has been widely cited (39 times) and has become a key reference point for research in this area. The same is true of Reference 3 (cited 37 times) and 6 (cited 7 times). Reference 2 is the project report from a funded project where the funding was won in open competition.

4. Details of the impact

Since the 2007 publication of the *White Paper on Sport*, sport has had a prominent place in the European Union's policy agenda. Within this wider agenda, the role of sport and physical activity in education and training has held a central position, reflected, for example, in the European Union Work Plan for Sport 2011-2014 which established an expert group for 'Education and Training in Sport'. Hardman's research has stimulated debate and influenced the development of policy in this area.

In 2006, Hardman was commissioned by the European Parliament's committee on Culture and Education to undertake a study to review the present state of PE in schools across Europe and to make recommendations for its future development (**Source A**). Key recommendations included making PE compulsory, the development of a 'basic needs' model for PE, a reappraisal of PE's place within the curriculum and enhancement of training for PE teachers. The study formed part of the explicit evidence base for the November 2007 resolution of the European Parliament on the role of sport in education (**Source B**). The resolution echoes many of the recommendations in

Impact case study (REF3b)

Hardman's report. The resolution has fed into subsequent policy development across the REF period: for example, it is referenced in European Parliament resolution of 2 February 2012 on the European dimension in sport (**Source C**).

In addition, the commissioned study was part of the evidence base for the European Commission's *White Paper on Sport* (**Source D**). The White Paper was accepted by a resolution of the European Parliament in May 2008 (**Source E**), a resolution that has also fed into all subsequent policy development.

Hardman has worked closely with UNESCO, the United Nations' lead agency for Physical Education and Sport, and his research has informed its policy. In 2012, he was invited by UNESCO's Intergovernmental Committee for Physical Education and Sport (CIGEPS) to develop a set of international indicators on Quality Physical Education, international indicators on Quality Physical Education Teacher Training and a corresponding Basic Needs Model (**Source F**). This project was reported at the Fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport held in Berlin in May 2013 and explicitly informed the discussion (**Source G**).

Hardman was also invited by the International Olympic Committee (IOC) to form part of an expert group to discuss the role of physical activity and sport on the health and fitness of young people and to critically evaluate the scientific evidence as a basis for decision making. The final statement (**Source H**) aimed to provide recommendations for young people's sport and physical activity stakeholders.

5. Sources to corroborate the impact

- A. Hardman, K. (2007) Current situation and prospects for physical education in the European Union. Report for European Parliament's committee on Culture and Education.
- B. European Parliament resolution of 13 November 2007 on the role of sport in education.
- C. European Parliament resolution of 2 February 2012 on the European dimension in sport.
- D. Commission staff working document The EU and Sport: Background and Context. Accompanying document to the White Paper on Sport, July 2007. [<http://www.eyv2011.eu/resources-library/item/download/89>]
- E. European Parliament resolution of 8 May 2008 on the White Paper on Sport.
- F. Permanent Consultative Council Meeting, International Olympic Committee Headquarters, Lausanne, Switzerland, Room Coubertin, Château de Vidy, 17 April 2012. [<http://unesdoc.unesco.org/images/0021/002182/218286e.pdf>].
- G. Fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V) Berlin, Germany, 29 – 30 May 2013, Final Report, paragraph 16. [<http://unesdoc.unesco.org/images/0022/002228/222898e.pdf>].
- H. Consensus statement on the health and fitness of young people through physical activity and sport, Lausanne, January 2011. [http://www.olympic.org/Documents/Commissions_PDFfiles/Medical_commission/Fitness%20_Health_Consensus_statement.pdf]