

HARMONISATION OF PHYSICAL EDUCATION WITHIN EUROPE

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INTRODUCTION

1. Harmonisation Concept and Process
2. “In PE teacher education...we need to find a common framework which can be developed into a common European vision” (Laporte, 1997)
3. EU Programmes
4. European PE Master’s Programmes

BOLOGNA AGREEMENT & HARMONISATION

1. Bologna Agreement: Common Model
2. AEHESIS Project
3. PE Area Findings:
 - ECTS
 - Harmonisation in PETE Programmes
 - Job Destinations and Pervasive Enterprise

PE IN SCHOOLS

1. Council of Europe CDDS Data
2. “ There is too much of a gap between promise and reality” (De Boer-Buquiccio, 2002)
3. Policy Principles v. Actual Practice

STATE AND STATUS OF PE

1. Legally Required/Generally Practised
2. Prescriptive or Guideline Expectations
3. Local Authorities/Schools Administration

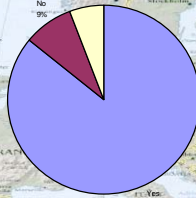
4. Responsible National/Regional Agency

Figure 1. Responsible curriculum authority

Authority Type	Percentage
National	91%
Regional	6%
School	3%

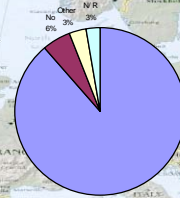
5. Implementation of PE Curriculum

Figure 2. Curriculum Implementation in accordance with regulations



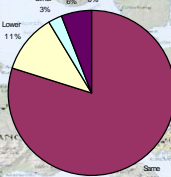
6. Legal Subject Status of PE

Figure 3. PE legal subject status



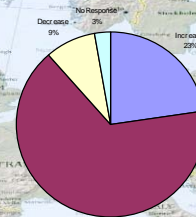
7. PE Teacher Status

Figure 4. PE teacher status



8. Educational Reforms & PE

Figure 5. Curriculum developments since 2000: time



PE CURRICULUM TIME ALLOCATION

1. Time Allocation Complexity

2. General Tendencies:

- **Primary Schools**
115 minutes per week
Modal Clusters at 90 and 135 minutes
- **Secondary Schools**
111 minutes per week
Modal Clusters at 90 and 135 minutes

THE PE CURRICULUM

1. Congruence of Main PE Activity Areas

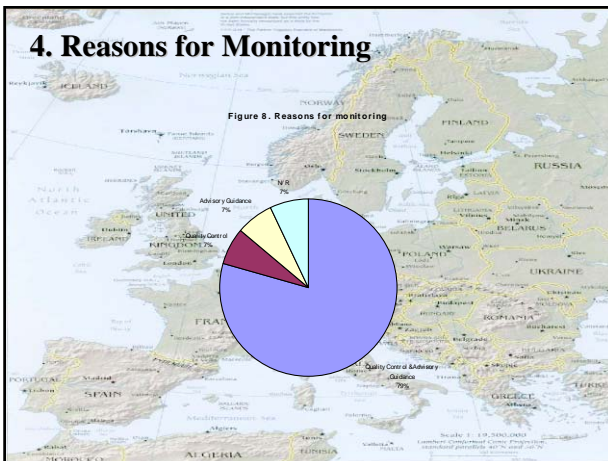
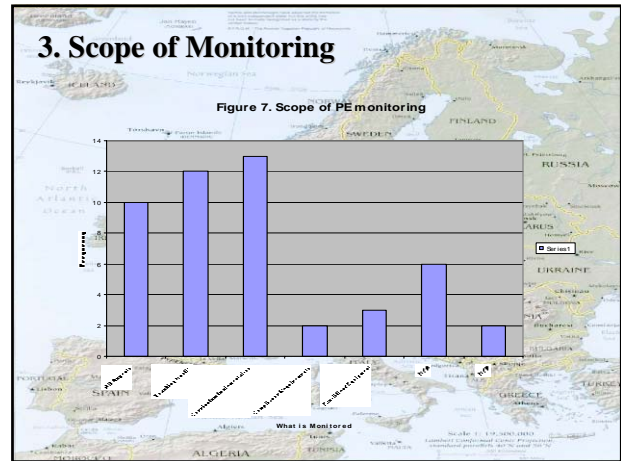
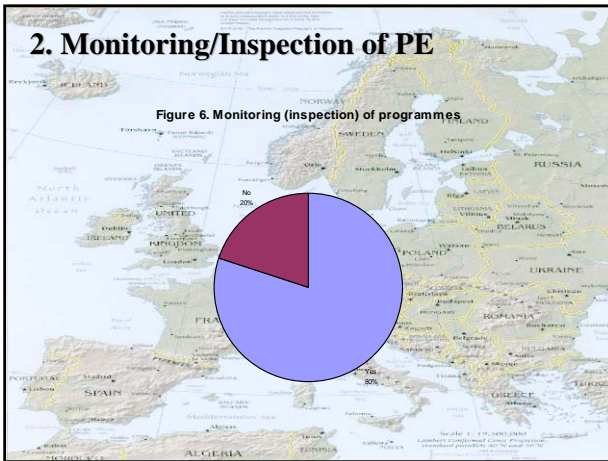
2. Pre-disposition towards Competitive Activities

3. Predominance of Games, Gymnastics and Track & Field Athletics

	Primary	Schools	Secondary	Schools
Activity Area	Countries %	Curriculum %	Countries %	Curriculum %
Games	97	35	100	39
Gymnastics	97	18	100	16
Dance	80	7	74	5
Swimming	80	7	74	6
Outdoor Purs.	71	6	69	6
Track & Field	94	16	100	21
Other	51	7	63	7

MONITORING OF PE

- High level of Congruence:
 - Requirement
 - Nature
 - Scope
 - Responsible Authorities



PE FACILITIES & EQUIPMENT

- Geo-political Differentiation in Quality & Quantity
- East-West European Divide
- Low Levels of Maintenance

PE TEACHING PERSONNEL

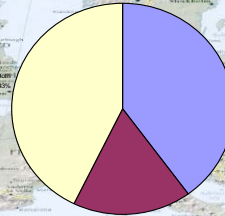
1. PE Teacher Qualifications

- Primary Schools
- Secondary Schools

2. Generalist and Specialist Teachers

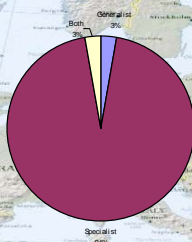
3. Primary School PE Teacher Profile

Figure 9. Teacher type: primary schools



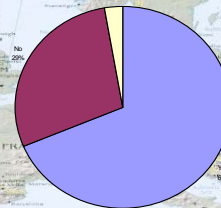
4. Secondary School PE Teacher Profile

Figure 10. Teacher type: secondary schools



5. INSET/CPD

Figure 11. Required INSET/CPD



GENDER & DISABILITY ISSUES

Figure 12. Equality of opportunity: boys/girls

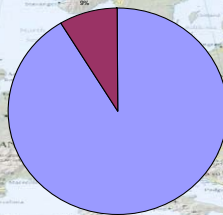
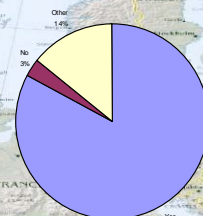


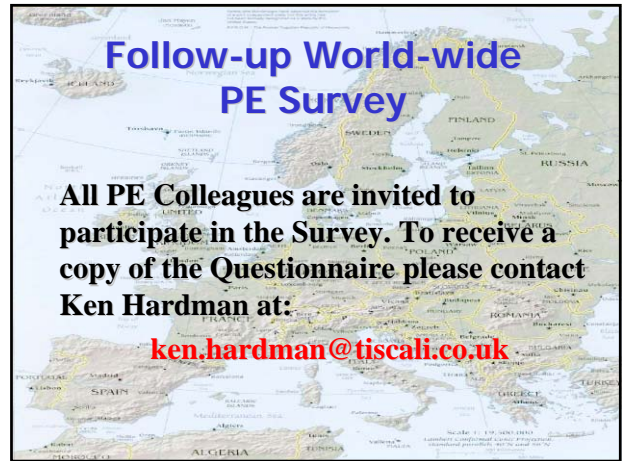
Figure 13. Equality of opportunity: disability



A map of Europe with text overlaid. The text is in blue and black. The word 'CONCLUSIONS' is in large blue letters at the top. Below it is a numbered list of five points in black text.

CONCLUSIONS

- 1. CDDS Data – a Distorted Picture?**
- 2. Congruence in Policy and Practice**
- 3. Evidence of Harmonisation**
- 4. Broad Agreement on Concept, Aims**
- 5. Policies and Structures in Position**

A map of Europe with text overlaid. The text is in blue and black. The title 'Follow-up World-wide PE Survey' is in blue. Below it is an invitation to participate in the survey, followed by contact information for Ken Hardman in red text.

Follow-up World-wide PE Survey

All PE Colleagues are invited to participate in the Survey. To receive a copy of the Questionnaire please contact Ken Hardman at:

ken.hardman@tiscali.co.uk