



INTERNATIONAL FEDERATION OF PHYSICAL EDUCATION AND ITS IMPACT TO MONITORING OF QUALITY PHYSICAL EDUCATION IN THE WORLD

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Abstract

Introduction. Physical activity is already well established in all Member States of the EU in the form of physical education as well as various programmes to enable young people to be physically active before, during and after the school day. Nevertheless, active school breaks and inclusion of physical activity into school lessons could be extended at national level. The number of hours of physical education is often defined subnationally and in some instances by schools. Increasing the number of mandatory hours and setting standards to ensure quality could further help students to reach the WHO recommendations and ensure the potential of schools for promoting physical activity among young people.

The study *aimed* to find out the best practices of the International Federation of Physical Education to monitoring of quality physical education.

Material and methods: theoretical analysis and generalization of literary sources.

Results. Physical activity of youth can be increased in several ways. The most broadly used practice is physical education, which is part of the school curriculum in all EU Member States; however, the number of hours of physical education provided, whether compulsory or optional, and the quality vary widely among countries. In order to provide good quality, regular physical education and promote safe physical activity to all young people in schools, physical education teachers must be adequately trained in promoting health-enhancing physical activity, in addition to traditional sports.

Conclusions. It needs to be viewed in the context of inter-related strategies to embrace the formulation and development of inclusive and equitable curricula, which provide personally meaningful and socially and culturally relevant experiences and which attract young people to the joy and pleasure of physical activity so as to foster an active healthy lifestyle over the full life-span. Quality physical education curricula need to be based on the vision that the knowledge, skills and understanding acquired facilitate attainment of physical literacy and be part of a well-structured physical education programme spanning from early childhood education to the upper secondary level.

Keywords: FIEP, physical education, monitoring, QPE.



Introduction.

Founded in 1923 in Brussels, the International Federation of Physical Education, Fitness and Sports Science Association (FIEP) is the oldest and largest international organisation which deals with physical education of all age categories, education, sport for all, fitness, health and physical recreation and with the Olympic education [8]. It is an independent non-governmental organisation that unites institutions and individuals from more than 140 world countries. The Federation provides a network of contacts, means of communication and exchange amongst individuals and organizations.

The broad range of events, projects and other activities organized or supported by the Federation concern scientific, technical, teaching and management aspects of physical education, sport, physical recreation, fitness and health. To the major FIEP activities belong: publication of the FIEP Bulletin, organization and support of various activities, research dissemination, documentation and information exchange with other international bodies.

The FIEP contributes to organization of international scientific congresses, scientific symposia and conferences, trainings and seminars for teachers, coaches and volunteers. The World International Congress of Physical Education annually held in Brazil is the largest event oriented to school Physical Education in the world, with over 3000 participants every year. Since 1986 about 63000 participants from 50 countries have attended the congress [8]. The most recent, 36th world congress, is planned to be organized in January 2021.

Material and methods: theoretical

analysis and generalization of literary sources and web official sites' content.

Results.

Throughout its whole history, the Federation has regularly published different scientific and expert, printed and later on online publications. European Physical Education and Sport History Section based in Nis, Serbia, in cooperation with University of Nis annually publishes the journal Physical Education and Sport through the Centuries (ISSN 2335 – 0660).

FIEP Bulletin is a professional journal that has been continuously published since 1931 including the period of World War II when other activities were suspended. Since 2005 FIEP bulletin has been published on-line. At the moment there are database over 3000 articles.

Collaboration with other organizations and institutions

Since its origin, FIEP has had a strong collaboration with UNESCO, ICSSPE, IOC and many other international sport and physical education organizations. The Federation has been a member of International Committee of Sport Pedagogy since 1984, and in 2002 it created the Alliance of Physical Education with EUPEA as a platform for a joint action to improve PE's status at schools. Some of the FIEP representatives have regularly been invited to deliver keynote presentations and to participate in significant international conferences and events.

In 1971 and 2000 FIEP released two manifests that significantly influenced Physical Education's development worldwide. 3rd World manifest on Physical Education is planned to be published in 2023 in occasion of celebration of 100 years FIEP



anniversary.

A significant activity of the Federation was the establishment of “FIEP a Mimorial da Educação Física“ in Foz de Iguazzu, Brasil. This building serves for several purposes, such as different education activities, seminars, workshops, a FIEP history documentation etc. The important documents, publications, photographs, posters etc. from all over the world are archived in there. In addition, it annually serves as a museum for the FIEP world congress participants. In front of the Memorial in Foz de Iguazzu you can find a statue of the FIEP former president Manuel Tubino to remember this eminent personality.

Physical Education teachers without borders

This activity is organized once a year when selected PE teachers together with some FIEP representatives visit different places and countries to give the lectures and practical sessions as well as to promote physical activity and Physical Education at schools. The project started in 2008 in Brazil and continued to Mexico, Argentina and different countries of Europe, Asia and Africa.

September 1 has been designated a Day of professionals in Physical Education when different physical activities and sport competitions take place under the auspice of a famous sporting personality.

FIEP has always been based on a great intellectual potential represented by the academic sphere and its representatives such as Joseph Thulin, Antonio Leal de Oliveira, Pierre Seurin, José-Maria Cacigal, Per-Olof Astrand, John Andrews, Walter Dufour, Robert Deckert, Jorge Otanez, Othman Al Saad, Liisa Heinila, Manuel Guerrero, Almir

Gruhn, Eric Bayer, Richard Przeweda, Jarmila Kostková, František Sýkora, Ken Hardman, Manuel Tubino and many other protagonists of a high international repute in Physical Education.

Monitoring of Quality Physical Education

Schools are widely recognized as important settings for the promotion of physical activity among young people. The vast majority of children and adolescents spend most hours of their day at school, so it is essential that they be given opportunity to be physically active if they are to reach the recommended level of 60 min/day [3]. The school years are a time for teaching young people the skills, knowledge and behaviour for lifelong habits. Physical activity has not only health benefits and contributes to a child's physical, mental and emotional development but also has potentially broad social and academic gains [5].

Physical activity in schools can be increased in several ways. The most broadly used practice is physical education, which is part of the school curriculum in all EU Member States; however, the number of hours of physical education provided, whether compulsory or optional, and the quality vary widely among countries. In order to provide good quality, regular physical education and promote safe physical activity to all young people in schools, physical education teachers must be adequately



and in promoting health-enhancing
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national sports [3].

More inclusive, varied activities should be offered, as traditional, competitive sports are often not suitable for all young people and especially those who are most in need of physical activity [6]. Moreover, while school-based

physical education contributes to the physical activity levels of young people, it is generally provided only a few times per week. Therefore, additional opportunities should be available for physical activity before, during and after the school day to help children and adolescents reach the recommended levels. Such opportunities include active breaks during and between school lessons and after-school programmes [4, 9].

Education methodologies are shifting to prioritize a breadth and depth to learning, as identified by the Learning Metrics Taskforce's learning domains [14].

Quality Physical Education (QPE) is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education [11]. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life [1].

QPE not only has a central place within this framework but also should be considered a key aspect of any rounded approach. As defined in the Post 2015 Development Agenda [2], global citizenship education recognizes the importance of critical, creative and innovative thinking, problem-solving and decision-making, alongside noncognitive skills such as empathy, openness to experiences and other perspectives, interpersonal/ communicative skills and aptitude for networking and interacting with people of different backgrounds and

origins.

QPE provides distinct opportunities for the acquisition of these skills, which define self-confident and socially responsible citizens. A QPE curriculum promotes movement competence to structure thinking, express feelings, and enrich understanding. Through competition and cooperation, learners appreciate the role of rule structures, conventions, values, performance criteria and fair play, and celebrate each other's varying contributions, as well as appreciating the demands and benefits of teamwork [7, 11]. Additionally, the learner understands how to recognize and manage risk, to fulfil assigned tasks, and to accept responsibility for their own behaviour. They learn how to cope with both success and failure, and how to evaluate performance against their own and other's previous achievements [13].

It is through these learning experiences that QPE provides exposure to clear, consistent values and reinforces pro-social behaviour through participation and performance. Emerging research also notes the connection between physically active youth and academic achievement [13]. Academic performance is influenced by other factors, but, nevertheless, the evidence supports the presupposition that if young people achieve at least the recommended daily amount of physical activity there are potentially broad social and academic gains. For many children, especially those from less advantaged backgrounds, physical education provides their only regular sessions of physical activity [1].

This further emphasizes the need for children to receive their entitlement of

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curricula.

The 4th Physical Education World

Wide Survey is carried out by UNESCO in cooperation with the FIEP and its partners. The Survey and is being administered at both policy-level and at school-level. The Survey has been designed to assess quality physical education policy and practice, as well as to address basic data gaps. Data collected as part of this survey will inform the development of international indicators on QPE which aim to:

- enhance QPE policy-practice coherence between countries and regions;
- provide QPE datasets disaggregated by gender, disability, country/region and thematic area;
- promote data-driven investment in QPE (at national, regional and international levels).

The QPE survey and indicators are closely connected to the Sustainable Development Goals' measurement frameworks, as well as other global action plans in the areas of sport, education and health [12].

QPE survey has been organised from 2017 in two lines. First "Books line" is focused on mapping the basic characteristics of physical education and physical activities of children and youth

in the world at different levels of schools, from pre-school education to universities and in different context. Second "Questionnaire line" is focused on mapping current situation by unique questionnaires and this line will give opportunity to compare situation with last three surveys organised by Ken Hardman in cooperation with the IOC, ICSSPE and UNESCO in which FIEP was involved as well [6].

Conclusions. QPE has become a widely used term but its nature and scope has been defined in very few countries. Conceptually, it needs to be viewed in the context of inter-related strategies to embrace the formulation and development of inclusive and equitable curricula, which provide personally meaningful and socially and culturally relevant experiences and which attract young people to the joy and pleasure of physical activity so as to foster an active healthy lifestyle over the full life-span. QPE curricula need to be based on the vision that the knowledge, skills and understanding acquired facilitate attainment of physical literacy and be part of a well-structured QPE programme spanning from early childhood education to the upper secondary level.

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