

PE in PRIMARY SCHOOLS IN SOUTH - EAST EUROPE REGION

COUNTRIES	1	2	3	4	5	6	7	8	9	10	11	12
Bosnia-Ezergovina	2	2	1-4 GEN/ 5-6 PE	No	100%	BAD	YES	YES	YES	YES		
BULGARIA	3	3	Qualified generalist	No	100%	GOOD	YES	YES	YES	YES	YES	YES
CROATIA	3 / 105 1- 3 2/70 4- 8 grade	1-3 3h/ 4- 6 2h	1-4 Gen 5-6 PET	No	100%	BAD	YES	YES	YES	YES	YES	YES
CYPRUS	1-5 2h 6 3h	1-5 2h 6th 3h	Generalist Teachers (BA)	NO	100%	BAD	YES	YES	NO	YES	YES	YES
GREECE	1-4 /3h 5- 6/2h	1-4/3h 5-6 2h	PE Teachers only			GOOD	YES	YES	YES	YES	YES	YES
KOSOVO	2	2	Generalist Teachers	NO	50%	BAD	NO	YES	NO	NO	NO	NO
North-Macedonia	3	3	1-4 Gen 5-6 PET	YES	50%	GOOD	YES	YES	YES	YES	YES	YES
SERVIA	3	3-3,5	1-4 Gen 5-6 PET	YES	100%	BAD	YES	YES	YES	YES	YES	YES
TOURKIYE	2	2	PET- GT- RESCEATIO NAL	NO	100%	GOOD	YES	YES	YES	NO		
ALBANIA	1-5/3h 6-9/2h			YES			YES	YES	YES	YES	YES	YES



Questions

1. How many hours of PE are students required to have according to the law?
2. How many hours of PE do students usually have?
3. Who is responsible for teaching P.E.?
4. If generalists teach, are they supported by specialists?
5. If generalists are teaching, what percentage of the compulsory lessons are they actually teaching?
6. Do you consider that you have very good, good, bad facilities for teaching PE in primary schools?
7. Is there any specific curricular orientation?
8. Is there a curriculum at the primary school level?
9. Is there a specific assessment of PE at this schooling level?
10. Are these assessments of PE at the elementary school level?
11. Is there any specific curricular orientation?
12. Is there a curriculum for the primary school level?



COMMENTS

- It's me Ioannis Gryparis, EUPEA's Board member, Representative of the South – East Europe region and I would like to inform you that I had taught also in primary school for 30 years. I must tell thank for our collaboration in these presentation to Biljana Popesca, Board member of EUPEA and Vice – President of South – East Europe region. We would like to do some comments about the questionnaire of PE in primary school from our region after our discussions with the PE Associations about it in several meetings. In South–East region the following Countries are including: Albania, Bulgaria, Bosnia – Ezergovina, Croatia, Cyprus, Greece, Kosovo, North Macedonia, Servia and Turkey.
- For the first part:
Compulsory PE at primary education in all countries at South East region
3 lessons per week in all grades in primary in Bulgaria, North Macedonia and Servia
2 lessons per week in all grades in primary in Bosnia and Herzegovina and Kosovo
2 lessons per week in lower primary and 3 lessons per week in upper primary in Croatia and Albania and
3 lessons in lower primary and 2 lessons per week in upper primary in Greece
- In the question who is responsible for teaching PE in primary schools there are two thesis. The first one is that in these grades the holistic development of children is very important and children are very sensitive. Therefore, it is not just sport element but also learning through movement and using PE as a tool for learning and development for children. Therefore, They think generalist teachers are needed in terms of their knowledge from child psychology, sport pedagogy, pedagogical approaches in work with children, possibility to integrate PE with other subjects and provide holistic learning (why not learning mats through PE?) PE is not only in the classroom.
The second thesis is that all the above about sport pedagogy, pedagogical approaches, child psychology e.t.c. the PE teachers have as lessons in their studies in the School of PE, PA and School sports in the University. Indeed, they study the anatomy, physiology, training, rules of the games, and tactics of sport.
- We believe that it is very dangerous the generalist teachers teach PE in primary schools without their completely studies about the necessary sciences (anatomy, physiology, training rules and tactics of all sports and they have daily athletic information e.t.c.). Perhaps they must have additional education in pedagogy, child development, child psychology for the age of the students in primary school.



- The solution for this problem is the Ministries of Education replace the generalist teachers who will be retired by PE teachers' percentage 10-15% to teach PE in primary schools every year. So, all primary schools will have PE teachers step by step in few years.
- By the same way we will have PE teachers in Kindergarten because knowing the slogan of UNESCO and EUPEA "NO EDUCATION WITHOUT PHYSICAL EDUCATION" (Brussels 1st European Forum 22-23 February 1991) and the formal education begins from Kindergarten. Of course, it is better the PE and Kindergarten teachers must cooperate together to do magnificent development for the students.
- About the column 6 about regarding available facilities, half of the countries reported that they have bad facilities and half of them reported that they have good facilities. We consider that this is closely related to place of location of schools and cooperation with local community. We believe that it will be better with collaboration with the municipalities to share the athletic facilities, which are usually empty in the morning during school time. Using outdoor spaces and swimming pools in the local community also can be part of the solution.
- Except Kosovo, all other countries have clear curricular instructions and directions.
- In terms of assessment of PE (77,8%) of the countries have a specific assessment in PE and (88,8%) have an assessment of PE at school level. This means that the most countries have assessment of PE at the schooling level and at the elementary school level. Differences occur in availability of national batteries and standards for evaluation of fitness level and movement competences of children.
- In terms of curricular orientations, specific curriculum orientations for PE are noted in (87,5%) of the countries and curriculum (100%) in this level we be informed that the countries have curriculum. Of course, we are sure that if finally PE teachers will teach PE in this level the curriculum will be better that it is now and should be more oriented to children interest and real needs. Not just putting contents that are not interesting for them. PE curriculum for elementary stage of primary PE should be based on movement's games and fundamental movements.

Finally, we believe that we must advocate all these changes in all hierarchy (the School Directors, Parents, PE directions in the Ministry, Minister and Deputy Minister of Education, Members of the Parliament and Members of the European Parliament) in order have QUALITY PHYSICAL EDUCATION in all levels. We should also work on the rights and position of PE teachers in terms to be qualified and motivated to do work. Only qualified and motivated teachers can bring changes and provide quality PE.

WE THANK YOU FOR YOUR ATTENTION

