

# WORKING PAPER

IRPPS WP123

**An assessment of the  
Physical Education  
and Sport curriculum  
of the high school in  
Italy: official  
documents and  
points of view on  
their implementation**

DICEMBRE 2020

**Adriana Valente  
Valentina Tudisca  
Pietro Demurtas  
Antonio Tintori**

CNR-IRPPS

**Il curriculum relativo all'insegnamento dell'educazione fisica nelle scuole secondarie superiori italiane: documenti ufficiali e punti di vista sull'implementazione**

Adriana Valente\*, Valentina Tudisca\*, Pietro Demurtas\* e Antonio Tintori\*  
2020, p. 27 IRPPS Working papers 123/2020

Il report offre un quadro del curriculum scolastico relativo all'insegnamento delle scienze motorie e sportive nella scuola secondaria superiore italiana, frutto di un'indagine condotta nell'ambito del progetto europeo Erasmus+ *Do It Yourself! A participative approach to increase participation and engagement of high school students in Physical Education and Sport classes* (DIYPES), il cui obiettivo finale è proporre un approccio partecipativo alla progettazione delle lezioni che tenga conto delle preferenze degli studenti. Lo studio della situazione attuale dell'insegnamento delle scienze motorie e sportive nelle scuole superiori italiane, prerequisito per introdurre qualsiasi innovazione, si è svolto attraverso 2 metodologie complementari: una *document analysis* dei documenti ufficiali che definiscono il curriculum a livello nazionale, e interviste a 7 stakeholder – 4 insegnanti di 3 scuole superiori, 2 ricercatori e 1 policy maker – per acquisire diversi punti di vista sull'implementazione delle linee guida ministeriali, in modo da considerare i diversi livelli di curriculum proposti dall'UNESCO.

*Parole chiave:* Scienze motorie, Sport, Curriculum scolastico, Scuola secondaria superiore, Italia

CNR-IRPPS

**An assessment of the Physical Education and Sport curriculum of the high school in Italy: official documents and points of view on their implementation**

Adriana Valente\*, Valentina Tudisca\*, Pietro Demurtas\* and Antonio Tintori\*  
2020, p. 27 IRPPS Working papers 123/2020

This report offers a summary of the high school Physical Education and Sport educational curriculum in Italy. The research was conducted within *Do It Yourself! A participative approach to increase participation and engagement of high school students in Physical Education and Sport classes* (DIYPES), a European Erasmus+ project whose final aim is proposing an innovative participative approach to physical education classes' development and employment, focused on needs and interests expressed by high-school students. The assessment of the current situation related to Physical Education and Sport teaching in Italian high schools, prerequisite for introducing any innovation, was performed following two complementary methodologies: a document analysis of the official documents defining the curriculum at national level, and interviews to 7 stakeholders – 4 high school teachers, 2 researchers and 1 policy maker – in order to gain various points of view on the implementation of the ministerial guidelines, considering in this way the different curriculum levels proposed by UNESCO.

*Keywords:* Physical Education, Sport, Curriculum, High school, Italy

\*Consiglio Nazionale delle Ricerche (CNR), Istituto di Ricerche sulla Popolazione e le Politiche Sociali (IRPPS)

Citare questo documento come segue:

Adriana Valente, Valentina Tudisca, Pietro Demurtas e Antonio Tintori (2020). *Il curricolo relativo all'insegnamento dell'educazione fisica nelle scuole secondarie superiori italiane: documenti ufficiali e punti di vista sull'implementazione*. Roma: Consiglio Nazionale delle Ricerche – Istituto di Ricerche sulla Popolazione e le Politiche Sociali. (IRPPS Working papers n. 123/2020).

This research was conducted within the Erasmus Plus project Do it yourself! A participative approach to increase participation and engagement of high school students in physical education and sport classes (DIYPES), funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

### **Acknowledgements**

We thank the interviewees who contributed to this research: the Italian PES teachers Paola Nesso, Elisabetta Pacciani, Anna Proietti and Michela Vespucci, respectively from the high schools Liceo Orazio, Istituto di Istruzione Superiore Domizia Lucilla-Sezione Alberghiera, Liceo Cavour and Istituto di Istruzione Superiore Domizia Lucilla-Sezione Agraria of Rome; the scientists Emiliana Mangone of the University of Salerno and Giulio Bizzaglia of the University of Rome Tor Vergata, and the policy maker Daniela Galeone of the Italian Ministry of Health. A final thanks to Michele Donatucci of the Ministry of Education, Universities and Research for giving his feedback on this report.

Redazione: Marco Accorinti, Sveva Avveduto, Corrado Bonifazi, Fabrizio Pecoraro, Roberta Ruggieri, Tiziana Tesauro e Sandro Turcio.

Editing e composizione: Cristiana Crescimbene, Luca Pianelli, Laura Sperandio

La responsabilità dei dati scientifici e tecnici è dei singoli autori.

© Istituto di Ricerche sulla Popolazione e le Politiche Sociali 2020. Via Palestro, 32 Roma



## Index

1. Introduction .....	6
2. The Governance of PES in Italian high schools.....	6
2.1 Main institutions responsible for the PES Curriculum.....	6
2.2 The high school system and the PES Curriculum .....	7
2.3 List of the official documents building the PES Official Curriculum of Italy .....	8
3. The main aims of the Italian PES Curriculum .....	12
3.1 General aims .....	12
3.2 Specific aims of the Italian Curriculum in line with the White paper on Sport (EU2007) .....	12
3.3 Teachers and stakeholders' points of view about PES Official Curriculum aims .....	13
3.4 Teachers and stakeholders' view of what is missing and what aims should be further pursued.....	13
4. Learning outcomes of the Italian PES Curriculum .....	13
4.1 Main learning outcomes from the Official Curriculum.....	13
4.2 Teachers and stakeholders' points of view about official PES learning outcomes .....	14
4.3 Teachers and stakeholders' view of what is missing and what learning outcomes should be pursued.....	15
5. Main PES activities .....	15
5.1 Main PES activities in the Official Curriculum .....	15
5.2 Teachers and stakeholders' points of view about PES activities .....	16
5.3 Teachers and stakeholders' view of what's missing and what activities could be implemented .....	16
6. Interdisciplinary issues .....	17
6.1 PES links with other curricular subjects.....	17
6.2 PES links with Health education.....	17
6.3 Teachers and stakeholders' points of view about experiences of interdisciplinary approach to PES.....	17
7. Exemption from PES in Italy .....	18
8. Extracurricular activities mentioned in the Italian PES Curriculum .....	18
9. Actors engagement in PES.....	18

10. PES Curriculum Time Allocation.....	19
11. Equity and social integration in the Italian PES Curriculum.....	20
12. PES status in comparison to the other subjects in Italy .....	21
12.1 <i>Physical Education Teacher Legal Status</i> .....	21
12.2 <i>Physical Education Subject Status</i> .....	21
13. Practices in PES in Italy .....	21
13.1 <i>“Best practice” examples</i> .....	21
13.2 <i>“Damaging practice” examples</i> .....	21
14. Monitoring and evaluation of PES in Italy.....	22
14.1 <i>Monitoring and evaluation of PES teachers’ activity</i> .....	22
14.2 <i>Monitoring and evaluation of PES students’ activity</i> .....	22
15. Role of evidence in the Italian National PES Curriculum for high-schools...	22
15.1 <i>Role of evidence in the Official Curriculum</i> .....	22
15.2 <i>Teachers and stakeholders’ points of view about the role of evidence in PES</i> .....	23
16. Conclusion.....	23
List of key abbreviations and acronyms mentioned .....	25
References .....	25
Glossary .....	26

## 1. Introduction

This report on the Physical Education and Sport (PES) situation in Italy is developed within the two-year project Do it yourself! A participative approach to increase participation and engagement of high school students in physical education and sport classes (DIYPES), awarded by the European Commission under Erasmus Plus Sport programme and started in January 2017. DIYPES project proposes an innovative participative approach to physical education classes' development and employment, focused on high-school students' expressed needs and interests. One of the DIYPES preliminary objectives is to identify and describe core educational objectives and development of PES classes in the national curriculum of 5 European countries: Albania, Italy, Malta, Romania, Slovakia. The assessment of the PES national curriculum and any additional PES existing regulations and practices is conducted by means of:

- document analysis, performed on the documents that define the PES Official curriculum for high schools at national level;
- interviews to stakeholders to gain a comprehensive, ecological understanding of the PES curriculum.

Both the document analysis and the interviews were conducted concurrently in the 5 countries based on common templates developed by the National Research Council of Italy team<sup>1</sup> - coordinating the activities of the Work Package related to the PES curriculum assessment (WP2) - and agreed by all DIYPES partners, letting the possibility of highlighting country-specificities.

In Italy the document analysis led to identify 8 national documents, reported in Section 2.3, and 7 stakeholders were interviewed in order to integrate the information included in the documents building the PES Official Curriculum: 4 teachers, 2 researchers and 1 policy maker. The teachers were selected from schools placed in different settings in Rome: one in a central urban area, one in neighbourhood and 2 in a rural area within the city. The other 3 interviewees consisted of 2 researchers working in different Italian universities and 1 policy maker from the Ministry of Health and their competences included health, sport sociology and PES sciences.

## 2. The Governance of PES in Italian high schools

### 2.1 Main institutions responsible for the PES Curriculum

The main institution responsible for the PES curriculum is the Ministry of Education, Universities and Research (MIUR). The Italian regulation on school autonomy of 1999 (DPR 275/99) states that schools can determine the mandatory curriculum for their students. Each school draws up a three-year teaching plan of the curricular and extra-curricular activities, as well as the educational and organizational projects, which have to be consistent with the educational requirements of the Italian Ministry of Education, holding at a national level, on the following aspects:

---

<sup>1</sup> Adriana Valente, Valentina Tudisca and Pietro Demurtas of the Institute for Research on Population and Social policies of the National Research Council of Italy

- the general objectives of the educational process;
- the specific learning targets related to pupils' skills;
- the disciplines and activities that constitute the *curricula* and their annual teaching hours;
- the total annual compulsory timetable of *curricula* (including the mandatory quota of hours defined at national level and the mandatory quota reserved to educational institutions);
- the quality standards of the service;
- general guidelines regarding the assessment of pupils;
- general criteria for the organization of training courses aimed to the permanent education of adults.

By integrating the mandatory quota of teaching hours defined at national level with the mandatory quota reserved for educational institutions, schools are free to choose disciplines and activities within their three-year plan of training, annually adjusted. It's within this plan of training that schools define a curriculum, specifying the learning outcomes for each subject, possibly making attention to define interdisciplinary teaching strategies.

The integration between national and school levels is a guarantee of the education system uniformity and, at the same time, enhances cultural and territorial pluralism. The school curriculum can be customized in relation to actions, projects or international agreements, but the adoption of new curricular changes should take into account the students' and families' expectations in relation to the conclusion of the course of study.

In 2009 and 2010 two reforms were made. The regulation on pupils' assessment introduced in 2009 (DPR 122/2009) had significant effects on the status of physical education in Italy. Before, the law governing the education system (D.Lgs. n.297/1994) stated that the physical education assessment had not to be considered in the calculation of the average points for the admission to exams, the enrolment at schools etc. (art. 304); while the DPR 122/2009 states that the physical education assessment contributes, like that of other disciplines, to the overall assessment of the pupils and that PES teacher participate, like all the others teacher, to the final students' assessment. In 2010 a reform of the secondary school curricula was made that contains new rules for the 3 different high school courses ("licei", "istituti tecnici" and "istituti professionali") and the guidelines for the transition to the new educational system. Here the new learning outcomes are declined in terms of knowledge, skills and competences.

## 2.2 The high school system and the PES Curriculum

In the Italian educational system, high school is preceded by the following stages: "asilo nido", for children from 0 to 3 years old (early childhood education and care for which the Ministry of Education is not responsible); "scuola dell'infanzia", from 3 to 6 (early childhood education and care for which the Ministry of Education is responsible); "scuola primaria", from 6 to 11 (primary education), and "scuola secondaria di primo grado", from 11 to 14 (secondary general education). High school concerns students from 14 to 19 years old and is compulsory until 16. As mentioned

above, there are three types of high school: “Liceo”, “Istituto tecnico” and “Istituto professionale”.

“Licei” (theoretical schools) include different specializations: the classic lyceum (humanistic studies); the scientific lyceum (scientific studies, which also includes a specific educational path focused on PES), the linguistic lyceum (modern foreign languages); the artistic lyceum (art); human sciences lyceum (pedagogy, anthropology, psychology, sociology, social research and so on); music and dance lyceum.

“Istituti tecnici” (technical schools) include: economic institutes (economics and management) and technical institutes (technology, informatics, electronics, chemical industry, biotechnology, construction management, fashion).

“Istituti professionali” (vocational schools) are conceived to allow a rapid integration into the world of work and, unlike the previous courses of studies (which last 5 years), can last either 3 years (at the end of which it offers a professional certificate) or 5 years.

Unlike other subjects, physical education follows the same program in all three high school courses.

### 2.3 List of the official documents building the PES Official Curriculum of Italy

In Italy the documents building the PES Official Curriculum are the following:

#### DOCUMENT 1

**Document citation format:** Linee guida del 4.08.2009 MIUR-Direzione General per lo Studente

**Name of the document** (in national language): Linee guida per le attività di educazione fisica, motoria e sportiva nelle scuole secondarie di primo e secondo grado

**Name of the document** (in English): Guidelines for physical, motor and sport education in secondary schools of first and second degree

Publication/Adoption year: 2009

**Bibliographic references and web address:** [http://hubmiur.pubblica.istruzione.it/web/istruzione/prot4273\\_09](http://hubmiur.pubblica.istruzione.it/web/istruzione/prot4273_09)

**Institution(s) that produced the document:** Ministry of Education, University and Research

**Type of document:** Guidelines and Recommendations

High school grades to which the document refers: 6, 7, 8, 9, 10, 11 and 12

Types of high school addressed by this document: All types

#### DOCUMENT 2

**Document citation format:** Indicazioni operative delle Linee guida del 4.08.2009 MIUR-Direzione Generale per lo Studente

**Name of the document** (in national language): Linee guida per le attività di educazione fisica, motoria e sportiva nelle scuole secondarie di primo e secondo grado – INDIRIZZI OPERATIVI

**Name of the document** (in English): Guidelines for physical, motor and sport education in secondary schools of first and second degree – OPERATIONAL GUIDELINES

Publication/Adoption year: 2009

**Bibliographic references and web address:** [http://hubmiur.pubblica.istruzione.it/web/istruzione/prot4273\\_09](http://hubmiur.pubblica.istruzione.it/web/istruzione/prot4273_09)

**Institution(s) that produced the document:** Ministry of Education, University and Research

**Type of document:** Guidelines and Recommendations (operational specifications)

High school grades to which the document refers: 6, 7, 8, 9, 10, 11 and 12

Types of high school addressed by this document: All types



### DOCUMENT 3

Document citation format: D.P.R. n. 89 del 2010

**Name of the document** (in national language): Indicazioni nazionali riguardanti gli obiettivi specifici di apprendimento concernenti le attività e gli insegnamenti compresi nei piani degli studi previsti per i percorsi liceali di cui all'articolo 10, comma 3, del decreto del Presidente della Repubblica 15 marzo 2010, n. 89, in relazione all'articolo 2, commi 1 e 3, del medesimo regolamento

**Name of the document** (in English): National guidelines related to the specific objectives concerning the activities and courses included in the plans of the studies required for the Licei (theoretical) courses

Publication/Adoption year: 2010

**Bibliographic references and web address:** [http://archivio.pubblica.istruzione.it/riforma\\_superiori/nuovesuperiori/index.html#regolamenti](http://archivio.pubblica.istruzione.it/riforma_superiori/nuovesuperiori/index.html#regolamenti)

**Institution(s) that produced the document:** Ministry of Education, University and Research

**Type of document:** Guidelines and Recommendations

High school grades to which the document refers: 9 to 12

**Types of high school addressed by this document:** theoretical high schools (Licei), but with specific reference to PE objectives and learning outcomes, this document is also applicable to the technical (istituti tecnici) and vocational (istituti professionali) high schools

### DOCUMENT 4

**Document citation format:** Allegato B per i licei al D.P.R. n. 89 del 2010

**Name of the document** (in national language): Allegato B del regolamento dei licei

**Name of the document** (in English): AnnexB of the "Liceo" (theoretical high schools) curriculum

Publication/Adoption year: 2010

**Bibliographic references and web address:** [http://archivio.pubblica.istruzione.it/riforma\\_superiori/nuovesuperiori/doc/04\\_Allegati\\_BCDEFG\\_Quadri\\_orari\\_definitivo\\_refuso\\_design.pdf](http://archivio.pubblica.istruzione.it/riforma_superiori/nuovesuperiori/doc/04_Allegati_BCDEFG_Quadri_orari_definitivo_refuso_design.pdf)

**Institution(s) that produced the document:** Ministry of Education, University and Research

**Type of document:** Guidelines and Recommendations

**High school grades to which the document refers:** All the grades of the theoretical schools (Licei).

Types of high school addressed by this document: Theoretical schools (Licei)

### DOCUMENT 5

**Document citation format:** Allegato B per gli istituti tecnici al D.P.R. n. 88 del 2010

**Name of the document** (in national language): Allegato B del regolamento degli istituti tecnici

**Name of the document** (in English): Annex B of the "istituti tecnici" (technical high schools) curriculum

Publication/Adoption year: 2010

**Bibliographic references and web address:** [http://archivio.pubblica.istruzione.it/riforma\\_superiori/nuovesuperiori/doc/ALL\\_B\\_C\\_Tecnici\\_4\\_02\\_10.pdf](http://archivio.pubblica.istruzione.it/riforma_superiori/nuovesuperiori/doc/ALL_B_C_Tecnici_4_02_10.pdf)

Institution(s) that produced the document:

**Type of document:** Guidelines and Recommendations

**High school grades to which the document refers:** all the grades of the technical schools (Istituti tecnici)

Types of high school addressed by this document: Technical schools (Istituti tecnici)

#### DOCUMENT 6

**Document citation format:** Allegato B per gli istituti professionali al D.P.R. n. 87 del 2010  
**Name of the document** (in national language): Allegato B del regolamento degli istituti professionali  
**Name of the document** (in English): Annex b of the “istituti professionali” (vocational high schools) curriculum  
Publication/Adoption year: 2010  
**Bibliographic references and web address:** [http://archivio.pubblica.istruzione.it/riforma\\_superiori/nuovesuperiori/doc/ALL\\_B\\_C\\_Prof\\_4\\_2\\_10.pdf](http://archivio.pubblica.istruzione.it/riforma_superiori/nuovesuperiori/doc/ALL_B_C_Prof_4_2_10.pdf)  
**Institution(s) that produced the document:** Ministry of Education, University and Research  
**Type of document:** Guidelines and Recommendations  
**High school grades to which the document refers:** All the grades of the vocational schools (Istituti professionali)  
Types of high school addressed by this document: Vocational schools (istituti professionali)

#### DOCUMENT 7

Document citation format: D.L.vo n.297 del 1994  
**Name of the document** (in national language): Testo Unico delle disposizioni legislative in materia di istruzione, relative alle scuole di ogni ordine e grado  
**Name of the document** (in English): Consolidation Act of laws on education. Legislative Decree 16 aprile 1994, n. 297  
Publication/Adoption year: 1994  
**Bibliographic references and web address:** [https://archivio.pubblica.istruzione.it/comitato\\_musica\\_new/normativa/allegati/dlgs160494.pdf](https://archivio.pubblica.istruzione.it/comitato_musica_new/normativa/allegati/dlgs160494.pdf)  
**Institution(s) that produced the document:** Italian Government  
**Type of document:** Legal document  
High school grades to which the document refers: All grades  
Types of high school addressed by this document: All types

#### DOCUMENT 8

Document citation format: C.M. n. 216 del 1987  
**Name of the document** (in national language): Circolare Ministeriale 17 luglio 1987, n. 216, prot. n. 1771/A Esonero dalle lezioni di educazione fisica ex art. 3 Legge 7 febbraio 1958, n. 88  
**Name of the document** (in English): Ministerial Circular, July 17, 1987, n. 216, prot. n. 1771 / A. Exemption from physical education classes  
Publication/Adoption year: 1987  
**Bibliographic references and web address:** [http://www.edscuola.it/archivio/norme/edfisica/cm\\_216\\_87.html](http://www.edscuola.it/archivio/norme/edfisica/cm_216_87.html)  
**Institution(s) that produced the document:** Ministry of Education, University and Research  
**Type of document:** Ministerial circular  
High school grades to which the document refers: All grades  
Types of high school addressed by this document: All types

## DOCUMENTS 9\*

Document citation format: D.P.R. n. 52 del 2013

**Name of the document** (in national language): Decreto del Presidente della Repubblica 5 marzo 2013, n.52/Regolamento di organizzazione dei percorsi della sezione ad indirizzo sportivo del sistema dei licei, a norma dell'articolo 3, comma 2, del decreto del Presidente della Repubblica 15 marzo 2010, n.89

**Name of the document** (in English): Regulation concerning the organization of the theoretical high schools specializing in sports

Publication/Adoption year: 2013

**Bibliographic references and web address:** [http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/3b402596-81c8-4506-863a-4924087146ed/dpr5marzo2013\\_n52.pdf](http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/3b402596-81c8-4506-863a-4924087146ed/dpr5marzo2013_n52.pdf)

**Institution(s) that produced the document:** Ministry of Education, University and Research

**Type of document:** Legal document

**High school grades to which the document refers:** All the grades of the scientific theoretical high schools (scientific lyceum) specializing in sports

**Types of high school addressed by this document:** The scientific theoretical high schools (scientific lyceum) specializing in sports

\*This document refers to a specific type of Italian high school, introduced in 2013: the scientific lyceum specializing in sports. Although it refers to a very specific situation (the estimated number of schools offering this curriculum is 174 out of 10.735 Italian high schools, including 1721 scientific lyceum), it is relevant to summarize its main features when dealing with the assessment of the high school PES curriculum in Italy, since it is a unique kind of high school which attributes to PES a special value. The scientific lyceum specializing in sports is aimed at fostering sports culture as a mean to promote values concerning solidarity, cultural integration, prevention of youthful discomfort, with special attention to interdisciplinarity. Besides the specific learning outcomes of the usual scientific lyceum, students who choose this path have to learn, in particular, to: apply the sports methods to various settings; perform a critical analysis of sports phenomena and methodological reflection on sports; look for strategies fostering the multidisciplinary and social role of sports; be able to deepen the knowledge and practice of various sports; be able to orient themselves in the territory and its networks with national and international contexts. In order to reach these outcomes, the curriculum includes 3 specific subjects related to sports: besides PES – which is present in the curriculum of all the other kinds of high schools, but in this case with one hour more per week - also sports disciplines and law and economics of sport, whose number of hours per week depends on the school grade. Special attention is given to equal opportunities with reference to disabled students, both in the access to this kind of high school and in the content of the subjects (for instance, the study of sports for disabled people is in the program). Moreover, attention to sport is given also within subjects other than PES: while learning Italian language, students should acquire the awareness of the specificity of the sport language, studying authors related to sports literature and test themselves in writing specific kinds of texts like sportscasts; history of sports is included in the study of history; philosophy of mind and the relationship between mind and body is included while studying Philosophy; with reference to Physics, links between PES and physical concepts related to kinematics, mechanics, statics and theory of errors should be highlighted. For the implementation of the curriculum, agreements between the school and the territory, including local bodies, sports associations and universities are recommended.

### 3. The main aims of the Italian PES Curriculum

#### 3.1 General aims

PES general aims concern not only the physical development of the students, but also their personal and social development. The main “physical” aim is “helping students to live in their own body with serenity and confidence” (Linee guida del 4.08.2009 MIUR-Direzione Generale per lo Studente). Aims related to personal development include promoting new lifestyles, with reference to making sport a habitual component in the students' lifestyles - “stimulating them to approach sport by internalizing its principles and educational values” and “underlining the sport qualities of each student, in particular of those that don't practice sport on and that think they don't have any propensity for it” (Linee guida del 4.08.2009 MIUR-Direzione Generale per lo Studente) - and in general to healthy lifestyles, with reference to “acquiring correct behavioral patterns rooted both in motor activities and in education about health, affectivity, the environment and legality” (D.P.R. n. 89 del 2010). Psychological aspects are also taken into account, e. g. PES should “stimulate students to find tools and strategies to face and overcome their own difficulties” (Linee guida del 4.08.2009 MIUR-Direzione Generale per lo Studente). Aims related to social development concern how to deal with others – PES should “help students to participate with a positive spirit in a team”, respecting shared and self-established rules - and how to experience competition “as a moment of self-assessment and not as a clash between adversaries” (Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione).

#### 3.2 Specific aims of the Italian Curriculum in line with the White paper on Sport (EU2007)

General aims of Sports listed in the White Paper on Sport (EU 2007) are also present in the Italian PES *curriculum*: enhancing public health through physical activity, e.g. promoting the adoption of healthy lifestyles (Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione and the Indicazioni operative delle Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione); promoting volunteering and active citizenship through sport, e.g. “contributing to increase the civic sense of students” (Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione); using the potential of sport for social inclusion, integration and equal opportunities and strengthening the prevention of racism and violence, e.g. “fostering the inclusion of the weaker and disadvantaged groups among students” and “improving students' aggregation, integration and socialization, and reducing the distances still existing between male and female sports” (Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione); supporting sustainable development, e.g. fostering students to “implement responsible behavior toward the common environmental heritage” (D.P.R. n. 89 del 2010). Moreover, the Italian curriculum implicitly makes reference to the aim of fighting against doping, saying that students should learn “the adverse effects of

pharmacological products exclusively aimed at immediate results” (Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l’integrazione, la partecipazione e la comunicazione and D.P.R. n. 89 del 2010).

### *3.3 Teachers and stakeholders’ points of view about PES Official Curriculum aims*

According to the interviewed teachers and stakeholders, main strengths of the PES Official Curriculum aims are: putting the emphasis on “acquiring self-awareness and self-confidence more than performance-related aspects”; adopting a “holistic approach”, taking into account “all the dimensions of a person’s daily life (social, cultural and psychological) and also “social and moral aims beyond the traditional and well-established physical and psychological goals”; focusing on “the importance of ‘physical health’ for attaining an overall condition of well-being”; including a theoretical part, also about health and nutrition.

On the other hand, main weaknesses are the insufficiency of time devoted to PES (2 hours per week) and of funds for PES facilities. Moreover, the curriculum “remains abstract” and “it is not clear how the objectives should be actually implemented”, also in view of the high degree of school autonomy. Some aims can seem too ambitious, also considering that often the students arrive at high school without practicing any sports. Also the high number of students per class can be considered as a challenge.

Moreover, according to an interviewee, “insufficient reference is made to PES as a tool for preventing diseases” and the health-related aims are not “incorporated in a school policy promoting an active life style (encouraging the use of stairs; facilitating the use of bicycles to go to school)”.

Someone also complains about the “difficulty in understanding that sport-promoting practices should involve everyone without distinction” and that in practice we “still think of sport overall in terms of ‘competition’”, giving “an oversimplified and failing message about sport”; in fact tournaments, team games and races are very common in Italian schools, and there is the risk they are reserved for the best athletes.

### *3.4 Teachers and stakeholders’ view of what is missing and what aims should be further pursued*

In the view of the interviewees, main general aims are all included in the Official Curriculum. However, it was suggested to enhance PE in the right way and link PE to other disciplines. Moreover, some stressed that “there is a gap between the North and South”, where “young people are less strong, fast and resistant, with serious problems with being sedentary and obese and unable to perform simple athletic gestures; this is a real emergency”; this issue might be taken into account at policy level.

## **4. Learning outcomes of the Italian PES Curriculum**

### *4.1 Main learning outcomes from the Official Curriculum*

The specific learning outcomes of PES at high school can be classified according to 4 domains: “Increasing knowledge”, “Social skills development”, “Motor skills development” and “Competences” (D.P.R. n. 89 del 2010).

“Increasing Knowledge” is referred to: body and its functions; basic prevention principles for personal safety at the gym, at home and in open spaces; beneficial effects

of physical training and of the harmful effects of doping; training methods to deal with a high level of physical and sport activities; theories, techniques and tactics of sport; first aid intervention; positive effects generated by specific physical preparation courses; principles of good nutrition and its role in the field of physical activities and sports.

“Social Skills” include: understanding and consciously producing non-verbal messages through a critical reading and decoding of the messages of their/others' bodies; applying strategies for solving problematic situations; taking personal responsibility; expressing own potential by collaborating with peers; developing self-reflection and analysis of experiences; developing attitudes related to specific roles; adopting behaviors respecting one's own and others' safety; managing sports activities and organizing sport events within and outside the school; engaging in sports and recreational activities in different fields, also by using technological and multimedia tools.

“Motor skills” include: creating complex motor schemes that are useful in dealing with different sport activities; performing activities that differ by duration and intensity, distinguishing physiological variations that are induced by the physical practice and sport; dealing with motor and sports activities using tools, materials and any technological and/or computer tools; developing a complex motor activity, appropriate to own personal maturation.

“Competences” include: expanding own coordination and conditional capacities; adopting the basic hygienic and scientific principles to maintain own health and improve physical efficiency, as well as the health and food standards needed to improve own well-being; improving the relationship with the natural environment through outdoor motor activities and sports; assessing own capacities and performances according to reference tables and scores; knowing how to observe and interpret phenomena related to physical activities and sports; increasing awareness of own body in order to pursue individual well-being; knowing how to face competition with a correct ethic, respect for rules and fair play; adopting lifestyles and active behaviors with regard to own health as a dynamic factor, giving the right value to physical activities and sports; putting in place responsible behavior toward the common environmental heritage.

Moreover, in the D.P.R. n. 89 del 2010, the PES high school learning outcomes are distinguished between the first two-year period, the second one and the last year of study.

#### *4.2 Teachers and stakeholders' points of view about official PES learning outcomes*

According to some teachers, among the main strengths of the official learning outcomes there is paying attention to all aspects, “not only to abilities, but also to the relations between the body and the environment” and “developing knowledge, social and motor abilities aimed at individual and collective well-being, acquiring the awareness of one's and others' body, ability to face competition as a way of testing oneself and not as a clash or aggression from the opponent, and respect for the environment”.

Among the weaknesses, according to some teachers and stakeholders, the learning outcomes are “not very incisive in promoting change of unhealthy behaviour, mainly focusing on technical aspects and not enough on conveying the importance of a daily

active lifestyle”, also “irrespective of physical exercise and sport activity”, and “it is difficult to implement differentiated pathways when faced with specific vocations or aptitudes of individual students”. Moreover, two hours per week are considered as not enough for attaining the Official Curriculum learning outcomes.

The learning outcomes actually implemented in Italy and also which are considered most relevant for students’ evaluation strongly depend on the school, due to the high degree of school autonomy. Among the learning outcomes implemented or considered most relevant by the interviewees, there are improving proper physical abilities like endurance, coordination or understanding “the body and its relation with time and space”, but also aspects related to the “holistic approach that helps to combine the development of the body and that of the mind” assumed in the Official Curriculum were stressed, including “respecting accepted and shared rules”, “managing competition as a way of testing oneself and not as a clash or aggression from the opponent”, “taking own responsibilities”, “developing discipline”, “cooperating and organizing”. Attention is paid, it was also stressed, to give value not only to those who do competitive activities outside the school, but also to all the others, fostering awareness of own abilities and limitations.

Among further learning outcomes considered in schools and not present in the Official Curriculum, developing capacity of working with perseverance and autonomy (also fostering them out of the school environment), “respect of the others” and “good manners” were mentioned.

#### *4.3 Teachers and stakeholders’ view of what is missing and what learning outcomes should be pursued*

According to the interviewees, among further learning outcomes to be integrated in the PE Curriculum there could be “development of emotional control abilities”, “development of problem solving processes”, more attention on smoking, nutrition (also considering the bad dietary habits common among students) and healthy lifestyle and improving the relationship with the body. PES teachers could be apt to achieving this kind of aims because they usually have a special relationship with students, more friendly and confidential compared to the other teachers. Also linking PE to other subjects were mentioned.

## **5. Main PES activities**

### *5.1 Main PES activities in the Official Curriculum*

The Italian PES Official Curriculum does not describe any specific PES activity. The Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l’integrazione, la partecipazione e la comunicazione generally state that all the sports supported by the International School Federation can be performed in Italian schools, but schools are free to decide their PES curriculum on the basis of students’ attitudes, also specifying that “all disciplines must have equal dignity at school without any reference to those most followed by the adult population”. The Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l’integrazione, la partecipazione e la comunicazione and D.P.R. n. 89 del 2010 generally refer to team and individual game/sports, also including outdoor activities, stating that “It is necessary to foresee

the organization of sporting events in schools as well as at various territorial levels, both in team and individual games/sports”, also specifying that “The practice of individual and team sports, even when it imply competitiveness, has to be achieved by privileging the educational component, in order to promote the practice of motor activities and sports in all students”.

### *5.2 Teachers and stakeholders' points of view about PES activities*

The activities performed in Italy depend on the school and the context, given the high degree of school autonomy.

However, according to the interviewees, a weakness related to PES activities in high schools is that they “are often intended as initial steps towards competitive sports rather than as PE”, promoting an oversimplified and failing message about sport, based on tournaments and competition”, also considering that in practice tournaments “can be reserved for the best and most promising athletes”. Moreover, too much is left to initiatives of individual teachers.

Among the implemented activities mentioned, there are both indoor and outdoor activities like: equipped routes, circuit training, gymnastics, endurance activities, athletics, organizing and participating in team or individual sports matches, competitions, tournaments with one's classmates or with those of other classes, orienteering, cross-country racing (Miguel Race, a cross-country race dedicated to a *desaparecido*, was cited by several teachers), but also theoretical education about health and proper nutrition.

The activities that usually get more success from students are team games, role play, equipped routes, orienteering exercises, long jump and high jump, tests in motor abilities and in general “all the activities that students have fun doing” and that “enable them to have a personal experience in pursuing a tangible goal by means of their efforts” and “putting into practice aspects of organization and cooperation, but also recognition of their limitations (e. g. team sport tournaments)”. Competition is usually appreciated, as well as activities that allow students to go out of the school environment, widening their perspectives (which is especially useful for schools in areas with low social and cultural level); among the theoretical aspects taught, the issue of substance addictions was mentioned as raising interest. It was also noticed that varying, introducing new activities, is appreciated and that the level of enjoyment usually varies between boys and girls.

### *5.3 Teachers and stakeholders' view of what's missing and what activities could be implemented*

Someone proposed the idea of the “open class”, meaning that each school should have a number of PE teachers with specific expertise in different sports and students should be able to choose daily which sport/class they wish to attend, “following certain rules, including mandatory minimum participation”. However, “implementation would be difficult, as It would entail a considerable revolution of the teaching approach”.

Someone stresses the desire of giving more space to refereeing.

According to teachers, from a practical point of view some elements would help, like rejuvenating the teaching staff, initiatives outside the school like conferences with sport celebrities that could positively influence the students, involving parents in some



activities, providing for scholarships for students who are good in PE, or simple acts like removing the vending machines or at least put healthy food in them.

## 6. Interdisciplinary issues

### 6.1 PES links with other curricular subjects

The Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione state that the PES curriculum enacted at school level must be designed in connection with other subjects within the "Piano di Offerta Formativa" (P.O.F.), which is the training plan of the school, highlighting the importance of a cross-curricular perspective. However no further specification is provided, leaving schools free to define connections among subjects: "since PES is a central element of the overall educational process and is not a subject without interdisciplinary vocation, the choices made by the schools following the National Guidelines will have to be illustrated in the P.O.F. for each institution". Also according to the D.P.R. n. 89 del 2010, teaching training methodologies can be supported by other subjects: "Sports and recreational practices that happen in a natural environment help to synthesize the knowledge derived from different school disciplines".

### 6.2 PES links with Health education

In Italy Health education is not a stand-alone subject, but health and healthy lifestyles issues are considered within the aims and learning outcomes of the PES curriculum. However, there isn't a common pattern of health teaching.

### 6.3 Teachers and stakeholders' points of view about experiences of interdisciplinary approach to PES

Various interdisciplinary practices are performed in PES in high schools, e.g.: health-promoting projects, also related to addictions with classes held by the state police, and also following peer education and life skills education methods; orienteering, where PES is linked to natural and environmental sciences, geography, drawing, computer science (using software for drawing maps); coordinating the programmes with other subjects like biology, to deal with similar topics at the same time from different perspectives; or CLIL (Content and Language Integrated Learning) projects, where PES is taught in a foreign language (in Italy it is mandatory to teach some classes in English: for the Liceo Linguistico at least one subject, and two in the final two years, for the Liceo Classico, only in the final year); history and art history (studying the terrain, with exercises in historic centres or urban areas). Finally, in some classes preparing for state examinations, an interdisciplinary approach was adopted, identifying original pathways to talk about sport and movement in history, art history and cinema within the framework of the "Mille di Miguel". According to an interviewee, "the holistic approach that characterises PES may make it very suitable for an interdisciplinary approach".

An interesting initiative of a school in Rome is represented by Olympics within the school concerning several disciplines, where each student competes for his/her class, giving his/her best contribution in a specific subject.

Possible obstacles to adopting an interdisciplinary approach to PES, according to some teachers, are the low consideration of PES in the Italian school and the assessment system, focused on individual disciplines.

## 7. Exemption from PES in Italy

In Italy the head of the school can grant temporary or permanent, partial or full, exemptions from practical activities in PES classes that are incompatible with the pupils' health, on the basis of a family request that follows medical checks on the pupils' physical status. The requirements for exemptions are a medical certificate and a parental note. However, since PES is a mandatory subject, PES teachers have to involve exempted students in other kind of activities that are compatible with their injury or illness. Specifically the C.M. n. 216 del 1987 states that exemption from PE doesn't imply that exempted students abandon the PES class: they are expected to undertake activities compatible with their injury or illness; the D.L.vo n.297 del 1994 states that PES teachers have to include them during the theoretical lessons and also in practical tasks, making them referee and contribute to the organization of the activities.

According to some interviewees, in practice exempted students do not always carry out alternative activities and there is the risk of unfounded exemptions, because the reasons why exemptions are requested are not delved into. Moreover, a control system for medical exemption is not provided for by law.

## 8. Extracurricular activities mentioned in the Italian PES Curriculum

Performing PES extracurricular activities in Italy is allowed within the high level of school autonomy. Specifically the Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione state that "the organizational formula by which schools can expand and recalculate the motor, physical and sports activities that students desire is the establishment of the SPORT SCHOOL CENTER, an organization within the school aimed at organizing sports activities" that schools can freely decide to set up to promote students' participation at sport meetings at different territorial levels. A national budget for these organizations is provided by the Ministry of Education, University and Research, which allocates a quota to the regions, so that schools have to submit a grant application to the General Directorate of their Region to indicate their financial needs.

However, based on the interviewees' experience, extracurricular activities are not always provided in Italian schools, and "the allocated funds are not enough to guarantee a fully satisfactory offering, and not all schools are able to provide suitable sports facilities".

## 9. Actors engagement in PES

No specific strategies to engage in PES actors other than students are provided in the Italian curriculum.

Italy engagement strategies in PES Official curriculum:

strategies to involve parents in PES issues	strategies to involve parents in healthy lifestyles issues	strategies to involve students in PES issues	strategies to involve students in healthy lifestyles issues
No	No	Yes	No

Concerning students' involvement, the Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione specify that "Sport at school (...) must be the natural consequence of the free choice made by students among various disciplines, supported by the careful guidance of PE teachers, on the basis of a scientific understanding of the attitudes and vocations of each student".

From the interviews it emerges that sports federation may be involved and that in specific cases, especially if the school is small, parents are involved in some activities (e. g. installing iron protections on the goals), but these initiatives come from parents or teachers on a voluntary basis. Moreover, some teachers said they would like to involve more families. According to an interviewee, Students Sports Games may lead to involve other communities and stakeholders, including parents, moreover involving parents could be important especially in case of disabled pupils.

## 10. PES Curriculum Time Allocation

The amount of time allocated for PES classes is the same for all the most common kinds of high schools ("Liceo", "Istituto tecnico" and "Istituto professionale"): 2 hours per week.

Amount of time usually allocated for PES classes in Italian high schools		
GRADE	Weekly N. of hours	Annual N. of hours **
8	2	66
9	2	66
10	2	66
11	2	66
12	2	66

\*\*Official documents (Allegato B per i licei al D.P.R. n. 89 del 2010, Allegato B per gli istituti tecnici al D.P.R. n. 88 del 2010 and Allegato B per gli istituti professionali al D.P.R. n. 87 del 2010) only refer to the annual amount of hours

In Italy 1 hour of PES classes is usually composed by 60 minutes, which become 50 in case the class includes the recreation time, according to the school time.

An exception is represented by the scientific lyceum specializing in sports, where sports is considered as central in the curriculum and taught within 3 different specific subjects.

Amount of time allocated for classes related to PES in the Italian scientific lyceum specializing in sports		
GRADE	Weekly N. of hours	Annual N. of hours ***
8	3 (PES), 3 (sports disciplines)	99 (PES), 99 (sports disciplines)
9	3 (PES), 3 (sports disciplines)	99 (PES), 99 (sports disciplines)
10	3 (PES), 2 (sports disciplines), 3 (law and economics of sport)	99 (PES), 66 (sports disciplines), 99 (law and economics of sport)
11	3 (PES), 2 (sports disciplines), 3 (law and economics of sport)	99 (PES), 66 (sports disciplines), 99 (law and economics of sport)
12	3 (PES), 2 (sports disciplines), 3 (law and economics of sport)	99 (PES), 66 (sports disciplines), 99 (law and economics of sport)

\*\*\* Official documents (D.P.R. n. 52 del 2013) only refer to the annual amount of hours

## 11. Equity and social integration in the Italian PES Curriculum

In Italy PES is intended as a mean to promote integration of students from minority groups into school and society, considering that the inclusion of the students coming from weaker and disadvantaged groups is among the PES Official Curriculum aims.

As for disabled students, in Italy they are in the same classes with all other students and the PES curriculum contain specific opportunities for them: “Special attention must be devoted to students with disabilities because sports can foster their integration at school and to their human growth”, “a structured circuit that suit each participant has to be built (...) in order to promote motor activities for all, paying due attention to students with disabilities” (Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l’integrazione, la partecipazione e la comunicazione) and “At all levels of secondary school the physical education also offers significant opportunities for socialization and for training/cultural information even for those students that are not able to perform all or some of the practical exercises” (C.M. n. 216 del 1987). Moreover, PES teachers have to involve students exempted from practical exercises both in the cross-curricular courses and by stimulating their direct intervention and active participation in PES classes assigning them jury or arbitration tasks and organization tasks.

Finally, the PES curriculum documents also consider gender tailored approaches, making reference to the need of “developing a new sports culture and help to increase the civic sense of students, in order to (...) reduce the still existing distances between male and female Sports”.

In the interviews, as weaknesses of the official curriculum on this issue, it was noticed that specific instructions for implementation of this objective lack and that “2 weekly hours of PE, the high number of students and poor facilities do not allow teachers to implement the comprehensive and individualised actions needed”. Someone stressed positive experiences, where PE fosters the integration of weaker students, like migrants and disabled persons, adding that in the case of some disabilities, “students are helped very well by assistant teachers for children with special needs”. As a way to address some kinds of disabilities, a teacher suggests the use of computers for helping pupils with learning disabilities during the theoretical classes.

“Sport is fundamental for social integration. In sport, they free themselves”, says a teacher, and team games seem to be one of the best means of integration: “A migrant may not speak Italian well, but may be good at football, so the others would want him in their teams, and it is useful to learn the language and for interaction”. For migrant groups who usually work between themselves, in PE “while forming the teams they mix them up”.

## 12. PES status in comparison to the other subjects in Italy

### 12.1 Physical Education Teacher Legal Status

PES teachers have the same legal status and participate to the final assessment of the students as the other teachers.

### 12.2 Physical Education Subject Status

Since 2009 PE has the same status as the other subjects, in the sense that its grade contributes to the overall assessment of the pupils.

However, according to most of the interviewees, in practice PES has not the same weight as the other subject, although “it may play a key role in the development of a ‘civic’ individual, thanks to the holistic approach that characterizes it”.

“There are still stereotypes and discrimination”, “it is a cultural thing”, some interviewees say, but it also depends on the teacher staff: “some do not consider it as a school subject, others do”, and sometimes it is true that “some PE colleagues lower the level of the category”. However, it seems the situation is improving, “it has more weight than previously”, also because “PE marks are now taken into account in assigning the term’s marks and in passing credit levels”. Moreover, “lately there has been greater openness to our sensibility of PES teachers for highlighting specific relational and motor issues”, “they are aware they do not know students as we do”, grasping aspects of the students that do not come out in other classes” and “our input is valuable in dealing with problematic situations”, some teachers say.

A suggestion “to partly revolutionise the value of sport in school and attitude towards it” is to “provide for ‘tests for the body’ at the secondary school-leaving examination”.

## 13. Practices in PES in Italy

### 13.1 “Best practice” examples

Among the best practices cited by the interviewees there are orienteering, in collaboration with other teachers, and competitions of integrated sport involving several schools, “inclusion events” where the teams are composed by differently abled and normally able students from different classes. A teacher suggests “As a rule, what works is to vary, do different things”.

### 13.2 “Damaging practice” examples

Among the damaging practiced cited by the interviewees there are letting the students play with a ball “just to kill time”, which is still a common practice, giving

priority to the most popular sports only and rewarding students only if they participate in school competitions.

## 14. Monitoring and evaluation of PES in Italy

### 14.1 Monitoring and evaluation of PES teachers' activity

In Italy PES curriculum documents do not prescribe any monitoring and evaluation of PES teachers' activity.

### 14.2 Monitoring and evaluation of PES students' activity

In Italy there are not clear recommendations for assessment methods to be used for evaluating students' activity in PES classes. The Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione only specify that time devoted to PES activities has to be registered and that students' participation assessed, but without specifying any procedure. Only with reference to School Sports Centers, it is specified that "the use of these hours in the school has to be adequately recorded and documented to verify the students' participation and the articulation of the activities. It needs to be monitored and reported by the head teachers and communicated to the relevant territorial bodies to allow the administration to analyze data, detect needs, assess the need for changes in administrative policy lines and optimize the use of financial resources".

Basically each teacher has his/her own method, which can include the use quantitative tests to survey motor abilities, quantitative or qualitative indicators related to "cognitive learning" and "application level", often considering the improving, more than the performance in itself, in some cases trying to consider the whole "personal development".

According to several interviewees, "more detailed monitoring and assessment criteria for a fairer assessment" should be provided; moreover, "tests for the body" might be included at the secondary school-leaving examination, aiming at "assessing the basic skills acquired (whether one can swim, ride a bicycle, etc.)".

## 15. Role of evidence in the Italian National PES Curriculum for high-schools

### 15.1 Role of evidence in the Official Curriculum

PES curricula documents are based on research evidence in the field of physical education at national level, but evidence sources are not explicitly mentioned. In the premise of the Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione, a tacit knowledge that relates to research findings is often shown but not explicitly cited, e.g.: "There is a growing demand arising from families for a school that is an educational center not only aimed at teaching of the different subjects, but aimed also at deal with ethical and social themes and provide guidance for students in order to foster the acquisition of values and healthy lifestyles";

“The complex reality of a globalized world makes young people increasingly fragile and disoriented because of the increasing communication problems with the adults”; “Difficulties in behavior, performance anxiety, insecurity in dealing with situations to be solved, reduced attention, inability to orient themselves and an alarming rise in specific learning disorders are all characteristics very frequent in our youths”; “Young people increasingly search for strong stimuli without the awareness of the possible and often tragic consequences that may result from them: serious episodes of bullying, forms of addiction such as alcoholism, smoking and doping are increasingly spread”; “It was noticed a persistence of the school dropout percentages and an early abandon of sports activities”; “Motor and recreational experiences have significantly decreased, causing young people a poor perception of their body that compromises the development of their motor skills, which are fundamental to increase the knowledge and the development of abstract concepts and which, inevitably, provokes in them a bad acceptance of themselves”; “There is a growing concern about the adoption of inadequate lifestyles that are increasingly characterized by sedentarily and poor nutrition, which result in a considerable increase in the cases of obesity and related diseases”;

“It is now unanimously recognized that sport is one of the most effective tools to help young people face situations that promote psychological, emotional, social and physical growth.”

The only sentence in which the Linee guida del 4.08.2009 MIUR-Direzione Generale per lo studente, l'integrazione, la partecipazione e la comunicazione explicitly refer to research findings (but without any citation) is “The most difficult and urgent measure to adopt, as shown by the research findings, is the greater involvement of students in sports activities both in terms of interest and participation”.

### *15.2 Teachers and stakeholders' points of view about the role of evidence in PES*

According to an interviewee, “there are definitely evidence deficiencies in the part of the National Curriculum concerning activity assessment”. Some suggestions from the interviewees with reference to considering evidence in PES that may favour innovation in teaching are “highlighting the results of educational projects in PES”; “consultation processes involving different stakeholders/parents/students”.

## **16. Conclusion**

The Italian Official Curriculum, issued by the Ministry of Education, provides very general guidelines, related both to theoretical and practical issues, not going into details of specific PES activities to be performed. The very high degree of school autonomy, joined with the “abstract” recommendations of the Official Curriculum, produce a very differentiated picture of the ways of teaching of PES - also related to aspects such as interdisciplinarity or extracurricular activities - enhancing cultural and territorial pluralism. This element makes particularly valuable, for the case of Italy, the framework of “Curriculum system” developed by UNESCO to describe the educational curriculum (UNESCO IBE 2013), which envisages the relevance not only the “Official curriculum” - expressed through formal documents, generally addressed to the national level - but also of the “Implemented curriculum”, consisting of what is actually put in place at classroom level; the “Achieved curriculum”, referring to what can be assessed

as learning outcomes; the “Hidden Curriculum”, consisting of values, beliefs, personal and relational growth factors and elements of the learning process that may have an unexpected impact; the “Null Curriculum”, referring to all those areas and dimensions of human experience that are not addressed through teaching.

A common problem arising from the interviewed teachers and stakeholders is the insufficient time devoted to PES classes – two hours per week - and the insufficient funds allocated for the PES facilities and equipment, which are often inadequate. Moreover, from the interviewees the issue of the status of PE emerged: in some cases, it is still considered less important than other disciplines, even if its status has significantly improved since 2009 due to a reform stating that PE has the same weight as the other disciplines in the student assessment. In this sense, it has also to be mentioned that, in the Italian educational system, primary school does not provide for a proper PES teacher with specific competences in the subject, although the pupils are supposed to reach specific PES objectives before starting secondary education (MIUR 2012).

A relevant aspect emerging from both the analysed documents and interviews is that the Italian PES Curriculum in high school is characterized by a wide concept of PE, including general aims and learning outcomes related to the physical development of the students as well as to their personal and social development, making also reference to aspects like “increasing the civic sense of students” and social integration of students from minority groups, in this way stressing the social role and dimension of sports (as shown in section 11). The social and educational role of sport is also mentioned in the Treaty of Lisbon (2007, article 165), and is object of several studies about grassroots sport which consider sport as a right and relational good that fosters wellbeing and social cohesion, connecting sport to citizenship. On the contrary, according to other literature, sport is a neutral phenomenon, nor positive neither negative (Manzi e Gozzoli 2009), and in itself does not produce social integration, if not intentionally oriented to reaching that aim at an educational level: sport can support or break social rules, and its complexity has to be intended as bivalent (Eccles et al. 2003). This is the reason why sport requires a continuous effort of cultural mediation (Pirone 2017).

In conclusion, it can't be denied that PES has a huge potentiality in promoting social inclusion, but this potentiality requires continuous efforts to be actually implemented in high school PES classes.

Finally, further studies could deepen the assessment of high school PES curriculum in Italy taking into account the points of view of further stakeholders: in particular, from Italian universities, which have the responsibility of developing the future school teachers, by means of very heterogeneous educational paths; from the Italian National Olympic Committee (CONI) and the Italian Paralympic Committee (CIP), which – directly or indirectly - contribute to define the PES curriculum and to the professional updating of PES teachers; and from the Italian Ministry of Sport, another institutional player that can influence the school PES curriculum development.



## List of key abbreviations and acronyms mentioned

DIYPES = Do it yourself! A participative approach to increase participation and engagement of high school students in physical education and sport classes

MIUR = Ministry of Education, Universities and Research

PE = Physical Education

PES = Physical Education and Sport

POF = Piano di Offerta Formativa

## References

Crabbe, T. (2007). "Reaching the 'hard to reach': engagement, relationship building and social control in sport based social inclusion work". *International Journal of Sport Management and Marketing*, 2, (1/2): 27-40.

D.P.R. 8 marzo 1999, n. 275, in materia di "Regolamento recante norme in materia di Autonomia delle istituzioni scolastiche".  
<https://archivio.pubblica.istruzione.it/argomenti/autonomia/documenti/regolamento.htm>.

D.P.R. 22 giugno 2009, n. 122, in materia di "Regolamento recante coordinamento delle norme vigenti per la valutazione degli alunni e ulteriori modalita' applicative in materia".  
<http://www.gazzettaufficiale.it/gunewsletter/dettaglio.jsp?service=1&datagu=2009-08-19&task=dettaglio&numgu=191&redaz=009G0130&tmstp=1251275907525>.

Eccles, J. S., Barber, B. L., Stone, M., Hunt, J. (2003). "Extracurricular activities and adolescent development." *Journal of Social Issues*, 59: 865-89.

Education, Audiovisual & Culture Executive Agency (2016). *The structure of the European education systems 2016/17 schematic diagrams*. Brussels: [European Commission].  
[http://eurdice.indire.it/wpcontent/uploads/2017/11/Structures\\_2017\\_18\\_diagrams\\_final\\_report.pdf](http://eurdice.indire.it/wpcontent/uploads/2017/11/Structures_2017_18_diagrams_final_report.pdf).

Treaty of Lisbon (2007). Luxembourg: Publication Office. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:12007L/TXT>.

European Commission (2007). *White paper on sport*. Luxembourg: Office for Official Publications of the European Communities. <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52007DC0391&from=EN>.

Manzi, C., Gozzoli, A. (a cura di) (2009). *Sport: prospettive psicosociali*. Roma: Carocci.

MIUR (2012). *Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione*. Firenze: le Monnier.  
[http://www.indicazioninazionali.it/documenti/Indicazioni\\_nazionali/Indicazioni\\_Annali\\_Definitivo.pdf](http://www.indicazioninazionali.it/documenti/Indicazioni_nazionali/Indicazioni_Annali_Definitivo.pdf).

Pirone, F. (2017), "Sportivizzazione, sistemi di welfare e società: elementi teorici per interpretare il cambiamento." *La critica sociologica*, (202): 33-42.

Tintori, A. (2010). "Lo sport nella città globale. Analisi e prospettive di politiche sociali." *Geografia*, 1-2: 32-41.

Tintori, A., Cerbara, L. (2017). "Lo sport di tutti. Valori e didattica dell'integrazione sociale." *Culture e Studi del Sociale (CuSSoc)*, 2 (1): 43-54. [http://www.unisa.it/uploads/14600/05\\_-\\_tintori\\_e\\_cerbara.pdf](http://www.unisa.it/uploads/14600/05_-_tintori_e_cerbara.pdf).

UNESCO, International Bureau of Education (IBE) (2013). *IBE Glossary of Curriculum Terminology*. Geneva: UNESCO International Bureau of Education. [http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/IBE\\_GlossaryCurriculumTerminology2013\\_eng.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf).

## Glossary

### Curricula

According to UNESCO, DIYPES takes into account the whole structure of a curriculum framework, as follows:

1. The "intended" "specified" "official" curriculum, focused on the aims and content of what is to be taught. Planned and expressed through formal documents, it may have the authority of law.
2. The "implemented" or "enacted" curriculum relates to what is actually put in place for students in schools; it may represent local interpretations of what is required in formal curriculum documents. Here curriculum and instruction are seen as being closely interrelated.
3. The "achieved", "learned" or "experienced" curriculum is what learners really learn, which can be assessed and demonstrated as learning outcomes/learner competencies; it refers to the formal learning actually experienced by students.
4. The "hidden" curriculum refers to the unintended development of personal values and beliefs of learners, teachers and communities; unexpected impact of a curriculum; unforeseen aspects of a learning process. It goes beyond the formal structure of the curriculum, including the messages communicated by the school or education system concerning values, beliefs, behaviours and attitudes. The messages contained in the hidden curriculum may complement the intended and implemented curriculum or contrast them.
5. The "null" curriculum refers to all those areas and dimensions of human experience which the curriculum does not specify, not addressed through teaching.

### Physical education

A purposeful educational activity effecting first of all physical and motor development of a man - as a school subject. At primary level of education, the subject is called Physical education (containing basic exercises, movements, musical and movement education, etc.), while in lower secondary and upper secondary levels it is called Physical education and sport or Physical and sport education (containing also sport, tourism and kinetic art).

### Sport

A specific, organized motoric, competitive activity focusing on reaching maximum performance.

Adriana Valente  
Valentina Tudisca  
Pietro Demurtas  
Antonio Tintori

Il report offre un quadro del curriculum scolastico relativo all'insegnamento delle scienze motorie e sportive nella scuola secondaria superiore italiana, frutto di un'indagine condotta nell'ambito del progetto europeo Erasmus+ *Do It Yourself! A participative approach to increase participation and engagement of high school students in Physical Education and Sport classes (DIYPES)*, il cui obiettivo finale è proporre un approccio partecipativo alla progettazione delle lezioni che tenga conto delle preferenze degli studenti. Lo studio della situazione attuale dell'insegnamento delle scienze motorie e sportive nelle scuole superiori italiane, prerequisito per introdurre qualsiasi innovazione, si è svolto attraverso 2 metodologie complementari: una *document analysis* dei documenti ufficiali che definiscono il curriculum a livello nazionale, e interviste a 7 stakeholder – 4 insegnanti di 3 scuole superiori, 2 ricercatori e 1 policy maker – per acquisire diversi punti di vista sull'implementazione delle linee guida ministeriali, in modo da considerare i diversi livelli di curriculum proposti dall'UNESCO.