

# 1<sup>st</sup> Set of Country Cards 2025

GoPE! Detailed Appendix



## GoPE! Data Collection Methods

To support both national and global initiatives aimed at promoting quality physical education, GoPE! compiles a broad set of standardized indicators that reflect critical aspects of each country's physical education profile (see Table 1).

In this 1st edition, GoPE! introduces for the very first time a group of indicators that provide information on policies, surveillance, and research for each country. These include national-level data and characterization of the educational system, participation in physical activity among adolescents, the existence of physical education policies and national surveillance systems, and research intervention studies on school-based physical activity. These indicators are key to identifying existing gaps, tracking developments, and informing advocacy and policy decisions.

## Table 1. Observatory Indicators

Using a consistent methodology, GoPE! has gathered physical education and physical activity data and statistics from 218 countries, territories, and economies (hereafter referred to as “countries”).

### Country and Demographic Data

- Country
- Capital
- World region
- Income level category
- Population (n)
- Literacy: youth total (15–24 years) (%)
- Government expenditure on education (% GDP)
- Official entrance age to primary education (years)
- Official entrance age to secondary education (years)
- Duration of primary education (years)
- Duration of secondary education (years)
- Duration of compulsory education (years)
- School-age population in primary education (n)
- School-age population in secondary education (n)

### Physical Activity Participation

- Physical activity prevalence estimates for adolescents (11–17 years of age) (%)
- Physical activity prevalence estimates for boys (11–17 years of age) (%)
- Physical activity prevalence estimates for girls (11–17 years of age) (%)

## Physical Education Policy

- Existence of a national and official physical education curriculum for the compulsory school years of primary education
- Existence of a national and official physical education curriculum for the compulsory school years of secondary education
- Existence of a national policy requiring mandatory physical education for the compulsory school years of primary education
- Existence of a national policy requiring mandatory physical education for the compulsory school years of secondary education
- Existence of a national policy requiring minimum and mandatory physical education time for the compulsory school years of primary education
- Existence of a national policy requiring minimum and mandatory physical education time for the compulsory school years of secondary education

## Physical Education Surveillance

- Existence of a national surveillance system to evaluate physical education policy implementation

## Physical Education and School-based Physical Activity Intervention Research

- Total number of intervention articles published by the country
- Position in the ranking
- Country contribution to physical education and school-based physical activity intervention research worldwide
- Research articles quintiles

## Detailed Methods

The Country Cards provide the most current and reliable data for enhancing physical education policy, surveillance and research indicators. In the 1st set of Country Cards, GoPE! is set to present its core indicators with the latest available information.

Complementary to the information presented in this Almanac, the GoPE! conceptual framework and methodology can also be consulted elsewhere (1,2).

# Indicators List

## Country and Demographic Data

1. Country
2. Capital
3. World region
4. Income level category
5. Population (n)
6. Literacy: youth total (15–24 years) (%)
7. Government expenditure on education (% GDP)
8. Official entrance age to primary education (years)
9. Official entrance age to secondary education (years)
10. Duration of primary education (years)
11. Duration of secondary education (years)
12. Duration of compulsory education (years)
13. School-age population in primary education (n)
14. School-age population in secondary education (n)



### COUNTRY AND DEMOGRAPHIC DATA

Capital - **Brasília**  
 Population (n) - **203,080,756**  
 Literacy: youth total (15-24 years) - **99.0%**  
 Government expenditure on education - **5.8%**  
**Official entrance age to each school level (years)**  
 Primary – 6 | Secondary – 11  
**Duration by educational level (years)**  
 Primary – 5 | Secondary – 7  
 Duration of compulsory education (years) - **14**  
**School-age population by level of education (n)**  
 Primary – **14,645,416** | Secondary – **21,256,556**  
 World Bank income category - **Upper middle income**





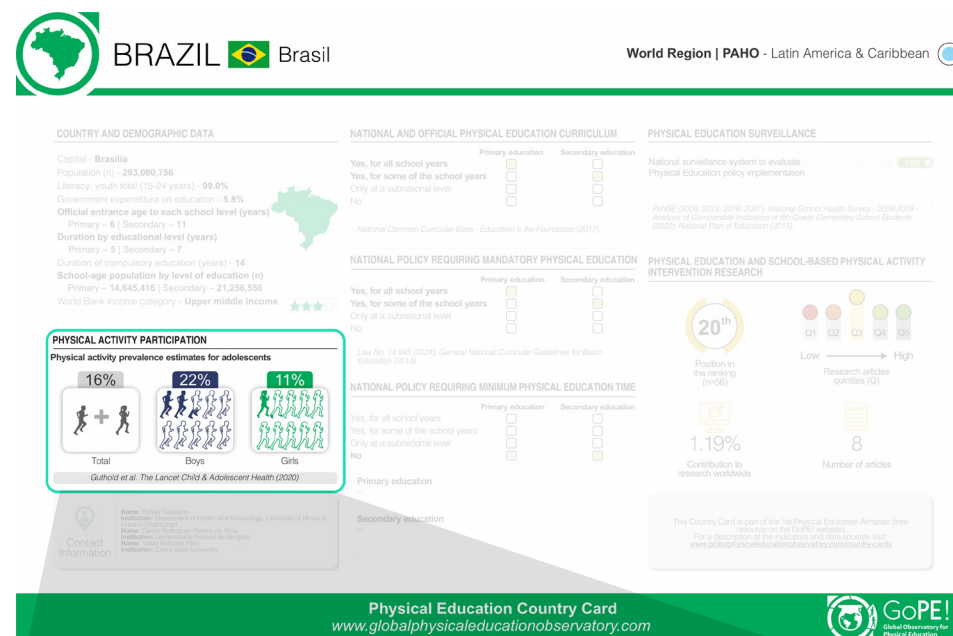
# Indicators List

## Physical Activity Participation

15. Physical activity prevalence estimates for adolescents (11–17 years of age) (%)

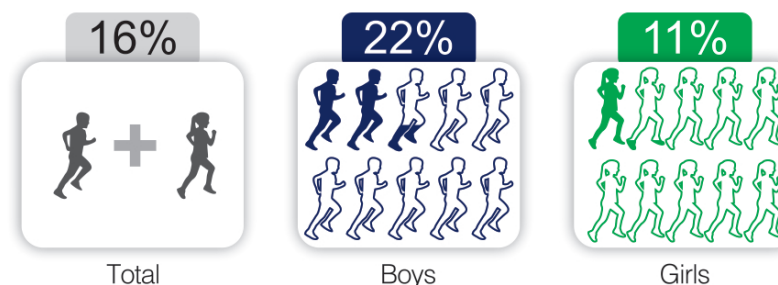
16. Physical activity prevalence estimates for boys (11–17 years of age) (%)

17. Physical activity prevalence estimates for girls (11–17 years of age) (%)



### PHYSICAL ACTIVITY PARTICIPATION

#### Physical activity prevalence estimates for adolescents



Guthold et al. The Lancet Child & Adolescent Health (2020)

# Indicators List

## Physical Education Policy

18. Existence of a national and official physical education curriculum for the compulsory school years of primary education

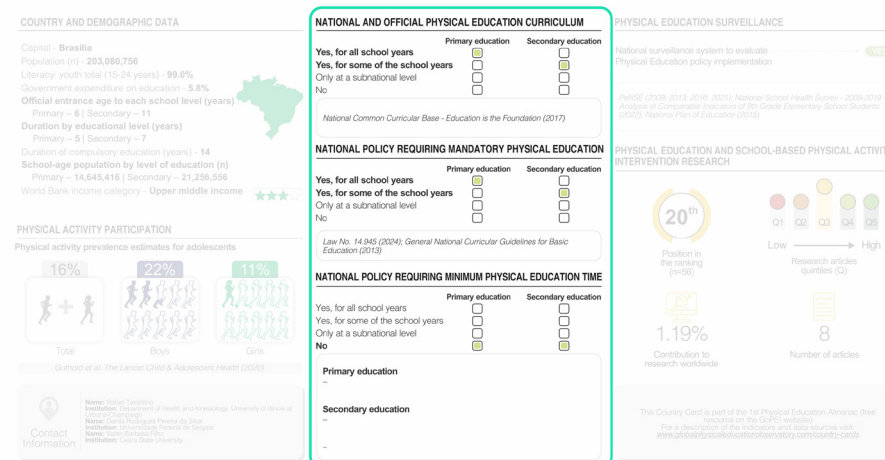
19. Existence of a national and official physical education curriculum for the compulsory school years of secondary education

20. Existence of a national policy requiring mandatory physical education for the compulsory school years of primary education

21. Existence of a national policy requiring mandatory physical education for the compulsory school years of secondary education

22. Existence of a national policy requiring minimum and mandatory physical education time for the compulsory school years of primary education

23. Existence of a national policy requiring minimum and mandatory physical education time for the compulsory school years of secondary education



### NATIONAL AND OFFICIAL PHYSICAL EDUCATION CURRICULUM

Yes, for all school years  
 Yes, for some of the school years  
 Only at a subnational level  
 No

Primary education  
 Secondary education

National Common Curricular Base - Education is the Foundation (2017)

### NATIONAL POLICY REQUIRING MANDATORY PHYSICAL EDUCATION

Yes, for all school years  
 Yes, for some of the school years  
 Only at a subnational level  
 No

Primary education  
 Secondary education

Law No. 14,945 (2024); General National Curricular Guidelines for Basic Education (2013)

### NATIONAL POLICY REQUIRING MINIMUM PHYSICAL EDUCATION TIME

Yes, for all school years  
 Yes, for some of the school years  
 Only at a subnational level  
 No

Primary education  
 Secondary education

Primary education

Secondary education



# Indicators List

## Physical Education Surveillance

24. Existence of a national surveillance system to evaluate physical education policy implementation



### PHYSICAL EDUCATION SURVEILLANCE

National surveillance system to evaluate Physical Education policy implementation YES

PeNSE (2009; 2013; 2016; 2021); National School Health Survey - 2009-2019 - Analysis of Comparable Indicators of 9th Grade Elementary School Students (2022); National Plan of Education (2015)

# Indicators List

## Physical Education and School-based Physical Activity Intervention Research

25. Total number of intervention articles published by the country

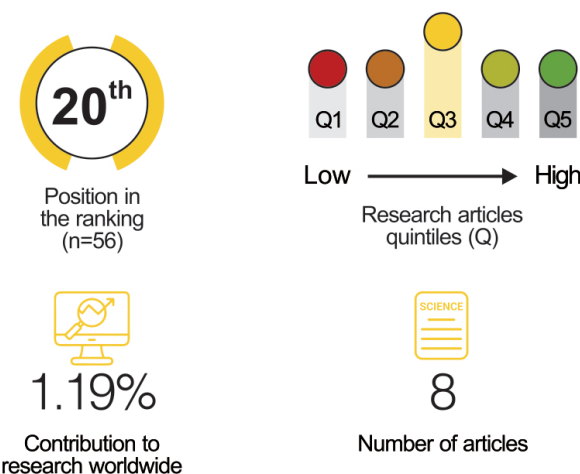
26. Position in the ranking

27. Country contribution to physical education and school-based physical activity intervention research worldwide

28. Research articles quintiles



### PHYSICAL EDUCATION AND SCHOOL-BASED PHYSICAL ACTIVITY INTERVENTION RESEARCH



## Sources and Data Collection

### Phase 1

#### Data Collection (November 2023–May 2024)

The data for the 1st set of Country Cards were obtained following a standardized methodology approach [2].

Data were collected on country demographics, participation in physical activity, prevalence estimates among adolescents, physical education policies, physical education surveillance, and research on physical education and school-based physical activity interventions.

All data were collected following the most recent available information. Data were gathered from secondary data sources, and an umbrella review of systematic reviews was conducted to obtain information in each of the GoPE! countries list (n = 218).

### Phase 2

#### Data Completion, Review, and Approval (May 2024–July 2025)

With the data obtained in Phase 1, all GoPE! Country Contacts were contacted and asked to review, complete, and approve the data included in their Country Card. By July 2025, all countries had approved the information. The Country Cards are launched as the 1st set of GoPE! Country Cards with the 1st GoPE! Physical Education Almanac.

## Country and Demographic Data

### 1. Country name

We used the World Bank list [3] of 215 countries, with the exception that we divided the United Kingdom into its constituent parts: England, Scotland, Wales, and Northern Ireland. Additionally, we combined information from China and Taiwan to form the Greater China Area, and merged Palestine, including the West Bank and Gaza, as requested by the contact persons from these countries in previous sets of GoPA! Country Cards. The Cook Islands were added as a new country for this set of Country Cards. Our list, therefore, had 218 countries.

### 2. Capital

Most recent geography country data (available for 2025):

- <https://geographyfieldwork.com/WorldCapitalCities.htm>
- <https://www.worlddata.info/capital-cities.php>

### 3. World region

Region following the World Health Organization regional classification: EURO—Europe; AFRO—Africa; PAHO—The Americas and the Caribbean; EMRO—Eastern Mediterranean; WPRO—Western Pacific; SEARO—South-East Asia

- <https://www.who.int/countries>

Region following the World Bank regional classification: East Asia and Pacific; Europe and Central Asia; Latin America and the Caribbean; Middle East and North Africa; North America; South Asia; Sub-Saharan Africa.

- <https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>

## 4. Income level category

Income group following the World Bank classification: (HICs—high income, UMICs—upper middle income, LMICs—lower middle income, and LICs—low income).

Data collected for the fiscal year of 2026 and calendar year 2024 (available for 2024). Venezuela was classified as a UMIC until fiscal year 2021 and has been unclassified since then due to the unavailability of data. We maintained the UMIC classification.

- <https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>

## 5. Population (n)

**Most recent data from the World Bank (available for 2023):**

- <http://data.worldbank.org/indicator/SP.POP.TOTL/countries/CO?display=default>

**Country-specific data (available for 2023):**

- Cook Islands: <https://sdd.spc.int/ck>
- England, Northern Ireland, Scotland, and Wales (available mid-year estimate 2022): <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates>

**National statistics (available for 2020–2023):** Afghanistan, Andorra, Austria, Belarus, Brunei Darussalam, China, Finland, France, Italy, Latvia, Luxembourg, Malawi, Mexico, Nigeria, Panama, Peru, Puerto Rico, Saudi Arabia, Scotland, Senegal, Singapore, Slovak Republic, Slovenia, Suriname, Sweden, Switzerland, Timor-Leste, Tonga, Trinidad and Tobago, Uruguay, Zimbabwe.

## 6. Literacy: youth total (15 to 24 years) (%)

Most recent data from the World Bank, for “Literacy rate, youth total (% of people ages 15–24).”

Most recent data from UNICEF, for “Literacy rate.”

- <https://data.worldbank.org/indicator/SE.ADT.1524.LT.ZS>
- [https://data.unicef.org/wp-content/uploads/2021/04/Literacy-rate\\_2021-1.xlsx](https://data.unicef.org/wp-content/uploads/2021/04/Literacy-rate_2021-1.xlsx)

[accessed April 23rd, 2024]

## 7. Government expenditure on education (% GDP)

Most recent data from the World Bank, for “Government expenditure on education, total (% of GDP).”

- <https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS>

[accessed April 23rd, 2024]

## 8. Official entrance age to primary education (years)

Most recent data from the UNESCO Institute for Statistics. To find the information, enter the provided link and follow these steps: on the main page, select “Education” – “Other policy relevant indicators” – “Official entrance age and theoretical duration of each level of education (years)” – “Official entrance age” – “Official entrance age of each ISCED level of education.” On the available table, select “Official entrance age to primary education (years).”

The ISCED level 1 (primary education) usually begins between four and seven years of age, is compulsory in all countries, and generally lasts from five to six years [4]

- <http://data.uis.unesco.org/>

[accessed April 23rd, 2024]

For England and Scotland: OECD. Education at a Glance 2023: OECD indicators. OECD Publishing; 2023. <https://doi.org/10.1787/e13bef63-en>.

## 9. Official entrance age to secondary education (years)

Most recent data from the UNESCO Institute for Statistics. To find the information, enter the provided link and follow these steps: on the main page, select “Education” – “Other policy relevant indicators” – “Official entrance age and theoretical duration of each level of education (years)” – “Official entrance age” – “Official entrance age of each ISCED level of education.” On the available table, select “Official entrance age to lower secondary education (years).”

Use the same value as in “Official entrance age to lower secondary education (years).”

Programs classified at ISCED level 2 (lower secondary education) may be referred to in various ways, for example, as secondary school (or stage one/ lower grades, if there is a program that spans ISCED levels 2 and 3). Programs at ISCED level 3, or upper secondary education, are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both [4].

- <http://data.uis.unesco.org/>

[accessed April 23rd, 2024]

## 10. Duration of primary education (years)

Most recent data from the UNESCO Institute for Statistics. To find the information, enter the provided link and follow these steps: on the main page, select “Education” – “Other policy relevant indicators” – “Official entrance age and theoretical duration of each level of education (years)” – “Theoretical duration” – “Duration by level of education.” On the available table, select “Duration of primary education (years).”

- <http://data.uis.unesco.org/>

[accessed April 23rd, 2024]

**For England and Scotland:** OECD. Education at a Glance 2023: OECD indicators. OECD Publishing; 2023. <https://doi.org/10.1787/e13bef63-en>.



## 11. Duration of secondary education (years)

UNESCO. To find the information, enter the provided link and follow these steps: on the main page, select “Education” – “Other policy relevant indicators” – “Official entrance age and theoretical duration of each level of education (years)” – “Theoretical duration” – “Duration by level of education.” On the available table, select “Duration of secondary education (years).”

- <http://data.uis.unesco.org/>

[accessed April 23rd, 2024]

## 12. Duration of compulsory education (years)

Most recent data from the UNESCO Institute for Statistics. To find the information, enter the provided link and follow these steps: on the main page, select “Education” – “Other policy relevant indicators” – “Official entrance age and theoretical duration of each level of education (years)” – “Theoretical duration” – “Duration by level of education.” On the available table, select “Duration of compulsory education (years).”

- <http://data.uis.unesco.org/>

[accessed April 23rd, 2024]

**For England and Scotland:** OECD. Education at a Glance 2023: OECD indicators. OECD Publishing; 2023. <https://doi.org/10.1787/e13bef63-en>.

## 13. School-age population in primary education (n)

Most recent data from the UNESCO Institute for Statistics. To find the information, enter the provided link and follow these steps: on the main page, select “Education” – “Other policy relevant indicators” – “Population of the official age/school age population” – “School age population by level of education.” On the available table, select “School age population, primary education, both sexes (number).”

- <http://data.uis.unesco.org/>

[accessed April 24th, 2024]

## 14. School-age population in secondary education (n)

Most recent data from the UNESCO Institute for Statistics. To find the information, enter the provided link and follow these steps: on the main page, select “Education” – “Other policy relevant indicators” – “Population of the official age/school age population” – “School age population by level of education.” On the available table, select “School age population, secondary education, both sexes (number).”

- <http://data.uis.unesco.org/>

[accessed April 24th, 2024]

In GoPE!, we prioritize the comparability of data among countries. However, if the GoPE! researcher or the Country Contact strongly suggested including another data source for any indicator, the collected data had to be supported by an updated official document endorsed by a governmental or political authority. The GoPE! team confirmed that data independently afterward.

## Physical Activity Participation

### 15. Physical activity prevalence estimates for adolescents (%)

### 16. Physical activity prevalence estimates for boys (%)

### 17. Physical activity prevalence estimates for girls (%)

For 137 countries, the physical activity prevalence estimates for adolescents aged 11–17 years were based on the prevalence of physical inactivity age estimated in:

- Guthold R, Stevens GA, Riley LM, Bull FC. Global trends in insufficient physical activity among adolescents: a pooled analysis of 298 population-based surveys with 1.6 million participants. *Lancet Child Adolesc Health*. 2020;4(1):23-35. [https://doi.org/10.1016/S2352-4642\(19\)30323-2](https://doi.org/10.1016/S2352-4642(19)30323-2).

In GoPEI, we presented the prevalence of physical activity instead of physical inactivity. Thus, the estimate was calculated as physical activity prevalence = 100 – prevalence of physical inactivity age-standardized.

For the Dominican Republic (2016), Jamaica (2017), Liberia (2017), Panama (2018), and Sierra Leone (2017), data were extracted from the

- World Health Organization. Noncommunicable diseases surveillance data [Internet]. [cited April 24th, 2024]. Available from: <https://www.who.int/teams/noncommunicable-diseases/surveillance/data>

For Curaçao, Northern Mariana Islands, and Puerto Rico, data were extracted from:

- Araujo RHO, Werneck AO, Martins CL, Barboza LL, Tassitano RM, Aguilar-Farias N, et al. Global prevalence and gender inequalities in at least 60 min of self-reported moderate-to-vigorous physical activity 1 or more days per week: An analysis with 707,616 adolescents. *J Sport Health Sci*. 2023 Nov 3. <https://doi.org/10.1016/j.jshs.2023.10.011>.

For Azerbaijan, England, Georgia, Kazakhstan, Scotland, Serbia, and Wales, data were extracted from:

- Inchley J, Currie D, Budisavljevic S, Torsheim T, Jåstad A, Cosma A, et al., editors. Spotlight on adolescent health and well-being: Findings from the 2017/2018 Health Behaviour in School-aged Children (HBSC) survey in Europe and Canada. International report, Volume 1: Key findings. Copenhagen: WHO Regional Office for Europe; 2020. <https://doi.org/10.18356/4b1074f0-en>.

In GoPE!, we focus on prioritizing and ensuring the comparability of data among GoPE! network countries. However, if the Country Contact strongly suggested including another data source for the physical activity prevalence estimate, the following requirements had to be met:

### **a) Physical activity definition**

Meeting the World Health Organization's physical activity recommendation, defined as:

- 60 minutes per day of moderate-to-vigorous-intensity physical activity during the week (most of it, aerobic activity) [5] OR
- at least an average of 60 minutes per day of moderate-to-vigorous intensity, mostly aerobic physical activity, across the week [3].

### **b) Physical activity instruments**

Based on self-report physical activity, assessed using the Global Student Health Survey (GSHS), the Health Behaviour in School-age Children Survey (HBSC), or a similar questionnaire that allows estimating the physical activity prevalence based on the WHO recommendations.

### **c) National or subnational representativeness**

The prevalence of physical activity has been calculated using a national or subnational sample of the school-going population selected through random sampling. Furthermore, the survey sample size had to be at least  $n = 100$ .

### **d) Be representative of a 3-year age range**

The data had to capture adolescents ages 11–17 or at least 3 years of this age group (such as 12–14 years).

### **e) Data collection period**

The data collection had to be conducted until December 2019 and after January 2021. Studies with data collected between January and December 2020 were not accepted because they may have been conducted during the lockdown periods of the COVID-19 pandemic.

The physical education policy indicators are related to three themes: the existence of a national physical education curriculum, a national policy that requires mandatory physical education, and a national policy that requires a minimum and mandatory physical education time for the compulsory school years of primary and secondary education. Since the research was stratified for compulsory school years in primary (ISCED 1) and secondary (ISCED 2 and 3) education, it originated six indicators, as follows:

**18. Existence of a national and official physical education curriculum for the compulsory school years of primary education**

**19. Existence of a national and official physical education curriculum for the compulsory school years of secondary education**

**20. Existence of a national policy requiring mandatory physical education for the compulsory school years of primary education**

**21. Existence of a national policy requiring mandatory physical education for the compulsory school years of secondary education**

**22. Existence of a national policy requiring minimum and mandatory physical education time for the compulsory school years of primary education**

**23. Existence of a national policy requiring minimum and mandatory physical education time for the compulsory school years of secondary education**

Prior to the characterization of each physical education policy indicator, we are presenting the transversal methodological elements related to: a) the identification of the compulsory school years of primary education and of secondary education, b) the search strategy used, and c) the answering options.

### a) Identification of the compulsory school years of primary education and of secondary education

The methodological details for identifying the duration of primary education, secondary education, and compulsory school years are presented in the country and demographic data dimension. In summary, they were defined using the ISCED [4] for primary and secondary education, and UNESCO [6] for the compulsory school years. Alternatively, the GoPE! researcher or Country Contact could suggest an updated official document endorsed by a governmental/political authority.

### b) Search strategy

A stepwise comprehensive search was conducted to determine whether each of the 218 world countries had a national and official physical education curriculum (indicators 18 and 19), a national policy that requires mandatory physical education (indicators 20 and 21), and a national policy that requires minimum and mandatory physical education time (indicators 22 and 23) for the compulsory school years of primary and secondary education.

The search involved the following steps:

1. Country's governmental and Ministry of Education websites;
2. International reports and monitoring systems related to education, physical education, physical activity, and sports;
3. Google, using the keywords "physical education" and "health and physical education" each one individually associated with "curriculum," "curricula," "programme," "national policy," "national strategy," "national plan," AND with "mandatory," "compulsory," "status," AND with "country name" (indicators 18, 19, 20 and 21); and using the keywords "physical education" and "health and physical education" each one individually associated with "curriculum" OR "programme," "national policy" OR "national strategy" OR "plan," AND with "time," AND with "country name" (indicators 22 and 23).

The search strategy was run by a trained GoPE! researcher who had participated in a pilot study phase. The search was run in English and/or the country's language if the researcher was fluent. Artificial intelligence and consulting experts from the country could be used as an auxiliary strategy. Any answer had to be supported by evidence. Quality control measures, such as internal surveys and document analysis, were in place to ensure data accuracy before interacting with the GoPE! Country Contact.

### c) Answering options

Response options	Interpretation
Yes, for all school years	<ul style="list-style-type: none"><li>● The policy related to the searched indicator is in place at the national level for all compulsory school years</li></ul>
Yes, for some of the school years	<ul style="list-style-type: none"><li>● The policy related to the searched indicator exists on the national level for some compulsory school years.</li></ul>
Only at a subnational level*	<ul style="list-style-type: none"><li>● There is no national policy; however, policies exist at the subnational level. &gt;&gt;<b>Subnational level definition:</b> a country's division in regions/states/cantons/districts/provinces, considering the highest division level immediately under the national level (e.g., in the United States of America, it would be at the state level).</li></ul>
No	<ul style="list-style-type: none"><li>● There are no policies implemented at the national or subnational level, and there is no evidence that meets this indicator.</li></ul>

\*In cases where the GoPE! researcher's answer was "Only at a subnational level," the GoPE! Country Contact was asked to provide related data for one of the country's regions that better represents the country's physical education policy status for the searched indicator. The GoPE! team confirmed that data independently afterward.



## **18 & 19. Existence of a national and official physical education curriculum for the compulsory school years of primary and secondary education**

A national physical education curriculum is an official and externally prescribed national educational plan endorsed by a governmental or political body, incorporating a structured, developmentally appropriate series of intended learning outcomes that include written information, graphics, directions, instructional strategies, learning activities, and assessment methods to achieve the desired outcomes in physical education. It can exist in a single formal document or as a set of formal documents [7].

The search strategy was conducted to determine whether each of the 218 world countries had an officially prescribed national physical education curriculum for the compulsory school years of primary education (indicator 18) and secondary education (indicator 19), endorsed by a governmental/political educational authority.

## **20 & 21. Existence of a national policy requiring mandatory physical education for the compulsory school years of primary and secondary education**

A national policy is an official decision, set of decisions, or strategy with the purpose of developing a course of action endorsed by a political body, including goals, priorities, directions, and a policy document that includes the designed strategy [7].

For GoPEI, the reference for physical education to be compulsory can be found in a law or a curriculum document endorsed by a governmental or political education authority.

The search strategy was conducted to determine whether each of the 218 countries of the world had a national policy requiring physical education to be a mandatory subject for the compulsory school years of primary education (indicator 20) and secondary education (indicator 21).

## **22 & 23. Existence of a national policy requiring minimum and mandatory physical education time for the compulsory school years of primary and secondary education**

For the GoPEI, the required minimum and mandatory time can be referenced in a law or a curriculum document endorsed by a governmental or political education authority.

The search strategy was conducted to determine whether each of the 218 world countries had a national policy requiring a minimum allocation of physical education time for the compulsory school years of primary education (indicator 22) and secondary education (indicator 23), endorsed by a governmental or political educational authority.

In cases where a country presents a national policy that requires a minimum and mandatory physical education time for the compulsory years of primary and secondary education, the focus was further placed on identifying an explicit mention of a minimum or mandatory time in the policy. A note on the Country Card was placed to identify the countries that meet this last criterion.

### 24. Existence of a national surveillance system to evaluate physical education policy implementation

Surveillance systems serve to monitor, which is the ongoing recording and interpretation of information for the purpose of evaluation according to the agreed-upon strategic objectives or goals, anticipated outcomes (including targets), measurable indicators, and a reliable information base. For GoPEI, a surveillance system should be implemented by an examination body or agency other than the learner's school, under the guidance of the educational authority with responsibility for the Physical Education policy [8,9].

Some examples of monitoring systems include school inspections, standardized tests, teacher performance assessments, and surveys administered to principals, teachers, and students.

In terms of the data collection process, following the insights of the pilot study and due to the specificity of this indicator, the GoPEI Country Contact first provided the answer and the evidence to support it. Next, the GoPEI research team confirmed the final data independently.

The data collection aimed at the existence of one or more surveillance systems implemented to evaluate the physical education policy implementation in compulsory school years, which are:

- i) implemented on a national level,
- ii) formal,
- iii) ruled by an examination body under the guidance of the educational authority, and
- iv) implemented continuously and systematically.

Regarding the answering options, if a surveillance system that met all these requested criteria (a national, formal, and external surveillance system that continuously evaluates the physical education policy implementation) was identified, the answer was "Yes." If there were no surveillance systems that met all the requested criteria, the answer was "No."

If the answer was “Yes,” the surveillance purpose(s) had also to be identified:

- Curriculum implementation (related to indicators 18 and 19): Whether what is taught in schools follows the official national physical education curriculum.
- Physical education delivery (related to indicators 20 and 21): Whether the national policy requiring physical education to be mandatory is accomplished, and physical education is delivered.
- Minimum time accomplished (related to indicators 22 and 23): Whether the national policy requiring minimum physical education time is accomplished.
- Other: If there is another purpose of evaluation.

A complimentary search strategy involving several steps (country’s governmental and Ministry of Education websites; international reports and monitoring systems), and Google search (using the keywords “physical education” and “health and physical education,” each one individually associated with “monitoring,” “surveillance,” “accountability,” “inspection,” AND with “policy,” “framework,” “plan,” “programme,” “curriculum,” AND with “country name” ) was also implemented for some countries.

## Physical Education and School-based Physical Activity Intervention Research

This dimension assessed each country's research capacity in physical education and school-based interventions to promote physical activity in children and adolescents. First, an umbrella systematic review was conducted to identify the number of relevant studies per country. In a second phase—conditional on the presence of a GoPE! Country Contact—additional intervention studies meeting predefined inclusion criteria could be suggested.

### Phase 1: Umbrella systematic review

In the first phase, a systematic umbrella review of physical education and school-based physical activity interventions for promoting physical activity in children and adolescents was conducted to collect data for the research indicators of this dimension. The development is described in:

Martins J, Ramirez A, Costa J, Onofre M, Cristão R, Dudley D, Pratt M, Tassitano R, Halal P. Worldwide physical education and school-based physical activity interventions for promoting physical activity in children and adolescents: A protocol for a systematic umbrella review [protocol]. 2023. Available from: <http://doi.org/10.17605/OSF.IO/D2XWE>.

The outcome of this phase was a table per country that identified the intervention studies and their school-based related domain (i.e., physical education, active classes, active travel, active recess, extracurricular physical activity). An intervention study is a type of study in which an intervention is applied to a group of people in a specific context to verify its impact on an outcome of interest.

### Phase 2 (conditional): GoPE! Country Contact adds intervention studies

If available, the GoPE! Country Contact analyzed the outcome table of the umbrella systematic review for a given country and suggested other intervention studies that met the following inclusion criteria:

- Population—Children (5–10 years of age) and/or adolescents (11–17 years of age) attending school
- Intervention—Physical Education and school-based interventions to promote

- physical activity
- Comparator—Any comparison group
- Outcome—Physical activity as the main outcome (MVPA, meeting the physical activity recommendations, etc.)
- Study type—Intervention study (e.g., RCT, quasi-experimental)
- Setting—School as the primary focus
- Other—Articles published in peer-reviewed journals

## 25. Total number of intervention articles published by the country

Based on the umbrella review (Phase 1) and the contribution of the GoPE! Country Contact suggestions (Phase 2), it was possible to identify the total number of articles published from the country related to physical education and school-based physical activity interventions for children and adolescents.

## 26. Position in the ranking

Given the total number of articles published per country, each country was assigned a position in the ranking (position 1 will represent the country with the most articles published).

## 27. Country contribution to physical education and school-based physical activity intervention research worldwide

The country's contribution to worldwide physical education and school-based physical activity intervention research was estimated as the percentage of publications per country (total articles per country/total of articles worldwide) \* 100.

## 28. Research articles quintiles

Research articles quintiles were calculated to display a comparison among countries on the Country Cards. The quintiles were labelled 1—low, 2—lower-middle, 3—middle, 4—upper-middle, and 5—high.

## References

1. Martins J, Onofre M, Hallal PC. Launch of the Global Observatory for Physical Education (GoPE!). *J Phys Act Health*. 2023;20(7):573–4. <https://doi.org/10.1123/jpah.2023-0099>.
2. Martins J, Ramirez Varela A, Costa J, Onofre M, Dudley D, Cristão R, et al. Worldwide policy, surveillance, and research on physical education and school-based physical activity: The Global Observatory for Physical Education (GoPE!) conceptual framework and research protocol. *J Phys Act Health*. 2025. <https://doi.org/10.1123/jpah.2024-0170>.
3. World Health Organization. The global health observatory. [Internet]. 2023 [cited 2025 Apr 24]. Available from: <https://www.who.int/data/gho>.
4. UNESCO Institute for Statistics (UIS). International Standard Classification of Education (ISCED) 2011. Montreal, Canada: UIS; 2012. Available from: <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>.
5. World Health Organization. Promoting physical activity through schools: A toolkit. [Internet]. 2021 [cited 2025 Apr 24]. Available from: <http://www.who.int/ncds/prevention/physical-activity/schools-toolkit/en/>. United Nations Educational, Scientific and Cultural Organization. UNESCO Institute for Statistics. [Internet]. 2023 [cited 2025 Apr 24]. Available from: <https://data.uis.unesco.org/>.
6. UNESCO. Quality Physical Education Policy Project: Analysis of Process, Content and Impact. Paris: UNESCO; 2021. Available from: <https://unesdoc.unesco.org/ark:/48223/pf0000376151>.
7. Centers for Disease Control and Prevention (CDC). Physical Education Curriculum Analysis Tool (PECAT). Atlanta, GA: U.S. Department of Health and Human Services; 2019. Available from: [https://www.cdc.gov/physical-activity-education/media/pdfs/18\\_300595-A\\_PECAT\\_042619\\_508tagged.pdf](https://www.cdc.gov/physical-activity-education/media/pdfs/18_300595-A_PECAT_042619_508tagged.pdf).
8. UNESCO. World-wide survey of school physical education: Final Report 2013. Paris: UNESCO; 2014. Available from: <https://unesdoc.unesco.org/ark:/48223/pf0000229335>.
9. United Nations Educational, Scientific and Cultural Organization. Quality physical education: Guidelines for policy-makers. [Internet]. 2015. Available from: <http://data.uis.unesco.org/>.



# 1<sup>st</sup> Set of GoPE!



**GoPE!**  
Global Observatory for  
Physical Education

