



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Bangkok
Asia and Pacific Regional Bureau
for Education



Advocacy Brief

Empowering Girls and Women through Physical Education and Sport

Kirk, David

Empowering Girls and Women through Physical Education and Sport - Advocacy Brief. Bangkok: UNESCO Bangkok, 2012.

20 pp.

1. Education policy. 2. Physical Education. 3. Empowerment girls and women 4. Guidance.
5. Sport.

ISBN 978-92-9223-396-9 (Electronic version)

© UNESCO 2012

Published by the
UNESCO Asia and Pacific Regional Bureau for Education
Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road, Prakanong, Klongtoey
Bangkok 10110, Thailand

Editor: Clive Wing

Design/Layout: Sirisak Chaiyasook

Cover photo: © Pich Nareth, Kandal Provincial Office for Education, Youth and Sport, Cambodia

Printed in Thailand

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The authors are responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

UNESCO Bangkok is committed to widely disseminating information and to this end welcomes enquiries for reprints, adaptations, republishing or translating this or other publications. Please contact ikm.bgk@unesco.org for further information.

APL/12/OP/003-E

Advocacy Brief

Empowering Girls and Women through Physical Education and Sport

C o n t e n t s

Acknowledgements.....	iii
Why Should We be Concerned about Gender, Girls and Physical Education?.....	1
What Are the Issues?.....	2
What Are the Initiatives to Date to Tackle These Issues?.....	5
What Are the Options for Alternative and Innovative Practices?.....	9
Principles for Programme Development.....	10
A Models-based Approach to Physical Education Programme Design.....	11
Recommendations.....	12
References.....	13

Acknowledgements

This advocacy brief was prepared for UNESCO Bangkok by David Kirk. It has benefited greatly from review and comments by Elyse Ruest-Archambault and Michael Albert from Right To Play, and colleagues at UNESCO including Golda El-Khoury, Maki Hayashikawa, Nancy McLennan, Lydia Ruprecht and Idit Shamir.

In addition, valuable inputs were received from Adrien Boucher, Fuchsia Hepworth, Nantawan Hinds, Elinor Tan, Dieter Schlenker and Sirisak Chaiyasook at UNESCO Bangkok. The contributions of all involved are much appreciated.





Why Should We be Concerned about Gender, Girls and Physical Education?

We should be concerned about gender, girls and physical education because access and regular participation is a fundamental human right. It is a fundamental human right because regular participation in physical activity is an essential component of a healthy lifestyle (Beutler, 2008; Biddle, Gorely and Stensel, 2004; UNESCO, 1978). Programmes that prepare children for lifelong physical activity must be formally organised, well designed and professionally led. Quality, school physical education programmes provide young people with opportunities to develop the values, knowledge and skills they need to lead physically active lives, build self-esteem, and to promote and facilitate physical activity in the lives of others.

In addition to their role in contributing to public health, and consistent with Articles 2 and 3 of the UNESCO International Charter of Physical Education and Sport (UNESCO, 1978), physical education and sport can also provide a universal language to bridge social, racial, gender and religious divides. In so doing, physical education has the potential to promote peace, develop personal qualities essential to democracy such as leadership, tolerance, solidarity, cooperation and respect, and provide a means of inclusion for marginalised individuals and groups. Beutler (2008, p. 365) believes that physical education bestows the “experience (of) equality, freedom and a dignifying means for empowerment, particularly for girls and women”.

Supporting this position, well designed physical education and sport programmes can contribute to the achievement of all eight Millennium Development Goals, in particular as a tool for child and youth development and as a means of promoting gender equality and empowerment for girls and women (Right To Play, 2008; de Vries, 2008).

In Asia and the Pacific, less than half the countries with data available achieve gender parity at primary school level, a ratio that worsens at secondary and tertiary levels of education (UNESCO, 2009). Girls make up the majority of out-of-school children. Of the adult illiterates worldwide, two-thirds live in Asia and the Pacific, of which the majority are adult women. There is, moreover, a strong relationship between poverty and gender inequality in education, which is particularly pronounced for girls born into the poorest communities. Donnelly (2008, p. 389) notes that, in the context of sport for development and peace, “poverty is the single greatest barrier to participation”, while Right To Play (2008, p. 129) argue “education is the single most powerful means for families to escape poverty over the longer term”.

For girls who are able to attend school, physical education is thus of central importance. Because of its emphasis on developmentally appropriate and carefully sequenced physical activities, physical education makes a unique contribution to their education in ways that ad hoc physical activity, manual work and informal leisure participation cannot. Widespread, regular, beneficial and sustainable participation by girls in physical education is only possible, however, when programmes are well designed, appropriate to specific groups of girls, led by trained and competent teachers, and are well resourced.

Despite the strong claims for the benefits of physical education and sport, the research literature suggests that they are not easily achieved. There exist serious challenges to girls benefiting from participation in physical education and sport.

What Are the Issues?

The topic of gender and physical education with a particular focus on girls has been widely researched and reported in the English language literature. The issues influencing girls' participation in physical education and sport and the potential benefits they derive from their experiences are well known. Table 1 draws on a sample of the literature published over the past decade to show the issues influencing girls' participation. Table 2 also lists some barriers to girls' and women's participation in sport in two Middle Eastern and four Asian countries. As these tables demonstrate, "the problem" is complex, manifesting itself at policy and strategy (macro), professional and institutional (meso), and personal and social (micro) levels.

A number of issues noted in Table 1 are worth highlighting.

First, while girls and women as a group experience inequality in relation to boys and men, not all females experience inequality to the same degree (Flintoff, 2008; Right To Play, 2008). This crucial insight suggests that strategies for change need to be targeted at specific groups of girls and women and significant others such as fathers, husbands and sons, taking into account their particular circumstances (Hills, 2007). Failure to recognize this key point may explain why so many initiatives in the past have been ineffective in bringing about real and sustainable change (Kirk, Fitzgerald, Wang and Biddle, 2000).

Second, the closely related issues of gender, gender norms, and the sex/gender distinction remind us that biological determinism continues to be a strong though often unspoken influence working against girls' participation in physical education. Biological determinism rests on an assumption that girls and women are physically and physiologically inferior to men and are thus incapable of participating in some physical activities (e.g. running for a long distance; playing a contact sport like football). Advocates for girls leading physically active lives need to be constantly vigilant in relation to this issue and its adverse consequences, and to be ready to use facts to challenge sexist attitudes.

Third, we need to be aware of the difficulties created by delayed motor development, which is particularly prevalent in poorer communities regardless of the national average income. Research conducted in the United States and Hong Kong (Goodway and Branta, 2003; Goodway, Robinson, and Crowe, 2010; Pang and Fond, 2009), for example, shows that of children aged 3 to 5 years in the lowest quartile of motor competence, girls are already behind boys in crucial skills such as object control, consisting of throwing, catching and kicking a ball. Children who have immature motor competencies are unable to benefit from regular physical education programmes later in life, suggesting that it is of vital importance to focus on quality movement education programmes in the early years.

Fourth, as scholars have noted (Flintoff and Scraton, 2006), physical education itself can act as a barrier to girls' participation. This is particularly so in its so-called "traditional", sport-based, multi-activity form, where lessons focus on sports techniques taken out of the context of the real game or sport, and the predominantly masculine values of over-competitiveness and aggression override alternative, more universal values such as fair play and co-operation. Physical education programmes are typically short and offer few opportunities to progress children's learning and develop other educational benefits such as personal and social skills. Such programmes, it is argued, cater only for a minority of already sport-competent children, the majority of whom are typically boys, and offer little more than confirmation of incompetence and failure for the majority. Given the wide range of educational and other outcomes often claimed for physical education, it is argued here that traditional programmes take a "one size fits all" approach and in so doing fail to achieve any of these outcomes (Metzler, 2005). This traditional approach has been subjected to a sustained critique by scholars worldwide and is frequently viewed as a sexist form of physical education (Kirk, 2003; Flintoff and Scraton, 2001; Williams and Bedward, 2001).

Fifth, while much of what we know about this problem derives from English language research, it can nevertheless assist us to understand the challenges facing advocates and activists in Asia and the Pacific. Countries in the region have diverse histories, religious beliefs, cultural values and ways of life as well as socio-economic contexts which may in some cases amplify the issues identified in this literature. Returning to the first point of note, it is therefore crucial to be sensitive to the specific circumstances of girls and women individually and collectively and to tailor programmes to meet their particular needs.

In summary, we can argue that while the issues surrounding girls' participation in physical education and sport are clearly identified in the research literature, the problem is multifaceted and complex. The issues range from policy and strategy through professional and institutional issues to personal and social issues. This range of interdependent and interacting factors contributes to the complexity of this issue and presents challenges for change.



Table 1: Issues affecting girls' participation in physical education and sport identified by a sample of literature published between 2000 and 2011

Author	Policy and Strategy (Macro)	Professional and Institutional (Meso)	Personal and Social (Micro)
Bailey et al., 2004	Culture.	Type of school. Access. Physical education curriculum (see also Xiaoan et al., 2008, Manzenrieter, in press). Family (see also Arar & Rigbi, 2009; Shahzadi, n.d.).	Heredity. Age. Motivation. Perceived competence. Peer group. Family.
Beutler, 2008	Lack of resources (material and human). (see also Claussen, 2006). Insufficient research and lack of understanding. (see also Donnelly et al, 2011; Coalter, 2010).	Lack of capacity among teachers and managers. (see also de Vries, 2008, Hoe, 2008; Arar & Rigbi, 2009).	
Goodway & Branta, 2003	Poverty (see also Donnelly, 2010; UNESCO, 2009; Right To Play, 2008).		Delayed motor development.
Kirk et al., 2001	Social construction of gender (see also Flintoff and Scraton, 2006; UNESCO, 2009; Right To Play, 2008).	Physical education curriculum. Teacher professional development.	Fun, enjoyment and motivation.
Flintoff & Scraton, 2006	Sex/gender. Difference and diversity (see also Right To Play, 2008). Gender power relations (see also Manzenrieter, in press).	Physical education curriculum. Teachers, teaching styles and teacher education.	Girls' perceptions and experiences.
Right To Play, 2008	Gender norms. Cultural and religious values.	Harassment and abuse by coaches.	The Female Athlete Triad a combination of three conditions: disordered eating, amenorrhea (loss of a girl's period), and osteoporosis (a weakening of the bones).

What Are the Initiatives to Date to Tackle These Issues?

It is unsurprising, given the complexity of the problem, that the literature reports only limited success of attempts to address girls and women's participation in physical education and sport (Kirk et al., 2000; Bailey, Wellard, and Dismore, 2004; Flintoff and Scraton, 2006; Flintoff, 2008). Despite this limited success, promoters of girls and women's participation now have a number of useful examples to learn from, in particular from projects conducted in Asia and Africa. Tables 2 and 3 provide some examples of initiatives and projects.

Table 2 summarizes initiatives reported to an International Conference on Physical Activity and Physical Fitness Promotion Strategy for Women and Girls, (Claussen, 2008) held in Taipei, Taiwan, in 2006. The conference received reports from Egypt, Qatar, the Philippines, Japan, Singapore, and Taiwan. Table 2 reviews barriers, actions and outcomes in the pursuit of gender equity in physical education and sport. A number of actions are noteworthy, including:

- activism by women's organisations (e.g. Qatar, the Philippines, Taiwan);
- research and dissemination of information (e.g. Egypt, the Philippines, Japan, Taiwan);
- use of international declarations to leverage support (e.g. Japan);
- use of legislation (e.g. the Philippines, Japan, Taiwan);
- forming strategic partnerships (e.g. Singapore);
- development of resources and toolkits for advocates;
- securing facilities, and expertise such as female teachers and coaches (e.g. the Philippines, Singapore).

Table 2: The pursuit of gender equity in physical education and sport in six countries: barriers, actions and outcomes

Country	Barriers	Actions	Outcomes
Egypt	Religious and cultural practices that discourage or forbid female participation, hence little or no female participation in sport or physical activity.	Compilation of data on female performance and physical activity. Dissemination of findings at conferences in the region.	Relaxation of clothing rules in basketball to permit girls to participate fully clothed in accordance with religious belief.
Qatar	Religious and cultural practices that discourage or forbid female participation, hence little or no female participation in sport or physical activity.	Activism by members of the Qatar Women's Sports Committee.	Relaxation of clothing requirements in a range of sports. Participation in the Asian Games hosted by Qatar in 2006.
The Philippines	Not specified (but see Jucio, 2008).	Activism by members of the Women's Sports Foundation of the Philippines, in particular, use of legal instruments. Targeting schools to increase participation by girls. Ensuring appropriate facilities are available, female teachers and coaches in place. Compiling and disseminating data about the health benefits of physical activity for females. Implementing inclusive and anti-harassment policies. Providing public and media recognition for the contributions of women.	Not specified.
Japan	Spiritual beliefs centred on Sumo, 'good wife, wise mother' (<i>ryosai kenbo</i>).	Research by the Japanese Association for Women in Sport. Use of international agreements (e.g. Brighton Declaration) to leverage support from government. Host 2006 World Conference on Women and Sport	Gender equity law, 1995. <i>Basic Plan for Gender Equality</i> added to the <i>Basic Plan for the Promotion of Sport</i> , MEXT, 2006. Development of a website http://jws.or.jp/eng

Country	Barriers	Actions	Outcomes
Singapore	Not specified (but see Ye and Chia, 2008)	<p>Women and Sport Group worked with Singapore Sports Council and various NGOs to develop collaborative partnerships to generate the following actions:</p> <ul style="list-style-type: none"> • sports/play day camps for children ages 6-14; • a bowling league and bowling instruction for girls and women; • support dragon boat rowing activities, culminating in the first international dragon boat world championship in October 2006; • a set of aerobic exercises known as <i>kebayarobics</i> for female students in the madrasas; • “Be an Active Woman” campaign 2005; • Leadership workshops for women sport administrators and athletes. 	<p>Women’s participation in weekly physical activity increased from 28% to 42%.</p> <p>The government officially added a women’s department to the High Participation Group of the Singapore Sports Commission, 2005.</p>
Taiwan	<p>The rate of participation in physical activity for females in Taiwan is lower than for females in the United States and other industrialized nations.</p> <p>Thirty-eight percent of females in Taiwan are sedentary, 33% engage in at least 150 minutes of moderate-intensity physical activity per week, and 24% in at least 60 minutes of vigorous activity.</p> <p>People of working age, housewives, and unemployed people, have the lowest rates of participation in physical activity.</p>	<p>Compilation of data on the epidemiology of physical activity of women and girls in Taiwan.</p> <p>Advocacy of a Title IX-like law (landmark legislation that bans sex discrimination in schools, whether it be in academics or athletics).</p> <p>Hosted the 2006 International Conference on Physical Activity and Physical Fitness Promotion Strategy for Women and Girls.</p>	Not specified.

Source: Claussen (2008)

There are several examples from Asia and Africa of innovative projects that have sought to facilitate girls' and women's participation in physical education and sport. There are several important features to note in the examples outlined in Table 3 below. The first is that some of the projects were initiated either by local communities (India) or by girls themselves (Afghanistan). Grassroots ownership of programmes may be important both to meeting the specific needs of particular communities of girls and women, and to the sustainability of innovation.

The second is that in almost all of the examples, physical education was viewed as a means of achieving additional goals such as leadership training (Right To Play, 2008), health knowledge (Shahzadi, n.d.), and improving the prevalence of literacy (Bailey, Wellard, and Dismore, 2004). Critics of traditional physical education programmes claim that they may be limited in terms of their effectiveness in achieving diverse goals (Jewett, Bain, and Ennis, 1995; Metzler, 2011; Lund and Tannehill, 2005) due to the dominance of their "one-size-fits-all" approach, which prompts consideration of an alternative approach to programme design.

Third, while the sources of these examples claim that many of the projects have met with success, it has also been argued that "sport and physical education programmes directed at achieving development goals tended to be used in an ad hoc, informal and isolated manner" (Beutler, 2008, p.359). When considering policy options, it is important to bear this point in mind since it suggests a level of alignment and co-ordination across different levels of action that is, to date, uncommon when tackling the problem of girls' and women's participation in physical education.

Table 3: Examples from Asia and Africa of innovative interventions to promote girls' and women's participation in physical education and sport

Source	Country & Organisation	Project	Focus
Right To Play, 2008	Zambia, EduSport Foundation.	GoSisters.	Leadership training for adolescent girls.
	Kenya, Kilifi District.	Moving the Goalposts.	Football as an outreach tool.
	Pakistan, Right To Play & Insan Foundation.	SportsWorks.	Leadership and participation for Afghan refugees.
	South Africa, Sports Coaches' Outreach.	U-Go-Girl.	Assertiveness and leadership training.
Shahzadi, n.d.	Afghanistan, UNICEF.	Girls' Sports Forum.	Peer leadership & mentoring and dissemination of health information.
de Vries, 2008	ICHPER.SD Asia.	Guidelines.	Enabling participation in countries where there are prescribed boundaries on behaviour.
Bailey et al., 2004	India, Maslandapur Sarada Sevashram.	Child-girl education through sport.	Comprehensive basic education of illiterates through sport.
	Kenya, Mathare Youth Association.	Girls' Football Programme.	Sport and community service participation in poor urban areas.
	Japan, MEXT.	Survey.	Identified barriers to women's participation in sport.

What Are the Options for Alternative and Innovative Practices?

Given the complexity of the problem of girls' participation in physical education and sport, and what we have learned from recent and current innovations, it would appear that action is required at the three broad levels of policy and strategy, on the professional and institutional, and on the personal and social levels.

Actions at the policy and strategy level (see Table 1, column 1) include, for example, the development of guidelines and in some cases legislation, investment in physical and human resources, and use of international agreements and declarations. Government education and sport ministries have an important role to play in making policy, providing funding, monitoring implementation of initiatives and, in some cases, making or changing laws. NGOs have played an important role at this level and should continue to do so. The collection and dissemination of information has proved effective in overcoming resistance to girls' participation. Universities' potential to play a key role in this process has to date remained underdeveloped. Since they possess the capacity for knowledge generation and transmission, and also exist within international networks and communities, they are well suited to engage in policy and strategy level action. Co-ordinated action among organisations at the policy level is vitally important to increase influence and sustainability of initiatives.

Actions at the professional and institutional level (see Table 1, column 2) relate particularly to the professional development of teachers, coaches and other sports leaders and the construction of high quality physical education programmes in schools and related community sport programmes. The co-ordination of actions within this level is of crucial importance, in particular between professional development of teachers, coaches and leaders, and curricula, as well as alignment with actions at policy and strategy and personal and social levels.

Actions at the personal and social level (see Table 1, column 3) include personal and social spheres, which are strongly interdependent. Research suggests that the most important personal psychological factors are motivation, perceived competence and self-identity and biological factors of motor competence and physical fitness. In the social sphere, social relationships within the family, the peer group and between teachers and pupils in the classroom establish the climate in which personal factors are nurtured. While the quality of teachers and of physical education and sport programmes are considered at the professional and institutional level, it may be relevant in some circumstances to inform families through education programmes at the personal and social level, because research shows family support is crucial to girls' successful participation in physical education and sport.

As we already noted, developments in sport and physical education programmes tend to be one-off and ad hoc. Thus, action at all three levels is important. No level can be omitted if widespread, regular, beneficial and sustainable participation is to result. A significant challenge is to align actions across each of these levels as well as co-ordinate actions within levels.

Principles for Programme Development

We noted that sexist forms of physical education themselves can act as a barrier to girls' participation, particularly in its traditional multi-activity, sport-based form. This form of physical education has been criticised by scholars on two noteworthy counts: for reproducing traditional gender roles, and for failing to achieve the wide range of educational benefits often claimed for it. Too often, when calls are made to use physical education as a vehicle for the achievement of important individual and social goals, the actual form of programmes and flexibility in their provision are given little consideration (Lawson, 2009).

Developing an alternative approach to traditional physical education, three broad principles can be outlined for programme development relating to equality of opportunity, the celebration of difference, and the possibilities of social transformation (Flintoff, 2008).

Action that seeks to secure *equality of opportunity* for girls to be free to participate in activities of their own choice, including all activities currently regarded as only for boys, is a necessary condition for the empowerment of girls in physical education and sport. Such a principle asserts, against the biological determinist position, that there are no uniquely female biological deficits which prevent girls from participating. At the same time, as a plethora of research has shown, equality of opportunity is not sufficient in itself since it will not automatically bring about equitable benefits for boys and girls.

Research by Flintoff and Scraton (2006) suggests that it is also appropriate to take action aimed at acknowledging and celebrating *difference*, promoting separate forms of physical education and sport for girls such as indigenous movement forms, aerobics and dance, where this is deemed to be appropriate to specific cultural and religious values. One implication of such an approach is that it will sometimes be more beneficial to offer single-sex programmes, and on other occasions and in other circumstances to offer co-educational programmes. The research on this issue, when conducted on an either/or basis, has been unable to show that one approach is better than the other (Hatten, Hannon, Holt, and Ratliffe, 2006; Naim, 2006; Whitlock, 2006). At the same time it is important, according to Kidd and Donnelly (2000), that girl-only programmes have parity of esteem, even if this means the unequal distribution of resources to establish equitable circumstances (in terms of facilities, equipment, teachers and coaches, and other infrastructure).

Arguably, a further type of action is required, in addition to the two already discussed, in order to ensure widespread, regular, beneficial and sustainable participation by girls. Action aimed at social *transformation* seeks to reform current versions of physical education and sport in ways that provide the best quality experience for both girls and boys. It is highly likely, as some recent innovations listed in Table 3 have shown, that local initiative through grassroots and girl-led action will be part of this approach. For social transformation to occur, the gender order is itself openly addressed through, for example, a critical pedagogy of physical education (Oliver and Lalik, 2001; Oliver, Hamzeh, and McCaughy, 2009).

A Models-based Approach to Physical Education Programme Design

At the professional and institutional level, the sustained critique of “traditional”, sport-based, multi-activity forms of physical education suggests the need for alternative approaches that are better suited to meeting the needs of all children, both boys and girls of all ability levels, rather than the already sport-competent minority. Recently it has been argued that if physical education programmes are to deliver the wide range of benefits required of them, an approach is required that targets specific sets of learning outcomes (Kirk, 2010). In this alternative approach, particular learning outcomes are identified, and then teaching strategies and subject matter are brought into close alignment with them.

This so-called models-based approach conceptualizes physical education as consisting of a number of pedagogical models, each with its own specific focus. Existing, well known and researched pedagogical models include Sport Education (Hastie, de Ojeda, and Luquin, 2011), Teaching Games for Understanding (Oslin and Mitchell, 2006), Cooperative Learning (Dyson, Linehan, and Hastie, 2010), and Personal and Social Responsibility (Hellison, 1995).

Each pedagogical model is a *design specification* that provides the basis for the development of context-appropriate and flexible programmes at local levels. An example of the development of a new pedagogical model for Health-Based Physical Education can be found in Haerens, Kirk, Cardon, and Bourdeauhuji, (2011).

R

ecommendations

Advocates should understand and be able to explain that physical education makes a unique contribution to girls' education in ways that ad hoc physical activity, manual work and informal leisure participation cannot because of its emphasis on professionally led and organised, developmentally appropriate and carefully sequenced physical activities.

The complexity and multifaceted nature of the problem of girls' participation in physical education should be recognized and fully understood.

Strategies for change need to be targeted at specific groups of girls and women and significant others such as fathers, husbands and brothers, taking account of their particular circumstances.

Local ownership of programmes is crucial to their effectiveness and sustainability and thus should be facilitated and encouraged by policy makers.

Advocates for girls' participation need to be constantly vigilant of biological determinism and its adverse consequences, and to be ready to use facts to challenge such attitudes.

The quality of early movement learning experiences is an urgent priority in order to minimize delays in the development of motor competence.

Agents working at the policy and strategy level should seek to ensure actions are aligned across and co-ordinated within macro, meso and micro levels.

Since research is needed to provide evidence of the benefits of girls' and women's participation in physical education and sport, universities should play a more prominent role as research and dissemination agencies.

A models-based approach to physical education could be adopted since it provides a sharper focus on specific sets of learning outcomes. Models also act as design specifications to guide the development of programmes suited to local needs and values.

R

References

- Arar, K.H. and Rigbi, A. 2009. To participate or not to participate?—status and perception of physical education among Muslim Arab-Israeli secondary school pupils. *Sport, Education and Society*, Vol. 14, No. 2, pp. 183-202.
- Bailey, R., Wellard, I. and Dismore, H. 2004. *Girls' participation in physical activities and sports: benefits, patterns, influences and ways forward*. WHO.
- Beutler, I. 2008. Sport serving development and peace: Achieving the goals of the United Nations through sport. *Sport in Society*, Vol. 11, No. 4, pp. 359-369.
- Biddle, S.J.H., Gorely, T. and Stensel, D. 2004. Health-enhancing physical activity and sedentary behaviour in children and adolescents. *Journal of Sports Sciences*, Vol. 22, pp. 679–701.
- Claussen, C.L. 2008. Promoting gender equity in physical activity and sport in eastern Asia, Egypt and Qatar. *Chronicle of Kinesiology and Physical Education in Higher Education*, Vol. 19, No. 1, pp. 5-7.
- Coalter, F. 2010. The politics of sport-for-development: limited focus programmes and broad gauge problems. *International Review for the Sociology of Sport*, Vol. 45, No. 3, pp. 295–314.
- de Vries, L.A. 2008. Overview of recent innovative practices in physical education and sports in Asia, pp. 1-19. UNESCO (ed). *Innovative practices in physical education and sports in Asia*. Bangkok, UNESCO.
- Donnelly, P. 2008. Sport and human rights. *Sport in Society*, Vol. 11, No. 4, pp. 381-394.
- Donnelly, P., Atkinson, M., Boyle, S. and Szto, C. 2011. Sport for Development and Peace: a public sociology perspective. *Third World Quarterly*, Vol. 32, No. 3, pp. 589-601.
- Dyson, B.P., Linehan, N.R. and Hastie, P.A. 2010. The ecology of cooperative learning in elementary physical education classes. *Journal of Teaching in Physical Education*, Vol. 29, No. 2, pp. 113-130.
- Flintoff, A. 2008 Targeting Mr average: participation, gender equity and school sport partnerships. *Sport, Education and Society*, Vol. 13, No. 4, pp. 393-411.
- Flintoff, A. and Scraton, S. 2001. Stepping into active leisure? Young women's perceptions of active lifestyles and their experiences of school physical education. *Sport, Education and Society*, Vol. 6, pp. 5-22.
- Flintoff, A. and Scraton, S. 2006. Girls and physical education, pp. 767-783. Kirk, D., Macdonald, D. and O'Sullivan, M. (eds). *Handbook of Physical Education*. London, Sage.
- Goodway, J.D. and Branta, C.F. 2003. Influence of a motor skill intervention on fundamental motor skill development of disadvantaged preschool children. *Research Quarterly for Exercise & Sport*, Vol. 74, No. 1, pp. 36-46.

Goodway, J.D., Robinson, L.E. and Crowe, H. 2010. Gender differences in fundamental motor skill development in disadvantaged preschoolers from two geographical regions. *Research Quarterly for Exercise & Sport*, Vol. 81, No. 1, pp. 17-24.

Haerens, L., Kirk, D., Cardon, G., and Bourdeauhuji, I. 2011. The development of a pedagogical model for health-based physical education. *Quest*, Vol. 63, pp. 321-338.

Hastie, P.A., de Ojeda, D.M. and Luquin, A.C. 2011. A review of research on sport education: 2004 to the present. *Physical Education & Sport Pedagogy*, Vol. 16, No. 2, pp. 103-132.

Hatten, J.D., Hannon, J.C., Holt, B. and Ratliffe, T. 2006. Male and female adolescent students' attitudes toward physical activity in co-gender and segregated physical education classes. *International Journal of Fitness*, Vol. 2, No. 2, pp. 1-6.

Hellison, D. 1995. *Teaching responsibility through physical activity*. Champaign, IL, Human Kinetics.

Hills, L. 2007. Friendship, physicality, and physical education: an exploration of the social and embodied dynamics of girls' physical education experiences. *Sport, Education and Society*, Vol. 12, No. 3, pp. 317-336.

Hoe, W.E. 2008. Physical education in Malaysia: a case study of fitness activity in secondary school physical education classes, pp. 21-57. UNESCO (ed). *Innovative practices in physical education and sports in Asia*. Bangkok, UNESCO.

Jewett, A.E., Bain, L.L. and Ennis, C.D. 1995. The curriculum process in physical education. Dubuque, IA, Brown & Benchmark.

Jucio, P.E. 2008. Physical education and school sports in the Philippines: a historical point of view, pp. 43-57. UNESCO (ed). *Innovative practices in physical education and sports in Asia*. UNESCO, Bangkok.

Kidd, B., and P. Donnelly, 2000. Human rights in sport. *International Review for the Sociology of Sport*, Vol. 35, No. 2, pp. 131-148.

Kirk, D. 2003. Student learning and the social construction of gender, pp. 67-82. Silverman, S.J. and Ennis, C. (eds). *Student learning in physical education*. Champaign, IL, Human Kinetics.

Kirk, D. 2010. *Physical education futures*. London, Routledge.

Kirk, D., Fitzgerald, H., Wang, J. and Biddle, S. 2000. *Towards girl-friendly physical education*. Loughborough, UK, Institute of Youth Sport.

Lawson, H.A. 2009. Paradigms, exemplars and social change. *Sport, Education and Society*, Vol. 14, pp. 77-100.

Lund, J., and Tannehill, D. 2005. *Standards-based physical education curriculum development*. Sudbury, MA, Jones and Bartlett Publishers.

Manzenreiter, W. (in press) Physical education and the curriculum of gender reproduction. Making body regimes in Japan. Derichs, C. and Kreitz-Sandberg, S. (eds). *The formation of gender in East Asia. Various perspectives*. Münster, Germany, LIT Verlag.

Metzler, M.W. 2005. *Instructional models for physical education* (2nd edn). Scottsdale, AZ, Holcomb Hathaway.

Naim, P.J. 2006. The relationship between gender and elementary school students' perceptions of health and physical education in a coeducational setting. *Masters Abstracts International*, Vol. 45. No. 01, pp. 110.

Oliver, K.L., Hamzeh, M. and McCaughtry, N. 2009. Girly girls can play games/Las ninas pueden jugar tambien: co-creating a curriculum of possibilities with fifth-grade girls. *Journal of Teaching in Physical Education*, Vol. 28, pp. 90-110.

Oliver, K.L. and Lalik, R. 2001. The body as curriculum: learning with adolescent girls. *Journal of Curriculum Studies*, Vol. 33, pp. 303-333.

Oslin, J. and Mitchell, S. 2006. Game-centred approaches to teaching physical education. D. Kirk, D. Macdonald and O'Sullivan, M. (eds). *The Handbook of Physical Education*, London: Sage.

Pang, A.W. and Fong, D.T. 2009. Fundamental motor skill proficiency of Hong Kong children aged 6-9 years. *Research in Sports Medicine*, Vol. 17, No. 3, pp. 125-44.

Right To Play. n.d. *Harnessing the power of sport for development and peace: Recommendations to governments*. Toronto, Right To Play.

Shahizadi, N. n.d. *Girls' sports forum in Herat, Western Afghanistan to realize girls' rights*. Herat, Afghanistan, UNICEF.

UNESCO. 1978. *International charter of physical education and sport*. Paris, UNESCO.

UNESCO. 2009. *Gender in Education Network in Asia-Pacific (GENIA) Toolkit: Promoting gender equality in education*. Bangkok, UNESCO.

Whitlock, S.E. 2006. The effects of single-sex and coeducational environments on the self-efficacy of middle school girls. *Dissertation Abstracts International*, Vol. 67, No. 1, suppl. A, pp. 142.

Williams, A. and Bedward, J. 2001. Gender, culture and the generation gap: Student and teacher perceptions of aspects of national curriculum physical education. *Sport, Education and Society*, Vol. 6, pp. 53-66.

Xiaozan, W., Liu, J., Chaoqun, H., Huibin, L. and Peiling, L. 2008. School physical education reform and development in the People's Republic of China, pp. 59-79. UNESCO (ed). *Innovative practices in physical education and sports in Asia*. Bangkok, UNESCO.

Ye, W. and Chia, M. 2008. Every step counts: school physical activity during physical education and recess in Singapore, pp. 81-100. UNESCO (ed). *Innovative practices in physical education and sports in Asia*. Bangkok, UNESCO.

Author

Professor David Kirk is specialist in physical education and youth sport. He has held academic appointments around the globe, and currently holds the Alexander Chair in Physical Education and Sport at the University of Bedfordshire, United Kingdom. Professor Kirk is the Editor of *Physical Education and Sport Pedagogy* (Routledge), and serves on the Editorial and Advisory Boards of several journals.

Professor Kirk has published widely on physical education and curriculum change, and on youth sport. His programme of research has four major strands: the social construction of physical education; sustainable curriculum renewal in physical education through models based practice; young people's learning experiences in school and community sport, dance and active leisure; and physical education teacher education.

Also available are the following advocacy/policy briefs:

1. Impact of Incentives to Increase Girls' Access to and Retention in Basic Education, 2004
2. Role of Men and Boys in Promoting Gender Equality, 2004
3. Providing Education to Girls from Remote and Rural Areas, 2005
4. Girls, Educational Equity and Mother Tongue-based Teaching, 2005
5. A Scorecard on Gender Equality and Gender Girls' Education in Asia 1990-2000
6. The Impact of Women Teachers on Girls' Education, 2006
7. Education in Emergencies: The Gender Implications, 2006
8. Getting Girls out of Work and into School, 2006
9. Strong Foundations for Gender Equality in Early Childhood Care and Education, 2007
10. Single-sex Schools for Girls and Gender Equality in Education, 2007
11. Gender Responsive Life Skills-Based Education, 2008
12. Gender Issues in Counseling and Guidance in Post-Primary Education, 2009
13. Gender Responsive Budgeting in Education, 2010
14. Gender Issues in Higher Education, 2010

For more information, please visit UNESCO Bangkok's Gender Equality in Education website at www.unescobkk.org/education/gender or write to gender.bgk@unesco.org



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Bangkok
Asia and Pacific Regional Bureau
for Education

Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road, Prakanong, Klongtoey, Bangkok 10110, Thailand
E-mail: gender.bgk@unesco.org
Website: www.unesco.org/bangkok
Tel: +66-2-3910577 Fax: +66-2-3910866