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**Declaration of Madrid "No Education without Physical Education"  
27th of October 1991, amended 10 November 2011 in Brussels by the "add that" points**

1. There is a need to promote and defend physical education as a core subject in the school curriculum. 'No education without physical education'.  
Therefore it is necessary to:
  - 1.1 seek to maintain or achieve compulsory physical education for the period of formal schooling
  - 1.2 recognize the contribution of physical education within higher education
  - 1.3 seek sufficient curriculum time in schools for physical education
    - 1.3.1 early grades of schooling – daily P.E. (e. g. up to 11 or 12 years of age)
    - 1.3.2 later grades of schooling – 3 hours per week as outlined in the European charter
  - 1.4 demand that physical education, as a critical aspect of education must be delivered by teachers who are properly qualified in this subject; within the concept of education existing in each country.
2. There is a need to promote the academic study and the practice of physical education as an important discipline in its own right.
3. There is a need to develop the exchange of information on physical education in Europe as a basis for lobbying national governments and European bodies and organizations.
4. There is a need to explore a minimum European curriculum for physical education and to ensure the provision of resources to implement it.
5. There is a need to promote in-service training for European teachers through courses, conferences and workshops, supported by the National Governments and the European Institutions.
6. There is a need to develop links with influential European bodies and organizations whose activities impinge upon physical education.
7. There is a need to emphasize the holistic approach to Physical Education as a subject for health empowerment and teaching/learning values and ethics.

**Add that:**

8. Physical Education makes a major contribution to the motor, cognitive and social development of children and is one of the most important bases of lifelong physical activity.
9. Cooperation between schools, sports clubs and the local community must be enhanced and the coordinating role should be part of the PE teacher's job.
10. PE Teachers should be professionally qualified and access the theoretical, personal and practical skills and knowledge required of a good professional. It is important that all sport and PE educating programs are mapped (Sophelia).
11. The development of a European wide professional profile of a physical education teacher would enhance the quality and effectiveness of the subject in schools.
12. Non PE stakeholders should also defend Physical Education.
13. International collaboration with physical education professionals is essential to the development of the subject and should be promoted through formal and informal exchange programs for teachers and students.