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Sporting Goods and Equipping of Facilities for Physical Education in Mexican Schools

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Purpose:

Facilities and sporting goods in elementary schools are indispensable resources for the development of the physical education class and school sports. Consequently, it is important to know the number and condition of existing facilities plus the amount and condition of sporting goods and whether or not they are sufficient to serve the student population.

Methods:

Out of the 456 physical education teachers that work in the elementary schools of the State of Nuevo Leon (Mexico), 269 answered the questionnaires, specifically designed for this study, on facilities and teaching/sports materials.

Results:

Most of the elementary schools in the State of Nuevo Leon have sports facilities where physical education classes take place; however, they are in bad shape, they are not made according to official measurements, and there are no norms to regulate them. In addition, we have confirmed that the amount of sports and teaching material is not enough for the number of elementary school students. Therefore, the quality of the teaching-learning process is not at the level required by our society.

Conclusion:

We consider that it is very important to design clear and timely strategies for the improvement of sports facilities (maintenance and equipment) and to provide teaching and sports materials for elementary schools, through education authorities, the National Sports Commission, the Sports Institute, the private sector, PTA's and others.

We would like to confirm that this poster was presented at the 2nd ICPAPH at VU University in Amsterdam from April 13 - 16 2008.

On behalf of the Local Organising Committee,

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School-based physical education programs: evidence-based physical activity interventions for youth in Latin America

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Purpose:

This study focuses on the results of the systematic review from Project GUIA (Guide for Useful Interventions for Activity in Latin America) related to school-based physical education (PE) programs in Latin America (LA). The purpose is to describe five school-based PE programs carried out in LA and to discuss implications of effective school-based PE recommendations in this region.

Methods:

Following the U.S. Community Guide systematic review process, five school-based PE intervention studies with sufficient quality of design, execution, and detail of intervention and outcomes, were selected for full abstraction.

Results:

The PE interventions reviewed included training for teachers; changes in the PE curricula such as the use of age specific and enjoyable activities; provision of equipment, such as basketball boards; and adjustment of the interventions to the specific target populations. Of the five intervention studies reviewed, one was conducted in Brazil, two in Chile and two on the US/Mexico border. Outcomes were minutes spent in moderate and vigorous PA, percentage of children biking or walking to school, estimated energy expenditure, percentage of children being very active during PE classes, percentage of time spent walking during PE classes, and aerobic capacity. The interventions resulted in consistent positive increases in PA levels during PE classes in all three randomized studies (relative net effects ranged from 6.7% to 307.4%). Likewise, the two non-randomized studies show positive intervention effects, for moderate and vigorous PA levels during PE classes (5.2% to 68.6% and 50.4% to 54.6%, respectively).

Conclusions:

The findings from this review indicate strong evidence for school-based PE as a strategy to increase PA among LA youth, particularly important for developing countries given the rising prevalence of inactivity and its associated long-term health consequences, such as overweight and obesity. Nevertheless, when implementing school-based PE across diverse countries, cultures and populations such as those found in LA, a number of issues must be addressed. The integration and coordination of interventions to promote PA with other health promotion efforts may result in more successful and sustainable program implementation. Additionally, regulatory and legislative enforcement plus political commitment and support for PE are key elements for success.

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