

A “Best Practice” Model for Physical Education in the BRICS Countries

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Abstract : This study addresses the need for a unified best practice model for Physical Education across BRICS nations, as current research primarily offers individual country recommendations. Drawing on relevant literature within the framework of Bronfenbrenner’s Ecological Systems Theory, as well as data from open-ended questionnaires completed by Physical Education experts from the BRICS countries, , the study develops a best practice model based on identified challenges and effective practices in Physical Education. A model is proposed that incorporates flexible and resource-efficient strategies tailored to address PE challenges specific to these countries, enhancing outcomes for learners, empowering teachers, and fostering systemic collaboration among BRICS members. The proposed model comprises six key areas: “Curriculum and policy requirements”, “General approach”, “Theoretical basis”, “Strategies for presenting content”, “Teacher training”, and “Evaluation”. The “Strategies for presenting program content” area addresses both well-resourced and poorly resourced schools, adapting curriculum, teaching strategies, materials, and learner activities for varied socio-economic contexts. The model emphasizes a holistic approach to learner development, engaging environments, and continuous teacher training. A collaborative approach among BRICS countries, focusing on shared best practices and continuous improvement, is vital for the model's successful implementation, enhancing Physical Education programs and outcomes across these nations.

Keywords : BRICS countries, physical education, best practice model, ecological systems theory

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