

# Initial Training in Physical Education

## Brazil and Chile

This diagnostic report evaluates the quality of initial training in Physical Education in Brazil and Chile, based on perceptions from students, graduate teachers, and managers working in the field. The research identifies strengths, weaknesses, and gaps in curricula and formative experiences to provide recommendations for course improvement and alignment between university training and professional context demands.

# Research Methodology

## Online Questionnaires

Structured surveys with Likert scales and open-ended questions distributed to students, graduates, and managers

## Focus Group Interviews

In-depth qualitative discussions lasting 55-90 minutes with each participant group

## Ethical Approval

Research approved by the Ethics Committee of São Judas Tadeu University, ensuring voluntary participation and confidentiality

The diagnostic was developed through online questionnaires and focus group interviews. Despite specific adaptations for each audience and country, all questionnaires share a standardized structure divided into three dimensions, preceded by informed consent ensuring voluntary participation, confidentiality, and the possibility of withdrawal at any time.

# Three-Dimensional Research Structure

## Demographic and Professional Data

This initial section traced the socio-professional profile of respondents, collecting essential information such as age, gender identity, education level, years of experience, and professional field(s) of work.

## University Training Evaluation

The quantitative core of the research presented statements evaluated by participants using a four or five-point Likert scale, assessing curricular adequacy, theoretical and practical knowledge mastery, cross-cutting themes, and overall satisfaction with training received.

## Open-Ended Questions

This qualitative dimension sought to deepen data collection, asking participants to discuss essential competencies, training weaknesses, most/least relevant formative experiences, and concrete suggestions for undergraduate program improvement and continuing education organization.

# Participant Overview

## Total Participants: 394

- 161 students (62 Brazil, 99 Chile)
- 166 graduate teachers (106 Brazil, 60 Chile)
- 67 managers (38 Brazil, 29 Chile)

## Brazil Distribution

- 25 Teaching Degree students
- 33 Bachelor's Degree students
- 39 teachers in school contexts
- 67 teachers in non-school contexts
- 20 educational managers
- 18 fitness/health managers

Data collection through online questionnaires included 161 students, 166 graduate teachers, and 67 managers, totaling 394 participants distributed across Brazil and Chile with distinct professional contexts and training models.

# General Participant Profile

## Students

Predominantly male (Brazil: 67.7%; Chile: 77.8%), with greater age diversity in Brazil where 24.1% were 30 years or older. In Chile, the majority concentrated in the 20-24 age range.

## Teachers

Mature profile with consolidated trajectories and significant teaching experience. In Brazil, strong presence of public institution graduates in teaching degrees and private institution graduates in bachelor's degrees.

## Managers

Experienced professionals with more than 7 years in management. In Brazil, gender balance in educational areas and male predominance in bachelor's contexts. In Chile, majority male (62.1%) working in school management.

# Analysis Methodology

The methodological approach combined quantitative and qualitative analyses, enabling multidimensional understanding of initial training. Detailed sociodemographic and professional profiles were developed for each group considering variables such as age, gender, training institution, experience time, and area of work.

1

## Likert Scale Analysis

Responses analyzed through medians and dispersions, organized into thematic dimensions including curriculum, preparation, ethics, skills, internships, conditions, and institutional support

2

## Thematic Analysis

Open questions and focus group data treated through Braun and Clarke's (2006) thematic analysis involving exhaustive reading, systematic coding, theme grouping, and interpretation

# Brazilian Teaching Degree Students: Key Findings

## Curriculum and Coherence

Students recognize well-structured courses coherent with future teaching practice, with medians of 4-5. However, intermediate responses show room for improvement in articulation between disciplines and practical application forms.

## Teaching Preparation

Medians around 4 demonstrate students recognize significant advances in their training, but persistent insecurities remain. The feeling of preparation is positive but not homogeneous, reflecting the historical difficulty of reconciling theory and practice in teacher training.

## Ethics and Diversity

Students emphatically highlighted the presence of ethics and social responsibility (median 5). Regarding diversity themes, medians between 4-5 for inclusion of people with disabilities, gender, sexual orientation, and ethnic-racial issues show recognition but reveal distinct perceptions about depth and consistency.

# Critical Gaps in Brazilian Teaching Degree

## Digital Technologies

Median 3 for digital technology use reveals an important gap. Although courses advance in critical thinking and community engagement, training for pedagogical technology use does not meet contemporary demands.

## Infrastructure

Medians between 3-4 show less enthusiastic perceptions. Many students recognize efforts in innovative methodologies and resource provision but identify deficiencies limiting learning effectiveness.

## Institutional Support

Medians between 3-4 for institutional support reveal many students don't feel fully assisted. Despite structural weaknesses, teaching degree students tend to value academic experience as significant for their trajectory.

# Brazilian Teaching Degree: Qualitative Insights

01

## Essential Competencies

Responses reveal teaching degree students understand teaching as complex practice beyond content transmission. The ethical core appears as foundation with recurrent mentions of responsibility, respect, and empathy.

02

## Most Relevant Experiences

Supervised internships and school practices are identified as most relevant formative experiences, allowing direct contact with professional reality. Extension activities and community projects also highlighted.

03

## Least Relevant Experiences

Responses consistently point to criticism of excessive theoretical disciplines poorly connected to school reality. Expository classes and repetitive content seen as demotivating.

04

## Current Challenges

Responses indicate profession challenges extend beyond classroom, involving structural, social, and political conditions. Many students point to infrastructure precariousness and work overload as central problems.

05

## Continuing Education Priorities

Responses indicate continuing education should prioritize inclusion with focus on adapted practices and strategies to embrace student diversity. Gender equity, ethnic-racial issues, and cultural diversity appear as central themes.

# Brazilian Bachelor's Degree Students



## Profile Overview

The bachelor's group of 33 students shows more unequal gender distribution than teaching degree students, with men representing vast majority, confirming historical masculinization of this training path linked to fitness, sports, and health market preparation.



## Institution Distribution

Bachelor's degree strongly present in public institutions but also widespread in private universities, reflecting market dynamics marked by course expansion for rapid, broad training for gyms, clubs, clinics, and health/wellness spaces.

Regarding age, although 20-24 year-olds also predominate, there's greater balance with 25-29 and 30+ age ranges. The presence of women, though minority, points to gradual changes in field composition, following trends of greater female insertion in previously male-dominated areas.

# Brazilian Bachelor's: Evaluation Dimensions

## Curriculum Coherence

1

Median 4.0 with moderate dispersion. Students recognize pertinence of this dimension, though variability points to distinct institutional experiences and possible heterogeneity in curricular implementation.

## Ethics and Diversity

3

Median 4.0 across five items. Highest evaluation for ethics and social commitment (median 5), indicating students recognize pertinence though implementation varies.

## Support and Satisfaction

5

Median 3.88 across eight items. Best evaluations for information about work opportunities and professional guidance from early years.

2

## Professional Preparation

Median 4.0 for technology use in professional practice, suggesting recognition of this dimension's pertinence despite institutional variations.

4

## Conditions and Methods

Median 4.0 for access to useful teaching materials and evaluation contribution to professional competencies.

# Chilean Students: Unified Training Model

The questionnaire in Chile included 99 students from Physical Education courses at different Chilean higher education institutions. Unlike Brazilian reality, Physical Education training in Chile doesn't present formal division between Teaching Degree and Bachelor's, constituting a single pathway preparing students for both school and non-school contexts.

## Key Demographics

- 77.8% male, 22.2% female
- Predominantly young population, concentrated in 20-24 age range
- Balance between public (45.5%) and private (54.5%) institutions
- Unified training model for all professional contexts

# Chilean Students: Strengths and Challenges

## Curriculum Coherence

High medians (4-5) suggest most students recognize well-structured course coherent with future professional practice. Predominant perception is curriculum offers adequate theory-practice balance.

## Ethics and Diversity

Maximum median (5) for ethics and social commitment demonstrates this dimension is strongly consolidated. However, specific diversity themes show median 4 with greater dispersion.

## Critical Thinking

Maximum medians (5) for reflection capacity, communication development, and critical thinking promotion. Contrast with median 4 for digital technologies reveals important gap.

# Chilean Students: Priority Themes



## **Inclusion**

Adapted practices as priority axis

## **Management**

Evaluation and public policies

## **Diversity**

Equity as formative principle

## **Innovation**

Pedagogical innovation and digital technologies

## **Collective Health**

Quality of life promotion

Chilean students emphasize continuing education as essential process, especially regarding inclusion and serving diverse populations. Gender equity, cultural diversity, and respect for differences understood as indispensable in contemporary educational scenario.

# Students Brazil and Chile: Convergent Findings



## Recognized Strengths

Ethical solidity, critical thinking development, and general curriculum coherence with professional expectations

## Three Critical Gaps

Inclusion and diversity, digital technology use, and contextualized practical training

## Priority Transformations

Systematic inclusion approach, critical technology integration, and qualified supervision in all practical experiences

# Key Recommendations for Students

## Overcome Superficial Inclusion

Transform inclusion and diversity education into theme with specific disciplines and supervised practices with diverse populations, including adaptation strategies and diversity valorization

## Systematic Technology Integration

Teach critical use of digital technologies, including apps, platforms, and devices as teaching, evaluation, and management tools

## Qualified Supervision

Guarantee qualified, systematic supervision in all practical experiences with clear protocols for monitoring and formative feedback

## Real Context Partnerships

Establish solid partnerships with schools, clubs, and communities for practical learning scenarios in real work contexts

# Brazilian Teachers: School Context Profile

## Demographics

- 39 Physical Education teachers in basic education
- 71.8% male, 28.2% female
- Mature teaching body: 43.6% ages 35-44, 28.2% ages 45-54
- Consolidated trajectories with over decade of experience

## Professional Context

- Geographic concentration in Southeast, especially São Paulo (59%)
- 56.4% graduated over 16 years ago
- 97.4% in-person course format
- Predominantly 31-40 hours weekly workload

The group of 39 teachers shows consolidated trajectories in teaching, with strong weight of accumulated experiences over more than a decade of practice. Geographic distribution concentrates in Southeast, reflecting both research dissemination bias and historical concentration of courses and graduate programs in the region.

# Brazilian School Teachers: Evaluation Summary



3.5

## Training Adequacy

Intermediate perception: training offers relevant contributions but theory-practice articulation still insufficient



4

## Infrastructure

More positive view: infrastructure and formative practices considered satisfactory by majority



3

## Immediate Preparation

Contrast: solid base recognized but many didn't feel prepared for immediate classroom challenges



2

## Digital Competencies

Strong concentration in negative responses: educational technology training clearly deficient



4

## Overall Satisfaction

Despite weaknesses, positive evaluation of formative experience and institutional recommendation

# Brazilian School Teachers: Qualitative Themes

1

## Essential Competencies

Teachers don't reduce teaching function to simple content transmission. Ethical core appears as foundation, highlighting responsibility, empathy, and respect attitudes as indispensable.

2

## Most Relevant Experiences

Training gains density when connecting student to school reality. Supervised internships and school practices unanimously highlighted as decisive experiences.

3

## Least Relevant Experiences

Data reveal consistent criticism of fragmented character disconnected from school reality in part of initial training. Many teachers reported excessively theoretical disciplines.

4

## Current Challenges

Responses reveal profession challenges extend beyond classroom. Precarious infrastructure conditions, class overload, and salary devaluation appear as central wear factors.

5

## Continuing Education

Responses indicate continuing education should prioritize multiple axes. Inclusion appears as absolute priority, with emphasis on need to deepen adapted practices.

# Brazilian Non-School Teachers: Profile

The group of teachers working in sports and physical activity contexts includes 67 professionals. Most are between 35-44 years (46.3%), followed by 45-54 age range (25.4%). This intermediate range predominance reveals group in career consolidation, distant from initial insertion years but still in productive age to expand trajectory.

**74.6%**

## Male Predominance

Clear male predominance reinforces historical characteristic of bachelor's Physical Education field

**91%**

## Private Institutions

Vast majority graduated from private universities, suggesting bachelor's training strongly linked to private education sector

**82.1%**

## Personal Trainers

Most exercise Personal Trainer functions, followed by gym teaching (38%) and athlete physical preparation (17.9%)

# Brazilian Non-School Teachers: Critical Evaluation

## Recognized Aspects

- Pertinence and theory-practice balance: median 4
- Infrastructure adequacy: median 4
- Practical experience utility: median 4
- Ethics and social commitment: median 5

Analysis reveals bachelor's is perceived as coherent with market and capable of providing relevant technical-scientific base, provided practical experience is intensive, supervised, and articulated with theory. Gaps concentrate in applied technology, management/entrepreneurship, and infrastructure/supervision heterogeneity.

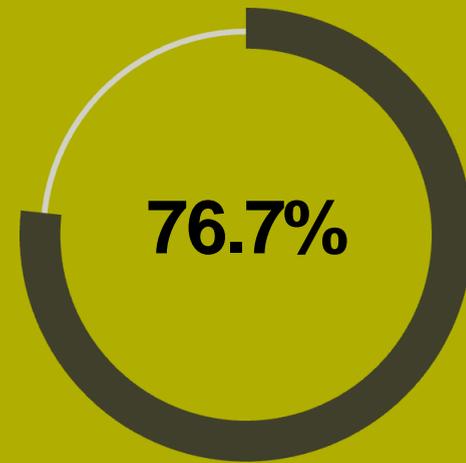
## Critical Gaps

- Digital technology learning: median 2
- Curricular updating: median 3
- Planning and evaluation skills: median 2.5
- General satisfaction: median 3

# Chilean Teachers: Unified Training Evaluation

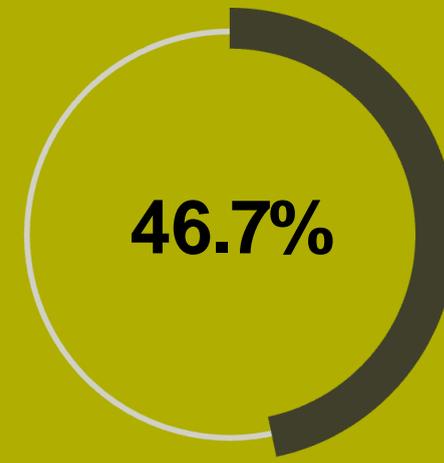


The questionnaire included 60 teachers with Pedagogy in Physical Education degrees from different Chilean higher education institutions. The sample comprises professionals working in Chilean educational system, providing view of initial training from practical field experience.



**Male Majority**

Consistent with area's historical profile



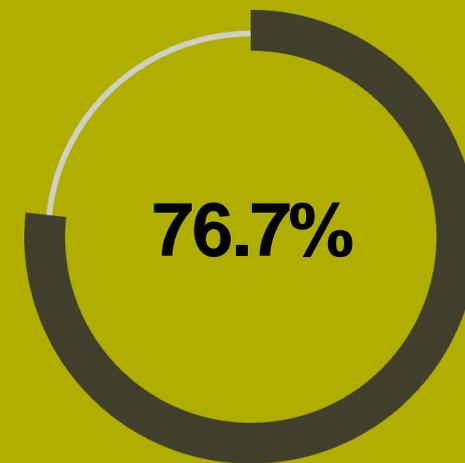
**Ages 25-34**

Largest participant group



**In-Person Training**

Vast majority in face-to-face format



**Active Teachers**

Currently working as PE teachers

# Chilean Teachers: Strengths and Weaknesses



## Training Pertinence

77% positive evaluations but significant 20% neutral contingent suggests formation partially adequate but not totally responsive to current educational scenario complexities and rapid changes

## Professional Practices

88% agreement - highest indicator showing professional practices perceived as most crucial and successful training axis, providing confidence and familiarity with real school environment

## Technology Competencies

Most critical gap: only 62% non-negative evaluations, 23% neutral, 15% disagreement. Median 3 highlights clear deficiency in preparing teachers to integrate digital tools

## Inclusion Training

Divided evaluation: only 56% positive, 24% explicit disagreement. Clear sign that inclusive education training insufficient and doesn't meet real classroom demands

# Chilean Teachers: Priority Demands

1

## **Educational Inclusion and SEN**

Most demanded theme. Teachers request courses and diplomas on disability, neurodiversity, TEA/ADHD strategies, and adapted/Paralympic sports

2

## **School Coexistence Management**

Training in school coexistence, conflict management, and educational psychology to handle classroom relationship complexity

3

## **Technology and Innovation Update**

Demand for ICT training, digital apps/platforms, artificial intelligence applied to education, and active methodologies like gamification

4

## **Disciplinary Specialization**

Interest in sports nutrition, sports psychology, neuroscience applied to motor learning, and deepening specific sports disciplines

# Teachers Brazil and Chile: Convergent Challenges

## Socioemotional

Insufficient management  
preparation

## Inclusion

Superficial approach  
insufficient

## Theory-Practice

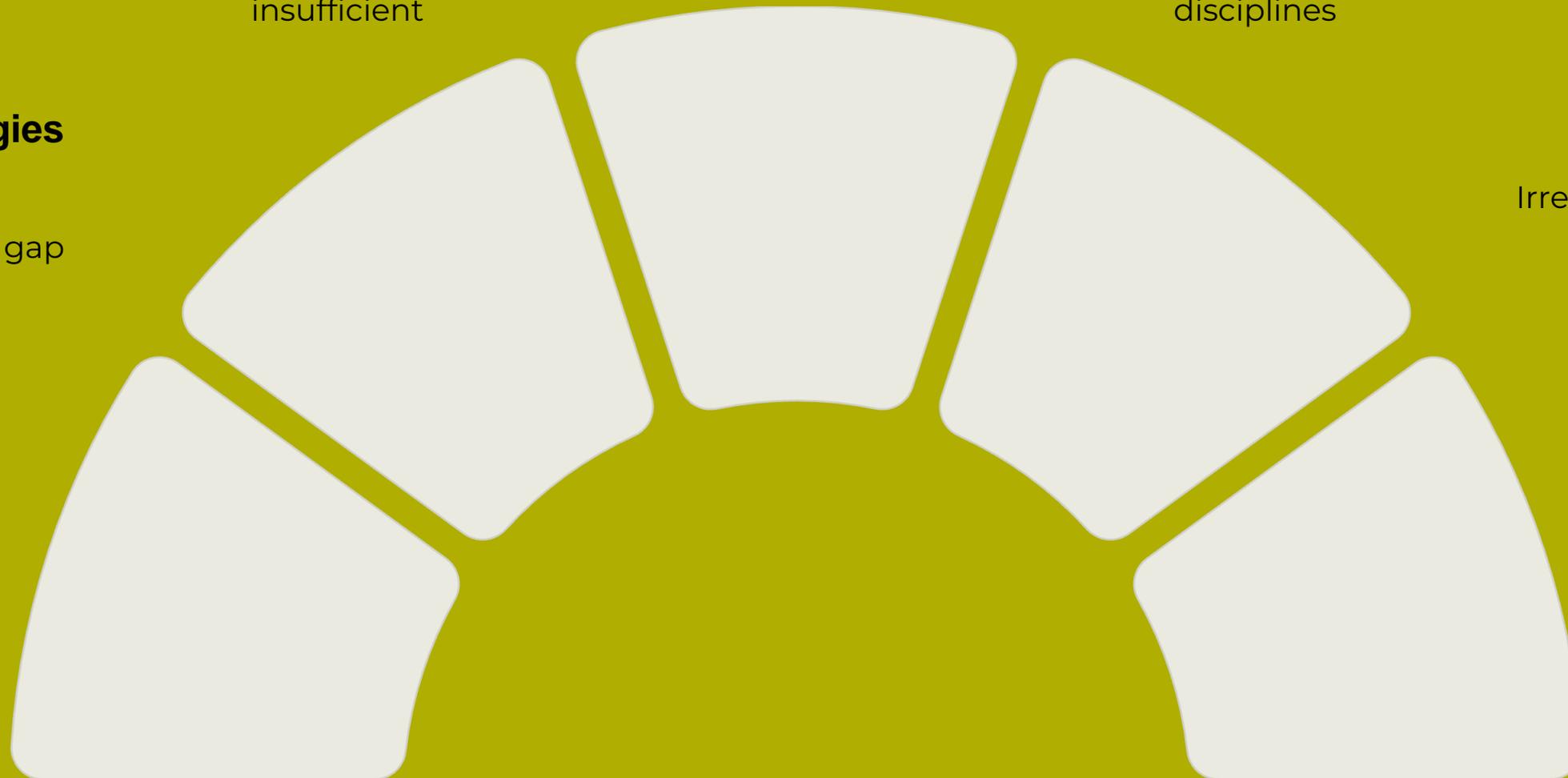
Excessively theoretical  
disciplines

## University Link

Irregular post-graduation  
communication

## Digital Technologies

Most critical shared gap



# Transversal Recommendations: Brazil and Chile

## Technology Integration

Integrate disciplines and projects teaching critical, creative technology use. Include apps, digital platforms, AI for teaching personalization, media content production, and data analysis for evaluation.

## Inclusion as Core

Transform inclusion themes (SEN, disabilities, neurodiversity), gender equity, and ethnic-racial diversity into curricular components articulated with internship practices in diverse contexts.

## Socioemotional Skills

Create curricular spaces for developing conflict management, non-violent communication, leadership, empathy, and self-care skills for teacher mental health.

## Progressive Practices

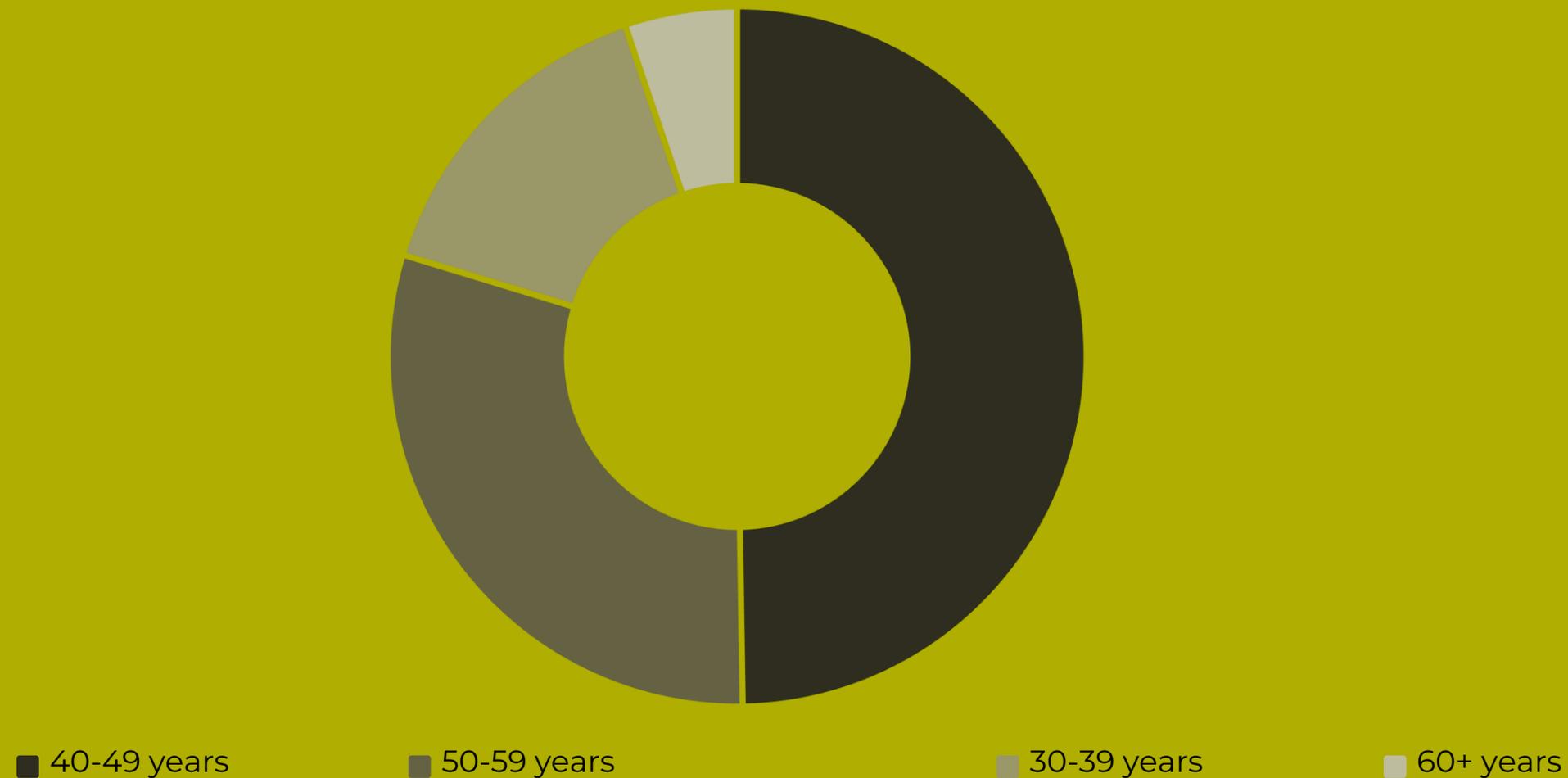
Guarantee professional practices (internships, extension) are progressive, supervised by qualified professionals, and conducted in real, diversified environments from early course years.

## Continuing Education

Establish systematic continuing education programs, offering update courses, lectures, and seminars accessibly to graduates, strengthening permanent learning community.

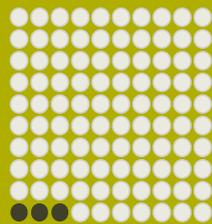
# Brazilian Managers: Educational Context

The questionnaire was answered by 38 Physical Education managers, with 20 working directly in educational/school area in functions linked to schools and education departments, while 18 hold positions in other professional insertion spaces like gyms, clubs, social organizations, consultancies, and health services.



Among 20 managers working in educational/school context, a predominantly mature collective in professional trajectory terms is noted. Age profile shows greater incidence in 40-49 (50%) and 50-59 (30%) ranges, totaling 80% in advanced career stages.

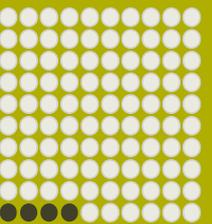
# Brazilian School Managers: Critical Evaluation



2.5

**Training Pertinence**

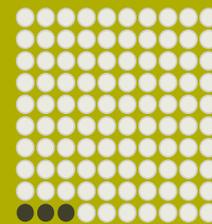
Managers don't recognize the preparation to school daily challenges



4

**Theoretical Domain**

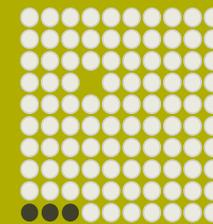
Recognition of professionals' solid conceptual base construction



2.5

**Technology Use**

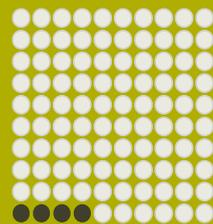
Critical perception about graduates' technological preparation



3

**Content Coherence**

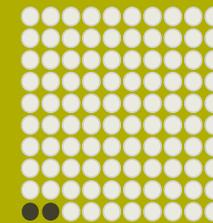
Neutrality regarding coherence between received training and expected performance



4

**Theory-Practice**

Positive evaluation of practical experience and ability to articulate theory and practice



2

**General Satisfaction**

Significant dissatisfaction regarding graduates' general preparation

# Brazilian School Managers: Qualitative Insights

## Essential Competencies

School managers highlight as indispensable training going beyond sports technique, privileging solid pedagogical foundations. Curriculum mastery, planning, and evaluation appear repeatedly.

## Training Weaknesses

Responses about weaknesses point to structural problems in initial training. Many managers emphasize teachers arrive at school with significant gaps in theoretical domain, especially regarding curriculum and teaching methodologies.

## Professional Qualities

When describing qualities of professionals they currently work with, managers recognize set of attributes sustaining daily pedagogical practice. Dedication, commitment, and coherence between discourse and practice appear as positive marks.

## Curricular Gaps

Managers emphatic in pointing out need for curricula more effectively contemplating pedagogical practice. Supervised internships, though planned, evaluated as inconsistent and unable to bring students closer to school reality.

# Brazilian Non-School Managers: Profile

## Demographics

- 18 managers in sports and physical activity spaces
- 77.8% male, 22.2% female
- Predominant age 40-49 years (50%)
- Consolidated leadership profile

## Professional Context

- 66.7% with 7+ years management experience
- 83.3% completed Lato Sensu postgraduate
- 61.1% gym management
- Varied functions: consultancies, clubs, studios

Among 18 managers working in spaces linked to sports and physical activity, distinct profile from school managers found. Male predominance observed: 77.8% men and 22.2% women. Regional concentration repeats: Southeast gathers 72.2% of managers.

# Brazilian Non-School Managers: Evaluation

## Training Pertinence: Median 2

Critical and relatively consistent perception: for majority, training doesn't adequately prepare professionals for daily challenges nor shows coherent with expected performance

## Practice and Integration: Median 3

Intermediate perceptions: no consistent recognition that practical experience is fully satisfactory, but also no clear rejection

## Technology: Median 2

Negative evaluations regarding technological preparation, confirming gap also observed in educational group

## Content and Theory: Medians 2-3

Content inadequacy perception reinforced (median 2), while theoretical domain receives neutral evaluations (median 3)

## Ethics and Inclusion: Medians 2-3

Critical view regarding professionals' ethical and social commitment (median 2); neutrality regarding inclusion training (median 3)

## General Satisfaction: Median 2

Clear dissatisfaction: initial training as whole doesn't meet expectations nor respond to institutional needs

# Chilean Managers: Profile and Context

The questionnaire included 29 Chilean managers working directly with Physical Education professionals. This group comprises school managers, directors, coordinators, and public sports managers.

## Demographics

Majority male (62.1%) with 11 women (37.9%). Significant representation of experienced professionals: 34.5% ages 50-59, 31% ages 30-39.

## Professional Area

Vast majority (79.3%) work in School Management (pedagogical coordination, direction, inspection), reflecting main graduate absorption field is educational system.

## Experience

Group marked by solid management and supervision experience. 34.5% work 7-10 years in function, 27.6% over 16 years, conferring great authority to evaluations.

# Chilean Managers: Critical Findings

## General Preparation

Moderately positive evaluation with significant reservations. Median 4 for most questions but high dispersion and considerable neutral/negative evaluations

## Practical Experience

Lowest medians (3) and highest negative response percentages. Only 39% agree graduates demonstrate adequate practical experience, one-third negatively evaluates theory-practice integration

## Technology Preparation

Worst evaluation: only 50% positive opinion, 29% disagreement. Clear deficiency consistently pointed out by all researched publics

## Inclusion Training

Divided and critical: only 56% positive, 24% explicit disagreement. Clear sign inclusive education training insufficient and doesn't meet real classroom demands

# Chilean Managers: Qualitative Themes

## Essential Competencies

Chilean managers expect professional transcending mere physical activity executor. Desired profile is integral teacher. Socioemotional and relational dimension emerges as indispensable foundation.

## Professional Qualities

Commitment and work ethics most celebrated qualities. Positive attitude and energy perceived as learning environment catalyst. Relational and collaborative ability reiterated as fundamental quality.

## Training Weaknesses

Deficiency in inclusion and diversity training most prominent specific criticism. Weaknesses in pedagogical and administrative management constitute another criticism axis. Insufficient leadership and reflection skills identified.

## Continuing Education Gaps

Emphatic responses highlighting need for deepening contemporary themes, absolute focus on inclusion. Consolidation of specific didactics also priority. Need to develop school context management and leadership competencies reiterated.

# Managers Brazil and Chile: Convergent Demands



Managers from both countries recognize essential qualities in graduates like commitment, energy, enthusiasm, and teamwork disposition. However, they also point to initial training gaps. Evaluation unanimous in pointing out Physical Education courses forming professionals with recognized theoretical base but insufficiently instrumentalized for real challenges.

This mismatch manifests most acutely in three dimensions: inability to effectively work with diversity (most severe weakness), excessive theoretical formation disconnected from reality, and deficient preparation for pedagogical technology use (most deficient competency).

# Strategic Recommendations from Managers

**1** **Truly Inclusive Training**  
Form professionals capable of planning and teaching truly inclusive classes, mastering adaptation strategies and diversity valorization

**2** **Supervised Practical Continuum**  
Implement continuum of supervised, reflective practical experiences from first semesters, partnering with schools, clubs, and communities

**3** **Critical Application Capacity**  
Develop in graduate capacity to apply theoretical knowledge critically and reflectively

**4** **Pedagogical Digital Literacy**  
Insert pedagogical digital literacy, teaching critical use of digital technologies as teaching, evaluation, and management tools

**5** **Leadership and Management**  
Form professionals with autonomy to lead initiatives, manage resources, and understand system they're inserted in

# Brazilian Focus Groups: Key Themes

Four focus group meetings were conducted in Brazil: one with graduate teachers, one with managers, and two with students. Meetings lasted 55-90 minutes. The professional group (graduate teachers and managers) totaled 11 subjects: 4 Physical Education course graduates and 7 managers.

## Students: Curricular Imbalance

"There's a lot of emphasis on working with children and adolescents and playfulness in sports initiation, but few contents focused on gym market, high-performance sports, and special groups."

## Graduates: Theory-Practice Gap

"The main gap in initial training lies in difficulty establishing clear connection between theoretical-critical framework learned in classroom and school daily complexity."

## Managers: Learn to Learn

"Old formulas and methodologies are no longer successful since diversity has taken over all fields. The ideal professional must have profile capable of transiting through different areas and adapting."

# Brazilian Focus Groups: Convergent Findings

## Theory-Practice Disconnect

Main emphatic convergence: training insufficiency in connecting theory and practice with complex professional reality



## Curricular Misalignment

Three groups identify mismatch between course content and real professional context demands, manifesting in identity crisis about Physical Education role

## Individual Protagonism

Despite university criticism, all groups agree professional success fundamentally depends on individual posture and protagonism, requiring autonomy in knowledge seeking

# Chilean Focus Groups: SWOT Analysis

Chilean diagnostic based on SWOT matrix (Strengths, Opportunities, Weaknesses, Threats) with final-year Initial Teacher Training students in Physical Education Pedagogy reveals scenario with solid pedagogical bases but specific intervention focuses in inclusion practice and curricular diversity.

## Strengths

- Close teacher-student relationship
- Focus on school didactics
- Effective preparatory resources (mini-classes)

## Opportunities

- Practical inclusion incorporation
- Technology and innovation update
- Conflict management training

## Weaknesses

- Theory-practice gap in inclusion
- Imbalance in sports coverage
- Insufficient body expression
- Key discipline deficiency

## Threats

- Rapid school system demands
- Increase in special educational needs diagnoses

# Chilean Focus Groups: Teachers and Managers



## Teachers: Recognized Strengths

Human-centered institutional seal, flexible and contextualized methodologies, basic tools despite adverse contexts (pandemic and social upheavals)

## Teachers: Critical Weaknesses

Current inclusion gap, administrative training deficit, uncertainty in labor insertion, lack of anticipatory guidance and transition modules

## Managers: Valued Qualities

Vocation and proactivity, solid investigative base, sports diversification, curricular preparation mastery

## Managers: Identified Gaps

Lack of group management, limited inclusion, organizational and academic deficit, insufficient leadership and reflection skills

# Strategic Axes for Chilean Training

Strategic Axis	Implementation Focus	Target Audience
Inclusion and Diversity Attention	Mandatory modules on ASD, SEN, disability with practical simulations	Students and Graduates
Group Management and Leadership	Classroom management, conflict resolution, school leadership courses	Graduates and Employers
Academic and Investigative Competencies	Research methodology reinforcement, academic writing, APA standards	Employers
School Structure Connection	Specific module on school internal organization and project management	Graduates and Employers
Innovation and Sports Diversification	Expansion of emerging and adapted sports, gamification integration	Students
Public Policy Link	Constant curricular alignment with current laws and educational policy observatory	Graduates and Employers

# Cross-National Convergence: Critical Gaps

## Inclusion Training

Most severe, consistently pointed weakness. Managers from both countries report graduates arrive without practical tools to include students with disabilities, ASD, ADHD, and other conditions

## Theory-Practice Integration

Consensus that training is excessively theoretical and disconnected from reality. Graduates know "why" but don't master "how" to solve complex daily problems

## Digital Technology Mastery

Preparation for pedagogical technology use evaluated as most deficient competency. In accelerated digital scenario, this gap is critical

# Four Foundational Pillars for Innovation

## **Inclusion, Diversity, and Equity**

Mastery of strategies for planning and teaching truly inclusive classes emerged as indispensable, frequently deficient competency

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## **Practical and Reflective Immersion**

Urgent to break with late, isolated internship model. Implement continuum of supervised, reflective practical experiences from initial semesters

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## **Autonomy Development**

Managers demand professionals who aren't mere class executors. Training must equip graduate with autonomy to lead initiatives and manage resources

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## **Pedagogical Digital Literacy**

In digital acceleration scenario, pedagogical digital literacy insertion is urgent. Not limited to instrumental software use but critical technology use teaching

# Recommendations: Teaching Degree (School Context)

1

## Effective Theory-Practice Integration

Promote supervised internships from first course years, articulated with theoretical disciplines and accompanied by teachers prepared to reflectively guide students

2

## Meaningful Practical Dimension Strengthening

Expand extension activities, community projects, and real school experiences, ensuring students experience different educational contexts

3

## Curricular Review to Reduce Fragmentation

Organize curriculum in integrated manner, avoiding content overlap and theoretical disciplines disconnected from school daily life

4

## Educational Technology Integration

Insert specific modules on critical, creative digital technology use in teaching, overcoming instrumental vision

5

## Ethics, Diversity, and Inclusion Emphasis

Consolidate contents and practices focused on gender equity, ethnic-racial diversity, and people with disabilities inclusion, articulating them with real pedagogical experiences

6

## Communicational and Socioemotional Competencies Valorization

Intentionally develop communication, leadership, empathy, and conflict management skills, recognized as central in teaching

# Recommendations: Bachelor's Degree (Non-School)

**1**

## Progressive Supervised Practice Trails

Integrate progressive supervised practice trails in gyms, clubs, health programs, multidisciplinary teams, and social projects from initial semesters

**2**

## Market Competency Mapping

Map market competencies (service management, ethical sales, client retention, safety and risk, chronic disease protocols, active aging) and align physiology, training, and evaluation contents to concrete use cases

**3**

## Technology and Data Modules

Create mandatory technology and data modules: selection and use of prescription and monitoring software, and responsible digital content production

**4**

## Management and Entrepreneurship

Introduce operations management, financial planning, pricing, digital marketing, and entrepreneurship (including business models for fitness, health, and wellness services; social impact projects)

**5**

## Evidence-Based Health Strengthening

Strengthen evidence-based health in bachelor's daily life: prevention and management of NCDs, low-risk functional rehabilitation, safe physical activity protocols for specific populations

## Technology Integration: Critical Priority

# Digital Literacy Gap

The preparation for pedagogical and professional use of digital technologies emerged as the most deficient competency across all participant groups in both countries. This represents not merely a technical gap but a fundamental misalignment with 21st-century professional demands.

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Brazilian Teachers

Median score for technology competencies acquisition

3

Chilean Teachers

Median score for applied technology learning

29%

Chilean Managers

Expressed disagreement with graduate technology preparation

Universities must urgently integrate systematic training in critical and creative technology use, including apps, digital platforms, AI for teaching personalization, multimedia content production, and data analysis for evaluation. This integration should be transversal, not limited to isolated disciplines.

# Inclusion: The Most Critical Gap

The inability to effectively work with diversity emerged as the most severe and consistently identified weakness across all participant groups in both Brazil and Chile. This gap manifests in multiple dimensions and represents a fundamental failure to prepare professionals for contemporary educational and professional realities.

## Brazilian Context

- Students: Median 4 for disability inclusion, but dispersed responses reveal inconsistent depth
- Teachers: Median 3 for inclusion content adequacy
- Managers: Critical perception of insufficient preparation for inclusive practices
- Emphasis on gender equity and ethnic-racial diversity as additional gaps

## Chilean Context

- Students: Theory-practice gap in inclusion most grave weakness
- Teachers: Insufficient tools for ASD, ADHD, and special educational needs
- Managers: Only 56% positive evaluation, 24% explicit disagreement on inclusion training
- Unanimous demand for practical inclusion experiences

New curricular matrices must formalize capacity for adaptation and diversity valorization as central pillar, preparing future professionals to act in heterogeneous environments and guarantee equitable access to body culture.

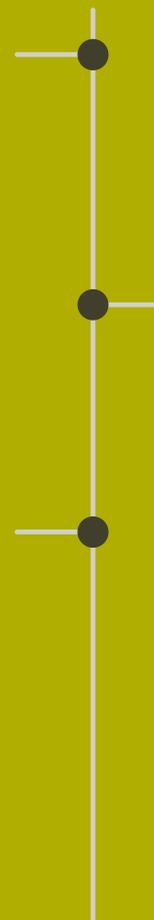
# Theory-Practice Integration: Persistent Challenge

## Student Perspective

Students in both countries identify practice as "the key turn" and evolution factor. Theoretical classes criticized as "monotonous" while internships recognized as primary source of professional preparation

## Manager Perspective

Managers observe weak theory-practice integration resulting in professionals who know "why" but don't master "how" to solve complex daily problems like managing heterogeneous groups or adapting to limited resource contexts



## Graduate Perspective

Main training gap: disconnection between theoretical-critical framework and school daily complexity. Theory when disconnected from practice risks becoming abstract or inoperative

Urgent to break with late, isolated internship model. Recommendation: implement continuum of supervised, reflective practical experiences from first semesters, in strategic partnership with schools, clubs, and communities, exposing students to profession's real complexity.

# Autonomy and Leadership Development

Managers in both countries demand professionals who aren't mere class executors. Training must equip graduates with autonomy to lead initiatives, manage resources (material, temporal, and human), and understand sociopolitical-institutional system they're inserted in.

## Brazilian Context

School managers emphasize need for competencies in pedagogical coordination and leadership. Bachelor's managers demand service management, entrepreneurship, and strategic market vision skills.

## Chilean Context

Managers identify lack of leadership, scarce critical reflection on practice, and little participation in general councils. Graduates demonstrate insufficient knowledge of school organizational structure.

## Recommended Actions

Curriculum should incorporate leadership and management competency development amplifying professional impact beyond immediate work space. Include project formulation, fund raising, and institutional culture understanding.

# Continuing Education: Ethical Commitment

Despite initial training criticism, all participant groups demonstrate that professional success fundamentally depends on individual posture and protagonism, requiring autonomy in knowledge seeking. Continuing education emerges not as bureaucratic obligation but as ethical commitment to teaching quality.

01

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## Student Recognition

Students affirm "we have to go after" subjects and experience to not be professional who "only repeats recipe." Personal commitment to own training highlighted as important quality

03

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## Manager Expectation

Managers elect "learning to learn" as most valued competency. They seek professionals who can make necessary connections to captivate formal students and face constantly evolving labor market

02

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## Graduate Trajectory

Graduates transform continuing education into ethical commitment and resistance act, actively seeking complementary training in emerging themes like technology and inclusion

04

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## Institutional Responsibility

Universities must establish systematic continuing education programs, offering update courses, lectures, and seminars accessibly to graduates, strengthening permanent learning community

# Paradigm Shift: From Transmission to Competency

## Evolution Imperative

Brazilian and Chilean managers advocate that initial Physical Education training must evolve from model prioritizing knowledge transmission to model prioritizing action competency development. Universities challenged to close theory-practice gap, forming professionals who not only possess solid knowledge but are, above all, competent, inclusive, and innovative agents.

### Traditional Model

- Knowledge transmission focus
- Theory-practice fragmentation
- Late, isolated internships
- Insufficient diversity preparation
- Limited technology integration
- Individual responsibility for gaps

### Proposed Model

- Competency development focus
- Integrated praxis from start
- Progressive supervised experiences
- Inclusion as central pillar
- Transversal digital literacy
- Institutional support for learning

# Implementation Pathway: Strategic Actions

1

## Curricular Restructuring

Organize curriculum around four foundational pillars: inclusion/diversity/equity, practical/reflective immersion, autonomy development, and pedagogical digital literacy

2

## Partnership Formalization

Establish strategic partnerships with schools, clubs, health services, and communities for supervised practical experiences from initial semesters

3

## Faculty Development

Invest in faculty training for active methodologies, reflective supervision, and integration of emerging themes (inclusion, technology, diversity)

4

## Infrastructure Investment

Improve physical spaces, laboratories, and teaching materials ensuring equitable learning conditions and effective practical experiences

5

## Evaluation System Reform

Adopt formative evaluation strategies privileging learning process (portfolios, self-evaluations, qualitative feedback) over final product-centered assessments

6

## Graduate Support Network

Create systematic continuing education programs and maintain active communication with graduates, strengthening permanent learning community

# Final Considerations

This diagnostic, grounded in collective perceptions of students, graduates, and managers from Brazilian and Chilean contexts, achieved its central objective by delineating multifaceted, critical panorama of initial Physical Education training. Data convergence, despite regional specificities and curricular distinctions between Teaching Degree/Bachelor's (Brazil) and unified training (Chile), reveals set of challenges and recurrent thematic axes imposing themselves as imperative for pedagogical innovation in universities of both countries.

The profound theory-practice gap, consensually pointed out by managers and graduates in both nations, resides in deep existing gap between theoretical-academic knowledge and competency for professional action in real contexts. Initial training must evolve from model historically prioritizing content transmission to paradigm centered on reflective competency development.

Innovations in initial Physical Education teacher training in Brazil and Chile must structure themselves on four axes representing recurrent themes and main demands identified by study: inclusion/diversity/equity, practical/reflective immersion, autonomy development, and pedagogical digital literacy. Implementation of these recommendations constitutes strategic pathway for higher education institutions in Brazil and Chile to form professionals who, beyond possessing solid scientific knowledge, are above all competent, inclusive, and innovative agents prepared for complex contemporary educational and social challenges.

# Transforming Physical Education Training

The challenge facing Physical Education training programs in Brazil and Chile is clear: evolve from knowledge transmission model to competency development paradigm. This transformation requires collective commitment from universities, faculty, students, and professional field.

### Universities

Restructure curricula, invest in partnerships, support faculty development

### Policy Makers

Support structural improvements, value teaching profession, invest in education

### Faculty

Adopt active methodologies, provide reflective supervision, integrate emerging themes

### Students

Embrace protagonism, seek practical experiences, commit to continuous learning

### Professional Field

Partner with universities, mentor students, provide authentic learning contexts

By implementing these recommendations, Physical Education training in Brazil and Chile can close the gap between university and society, forming professionals not merely with solid knowledge but as competent, inclusive, and innovative agents prepared for complex demands of contemporary world. The path forward requires courage to transform, commitment to excellence, and unwavering focus on preparing professionals who will shape future of Physical Education in both nations.