

QUALITY PHYSICAL EDUCATION AND CRITICAL PEDAGOGY IN THE POST-PANDEMIC ERA: REFLECTIONS ON EUROPEAN AND BRAZILIAN PRODUCTION

EDUCAÇÃO FÍSICA DE QUALIDADE E PEDAGOGIA CRÍTICA NO PÓS-PANDEMIA: REFLEXÕES SOBRE A PRODUÇÃO EUROPEIA E BRASILEIRA 

EDUCACIÓN FÍSICA DE CALIDAD Y PEDAGOGÍA CRÍTICA EN LA POSTPANDEMIA: REFLEXIONES SOBRE LA PRODUCCIÓN EUROPEA Y BRASILEÑA 

 <https://doi.org/10.22456/1982-8918.144329>

 **Ana Flávia Leão Pereira*** <ana.pereira@ifmg.edu.br>

 **Daniel Teixeira Maldonado**** <danielmaldonado@yahoo.com.br>

 **Eloísa Lorente-Catalán***** <eloisalorente@gmail.com>

* Instituto Federal de Minas Gerais (IFMG). Belo Horizonte, MG, Brazil.

** Instituto Federal de Educação, Ciência e Tecnologia de São Paulo (IFSP). São Paulo, SP, Brazil.

*** l'Institut Nacional d'Educació Física de Catalunya de Lleida (INEFC-Lleida).

Abstract: Different organizations seek to regulate Physical Education internationally by providing guidelines to establish a hegemonic logic for Quality Physical Education. This article aims to explain the quality elements of the *EFCool* tool, which was developed based on European references, contrasting them with elements found based on Critical Pedagogy from the Global South. To this end, a thematic analysis was conducted to group the elements of the tool, and subsequently, an analysis of the content of Physical Education works based on Critical Pedagogy contrasted the elements found in both. By problematizing this evidence with the different political, social, cultural and economic factors that influence the teaching of Quality and Critical Physical Education in Latin America, it is concluded that it is essential to think of a theoretical, political and pedagogical framework, not subordinating oneself to political and economic guidelines with a Eurocentric view. It is suggested that this problem be reoriented by dialoguing with the knowledge produced in the Global South.

Keywords: Physical Education. Quality Physical Education. Critical Pedagogy. Educational Policies

Received on: Nov. 30, 2024
Approved on: Feb. 07, 2025
Published in: Aug. 01, 2025



This is an article published in open access under the Creative Commons Attribution 4.0 (CC BY 4.0)

1 INTRODUCTION

Quality Physical Education (QPE) is a concept that has been worked on internationally more intensively since the UNESCO (2015) document *Quality Physical Education (QPE): guidelines for policy makers*. The discussion became even stronger in Europe when the Sustainable Development Goals (SDGs) were defined in the 2030 Agenda, including the Kazan Action Plan, which deals with the subject. Since then, different international and European reference bodies have sought to regulate QPE internationally and provide guidelines for establishing a common hegemonic logic for the area. Therefore, understanding how the subject, with its specific knowledge and methods, can contribute to achieving the Sustainable Development Goals, more specifically SDG4, has become a priority discussion, highlighted in the latest document of the Seventh International Conference of Ministers and Senior Officials responsible for Physical Education and Sport in Baku as a goal:

I) strengthen Member States' capacities in terms of inclusive sports policies, quality physical education and physical activity and, II) increase public and private investment in grassroots sport, quality physical education and physical activity. (UNESCO, 2023, p. 7)

The definitions for this term point to common elements, recognizing it as a compulsory subject that aims to offer learning experiences throughout schooling that allow students to develop physically, socially, cognitively, emotionally and affectively, to make responsible and conscious decisions regarding their involvement in physical activities and sport throughout their lives (UNESCO, 2017; AIESEP, 2014; SHAPE America, 2014). This requires teachers to develop their lessons with a set of elements in mind that, as a priority, must be inclusive and equitable so that all students have access to knowledge and broaden their thinking while maintaining their commitment to an active and healthy lifestyle.

Pereira and Lorente-Catalán (2024), based on an exhaustive review of the scientific literature, field observations in reference schools in Spain and Finland and through a consensus technique with 17 Spanish experts, developed a tool called EFCool to identify the elements or characteristics of a QPE. This tool aims to support teaching practice so that teachers in their micro-contexts can reflect, plan and act on the pedagogical didactic elements that promote quality education, as advocated by the SDG4, to achieve the training objectives for the subject.

The authors suggest that although *EFCool* establishes rigid elements, it considers the specific context of each school, since its application is based on a departmental and institutional self-diagnosis of the elements that the teachers identify in their environment. A total of 71 quality elements have been defined, which are divided into four axes with their subcategories related to: (1) the objectives and curriculum that the subject establishes; (2) the methodologies and (3) the evaluation used; and (4) the institutional administrative aspects related to the subject (Pereira; Lorente-Catalán, 2024).

Looking at the first technique used to build the tool, a review was carried out in the years 2020 and 2021 in three languages (Spanish, English and Portuguese), which

resulted in a compilation of data from primarily European literature, also including the premises defended by the “New School XXI Project” (CATESCO, 2019).

We believe it is important to address QPE, which is a global educational issue, with a focus on the Latin American context as well, and to think about its characteristics that are more suited to this social scenario. In addition to this, the objective proposed globally for QPE, of forming conscious, critical subjects who are involved in sports and physical activities in a broader context throughout life, brings us back to the studies of important educators in the field of Critical Pedagogy, who have great international recognition and should not be overlooked in this discussion. This opens new possibilities for thinking about QPE from a perspective that is more responsive to the aspirations of the Global South.

Specifically in Brazil, the term QPE is not commonly used, but there is a long tradition of teachers and researchers in the field debating the systematization of critical School Physical Education (SPE), especially after a movement known as the renovation movement gained strength in the 1980s. In this scenario, there was a paradigmatic shift that broke away from the curriculum component’s social function of improving physical fitness and teaching sports techniques towards a process of thematizing the manifestations of bodily culture (dances, combat sports, gymnastics, sports, games, and play) (Bracht; González, 2014).

The best-known reference work in that historical context was the book *Metodologia do Ensino da Educação Física* (Methodology of Physical Education Teaching), in which Soares *et al.* (1992) advocated, based on the assumptions of the historical-critical pedagogy of Dermeval Saviani and collaborators, PE classes that would enable a critical education related to the socio-economic inequalities that permeate bodily practices within capitalist society. In this context, Basic Education students should reflect on the historically accumulated knowledge related to bodily culture, as well as engage with these cultural manifestations, with a view to the school enabling the social ascension of the working class. This pedagogical approach became known as critical-overcoming.

Kunz (1994) also contributes to this debate in his work *Transformação didático-pedagógica do esporte* (Didactic-pedagogical transformation of sport), in which the author advocates for a critical-emancipatory perspective of sports teaching, enabling students to move around in the classes of the curricular component according to their life histories and previous experiences, without losing sight of a critical reading of reality that would enable the emancipation of the subjects.

Bracht (1999) points out that for these progressive theories of Physical Education, the hegemonic ways in which human beings experience different bodily movements reproduced the desires of modern capitalist society, with performance sports being the main example of this reality. Therefore, the dominant sports body language only reflected the inequalities produced by this political-economic system. Thus, the critical-overcoming and critical-emancipatory pedagogical approaches have as their epistemic basis the thematization of bodily culture or the playful experience and politicized analysis of human movement, providing critical clarification about it,

enabling students to become aware to act autonomously and critically in the sphere of dances, combat sports, gymnastics, sports, games and play, to transform the unjust and oppressive reality.

More recently, Bossle (2023) proposed a critical-liberating theory of SPE inspired by Paulo Freire's pedagogical principles. Nogueira, Maldonado and Freire (2023) point out that the political-pedagogical practice produced from liberating education is filled with resistance and activism in favor of oppressed groups. In this context, through dialogue, the identification of limit-situations and the production of unprecedented-viable solutions, educators and students collectively build an educational project that broadens the worldview in relation to bodily practices, mainly by problematizing the sociocultural markers of gender, race and socioeconomic inequalities that exist in the social structure.

Although the concept of QPE has not been evident in Brazil, critical theories in the area have produced epistemological, political, and pedagogical elements that have made it possible to organize a political-pedagogical practice that is democratic, politicized and seeks social justice in Basic Education schools. After many years of debates and discussions, recent studies show evidence of the materialization of experiences in PE classes inspired by these pedagogical approaches (Maldonado; Neira, 2022).

Thus, this article aims to search for national works that discuss QPE, correlating them with the elements contained in EFCool and interrelating them with the premises of different Brazilian critical PE authors, viewing it as an opportunity to broaden the discussion on QPE in Brazil, considering our scenario.

2 METHOD

This research used an integrative literature review (Whittemore *et al.*, 2014) to investigate academic production on “Quality Physical Education” in Brazil, published between 2015 and 2024. The period chosen includes the time after the publication of the referential document on QPE, which stands out as a reference on global public policies. The integrative review is used in studies that want to synthesize their results from empirical or theoretical definitions of the manuscript through narrative analysis (Whittemore *et al.*, 2014).

The search was conducted on the main platforms for accessing Brazilian scientific articles: *Periódicos Capes*, *Catálogo de Teses e Dissertações* and SciELO, only for articles in Portuguese, peer-reviewed, open access and in the field of education. The descriptor used was “Quality Physical Education”, applied to the titles of the articles to ensure thematic specificity. To ensure methodological rigor, the following exclusion criteria were defined: 1. full articles published in a language other than those chosen; 2. published by non-Latin American researchers.

The initial search on the *Periódicos Capes* platform resulted in six articles. After applying the exclusion criteria, five texts were discarded: two because they were not written in full in the selected languages and three because they did not include the

descriptor in the title. This left only one article relevant to the study. On the SciELO portal, the initial search identified two articles, but both were excluded for the same reasons as mentioned above. As a result, no publications were considered eligible in this database. In the *Catálogo de Teses e Dissertações*, using the same search and exclusion criteria, no work was found related to the topic under investigation.

The EFCool tool was used as a European benchmark, as it is a reference published in the current year, employing a variety of complementary techniques, including a review, consensus with experts and fieldwork, all conducted with the necessary academic rigor, to arrive at the proposed quality elements.

After conducting the search in Latin America and finding no works that satisfied the search on what a QPE would be in Brazil, we used works in the area of Physical Education based on Critical Pedagogy, namely: *Metodologia do Ensino da Educação Física* (Methodology of Physical Education Teaching), *Transformação didático-pedagógica do Esporte* (Didactic-pedagogical Transformation of Sport), *Algumas notas para a constituição de uma teoria pedagógica crítico-libertadora da Educação Física Escolar: corpo do oprimido/corpo consciente/onto-episteme* (Some notes for the constitution of a critical-liberating pedagogical theory of School Physical Education: body of the oppressed/conscious body/onto-episteme) and *A construção coletiva de princípios epistemológicos, políticos e pedagógicos da Educação Física Escolar Libertadora* (The collective construction of epistemological, political and pedagogical principles of liberating School Physical Education published respectively by Soares *et al.* (1992), Kunz (1994), Bossle (2023) and Nogueira, Maldonado and Freire (2023).

It should be noted that these books and articles were used because Brazilian scientific production itself points to them as an inspiration for the systematization of critical PE (Aguilar; Neira, 2016; Bracht, 1999; Maldonado; Freire, 2022; Nunes; Rúbio, 2008) and because they present elements of epistemological, political and pedagogical quality that support the social justice practices needed for basic education schools in the Global South, with greater specificity for the Brazilian context.

The findings of the review of these works were analyzed using the EFCool framework. To do this, the characteristics or quality elements of the tool were analyzed, grouped by common themes and the relationship between the themes and the interpretation of the content of the works was established.

3 RESULTS

The limited number of eligible articles highlights the need for greater attention to the topic in Latin American scientific production; after all, only one publication was found after the review. The article by Bendrath, Basei and Rodrigues (2017) is a review of the UNESCO (2015) document, whose elements were also included in EFCool. Analysis of this article revealed that it was not a critical review, but merely a descriptive exposition of the same elements present in the original document. Given this finding, we decided to present exclusively the elements of quality proposed by

EFCool, grouping its elements into a central theme, and then examining the similarities and differences with the theoretical contributions made by the authors of the chosen works of critical SPE in Brazil.

Chart 1 - Thematic Axes on Quality Physical Education in Europe and Brazil.

Column 1 QUALITY ELEMENTS OF EFCOOL	Column 2 THEME COVERED	Column 3 CONTRIBUTIONS OF CRITICAL SPE WORKS
Elements 14, 16, 17, 21, 24, 25, 27, 31, 39, 41, 45, 50	Student empowerment	To produce a pedagogy of the oppressed and not for them, respecting their knowledge related to the manifestations of bodily culture. Work: Bossle (2023) To systematize reflections on bodily culture in order to affirm the class interests of the working classes, replacing individualism with cooperation. Work: Soares <i>et al.</i> (1992)
Elements 6, 8, 11, 18	Development of critical awareness and youth activism	To problematize the socio-economic inequalities that permeate bodily practices. Work: Soares <i>et al.</i> (1992) To collectively seek to build a conscious body, which frees itself in the process of reading the world through bodily practices. Work: Bossle (2023)
Elements 16, 30, 34, 40, 42, 63, 71	Authentic and meaningful learning	To propose a re-signification of sport within the school environment, adapting it to the educational needs of students without merely transposing performance sports activities into the school context. Work: Kunz (1994)
Elements 6, 7, 8, 9, 11, 18, 19, 38, 46, 51	Holistic learning	Pedagogically treat the manifestations of bodily culture considering socio-political issues, enabling the student to always analyze the social context to transform reality. Work: Soares <i>et al.</i> (1992) Thematize and problematize bodily practices, based on the different languages produced by humanity over time, with the intention that the student understands the social, political, historical, and economic factors that run through dances, combat sports, gymnastics, sports, games, and play. Work: Nogueira, Maldonado and Freire (2023)
Elements 5, 27	Resistance to forms of oppression	To problematize the oppressions produced by high-level sport on people's bodies. Work: Kunz (1994)
Elements 5, 14, 16, 17, 31, 37, 47, 54,	Recognition of subjectivities and diversities	Respecting students' life histories and previous experiences with human movement. Work: Kunz (1994) Thematize and problematize the sociocultural markers of race, gender, social class, religiosity, etc. that permeate dances, combat sports, gymnastics, sports, games, and play. Work: Nogueira, Maldonado and Freire (2023)
Elements 3, 27	Democratic and dialogical participation of the subjects	Systematize participatory and dialogical planning to organize bodily culture themes during the educational project. Work: Bossle (2023) and Nogueira, Maldonado, Freire (2023)
Not covered		Overcoming the paradigm of sport and physical fitness. Work: Soares <i>et al.</i> (1992)
Not covered		Bodily culture as an object of study for Physical Education. Work: Soares <i>et al.</i> (1992)
Not covered		Understanding the bodily expressions of games, play, sports, combat sports, gymnastics, and dance as languages. Work: Soares <i>et al.</i> (1992)

Source: Prepared by the authors.

Column 3 highlights the main epistemological, political, and pedagogical characteristics in light of critical pedagogical approaches for the formulation of a

critical and politicized educational project in PE classes that could characterize a Brazilian QPE.

When we compare the debate on European and Brazilian QPE, we can see significant differences, especially regarding the epistemological debate on pedagogical approaches. Because of its extreme social and economic inequalities, SPE from a critical perspective in Brazil was concerned with highlighting the thematization and problematization of bodily culture themes, to emancipate subjects, while also respecting their previous experiences with human gesture/movement.

In the European context, although powerful concepts such as empowerment, the development of critical awareness, youth activism, and the recognition of diversity have appeared, the intent of the educational process focuses on involving students in physical activities and sports throughout their lives, thereby hindering broader reflection on the oppressions produced by capitalist society.

4 DISCUSSION

Although the SDGs represent a global framework for sustainable development, their possible use in Latin America requires consistent analysis and reflection that considers regional particularities and specific socio-economic challenges. Lara *et al.* (2018) understand that expressions such as “quality education” and “quality of/in education” are repeated in speeches and documents in the educational field, although it is not possible to understand which aspects of the actions involved they refer to, since the concept is subjective and carries value judgments, personal experience and, in many cases, ideological-market-driven and utilitarian processes.

The review found highlights that the implementation of the policies proposed by the UNESCO Guidelines is highly diverse due to the peculiar conditions of the countries and/or regions in which they are developed, a fact that still makes it inconsistent. The focus on quality is limited to “quality of life” in sports, physical activity, leisure, the professional field, and teaching careers. When the topic goes beyond the quality of life, such as the UNESCO (2015) document *Quality Physical Education (QPE): guidelines for policy makers*, other problems limit its critical engagement. This is because, although this publication expresses concerns about addressing stigmas and stereotypes through policies in Physical Education and sport, pointing out their contributions, it clearly shows its utilitarian dimension based on objectives aimed at combating violence, reducing the chances of young people getting involved in risky behavior and the relationship between physical instruction and civic engagement, leading us to question the role of international organizations in tackling given social problems.

In a country like Brazil, for example, where there is a lack of public spaces equipped for practicing sports and leisure, especially in the outlying areas of the country, it is necessary to problematize this reality in class so that students become aware of this precariousness and act critically to formulate public policies that privilege the experience of manifestations of bodily culture. Another example is the cases of

racism that we still see in bodily practices, which is a problem that can be debated and transformed in institutional spaces, sports meetings held at the school level, among other educational contexts, dealing pedagogically with situations of prejudice and discrimination, violence, among others. Therefore, it would be necessary to assume in the principles of SPE, the paradigms that support proposals that raise issues that go beyond biological discussions and are based on physical health.

The tool's four thematic axes include subcategories that propose that Physical Education should include more than just physical and motor aspects. Elements 6, 7, 8, 9 and 11 indicate that learning in the subject should be based on the four interrelated domains (physical, social, emotional, and cognitive), which means that teachers should go beyond the more traditional purposes (physical development, active and healthy lifestyle). This is what is known as "holistic learning" in column 2 of the table, whose elements include the approach of the four pillars of education (knowing how to be, how to do, how to live together and how to know).

However, based on the works that have been referential in the Brazilian context, Physical Education must therefore intentionally go beyond, in the sense of promoting classes that develop critical awareness of students' living conditions and the society in which they live so that students understand the historical, cultural and social factors that shape different realities, encouraging them to act as transformative agents, challenging the status quo and positions of oppression and privilege. From a critical perspective, the emphasis is placed on transforming the cultural, social, and economic structures that perpetuate inequality and oppression. It therefore rejects the idea that SPE should transmit knowledge in a mechanical and technical way and be content with reproducing practices without reflecting on their consequences or meanings, without encouraging understanding, context, and the active participation of the individual, thereby restricting creative and reflective thinking.

Expanding Delors' (1996) proposal from a critical Brazilian conception becomes necessary and can be implemented, among other possibilities, in the different manifestations of bodily culture based on the following issues: (1) Knowing how to be: Stimulating critical awareness of the values implicit in bodily practices; (2) Knowing how to know: Investigating traditional bodily culture manifestations from different cultures, especially native ones; (3) Knowing how to live together: Critically debating situations of inequality and prejudice in sports, games and play and in dance, combat sports, and gymnastics, producing reflections related to the societal structure and; (4) Knowing how to do: Proposing experiments in which students experience diversified bodily culture practices, creating new ways of producing these experiences in the spaces of their city, demanding public leisure territories for the entire population.

This reflection becomes important because what we are doing in this study is bringing together the elements of Brazilian SPE with those advocated in the concept of QPE in the European context. Therefore, this relationship is always marked by contradictions, and it is not possible to establish an implicit connection. One of the reasons for this reality is related to the analysis produced by Torres Santomé (2013). The author points out that institutions such as the Organisation for Economic Co-

operation and Development (OECD), the World Bank, the International Monetary Fund (IMF), and the World Trade Organization (WTO), among other multilateral organizations, collaborate with their diagnoses so that the leaders of most countries around the world adopt this knowledge. This process has led global education systems to adopt neoliberal philosophies without resistance, as ruling classes and a large portion of the world's population have been convinced that the main goal of schools is to prepare students to compete in the capitalist job market.

This political intentionality increasingly results in curricular reorientations marked by the reduction of philosophical, sociological, and artistic content, which enable critical and politicized thinking, with the aim of reinforcing the knowledge and skills that will keep future workers in the pursuit of survival, without analyzing the broader societal context (Torres Santomé, 2013).

Paulo Freire (2015), in his work *Pedagogy of the Oppressed*, warns that a dialogical and liberating educational process needs to consider the demands of the groups that suffer the greatest inequalities in society, enabling an increasingly contextual educational project that values the knowledge produced by the marginalized population. Pimenta (2023) points out that a teacher who acts professionally with criticality needs to ask themselves, who are the students they teach? What context do they come from? What are their expectations of school? In addition, the author points out the need to problematize the social, political, and economic transformations of the world of work, the information society and the cultural diversities that exist in everyday school life to systematize political-pedagogical practice with the differences of gender, race, among other socio-cultural markers in contemporary society.

In this scenario, we have a question to ask ourselves. Is there a single concept of QPE for the entire world? Especially if this knowledge is produced within the framework of the neoliberal philosophies advocated by international organizations?

Therefore, a concept of QPE in Brazil needs to consider the entire scientific apparatus systematized by critical theories in this environment. In dialogue with Vieira (2020), we mention some of these issues: 1. The school is not neutral to society, since it influences and is influenced by it; 2. The educational project carried out in school units must always problematize reality; 3. Educational systems need to foster the transformation of the unjust social structure; 4. The curriculum must be geared towards the formation of critical and emancipated subjects, and must cease to be an ideological apparatus of the state; 5. Education must be understood as a means of humanization; 6. The educational system must take into account that students are producers of culture, recognizing and valuing this knowledge; 7. Political-pedagogical practice must not conceal the power relations that exist in educational contexts.

Because of this, although the critical-overcoming (Soares *et al.*, 1992), critical-emancipatory (Kunz, 1994) and critical-liberating pedagogical approaches in Physical Education (Bossle, 2023; Nogueira; Maldonado; Freire, 2023) have epistemological differences, these curricular perspectives advocate that PE classes broaden students' worldview, seeking to raise their awareness to understand the unequal structures that exist in the social structure, especially in a colonized and exploited country like Brazil.

Therefore, producing physically active individuals who recognize the importance of sport for their quality of life cannot be the social function of SPE in the countries of the Global South.

We emphasize that a possible formulation about Brazilian QPE would need to be related to an understanding of the lack of public policies for leisure and sports activities as a process of alienation of the working class, of the prejudices and discrimination systematically produced against black people who experience bodily practices in different contexts, the ban on women getting involved in manifestations of bodily culture considered “inappropriate” for the female body, the erasure of Afro-Brazilian and Indigenous struggles in everyday school life, among many other debates, reflections and experiences that need to be carried out in order to emancipate oppressed and marginalized groups in the oppressive material reality. Here the question arises: Do these themes fit within a concept of quality produced by international organizations?

It is important to note that this analysis is even more relevant after the advance of poverty in Brazil, intensified by the COVID-19 pandemic. Specifically in SPE, many studies have been produced on this issue, especially in the Federal Institutes of Education, Science and Technology, pointing out the relevance of the curricular component, when produced from a critical perspective, to problematize issues related to health more broadly, the cultural diversity that crosses the manifestations of bodily culture and the social markers of race, gender, social class and religion in dances, combat sports, games, sports, gymnastics and adventure bodily practices in tension with environmental issues (Abreu, 2022; Gomes; Tavares; Silva, 2021; Maldonado; Kawashima, 2022; Maldonado *et al.*, 2022; Montiel; Andrade, 2022).

Finally, a concept of QPE in the Brazilian context, linked to the critical theories of the curricular component, needs to consider the search for justice and social transformation of oppressed and marginalized groups in capitalist society, mainly so that the educational process can be an important agent of collective construction for a dignified life for the entire population.

5 FINAL CONSIDERATIONS

The problematization proposed here for QPE suggests that it should broaden its (reductionist) focus from being related only to an active lifestyle, to performing physical and sporting activities throughout life and acquiring healthy habits. To overcome a biologicist conception, and meet a more holistic objective, it will be necessary to broaden this vision to an expanded and integrated perspective in which the paradigms that underpin the PE proposals are based on a critical dimension acting to problematize social inequalities, gender, sexuality, cultural specificities, functional diversity and decolonization of the manifestations of bodily culture as part of the educational agenda of the curricular component.

Another critical point would be to consider the specificities and demands of each context to formulate possible elements of quality for SPE. Critical theories value

the processes of working-class awareness aimed at social transformation. Thus, although many inequalities are common in different countries, the Global South still strives for a much broader level of social justice due to the process of colonization and expropriation of its wealth. Therefore, critically reading the world through bodily practices is closely related to the context experienced by teachers, students, and the entire school community.

Because of this reality, although the authors of this article recognize the limitations in its formulation and the almost non-existent discussion about QPE in the Brazilian context, we argue that there is a robust debate in Brazil and Latin America about the epistemological, political, and pedagogical aspects of a critical perspective of SPE that seeks social justice. Even as a perspective, we understand that elements of this discussion should make up the guidelines for QPE. If the European proposal is to treat PE from a holistic perspective, its concern should also focus on global and contextual social problems, many of which are affected by decisions taken from a Eurocentric perspective, disregarding the problems that exist in the Global South. Therefore, the elements present in EFcool can enhance this debate, but guided by relevant analyses produced on this continent that can guide the discussion on this topic.

Finally, we would like to emphasize the need to rethink the supposed “neutrality” of neoliberal educational philosophies defended as “neutral” by multilateral organizations. When considering the educational process, the first questions that need to be asked, from a critical perspective, would be: which subjects does this QPE intend to train? To function in which society? Does it intend to shape people who are submissive or indignant about the historical, social, political, and economic inequalities produced by the capitalist system? These questions should guide knowledge, teaching methodologies, assessment tools and the way PE is understood in the school context.

REFERENCES

- ABREU, Samara Moura Barreto. Fotonarratividade e ensino remoto: revelações do corpo consciente no ensino médio integrado. **Corpoconsciência**, v. 26, n. 1, p. 104-117, jan./abr., 2022. DOI: <https://doi.org/10.51283/rc.v26i1.13339>
- AGUIAR, Camila dos Anjos; NEIRA, Marcos Garcia. O ensino da Educação Física: dos métodos ginásticos à perspectiva cultural. In: NEIRA, Marcos Garcia. **Educação Física cultural**. São Paulo: Blucher, 2016. p. 69-86.
- ASSOCIATION INTERNATIONALE DES ÉCOLES SUPÉRIEURES D'ÉDUCATION PHYSIQUE (AIESEP). **Position statement on Physical Education teacher education background**. 2014. Available at: <https://aiesep.org/wp-content/uploads/2014/11/2014-AIESEP-Position-Statement-on-Physical-Education-Teacher-Education.pdf>. Accessed on: 20 nov. 2024.
- BENDRATH, Eduard Angelo; BASEI, Andréia Paula; RODRIGUES, Fagner Sene. Resenha da obra: UNESCO. Diretrizes em Educação Física de qualidade: para gestores de políticas. **Práxis Educativa**, v. 12, n. 2, p. 591-594, maio/ago. 2017 Available at: <https://doi.org/10.5212/PraxEduc.v.12i2.0017>. Accessed on: 19 nov. 2024.

BOSSLE, Fabiano. Algumas notas para a constituição de uma teoria pedagógica crítico-libertadora da Educação Física Escolar: corpo do oprimido/corpo consciente/onto-episteme. *In*: BOSSLE, Fabiano; PRODÓCIMO, Elaine; MALDONADO, Daniel Teixeira. **Diálogos da educação libertadora de Paulo Freire com a educação física escolar**. Florianópolis: Tribo da Ilha, 2023. p. 52-79.

BRACHT, Valter. A constituição das teorias pedagógicas da Educação Física. **Caderno Cedes**, ano XIX, n. 48, p. 69-88, August 1999. DOI: <https://doi.org/10.1590/S0101-32621999000100005>

BRACHT, Valter; GONZÁLEZ, Fernando Jaime. Educação Física Escolar. *In*: GONZÁLEZ, Fernando Jaime; FENSTERSEIFER, Paulo Evaldo. **Dicionário crítico de Educação Física**. 3. ed. rev. e ampl. Ijuí: Unijuí, 2014. p. 241-247.

DELORS, Jacques *et al.* **Learning: the treasure within: report to UNESCO of the International Commission on Education for the twenty-first century**. Paris: UNESCO Publishing, 1996.

FREIRE, Paulo. **Pedagogia do oprimido**. 59. ed., rev. e atual. Rio de Janeiro: Paz e Terra, 2015.

GOMES, Rodrigo de Oliveira; TAVARES, Marie Luce; SILVA, Adriana Bitencourt Reis. **A Educação Física no Instituto Federal de Minas Gerais: experiências docentes em tempos de pandemia**. Curitiba: CRV, 2021.

KUNZ, Elenor. **Transformação didático-pedagógica do esporte**. Ijuí: Unijuí, 1994.

LARA, Larissa Michele *et al.* Qualidade na Educação/Educação Física Escolar latino-americana: encontro de vozes nada dissonantes. **Journal of Physical Education**. v. 29, n. 1, p. 1-11, 2018. Available at: <https://periodicos.uem.br/ojs/index.php/RevEducFis/article/view/35009/751375137540>. Accessed on: 17 mar. 2025.

MALDONADO, Daniel Teixeira; FREIRE, Elisabete dos Santos. Produção curricular na área de Educação Física: possíveis apontamentos de uma virada epistemológica no cotidiano escolar. *In*: FREIRE, Elisabete dos Santos *et al.* **Saberes de professores e professoras de Educação Física: docência, pesquisa e o currículo em ação**. Curitiba: CRV, 2022. p. 39-56.

MALDONADO, Daniel Teixeira; KAWASHIMA, Larissa. Educação Física Escolar na rede federal em tempos pós-pandêmicos e de reformas neoliberais. **Corpoconsciência**, v. 26, n. 1, p. 86-103, jan./abr., 2022. Available at: <https://periodicoscientificos.ufmt.br/ojs/index.php/corpoconsciencia/article/view/13398>. Accessed on: 23 nov. 2024.

MALDONADO, Daniel Teixeira; NEIRA, Marcos Garcia. Resistências e transgressões na prática política-pedagógica da Educação Física. **Currículo sem Fronteiras**, v. 22, p. e1866, 2022. DOI: <http://dx.doi.org/10.35786/1645-1384.v22.1866>

MALDONADO, Daniel Teixeira *et al.* Educação Física no ensino médio integrado na educação profissional: práticas corporais e justiça social. *In*: MALDONADO, Daniel Teixeira; SILVA, Maria Eleni Henrique; MARTINS, Raphaell Moreira. **Educação Física Escolar e justiça social: experiências curriculares na educação básica**. Curitiba: CRV, 2022. p. 193-218.

MONTIEL, Fabiana Celante; ANDRADE, Danielle Müller. Trilhas virtuais no ensino médio integrado: uma experiência pedagógica em Educação Física Escolar. *In*: MALDONADO, Daniel Teixeira; SILVA, Maria Eleni Henrique; MARTINS, Raphaell Moreira. **Educação Física Escolar e justiça social: experiências curriculares na educação básica**. Curitiba: CRV, 2022. p. 237-252.

NOGUEIRA, Valdilene Aline; MALDONADO, Daniel Teixeira; FREIRE, Elisabete dos Santos. A construção coletiva de princípios epistemológicos, políticos da Educação Física Escolar Libertadora. **Revista Educação Popular**, Edição Especial, p. 296-319, 2023. DOI: <https://doi.org/10.14393/REP-2023-69138>

NUNES, Mário Luiz Ferrari; RÚBIO, Kátia. O(s) currículo(s) da Educação Física e a constituição da identidade de seus sujeitos. **Currículo sem Fronteiras**, v. 8, n. 2, p. 55-77, 2008. Available at: <https://biblat.unam.mx/hevila/CurriculosemFronteiras/2008/vol8/no2/4.pdf>. Accessed on: 23 nov. 2024.

PEREIRA, Ana Flávia Leão; LORENTE-CATALÁN, Eloisa. Educación Física de calidad: diseño y validación de una herramienta orientada a la reflexión e innovación en los procesos educativos. **Retos**. Nuevas tendencias en educación física, deporte y recreación, v. 51, p. 32-46, 2024. Available at: <https://recyt.fecyt.es/index.php/retos/article/view/99745>. Accessed on: 30 nov. 2024.

PIMENTA, Selma Garrido. As ondas críticas da didática em movimento: resistências ao tecnicismo/neotecnicismo neoliberal (excertos do original publicado em 2019). In: LONGAREZI, Andréa Maturano; PIMENTA, Selma Garrido; PUENTES, Roberto Valdés. **Didática crítica no Brasil**. São Paulo: Cortez, 2023. p. 17-49.

SOARES, Carmen Lúcia *et al.* **Metodologia do ensino da Educação Física**. São Paulo: Cortez, 1992.

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE America). **National Standards and Grade-Level Outcomes for K–12 Physical Education**. Reston: SHAPE America, 2014.

TORRES SANTOMÉ, Jurjo. Currículo, justiça e inclusão. In: SACRISTÁN, José Gimeno. **Saberes e incertezas sobre o currículo**. Porto Alegre: Penso, 2013.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO). **Quality Physical Education (QPE): guidelines for policy makers**. Paris: UNESCO, 2015. Available at: <http://unesdoc.unesco.org/images/0023/002313/231340S.pdf>. Accessed on: 20 nov. 2024.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO). **Kazan action plan**. In: INTERNATIONAL CONFERENCE OF MINISTERS AND SENIOR OFFICIALS RESPONSIBLE FOR PHYSICAL EDUCATION AND SPORT, 6, 2017, Kazan (MINEPS VI). Kazan, 13-15 jul. 2017. Paris: UNESCO, 2017. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000252725>. Accessed on: 20 nov. 2024.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO). INTERNATIONAL CONFERENCE OF MINISTERS AND SENIOR OFFICIALS RESPONSIBLE FOR PHYSICAL EDUCATION AND SPORT, 7, 2023, Baku (MINEPS VII). **Final report**... Baku (Azerbaijan), 26-29 Jun. 2023. Paris: UNESCO, 2023. Available at: https://library.olympics.com/Default/doc/SYRACUSE/3157786/seventh-international-conference-of-ministers-and-senior-officials-responsible-for-physical-educatio?_lg=en-GB. Accessed on: 20 nov. 2024.

VIEIRA, Luiz Renato Assunção. **A constituição da identidade docente em Educação Física na Base Nacional Comum Curricular**: limites e possibilidades à luz da pedagogia freireana. Dissertação (Mestrado em Educação) – Universidade Federal de São Carlos, Sorocaba, 2020. Available at: <https://repositorio.ufscar.br/handle/20.500.14289/13825>. Accessed on: 20 nov. 2024.

WHITTEMORE, Robin *et al.* Methods for knowledge synthesis: an overview. **Heart & Lung**, v. 43, n. 5, p. 453-461, 2014. DOI: <https://doi.org/10.1016/j.hrtlng.2014.05.014>

Resumo: Diferentes órgãos buscam regular a Educação Física internacionalmente dando orientações para constituir uma lógica hegemônica sobre uma Educação Física de Qualidade. Este artigo tem como objetivo explicitar os elementos de qualidade da ferramenta *EFCool*, que teve sua construção pautada em referentes europeus contrastando-os com elementos encontrados com base na Pedagogia Crítica do Sul Global. Para isso, foi feita uma análise temática que agrupou os elementos da ferramenta e, posteriormente, uma análise do conteúdo das obras da Educação Física pautadas na Pedagogia Crítica contrastou os elementos encontrados em ambos. Ao problematizar essas evidências com os diferentes fatores políticos, sociais, culturais e econômicos que influenciam o ensino de uma Educação Física de Qualidade e crítica em território latino-americano, conclui-se que é fundamental pensar um marco teórico, político e pedagógico, não subordinando-se às diretrizes políticas e econômicas com uma visão eurocêntrica. Indica-se reorientar essa problemática dialogando com o conhecimento produzido no Sul Global.

Palavras-chave: Educação Física. Educação Física de Qualidade. Pedagogia Crítica. Políticas Educacionais

Resumen: Diferentes organismos buscan regular la Educación Física a nivel internacional, proporcionando directrices que establecen una lógica hegemónica sobre la Educación Física de Calidad. Este artículo tiene como objetivo explicar los elementos de calidad de la herramienta *EFCool*, construida a partir de referentes europeos, contrastándolos con elementos encontrados en la Pedagogía Crítica del Sur Global. Para ello se realizó un análisis temático que agrupó estos elementos, y posteriormente, un análisis de contenido de los trabajos de Educación Física basado en la Pedagogía Crítica contrastó con los elementos encontrados en ambos. Al problematizar las evidencias con los diferentes factores contextuales que influyen en la enseñanza de la Educación Física crítica y de calidad en el territorio latinoamericano, se concluye que es imprescindible pensar en un marco teórico no subordinado a directrices políticas y económicas desde una visión eurocéntrica. Se recomienda reorientar el diálogo con el conocimiento producido en el Sur Global.

Palabras clave: Educación física. Educación Física de Calidad. Pedagogía crítica. Políticas educativas

USE LICENSE

This article is published as Open Access under the Creative Commons Attribution 4.0 International (CC BY 4.0) license, which allows its use, distribution and reproduction in any medium as long as the original work is properly cited. More information at: <http://creativecommons.org/licenses/by/4.0>

CONFLICT OF INTERESTS

The authors declare that this work involves no conflict of interest.

AUTHOR CONTRIBUTIONS

Ana Flávia Leão Pereira: Writing and review of the article.

Daniel Teixeira Maldonado: Writing and review of the article.

Eloísa Lorente-Catalán: Article review.

FUNDING

This study was not supported by funding sources.

HOW TO CITE

PEREIRA, Ana Flávia Leão; MALDONADO, Daniel Teixeira; LORENTE-CATALÁN, Eloísa. Quality Physical Education and critical pedagogy in the post-pandemic era: reflections on European and Brazilian production. **Movimento**, v. 31, p. e31019, jan./dez. 2025. DOI: <https://doi.org/10.22456/1982-8918.144329>.

EDITORIAL RESPONSIBILITY

 Alex Branco Fraga*

 Elisandro Schultz Wittizorecki*

 Mauro Myskiw*

 Raquel da Silveira*

 David Hortigüela Alcalá**

 Pedro Antonio Sanchez Miguel***

* Universidade Federal do Rio Grande do Sul, Escola de Educação Física, Fisioterapia e Dança, Porto Alegre, RS, Brasil.

** Universidad de Burgos, Burgos, Espanha

*** Universidad de Extremadura, Caceres, Extremadura, Espanha