



RESEARCH ON SOLUTIONS TO ENHANCE THE QUALITY OF EXTRACURRICULAR SPORTS ACTIVITIES IN PRIMARY SCHOOLS IN BINH THANH DISTRICT, HO CHI MINH CITY, VIETNAM

Dinh Sang Giau,
Kieu Thi Thu Thuy,
Huynh Trong Khaiⁱ

Ho Chi Minh City University of Physical Education and Sport,
Vietnam

Abstract:

Extracurricular sports activities play a vital role in the physical education and holistic development of primary school students. Enhancing the quality of these activities requires comprehensive solutions that are suited to practical conditions and organized based on quality management principles. This study aims to develop, evaluate, and select solutions to improve the quality of extracurricular sports activities in primary schools in Binh Thanh District, Ho Chi Minh City, while also analyzing their alignment with SWOT analysis and the principles of ISO 21001:2018. The research employs methods such as document analysis and synthesis, SWOT analysis, questionnaire-based surveys, expert consultation, and statistical analysis. Based on theoretical and practical considerations, 13 solutions were formulated and evaluated for their necessity and feasibility; priority solutions were then selected and aligned with SWOT strategic groups and the quality management principles of ISO 21001:2018. All 13 solutions received high average ratings for both necessity and feasibility. Ten solutions were prioritized, covering areas such as raising awareness, staff capacity building, program diversification, facility improvements, fostering an active environment, assessing and monitoring student progress, enhancing parental and community engagement, technology integration, safety assurance, and continuous quality improvement. These solutions were categorized into four strategic groups, including SO, WO, ST, and WT, and aligned with the core principles of ISO 21001:2018. Conclusion: The selected set of ten solutions is deemed necessary, feasible, and aligned with practical conditions. Integrating SWOT analysis with the ISO 21001:2018 standard establishes a foundation for a systematic, learner-centered quality management approach that fosters continuous improvement based on the PDCA cycle. The research findings provide a scientific and practical basis for organizing and enhancing the quality of extracurricular sports activities in primary schools.

ⁱ Correspondence: khaith@upes.edu.vn

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1. Introduction

Extracurricular sports activities are a vital component of school-based physical education, expanding opportunities for physical activity beyond the formal curriculum and fostering students' holistic development. Regular participation in physical activity and sports is positively associated with the development of physical fitness, motor skills, mental health, cognition, and social skills, as well as the cultivation of an active lifestyle among children (Bailey, 2006; Sallis *et al.*, 2012). Notably, positive experiences within these activities—such as enjoyment, autonomy, a sense of challenge, and social interaction—play a significant role in motivating learners to participate and sustain their engagement (Beni *et al.*, 2017). Consequently, extracurricular sports not only complement the formal physical education curriculum but also serve as a crucial environment for establishing lifelong habits of physical activity.

This role is clearly reflected in international guidelines regarding physical activity and physical education. The World Health Organization (WHO, 2020) recommends that children and adolescents aged 5–17 engage in an average of at least 60 minutes of moderate-to-vigorous physical activity daily throughout the week. UNESCO (2015), in its guidelines on Quality Physical Education (QPE), emphasizes the need to provide learners with equitable access to suitable, high-quality physical activities. Furthermore, recent WHO guidelines (2022) and the European Commission's "HealthyLifestyle4All" initiative (2021) continue to highlight the importance of the school environment, as well as collaboration among schools, families, and communities, in fostering positive lifestyles and increasing physical activity levels among children.

The quality of extracurricular sports activities is influenced by a multitude of factors. Beyond the professional competence and organizational skills of teachers, the diversity and suitability of the program content, facilities, a safe training environment, management mechanisms, and coordination among schools, families, and the community all play significant roles (Kirk, 2010; European Commission, 2021). Teachers play a direct role in designing and organizing activities, fostering student motivation, and ensuring safety, while the involvement of parents and the community can provide additional resources and contribute to the program's sustainability. This indicates that improving the quality of extracurricular sports requires a systemic approach rather than focusing on isolated factors.

In Vietnam, the 2018 General Education Program focuses on developing learners' qualities and competencies, with physical education serving as a component of holistic education; simultaneously, extracurricular sports activities are encouraged to expand opportunities for physical activity and training. However, in practice, the organization of extracurricular sports in primary schools often faces limitations regarding specialized personnel, facilities, activity content, assessment and evaluation, resources, parental and

community involvement, and quality management mechanisms. Therefore, the challenge lies not only in scaling up these activities but also in developing comprehensive solutions that are suited to practical conditions and capable of long-term sustainability.

Previous studies have highlighted various approaches to enhancing physical education and school sports, such as developing teacher competence, diversifying curricula, improving organizational conditions, increasing stakeholder engagement, and creating meaningful movement experiences for learners (Kirk, 2010; Beni *et al.*, 2017). However, if these solutions are implemented in isolation—lacking a unified management and improvement mechanism—their effectiveness and sustainability may be limited. Therefore, adopting a quality management perspective is significant for integrating inputs, organizational processes, stakeholder engagement, and operational outcomes into a cohesive system.

In this approach, ISO 21001:2018 (TCVN ISO 21001:2019 in Vietnam) provides a management system framework for educational organizations, emphasizing a learner-centric focus, leadership, stakeholder engagement, evidence-based decision-making, and continuous improvement (ISO, 2018). The Plan–Do–Check–Act (PDCA) cycle serves as a foundation for educational institutions to systematically identify needs, organize implementation, evaluate results, and adjust activities. When applied to extracurricular sports, this approach can help standardize the processes of planning, resource organization, implementation, monitoring, and quality improvement.

Furthermore, a SWOT analysis enables the identification of strengths, weaknesses, opportunities, and threats regarding extracurricular sports activities within the specific context of the school. By combining these factors S–O, S–T, W–O, and W–T—strategic directions aligned with available resources and practical circumstances can be formulated. Consequently, integrating SWOT with the principles of ISO 21001:2018 creates a mutually complementary approach: SWOT facilitates context identification and the shaping of strategic solutions, while ISO 21001 supports the organization, control, and continuous, systematic improvement of those solutions' quality.

Although SWOT analysis and ISO 21001:2018 have been applied in management and education, research integrating these two approaches to develop, evaluate, and select solutions for enhancing the quality of extracurricular sports activities in primary schools remains limited, particularly within the Vietnamese context. Existing studies primarily focus on individual components—such as teachers, curricula, facilities, or student participation levels—while the integration of contextual analysis, solution selection, and quality improvement management into a unified process has not received sufficient attention. This represents a gap that requires further research from both theoretical and practical perspectives.

Based on the aforementioned issues, the study titled "Research on solutions to enhance the quality of extracurricular sports activities in primary schools in Binh Thanh District, Ho Chi Minh City, Vietnam" was conducted to develop, evaluate, and select solutions for improving the quality of these activities. This process involved a literature review, SWOT analysis, stakeholder surveys, and expert consultations. Additionally, the

study analyzed the alignment of the selected solutions with the principles of ISO 21001:2018, thereby providing a scientific and practical basis for the systematic and sustainable organization, management, and quality improvement of extracurricular sports activities in primary schools.

2. Research Methodology and Research Subject

2.1. Research design

The study employs a mixed-methods approach—combining qualitative and quantitative techniques—to identify, evaluate, and select solutions for enhancing the quality of extracurricular sports activities in primary schools. The research process comprises four steps: (1) a literature review to identify potential solutions; (2) a SWOT analysis to assess internal factors and the external context; (3) a stakeholder survey regarding the necessity and feasibility of the solutions; and (4) a comparison of the selected solutions against the principles of the ISO 21001:2018 standard to ensure alignment with educational quality management systems.

2.2. Research location

The study was conducted at primary schools in Binh Thanh District, Ho Chi Minh City. This area features a large student population and diverse educational settings, making it representative of the urban primary school context and suitable for researching and proposing solutions to enhance the quality of extracurricular sports activities.

2.3. Develop preliminary solutions

Initial solutions were formulated through a systematic review of domestic and international literature on physical education, school sports, educational quality management, and organizational improvement. Based on this, 13 preliminary solutions were identified, covering key areas such as workforce development, curriculum, facilities, student assessment, stakeholder engagement, digital transformation, and quality assurance.

2.4. SWOT analysis

A SWOT analysis is used to evaluate the strengths, weaknesses, opportunities, and threats affecting extracurricular sports activities. Based on the analysis results, four strategic groups (SO, ST, WO, and WT) are formulated to guide the selection and refinement of solutions for quality improvement.

2.5. Research subject

The study sample was selected using a purposive sampling method, comprising 172 individuals experienced in the management and organization of extracurricular sports activities in primary schools, including 62 administrators and 110 physical education

teachers and sports coaches. All participants possessed professional expertise and were directly involved in the management or organization of school sports activities.

2.6. Data collection

Data were collected using a structured questionnaire comprising 13 proposed solutions. Each solution was evaluated based on two criteria: (1) necessity and (2) feasibility—using a 5-point Likert scale (ranging from 1 = very low to 5 = very high). Questionnaires were distributed in person after the research objectives were explained to participants; valid responses were verified and coded before data processing.

2.7. Selection of the preferred solution

The solutions were selected through a three-step process: (1) calculating average scores based on two criteria—necessity and feasibility; (2) identifying solutions that received high and consistent ratings across both criteria; and (3) aligning the selected solutions with the principles of ISO 21001:2018, including learner-centeredness, leadership, stakeholder engagement, evidence-based decision-making, competence development, resource management, risk management, and continuous improvement via the PDCA cycle.

2.8. Data analysis

The data were analyzed using descriptive statistics. Mean values were calculated for each solution based on two evaluation criteria to determine priority levels. The results were used to select the most suitable solutions. As the research objective was to identify and prioritize solutions, the study relied solely on descriptive statistics and did not conduct inferential tests.

3. Research result

3.1. Identify solutions to enhance quality

Based on a review of documents, educational policies, and domestic and foreign research, the study has identified 13 potential solutions to improve the quality of extracurricular sports activities in elementary schools. The solutions focus on core groups of factors including awareness and policy, team development, program innovation, facilities, student assessment, stakeholder engagement, safety management, digital transformation, and quality improvement. This is the basis for evaluating, selecting, and building a priority solution system.

3.2. Evaluation of proposed solutions

To evaluate the practicality of the solutions, 172 survey subjects (62 administrators and 110 physical education teachers and sports coaches) evaluated 13 solutions according to two criteria: necessity and feasibility on a 5-level Likert scale (Table 1).

Table 1: Summary of solutions to improve the quality of extracurricular physical education and sports activities in primary schools in Binh Thanh District to meet ISO 21001 standards

	Solutions	Mean: necessity	Mean: feasibility
1	Strengthen propaganda and raise awareness about the effects and benefits of physical education and sports.	4.24	4.48
2	Develop policy mechanisms and promote the socialization of education.	3.80	3.82
3	Implementing the 2018 General Education Program reforms regarding objectives, content, teaching and learning methods, and the assessment and evaluation of Physical Education quality.	3.92	4.10
4	Strengthen the training and capacity building of the teaching staff.	4.30	4.38
5	Developing school sports activities.	3.96	3.98
6	Develop a diverse and flexible extracurricular sports and physical education program.	4.46	4.36
7	Improving facilities for sports and physical activities.	4.30	4.20
8	Develop a system to assess and monitor student progress.	4.40	4.54
9	Encourage parental and community involvement.	4.22	4.22
10	Ensuring safety and health in sports and physical activities.	4.34	4.30
11	Performance quality assessment and continuous improvement.	4.28	4.28
12	Applying technology to teaching and organizing activities.	4.26	4.36
13	Create a positive and enjoyable physical learning environment.	4.50	4.48

The results showed that all 13 solutions received high consensus, with average scores for necessity ranging from 3.80 to 4.50 and feasibility from 3.82 to 4.54. This shows that the proposed solutions are evaluated in accordance with practical needs and are capable of being deployed in elementary schools.

Among the proposed solutions, creating a positive and enjoyable physical education learning environment was rated as the most essential (Mean = 4.50), followed by developing a diverse and flexible extracurricular sports program (Mean = 4.46) and establishing a system to assess and track student progress (Mean = 4.40). Regarding feasibility, the system for assessing and tracking student progress received the highest score (Mean = 4.54), followed by raising awareness of the role of physical education and sports and creating a positive physical education learning environment (Mean = 4.48).

Overall, the survey results confirm that the proposed solutions not only meet the requirements for enhancing the quality of extracurricular sports activities but are also highly feasible within the practical context of primary schools in Binh Thanh District.

3.3. Selecting solutions to improve the quality of extracurricular physical education activities in primary schools in Binh Thanh District, in accordance with ISO 21001 standards

Based on the evaluation results and the principle of prioritizing solutions with high necessity and feasibility, the study selects 10 solutions for practical implementation (Table 2).

Table 2: Selected solutions to enhance the quality of extracurricular sports activities in Binh Thanh District primary schools in compliance with ISO 21001 standards

	Solutions
1	Strengthen propaganda and raise awareness about the effects and benefits of physical education and sports.
2	Strengthen the training and capacity building of the teaching staff.
3	Develop a diverse and flexible extracurricular sports and physical education program.
4	Improving facilities for sports and physical activities.
5	Develop a system to assess and monitor student progress.
6	Encourage parental and community involvement.
7	Ensuring safety and health in sports and physical activities.
8	Performance quality assessment and continuous improvement.
9	Applying technology to teaching and organizing activities.
10	Create a positive and enjoyable physical learning environment.

These solutions focus on raising awareness of extracurricular sports activities; developing teacher capabilities; creating diverse and flexible extracurricular programs; upgrading facilities; refining student assessment and monitoring systems; fostering parental and community engagement; ensuring activity safety; implementing continuous quality assessment and improvement; applying technology to management and instruction; and cultivating a positive environment for physical education and activity.

Three solutions, namely establishing mechanisms and policies to promote the socialization of education, reforming curricula in alignment with the 2018 General Education Program, and developing school sports activities, received lower ratings than the other options and were therefore not selected as immediate priorities. Nevertheless, these remain strategically significant measures that require synchronized implementation as part of a long-term development roadmap to sustainably enhance the quality of extracurricular sports activities.

3.4. Analyzing the suitability of solutions based on SWOT analysis and ISO 21001:2018 standards

The study's novelty lies in integrating SWOT analysis with the ISO 21001:2018 quality management framework to formulate and select solutions for enhancing the quality of extracurricular sports activities. This approach not only considers the practical suitability of each solution but also evaluates the extent to which they align with quality management principles in education (Tables 3 and 4).

The SWOT analysis reveals that the proposed solutions are logically distributed across four strategic groups. The SO group focuses on leveraging strengths to capitalize on opportunities by raising awareness, diversifying programs, and fostering a positive learning environment. The WO group prioritizes addressing limitations regarding staff capacity, facilities, and assessment systems. The ST group emphasizes enhancing the involvement of parents and the community, as well as applying technology to improve management efficiency. Meanwhile, the WT group aims to ensure safety, manage risks, and drive continuous quality improvement. These results demonstrate a cohesive set of

solutions that both exploit existing advantages and address the practical limitations and challenges associated with managing extracurricular sports activities (Table 3).

Table 3: Analysis of the suitability of solutions based on the SWOT matrix

Strategic groups in SWOT	Corresponding solution	Assess suitability
SO – Leverage strengths to capitalize on opportunities.	(1) Intensify the dissemination and communication of directive documents. (3) Develop diverse and flexible extracurricular physical education and sports programs. (10) Create a positive and enjoyable environment for physical education.	<i>Highly suitable</i> – These solutions help leverage the existing strengths of the education system and policies for developing physical education, while also capitalizing on the trend of socialization and heightened awareness regarding school health.
WO – Overcome weaknesses by seizing opportunities.	(2) Strengthen the training and capacity building of the teaching staff. (4) Improve sports and physical education facilities. (5) Establish a system to assess and monitor student progress.	<i>High alignment</i> – These solutions directly address the weaknesses identified in the SWOT analysis (lack of facilities, inconsistent teacher competence, and non-standardized assessment) while leveraging opportunities arising from support programs, projects, and educational technologies.
ST – Leverage strengths to minimize threats.	(6) Encourage parental and community participation. (9) Apply technology to teaching and the organization of activities.	<i>Clear alignment</i> – Strengthening connections among schools, families, and the community helps sustain sports and physical education activities, while the application of technology facilitates safe and effective management, monitoring, and organization.
WT – Mitigate weaknesses and address threats	(7) Ensure safety and health in sports and physical activities. (8) Evaluate activity quality and ensure continuous improvement.	<i>Perfectly aligned</i> – These two solutions are geared towards risk management, internal auditing, and continuous improvement – in line with the quality management principles of the PDCA (Plan–Do–Check–Act) cycle of ISO 21001:2018.

A comparison with the principles of ISO 21001:2018 demonstrates that the selected solutions fully meet the core requirements of an educational quality management system. Specifically, these solutions ensure a learner-centered approach, strengthen leadership, foster stakeholder engagement, develop staff competence, manage resources and risks, facilitate evidence-based decision-making, and drive continuous improvement via the PDCA cycle. This confirms the suitability of ISO 21001:2018 as an effective management

framework for organizing and enhancing the quality of extracurricular sports activities in primary schools.

Table 4: Alignment of solutions with ISO 21001:2018 standards

ISO 21001 management principles	Corresponding solution	Level of responsiveness
Learner-centered approach	(5), (10)	High
Leadership with a clear vision and policies.	(1), (8)	High
Stakeholder engagement	(6)	High
Continuous improvement	(8), (9) (3)	Really high
Evidence-based decision-making	(5), (8)	High
Risk and Safety Management	(7)	High
Developing workforce capabilities	(2)	Really high
Adequate resources and facilities	(4)	High

The selected solutions align with the core principles of ISO 21001, including learner-centeredness, enhanced stakeholder engagement, competence development, resource management, risk management, evidence-based decision-making, and continuous improvement via the PDCA cycle. This demonstrates that ISO 21001 can serve as an effective management framework for organizing extracurricular sports activities in primary schools. Thus, all ten solutions reflect a cohesive integration of the theoretical basis (SWOT), the management framework (ISO), and practical requirements (enhancing the quality of extracurricular physical education and sports).

4. Discussion

The research findings indicate that all 13 proposed solutions were rated as highly necessary and feasible by administrators, physical education teachers, and coaches; among these, 10 were selected for priority implementation. These results suggest that enhancing the quality of extracurricular sports activities in primary schools requires a multi-component, systemic approach encompassing personnel, curricula, facilities, training environments, assessment, safety, and stakeholder coordination. This approach aligns with research positing that the quality of physical education and school sports depends simultaneously on curriculum quality, teacher competence, organizational conditions, and learner experiences (Bailey, 2006; Kirk, 2010; Beni *et al.*, 2017).

Among the proposed solutions, creating a positive and enjoyable physical education environment is deemed the most essential, while establishing a system to assess and track student progress is considered the most feasible. These findings align with Beni *et al.* (2017), who identified enjoyment, social interaction, challenge, motor competence, and personal relevance as key elements of meaningful experiences in physical education and sport. Furthermore, the emphasis on learner assessment and monitoring reflects a trend toward evidence-based management, consistent with the learner-centered approach and continuous improvement principles of ISO 21001:2018 (ISO, 2018). Therefore, schools should simultaneously diversify their content, create

engaging environments for physical activity, and implement systems to track student participation, progress, and feedback to inform the adjustment of activities.

Strategies focused on teacher capacity building, facility improvements, safety assurance, and enhanced parental and community engagement are also highly valued. This aligns with the perspectives of Bailey (2006) and Kirk (2010), who emphasize the roles of teachers and organizational conditions in shaping the quality of students' sports experiences. Furthermore, these findings are consistent with the whole-school physical activity approach, which involves schools, families, and communities collaborating to create opportunities for student physical activity (Kuhn *et al.*, 2021). Consequently, the development of extracurricular sports should not be the sole responsibility of physical education teachers; rather, it requires a collaborative mechanism involving schools, families, and social resources.

A notable feature of this study is the integration of SWOT analysis with the principles of ISO 21001:2018 to formulate and select solutions. Ten solutions were categorized into SO, WO, ST, and WT strategic groups, thereby aligning them with the organization's actual strengths, weaknesses, opportunities, and threats. Furthermore, these solutions align with ISO 21001:2018 principles—such as learner focus, staff competence development, stakeholder engagement, resource and risk management, evidence-based decision-making, and continuous improvement (ISO, 2018). This approach represents a departure from methods that propose isolated solutions; SWOT analysis helps identify solutions suited to the specific context, while ISO 21001:2018 provides a framework for the systematic organization, control, and improvement of quality.

Regarding implementation, the ten solutions should be deployed systematically following the Plan–Do–Check–Act (PDCA) cycle. Schools need to identify needs and resources (Plan); develop staff, diversify programs, improve training facilities, ensure safety, and strengthen stakeholder collaboration (Do); monitor student participation levels, progress, and feedback (Check); and subsequently use evaluation results to adjust and improve activities (Act) (ISO, 2018). Priority should be given to solutions that are both highly necessary and feasible, while the remaining solutions should be integrated into medium- and long-term plans to ensure sustainability.

The study has certain limitations, as it was conducted at primary schools in Binh Thanh District, and the selection of solutions was based primarily on assessments of necessity, feasibility, and suitability rather than empirical validation of long-term effectiveness. Therefore, future research should implement these solutions on a broader scale, incorporating intervention designs and monitoring indicators such as participation levels, physical activity, physical fitness, motor skills, and student satisfaction and safety, thereby evaluating the effectiveness, sustainability, and scalability of the proposed model.

5. Conclusion

The study developed 13 solutions to enhance the quality of extracurricular sports activities in primary schools in Binh Thanh District, Ho Chi Minh City; based on assessments of necessity and feasibility, 10 solutions were selected for priority implementation. These solutions cover key aspects such as awareness, personnel, programs, facilities, training environments, assessment, parental and community involvement, technology application, safety, and quality improvement.

Integrating SWOT analysis with the principles of ISO 21001:2018 ensures that the proposed solutions are not only aligned with practical conditions but also adopt a quality management approach—prioritizing the learner and fostering continuous improvement via the PDCA cycle. The research findings provide a scientific and practical basis for organizing, managing, and progressively enhancing the quality of extracurricular sports activities in primary schools.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Dinh Sang Giau is a doctoral candidate at Ho Chi Minh City University of Physical Education and Sports, Vietnam.

Kieu Thi Thu Thuy is a lecturer at the Faculty of Graduate and International Education, Ho Chi Minh City University of Physical Education and Sports, Vietnam.

Huynh Trong Khai is a lecturer at the Faculty of Graduate and International Education, Ho Chi Minh City University of Physical Education and Sports, Vietnam.

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