World Survey of Physical Education - Experts Meeting
21 March 2019,
UNESCO Headquarters (room VIII).

The European Physical Education Observatory (EuPEO) project as Good Practice for PE quality monitoring collaboration


Overview

1. Antecedents of the EuPEO
2. EuPEO – The European Physical Education Observatory
3. Outlook

Antecedents of the EuPEO

As Quality Physical Education (QPE) is a widely discussed topic, there are several inspiring sources about indicators for QPE:

- Statements from significant institutions and organizations
- Former EUPEA experience in European PE surveys
- The deliberations from the EUPEA/UNESCO Seminar on QPE

Statements from significant institutions and organizations

Next to 2011

- ISU Physical Activity Guidelines (2008): physical activity on a daily basis in all grade, enough time in the school schedule, reasonable class size, adequate facilities and equipment, qualified teachers...
- ICSSPE (International Council of Sport Science and Physical Education): International Benchmarks for PE Systems (2010) with criteria to evaluate a PE system level of progress (maturation) and micro- and macro-indicators dimensions (Policy, Curriculum, Schools, Teacher and Learners);
- NASPE (American National Association for Sport and Physical Education): NASPE Standards (2011) for the physically educated person: standards with opportunity to learn, appropriate instruction practice and student and program assessment.
What do we know about the European PE reality?

Physical education and school sport

From individual reality to collective desirability

European PE surveys conducted by EUPEA
European PE surveys conducted by EUPEA

EUPEA questionnaire on PE in Europe 2015

Context
- EUPEA study "Physical education and school sport in Europe from individual reality to collective desire" from 2011
- Report on EUPEA Seminar on Quality Physical Education at UNESCO in Paris 2014

Objective
- Getting an overview of the actual situation of PE in Europe
- Collect more precise information on curricular aspects considering QPE based on the EUPEA report on QPE

Further input for the EUPEA project "Aligning the Quality in PE in Europe: the project of the Observatory"
European PE surveys conducted by EUPEA

EUPEA questionnaire on PE in Europe 2015

- Questions divided into 5 parts
  - PE in the educational system & items
  - Formal issues of the curriculum in elementary school: 11 items
  - Objectives, content and assessment issues of the curriculum in secondary school: 10 items
  - Formal issues of the curriculum in secondary school: 14 items
  - Objectives, content and assessment issues of the curriculum in secondary school: 7 items

- Sent to 48 Members/Contacts in 39 countries
- Received 23 answers from 19 countries

ALB, BEL, CZE, ENG, Fra, GBR, HUN, ITA, LUX, NED, POL, POR, SCO, SRB, SLO, ESP, SWE

Statements from significant institutions and organizations

Overview from the perspective of PE teacher associations

Rationale (1)

- The role of Physical Education has been highlighted as an essential part of the promotion of healthy lifestyle and well-being within the educational sector (e.g., HEPA Working Group/EC, 2015)
- There are strong evidences about what PE quality is (e.g., UNESCO, 2015)
- PE and School Sport are differently organised and have different conditions of development between continents, counties and regions (Hardman, 2000, 2001, 2003; Pühse & Gerber, 2003; Onofre et al., 2012; UNESCO, 2014)
- There exist few monitoring systems for health benefits and the related quality assurance of PE, PE and PA at school (Gerlak et al., 2016)
• Despite their lower number, some of the national examples of PE and SS monitoring deserve to be considered as inspiring experiences.
• There is no evidence about the similarity and differences between the parameters and criteria used by the national systems.
• Europe needs a systematic mechanism of PE and SS monitoring process in order to harmonize the conditions of its educational offer for the promotion of an active and healthy lifestyle and citizenship.

By the existing trend of decentralization of the European educational systems, schools need to develop their own tools to control the quality of PE, SS and PA development, referring them to regional, country and European levels.

For this, we needed:
• Indicators for Quality Physical Education (QPE)
• A systematic process of data collection, analysis and feedback recommendations
• The logistics (human resources and facilities) to assure this process

Initial general aim of EuPEO
To develop an European monitoring system for PE, SS and PA, and its context of implementation (curriculum, teacher training, logistics, learning outcomes, active school, active learning, etc.).

Initial specific aims of EuPEO
At the local, national, regional and European levels:
• to identify the conditions of the implementation and outcomes of Physical Education (PE) and School Sport (SS), and
• to obtain evidence to develop proposals and advocate for the improvement of QPE and QSS.

Indicators for PE and SS quality
- Teachers (qualification, age, other characteristics)
- Facilities (accessibility, quality and maintenance)
- Timetable (total time allocated, weekly distribution of the curricular load, etc.)
- Curricular processes (constraints, problem and difficulties of implementation of the national PE curriculum, etc.)
- Assessment processes (parameters and criteria for students’ grading, evaluation protocols, constraints to the implementation of the reference standards for success, etc.)

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• The Rmid/University of Lisbon, was charged of the project coordination, in a close cooperation with SPE and EUPEU.

• The Executive Committee of EUPEU challenged the different European PE associations (EUPEA members) to join this project in cooperation with research institutions FEand Sport.

• Furthermore, the idea is to profound the cooperation between research institutions and professional organisations within each European country.

EuPEO – European Physical Education Observatory

EuPEO recent history (1)

• We also intend to illustrate the collaboration between the EUPEA members, namely within and between its regional groups.

• The partners met in Lisbon in October 2016 to design the project, considering the operational capacity of each partner (real collaborative engagement)

• Since then, an application for the Erasmus Plus call in the Sport chapter in 2017 was prepared

• The project was selected for funding in August 2017

• The project started with a Kick-off meeting in Lisbon in January 2018

EuPEO – European Physical Education Observatory

EuPEO recent history (2)

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EuPEO – European Physical Education Observatory

EuPEO recent history (3)

Project Coordinator

Faculdade de Motricidade Humana/Universidade de Lisboa (Portugal)

Project partners (7 countries, 11 partners):

• European Physical Education Association (Switzerland)

• Sociedade Portuguesa de Educação Física (Portugal)

• Willibald Gebhardt Institute (Germany)

• Deutscher Sportlehrerverband (Germany)

• Federal Institute of Sport/Bern University of Applied Sciences (Switzerland)

• Swiss National Physical Education Association (Switzerland)

• Faculty of Sport/University of Ljubljana (Slovenia)

• Faculty of Physical Education/Universidade Mackenzie (Brazil)

• Hungarian School Sport Federation (Hungary)

• Syndicat National de l'Education Physique (France)

• School of Education/University of Cork (Ireland)

• Faculty of Physical Education/University of Uchodz (Poland)

• University of West Bohemia (Czech Republic)

Associated partners (1 country, 3 partners):

• Koninklijke Vereniging voor Fysiotherapie (Netherlands)

• Muleur Institute (Netherlands)

• University of Münster (Germany)

Project period

1st January 2018 - 31st December 2020

Project Reference

590560 - EPP - 2017 - 1-PT-FSE-PB-1-

Co-Funding

383,893 €

EuPEO – European Physical Education Observatory

ASSESSMENT DIMENSIONS

RESULT

Relevance of the project

28 points (out of 30 possible)

Quality of the project design and implementation

16 (out of 20 possible)

Quality of the project team and the cooperation arrangements

18 (out of 20 possible)

Impacts and dissemination

26 (out of 30 possible)

General evaluation

90 (out of 100 possible)
Operational aims of the EuPEO project

- Develop the instruments, by identifying, collecting and integrating valid existing instruments (parameters, criteria, and procedures) to produce:
  - A Manual for External Assessment (MEA) will correspond to the rules for using the final platform at the national level, constituted by two questionnaires (to schools and pupils) and a PE learning outcomes and Physical Aptitude assessment system.
  - A Toolkit for Internal Monitoring (TIM) will be composed by a set of instructions concerning the QPE manual indicators to be used within each schools a monitoring procedure and to inform the improvement of those indicators.
Part One of the EuPEO project
Development/collating of information to build the instruments MEA and TIM by:
- European School’s Questionnaire (ESQ) (online, based on revised literature)
- Content analysis of existing National External Learning Assessment Systems (NELAS)
- European Pupils’ Questionnaire (EPQ) (online, based on the ESQ and NELAS analysis)

Part Two of the EuPEO project
Considering the results of part one (European report on ESQ, NELAS, EPQ):
- Collectively, the partners will develop the MEA and TIM
- Some countries will pilot the instruments in piloting studies:
  - Manual of PEP/monitoring and evaluation in pilot of selected EU countries of the North, South, West and East on national, regional and local levels, in each of the selected countries
  - Toolkit for PEs teachers in pilot at different education and school levels in local communities in each of the same selected EU countries

Already delivered EuPEO project outputs:
The Framework for Quality PE, SS and PA based on the Unesco suggestions:
- PE National Strategy
- Community Partnerships (Public and Private)
- Facilities, Equipment and Resources
- Teacher Workforce
- Teacher Education
- Curriculum Flexibility

Already delivered EuPEO project outputs:
Based on the Framework for Quality PE, SS and PA, 4 online questionnaires were developed:
- European School’s Questionnaire (ESQ) (Mainly closed questions to be answered by the PE school coordinator)
- European Country’s Questionnaire (ECQ) (Mainly closed questions to be answered by the representative of the PE national/regional association)
- National External Learning Assessment System (NELAS) (Open questions to be answered by the representative of the PE national/regional association)
- European Pupils’ Questionnaire (EPQ) (Mainly closed questions to be answered by the pupils of the last compulsory school year)
In 7 languages: English, French, German, Hungarian, Czech, Slovenian, Portuguese.
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<table>
<thead>
<tr>
<th>Instrument</th>
<th>NLAS</th>
<th>ECQ</th>
<th>ESQ</th>
<th>EPQ</th>
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<tbody>
<tr>
<td>PE National Strategy</td>
<td>X</td>
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<td></td>
<td></td>
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<tr>
<td>Curriculum</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Resources</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Teacher Education</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>National PE Strategy</td>
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<td>X</td>
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<tr>
<td>Partnerships</td>
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EuPEO – European Physical Education Observatory

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<tr>
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<tbody>
<tr>
<td>1. Balance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Kind and Level of Support</td>
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<td></td>
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</tbody>
</table>

Community Partnerships

| 2. Public |
|-----------------|-----|
| 1. Government | ECQ |
| 2. National Governing Bodies | ECQ |
| 3. High school | ECQ |
| 4. Higher Education Institutes and Research Centres | ECQ |
| 5. Professional Associations | ECQ |

| 2. Private |
|-----------------|-----|
| 1. Sports Organisations | ECQ |
| 2. Corporate | | |
| 3. Parents | ECQ |
| 4. Higher Education Institutes and Research Centres | ECQ |

Facilities, Equipment and Resources

| 2. Facilities |
|-----------------|-----|
| 1. Pupil Perception of Satisfaction | ECQ |
| 2. Polypedagogy | ECQ |

| 2. Equipment |
|-----------------|-----|
| 1. Diversity and Adequacy | ECQ |
| 2. Access | | |

| 2. Finance |
|-----------------|-----|
| 1. Application of Available Budget | ECQ |

| 2. Safety and Health | | |
|---------------------|-----|
| 2. Safety and Health | ECQ |
| 3. Safety and Health | ECQ | | |
### EuPEO – European Physical Education Observatory

#### Learning Conditions
1. **Physical Education Time**
2. **Physical participation with students/teacher ratio and student/teacher time**
3. **Practical and theoretical work with Physical Education Teacher Profile**

#### Teacher Workforce
1. **Weekly Workload**
   - 1. FE Time
   - 2. Classes
   - 3. Students
   - 4. SI Activities

2. **Self-Evaluation**
   - 1. Number of issues
   - 2. Discipline

#### Teacher Demographics
1. **Teacher Education**
   - 1. Initial Teacher Education
     - 1. Professional/Academic Qualifications
     - 2. Professional Competence
     - 3. School Placement/Internship/Clinical
   - 4. Providers and Teacher Education Requirements
   - 5. Presence
   - 6. Provider
   - 7. Legal Status
   - 8. Provider
   - 9. Provider
   - 10. Provider

2. **Teacher Induction**
   - 1. Presence

3. **Continuity/Professional Development**
   - 1. Presence

#### Curricula Flexibility
1. **Curriculum Organization**
2. **Curriculum Content**
3. **Curriculum Evaluation**
4. **Subject Name**
5. **Field Trips**
6. **Pedagogical Principles**
7. **Allocated Time**

#### Other Forms of Physical Activity
1. **Physically Active Learning**
2. **Active and Self**
3. **After-School AKA Extracurricular**
4. **Active Transport/Commute**

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**Teacher Workforce**

**Curriculum Flexibility**

**Teacher Demographics**

**Teacher Education**

**Other Forms of Physical Activity**
Based on the Physical Literacy concept born by the Australian Sports Commission (2017) adopted by the PUCH project, an attempt was made to integrate into the curriculum the dimension of flexibility.

<table>
<thead>
<tr>
<th>Physical Dimension</th>
<th>NELA Score</th>
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<tbody>
<tr>
<td>Physical Literacy</td>
<td>90.2%</td>
</tr>
<tr>
<td>Psychological</td>
<td>88.6%</td>
</tr>
<tr>
<td>Social Domain</td>
<td>88.2%</td>
</tr>
<tr>
<td>Cognitive Domain</td>
<td>88.8%</td>
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</tbody>
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Overview

1. Introduction
2. Antecedents of the EuPED
3. EuPED – A European Physical Education Observatory
4. Outlook

EuPED Outlook

Immediate EuPED outputs (TPM2: Paris (France), March 22nd-24th 2019):

- Collective adjustment of the instruments ECQ, ESQ, EPEQ, and NELAS based on the suggestion included in the National and European Intermediate Reports
- Proposal of the structure, content, and functionality of the MEA and TIM

Earlily delivered EuPED project outputs:

- EuPED Intellectual Output 1: Intermediate Report National Preliminary Results
- EuPED Intellectual Output 2: Intermediate Report European Preliminary Results
EuPEO Outlook

Upcoming EuPEO outputs

• EuPEO Intellectual Output 3: A Manual for External Assessment (MEA) final platform at the national level: three questionnaires (school and pupils) and a PE learning outcomes and Physical Aptitude assessment system, after testing and validation by pilot.
• EuPEO Intellectual Output 4: Toolkit for Internal Monitoring (TIM) QFE manual indicators to be used within each school as a monitoring procedure, after testing and validation by pilot.
• EuPEO Intellectual Output 5: Final Report

Next Transnational Project Meetings (TPM)

• TPM 3: Ljubljana (Slovenia), September 2019
• TPM 4: Münster (Germany), March 2020
• TPM 5: Meggen (Switzerland), July 2020
• Multiplier Sport Event / Presentation of EuPEO: Lisbon (Portugal), October 2020, connected to the 31st EUPEA Forum

Thank you for your attention!