

# CEREPS

Conseil européen des recherches en  
éducation physique et sportive

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*Quality criteria and outcome standards for Physical  
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## Quality criteria for Physical Education and School Sport: a reflection from the coordination of the EuPEO project

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# Presentation aim and overview

Reflection on the coordination of the experience of creating the European Physical Education Observatory

1. Brief reminder on EuPEO
2. Process of construction of the PE and SS quality criteria
3. Systemic view of the PE and SS quality parameters and criteria

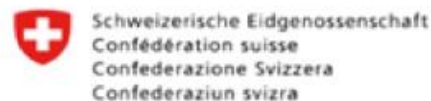
# 1. Brief reminder on EuPEO



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# EUPEA

EUROPEAN PHYSICAL EDUCATION ASSOCIATION



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra



Office fédéral du sport OFSP



University College Cork, Ireland  
Coláiste na hOllscoile Corcaigh



University of Ljubljana  
Faculty of Sport



SOCIEDADE PORTUGUESA DE EDUCAÇÃO FÍSICA



Schweizerischer Verband für Sport in der Schule  
Association suisse d'éducation physique à l'école  
Associazione svizzera di educazione fisica nella scuola



Faculty of Physical  
Culture

Palacký University  
Olomouc

# EuPEO main purpose

The EuPEO study will inform the platform of future European Physical Education Observatory, bridging the gaps between guidelines, between concepts for monitoring and evaluation, between sectors and between different sets of indicators.

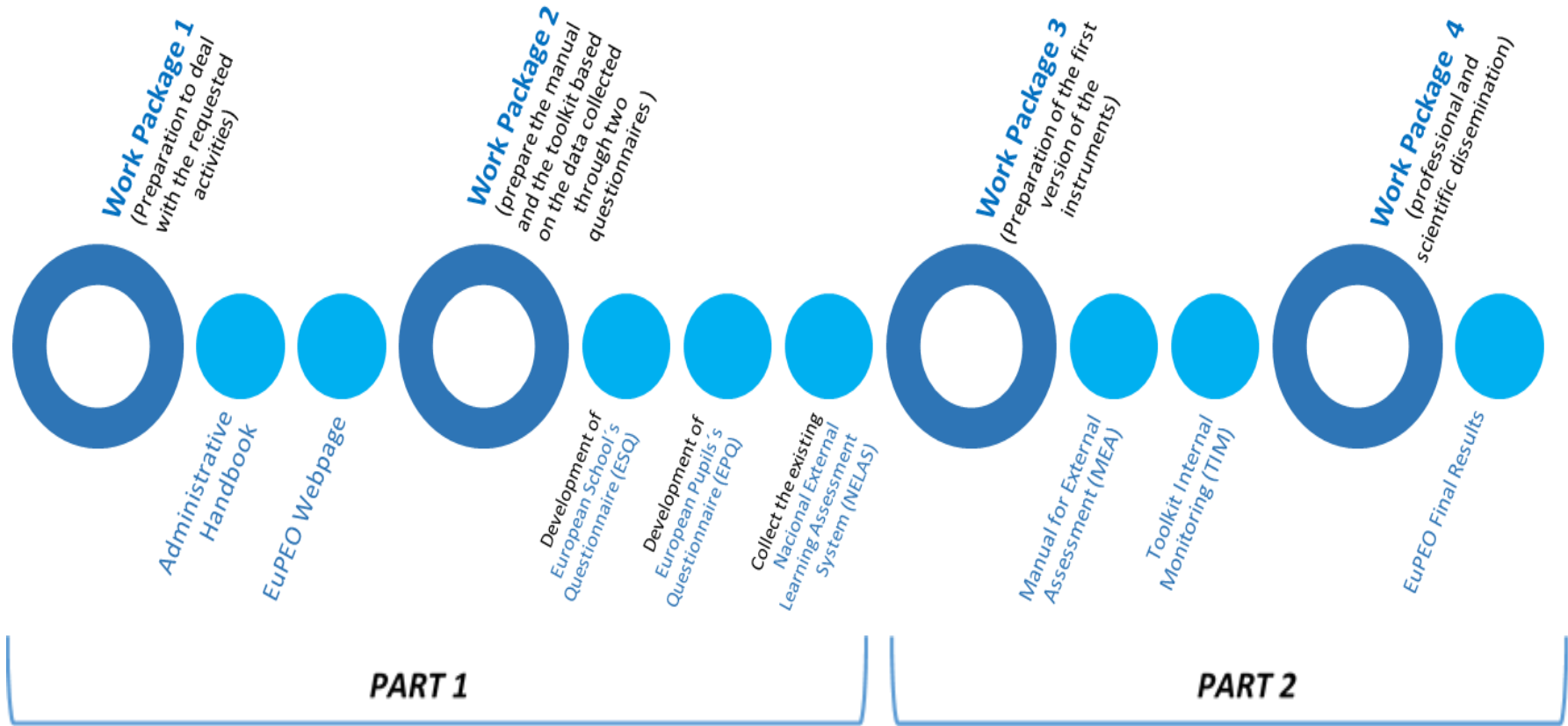
# Operational aims of the E+S EuPEO project

Develop the instruments, by identifying, collecting and integrating the valid existing ones (parameters, criteria, and procedures) to produce:

The **manual for external assessment** (MEA) will correspond to the rules for using the final platform at the national level, constituted by two questionnaires (to the schools and pupils) and by a PE learning outcomes and Physical Aptitude assessment system.

The **toolkit for internal monitoring** (TIM) will be composed by a set of instructions concerning the Quality Physical Education manual indicators to be used within each school as a monitoring procedure and to inform the improvement of those indicators.

# EuPEO process



## ***Part One of the EuPEO project***

Development/collecting 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 Pupil's 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 test the instruments in pilot studies:
  - Manual of PE Monitoring and Evaluation in a pilot of selected EU-countries of the North, South, West and East on national, regional and local level in each of the selected countries
  - Toolkit for PE teachers in a pilot at different education and school levels in local communities in each of the same selected EU-countries



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## **2. Process of construction of the PE and SS quality criteria**

# The partnership principles

Shared leadership

Responsibility

Consensus

Evidence based

Ecological Validity

Research and professional perspectives  
integration

# Shared Leadership

## During the first year

- Mainly by TPM and mail, assessed as a top-down communication process
- Non-integrated answer, by country, with an high delay postponed tasks
- Within countries, difficulties of interactions between scientific and professional partners
- Low engagement of the observer partners
- Low use of dissemination instruments

# Shared Leadership

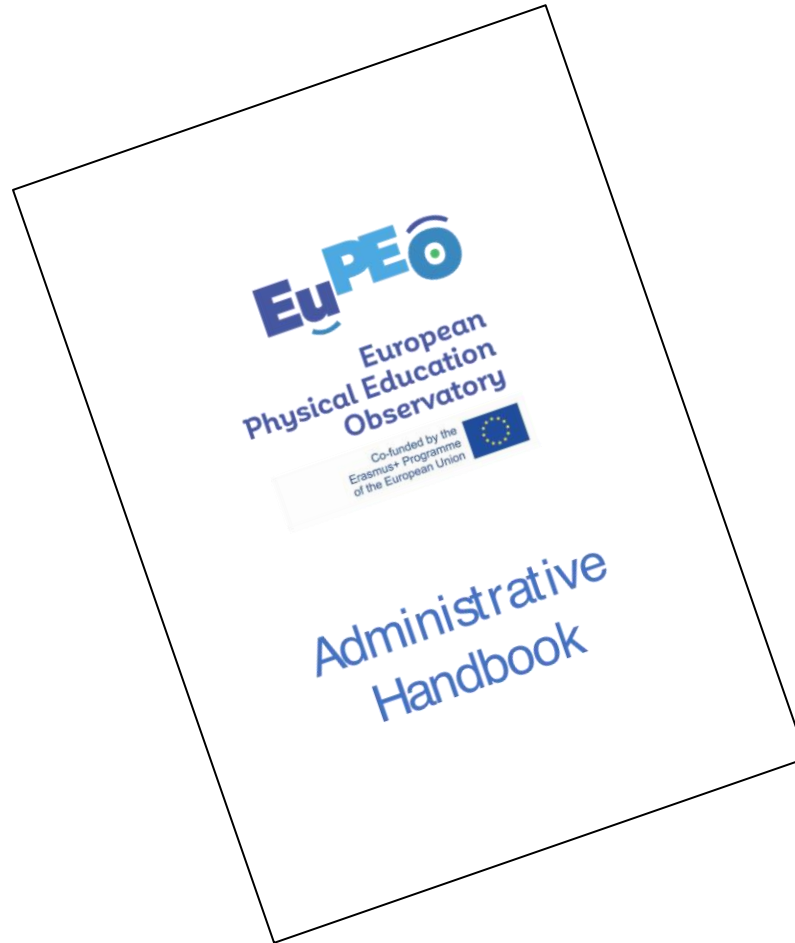
## During the second year

- Implementation of an horizontal communication lead by the coordination, using systematic skyping and appealing to the dissemination instruments use.
- Much more integrated answer, collectively, significantly reducing delay
- More cohesion on collective decision-making between countries
- Easy follow-up of the work
- Using improvement of the dissemination instruments

# Responsibility

- Formal management commitment
- Clear statement of the tasks to each partner
- Visibility of the work

# *Management commitment*



# Visibility of the work

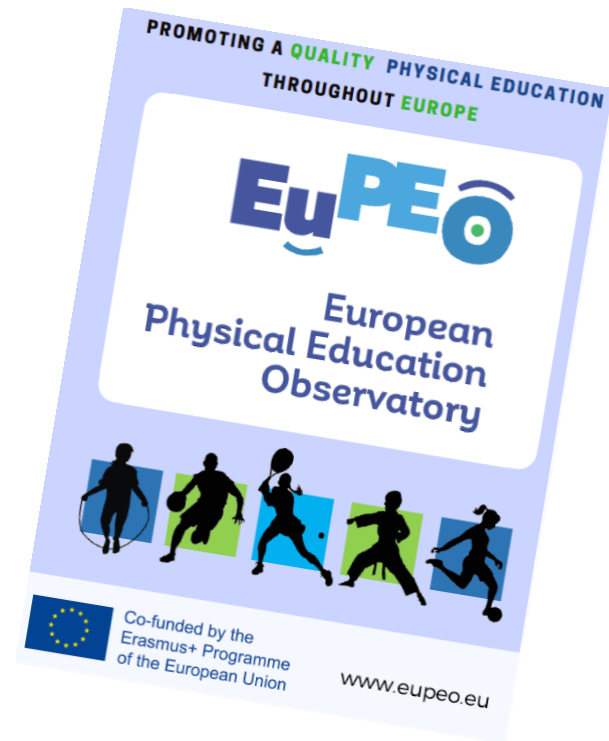


[EuPEO Webpage](#)

[EuPEO Facebook](#)



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# Consensus

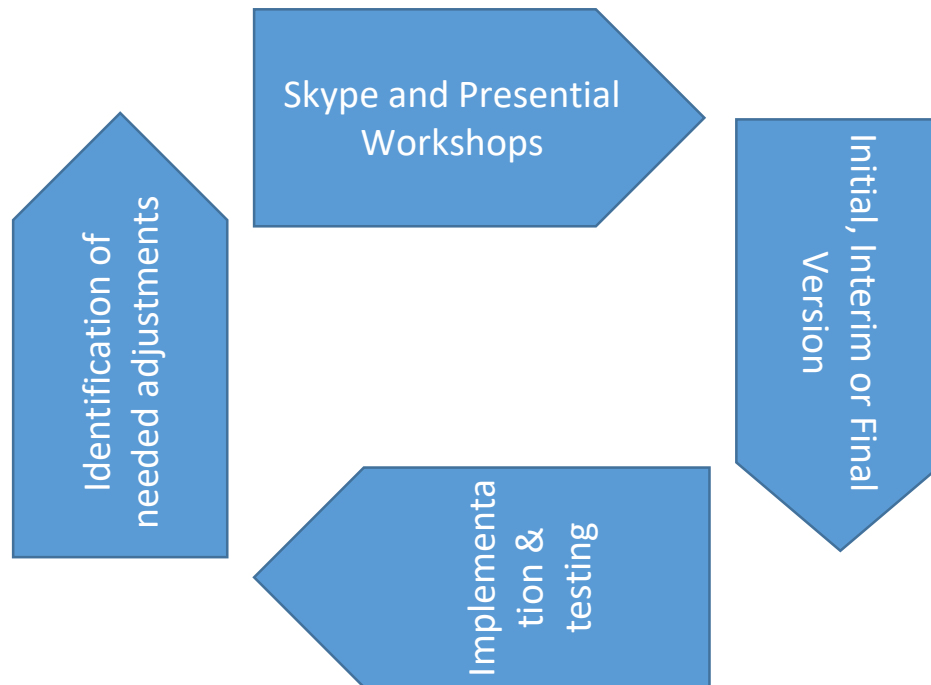
- Transnational Project Meetings based on workshops and open discussion

# Evidence based

- Evidence-based and data-drive development of outputs (ex.: scientific partners involvement and look for evidence reported in papers)
- Building on expertise from the past and current partners experience on monitoring processes and Erasmus Plus Projects

# Evidence based

- Good practices shared between the partners from the beginning
- Involvement of all stakeholders - cycle of instruments' development:



# Ecological Validity

- Strong consideration of the existing countries and regional experiences on PE and SS monitoring
- Piloting of the final instruments to adjust them to the national or regional circumstances
- Asking for a common perspective of the countries on the project work and outputs

# Research and professional perspective integration

- Pushing the cooperation between scientific and professional partners, by including them in the development of the same tasks
- Equity in decision making, avoiding the tendency to value above all the opinion of the scientists

### **3. Systemic view of the PE and SS quality parameters and criteria**

## 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



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## Already delivered EuPEO project outputs:

Based on the Framework for Quality PE, SS and PA, 4 on-line questionnaires were developed

- [European School's Questionnaire \(ESQ\)](#) (Mainly closed question to be answered by the PE School coordinator)
- [European Country's Questionnaire \(ECQ\)](#) (Mainly closed question to be answered by the representative of the PE national/regional association)
- [National External Learning Assessment \(NELAS\)](#) (Open questions to be answered by the representative of the PE national/regional association)
- [European Pupils' Questionnaire](#) (Mainly closed question to be answered by the Pupils of the last compulsory school year)

In 7 languages: English, French, German, Magyar, Czech, Slovenian, Portuguese.



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# Integrated structure of the dimensions across the instruments

<i>Instrument</i>	NELAS	ECQ	ESQ	EPQ
<b><i>EuPEO Framework Dimension</i></b>				
PE National Strategy		X		
Curriculum	X	X	X	X
Resources			X	X
Teacher Workforce		X	X	
Teacher Education		X	X	
National PE Strategy		X		
Partnerships			X	



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# Framework dimensions, components, indicators, and instruments



PE National Strategy	<i>1. Existence</i>	1. Existence	<b>ECQ</b>
	<i>2. Support</i>	1. Kind and Level of Support	<b>ECQ</b>

# Framework dimensions, components, indicators, and instruments

ESQ  
EPO

Community Partnerships	<i>1. Public</i>	1. Government	ESQ
		2. National Governing Bodies	ESQ
		3. Inter-school	ESQ
		4. Higher Education Institutes and Research Centres	ESQ; EPO
	<i>2. Private</i>	5. Professional Associations	ESQ
		1. Sports Organisations	ESQ; EPO
		2. Corporate	ESQ
		3. Parents	ESQ; EPO
		4. Higher Education Institutes and Research Centres	ESQ

# Framework dimensions, components, indicators, and instruments



Facilities, Equipment and Resources	<b>1. Facilities</b>	0. Pupils' Perception of Satisfaction	EPQ
		1. Adequacy	ESQ
		2. Polyvalence	ESQ
		3. Access to facilities	ESQ
		4. Safety and Health	ESQ
	<b>2. Equipment</b>	0. Pupils' Perception of Satisfaction	EPQ
		1. Diversity and Adequacy	ESQ
		2. Access	ESQ; EPQ
		3. Safety and Health	ESQ
	<b>3. Finances</b>	1. Application of Available Budget	ESQ

# Framework dimensions, components, indicators, and instruments



Facilities, Equipment and Resources	4. Learning Conditions	1. Physical Education Time	EPQ
		2. Pupils satisfaction with student/teacher ratio and student/space ratio	EPQ
		3. Features and Satisfaction with Physical Education Teacher Profile.	EPQ



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# Framework dimensions, components, indicators, and instruments



Teacher Workforce	<b>1. Weekly Workload</b>	1. PE Time	ESQ
		2. Classes	ESQ
		3. Students	ESQ
		4. SS Activities	ESQ
		5. Time for other duties	ESQ
	<b>2. Performed Roles</b>	1. Number of duties	ESQ
	<b>3. Teacher Demographics</b>	1. Number	ESQ
		2. Distribution	ESQ

# Framework dimensions, components, indicators, and instruments

Teacher Education	<b>1. Initial Teacher Education</b>	1. Professional/Academic Qualifications	ECQ
		2. Professional Competences	ECQ
		3. School Placement/Internships/Practicum	ECQ
		4. Providers and Teacher Educators' Requirements	ECQ
	<b>2. Induction</b>	1. Presence	ECQ
		2. Legal Status	ECQ
		3. Providers	ECQ
	<b>3. Continuous Professional Development</b>	1. Presence	ECQ
		2. Legal Status	ECQ
		3. Providers	ECQ
		4. Participation	ESQ

# Framework dimensions, components, indicators, and instruments

Curriculum Flexibility	<i>1. Physical Education</i>	1. Curriculum Organisation	ECQ
		2. Contents	ESQ; EPQ
		3. Assessment and Grading	ESQ; EPQ
		4. Learning Outcomes	ESQ; EPQ
		5. Subject Name	ECQ
		6. Field Trips	ESQ; EPQ
		7. Pedagogical Principles	ECQ; EPQ
		8. Allocated Time	ESQ
	<i>2. School Sports</i>	0. General Satisfaction with School Sports	EPQ
		1. Organisation	ECQ
		2. Time, activities, provision, participation	ESQ; EPQ
		3. Competition	ESQ; EPQ
	<i>3. Other Forms of Physical Activity</i>	1. Physically Active Learning	ESQ; EPQ
		2. Recess – Active and Self	ESQ; EPQ
		3. After-School - AKA. Extracurricular	ESQ; EPQ
		4. Active Transport/Commute	ESQ; EPQ



# Framework dimensions, components, indicators, and instruments



<b>Based on the Physical Literacy construct from the Australian Sports Commission (2017) adopted by the PHYLIT Erasmus Plus Project</b>  <b>(integrated in the Curriculum Flexibility dimension)</b>	<b>1. Physical Dimension</b>	NELAS
	<b>2. Psychological Domain</b>	NELAS
	<b>3. Social Domain</b>	NELAS
	<b>4. Cognitive Domains</b>	NELAS



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# Outputs (available in the website)

**Already delivered EuPEO project outputs:**

**EuPEO Intellectual Output 1:**

[Intermediate Report. National Preliminary Results](#)

**EuPEO Intellectual Output 2:**

[Intermediate Report. European Preliminary Results](#)



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# Outputs (under development)



**EuPEO outputs (TPM 2: Paris (France), March 22<sup>st</sup>-24<sup>th</sup> 2019)**

- Collective adjustment of the instruments ECQ, ESQ, EPQ 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

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# Outputs (under development)

## Upcoming EuPEO outputs

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

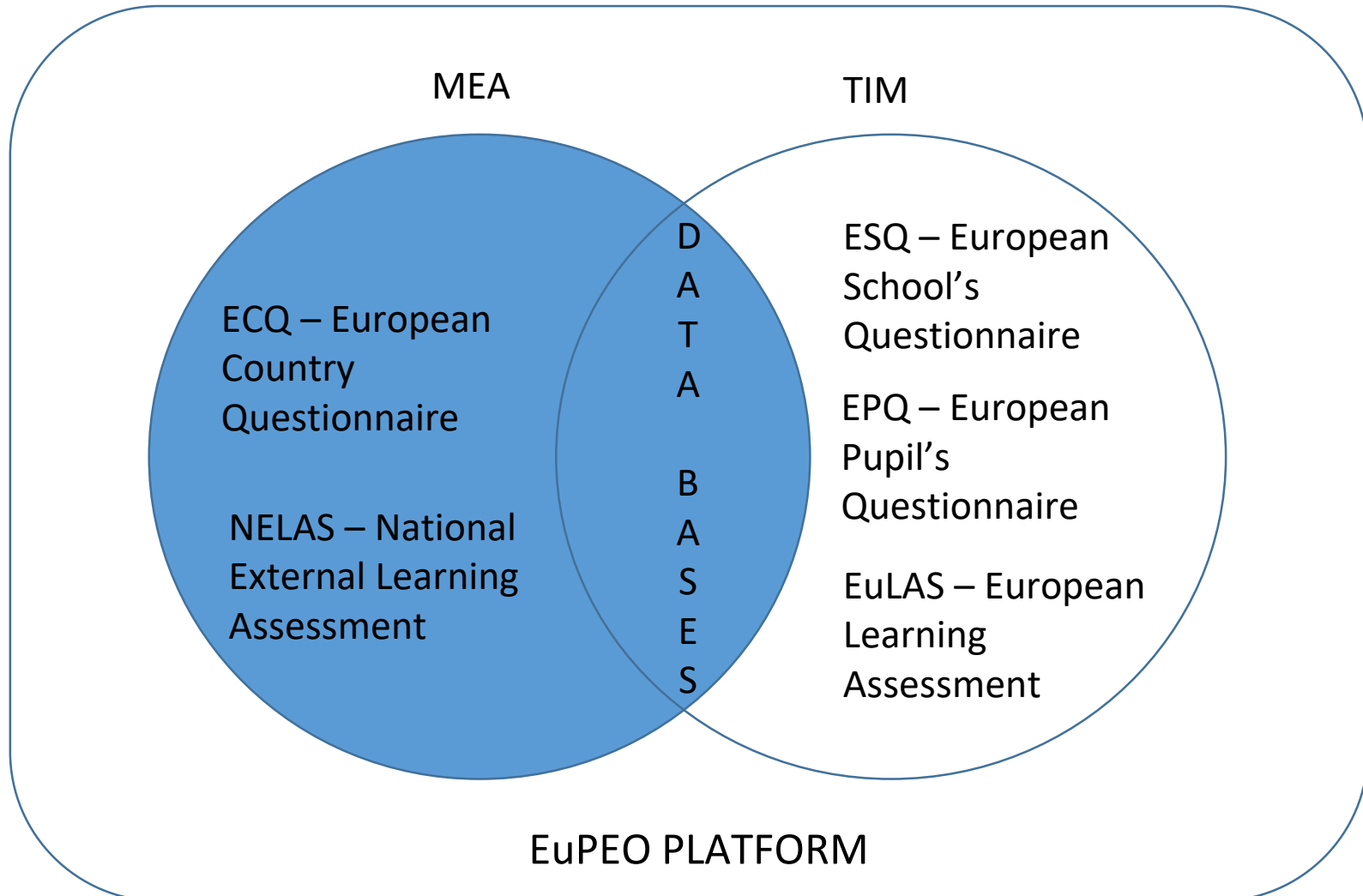


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# MEA and TIM interaction as pillars of the EuPEO



# EuPEO Platform Levels

Macro Level: ECQ – European Country Questionnaire

Meso Level: ESQ – School's Questionnaire

Micro Level:  
EuLAS – European Learning Assessment

Micro and Meso Level: EPQ – European Pupils' Questionnaire

Macro Level: NELAS – National External Learning Assessment

## Next Transnational Project Meetings (TPM)

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



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## Thank you for your attention

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