

EUPEA
EUROPEAN PHYSICAL EDUCATION ASSOCIATION

The EuPEO project: a **European Physical Education Observatory** to monitor Physical Education in Europe

Dr. Claude Scheuer

President of the European Physical Education Association

HIPE 2018

The role of schools in health-enhancing physical activity (HEPA)

HIPE for HEPA

Budapest, November 15th-16th 2018



Co-funded by the
Erasmus+ Programme
of the European Union

European Physical Education Observatory **EuPEO**

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



- 1. Introduction**
2. Antecedents of the EuPEO
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About EUPEA

- Founded in 1991 in Brussels
- Declaration of Madrid 1991, amended in Brussels 2011

“No Education without Physical Education”

- The umbrella organization of the national Physical Education Associations in Europe
- Members in more than 30 countries in Europe
- Focus on promotion of and advocacy for Physical Education



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

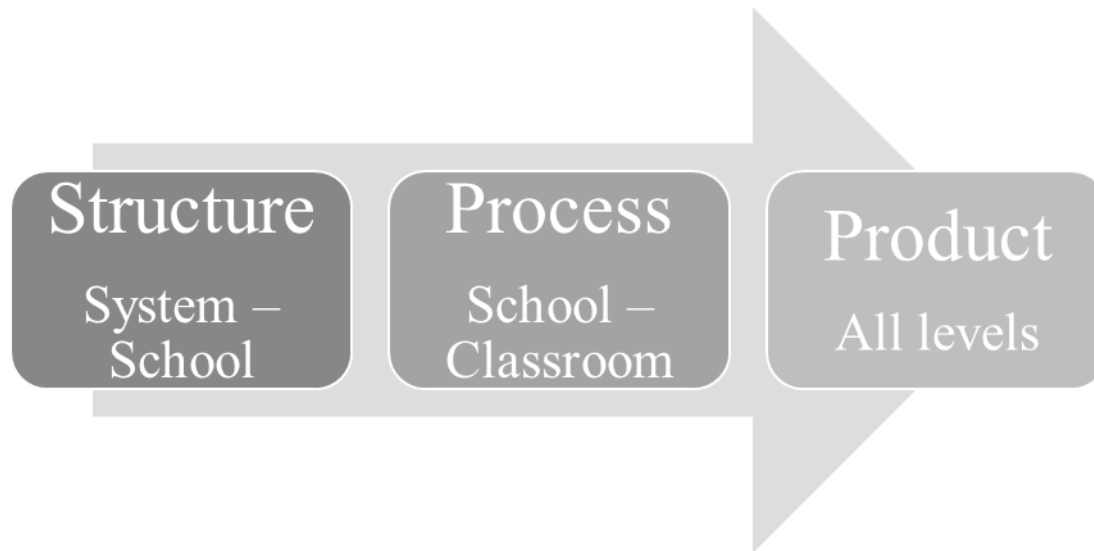
- Narrative literature review on categories of QPE indicators
- Statements from significant institutions and organizations
- The deliberations from the EUPEA/UNESCO Seminar on QPE
- Former EUPEA experience in European PE surveys

Antecedents of the EuPEO

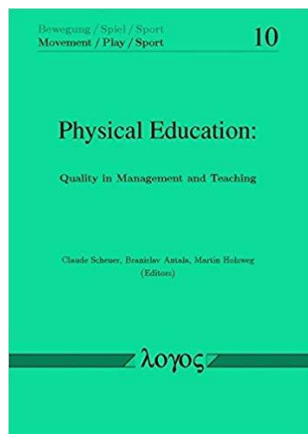


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Impact levels of QPE categories (Scheuer & Holzweg, 2014, p. 64)



Scheuer, C., & Holzweg, M. (2014). Quality in physical education: an overview from the perspective of physical education teacher associations. In C. Scheuer, B. Antala, & M. Holzweg, *Physical Education: Quality in Management and Teaching* (pp. 62–71). Logos: Berlin.

In general, a lot of factors can have an impact on QPE. The following categories generally structure the different factors (Scheuer & Holzweg, 2014):

- Quality aspects in relation with input or human resources can be summarized under the category **Structure**;
- Quality aspects linked to the context and to the process are overlapping and can be brought together under the category **Process**.
- Quality aspects focused on outcomes or output and on objectives could be outlined as **Product**.

- **EU Physical Activity Guidelines (2008)**: physical activities on a daily basis in all grades, 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 appreciate the PE system level of progress (maturity) and macro-, meso- and micro-indicators dimensions (Policy, Curriculum, Schools, Teacher and Learners).
- **NASPE (American National Association for Sport and Physical Education): NASPE Standards (2011)** for the physical educated person and criteria or conditions to achieve these standards with opportunity to learn, appropriate instruction practice and student and program assessment.
- **AIESEP (Association International des Écoles Supérieures de Education Physique): QPETE Position statement (2014)** reporting on the 2014 specialist seminar on the relationship between QPE and QPETE, norms for ITT and expertise for PE teacher educators, as well as universities/schools connections.
- **UNESCO: QPE Guidelines for Policy Makers (2015)**
- **EUC Expert Group “Health-enhancing physical activity”: Recommendations to encourage physical education in schools, including motor skills in early childhood (2015)**

Onofre, M., Holzweg, M., Repond, R.-M., Schmid, S., & Scheuer, C. (2014). *EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014*. Retrieved from <https://www.eupea.com/wp-content/uploads/2015/07/150530-EUPEA-Report-on-QPE-Seminar-UNESCO.pdf>

Overview from the perspective of PE teacher associations

Country / Region	Document	Document type
United States NASPE	<ul style="list-style-type: none"> Physical Education Is Critical to Educating the Whole Child What Constitutes a Quality Physical Education Program? 	Position statement
United Kingdom afPE	<ul style="list-style-type: none"> Quality of Teaching Health Position Paper 	Recommendations Position paper
Germany DSLVL	<ul style="list-style-type: none"> Memorandum on Physical Education and School Sports adopted by DOSB, DSLVL and dvs in September 2009 	Memorandum
Ireland IPPEA	<ul style="list-style-type: none"> Quality Physical Education in the Irish Primary School Context 	Policy Document
Switzerland SVSS	<ul style="list-style-type: none"> Implementation of a national instrument for observation of QPE 	Implementation document
Europe EUPEA	<ul style="list-style-type: none"> Code of Ethics & Good Practice Guide for PE Physical Education Guidelines EUPEA principles Declaration of Madrid 	Guidelines Principles Declaration

Scheuer, C., & Holzweg, M. (2014). Quality in physical education: an overview from the perspective of physical education teacher associations. In C. Scheuer, B. Antala, & M. Holzweg, *Physical Education: Quality in Management and Teaching* (pp. 62–71). Logos: Berlin.

In accord with the categories of QPE indicators identified in a narrative literature review – *Structure, Process and Product* – an analysis of selected documents issued by PE Teacher Associations presents the indicators described in the following.

Structure:

System and/or school level: mission of PE, instruction periods, PE teacher education, equipment and teacher/pupil ratio.

Process:

- *System/school level:* curricula (both national and school curricula) and leadership and management.
- *Classroom level:* meaningful content, learning processes, teacher practices, physical activity levels and assessment.

Product:

Outcome, monitoring and assessment.

Onofre, M., Holzweg, M., Repond, R.-M., Schmid, S., & Scheuer, C. (2014). *EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014*. Retrieved from <https://www.eupea.com/wp-content/uploads/2015/07/150530-EUPEA-Report-on-QPE-Seminar-UNESCO.pdf>

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The contributions of PE teacher associations to the general discussion on QPE focus on two perspectives:

- **Ask for securing the perquisites for QPE on a structural level**, which points out the political perspective that PE teacher associations overtake by advocating for QPE and PE in general.
- **PE teacher associations give many statements that impact on the process level**. These statements give mainly indications about learning processes and teacher practices and can be situated on the classroom level.

What is discussed less are factors on the product level in relation with concrete outcomes of PE in relation with **monitoring and assessment**. But also issues about actual relevant topics like **school development and management** seem to be less in the focus of discussions about QPE.

Conclusion

- Pragmatic approach
- Practical perspective from the point of view of the PE teacher
- Political perspective: advocating for PE
- Absence of an evidence-based, scientific perspective

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EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014

1. Quality of Physical Education (QPE) must be conceived as a **multi-systemic phenomena** implying the consideration of the following levels: **structure, process and product**

2. At the **structure level** QPE must be represented by:
 - a. The use of **systematic School PE advocacy** for the society in general, policymakers (government, parliament, political parties), head teachers or school principals (each school, principals' associations), parents (individually, parents' associations)
 - b. The formal clarification of the PE conceptual orientation including together the ideas of the **inclusive learning skills and learning to learn**, within a **positive ambiance**, in order **to promote physical literacy and a healthy lifestyle based on physical activity and sport life-long**
 - c. The physical and emotional **secureness of the school and its surroundings**
 - d. The existence of **motivated and qualified/competent PE teachers** (attending specific training in a PE teaching master degree),
 - e. **PETE that follows clear rules** for ITT qualification (including the practicum and probationary training) and that promote the integration between CPD (Life-long learning programs) and the structured careers development

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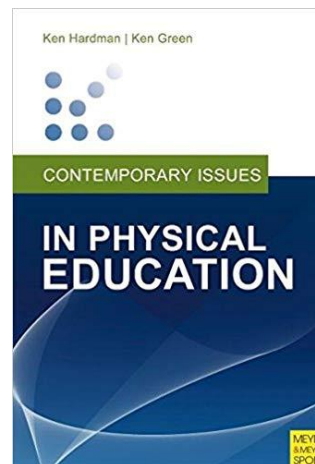
3. At the **process level** QPE needs to be characterized by:
 - a. The presence of **formal curricula** proposals, offering **content diversity** (including expressive activities), matching the **local cultural interesting**, based on teachers' collegiality in decision-making
 - b. PE lessons oriented to improve: a **positive learning environment**, the **students' understanding**, the **challenge for all students** and the **learners' autonomy and responsibility**
 - c. The PE delivered school must be **autonomously and regularly evaluated** involving as participants the teachers and the students, focused on the appreciation of the learning outcomes, and the teachers evaluation

4. At the **product level** QPE will be represented by:
 - a. The existence of **formal and systematic PE learning assessment**, including **physical fitness** and **values**, mainly developed in a formative way, focused on **PE competencies**, grading the learning gains, assuring its meaningfulness

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EUPEA research on a physically well educated person

The aims of Physical Education –
Comparison from priorities adopted by PE
teachers in 14 European countries



Fisher, R., Diniz, J., & Repond, R.-M. (2011). A Physically Educated Person. In Hardman, K., & Green, G. (Eds.). *Contemporary issues in Physical Education*. Oxford: Meyer & Meyer.

Top five ranking

- To encourage the adoption of active and healthy lifestyles
- To develop a feeling of personal wellbeing/wellness
- To inculcate a sense of important values in sport (fair play, solidarity...)
- To develop a broad repertoire of movement competence
- To provide opportunities for all pupils to learn and achieve, regardless of ability, gender or social and cultural background

The aims and learning outcomes prioritized by teachers demonstrate that the important factors for them are the adaption of a balanced and active life with good habits.

Main Antecedent

What do we know about the European PE reality?

*Physical education and school sport
in Europe:
From individual reality to collective
desirability*



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Physical education and sport in Europe: From individual reality to collective desirability

**21 Countries (representatives from
national associations)**

**Mixed Questionnaire focused on:
What do we have in our country?
What do we desire for Europe?**

Descriptive Statistics

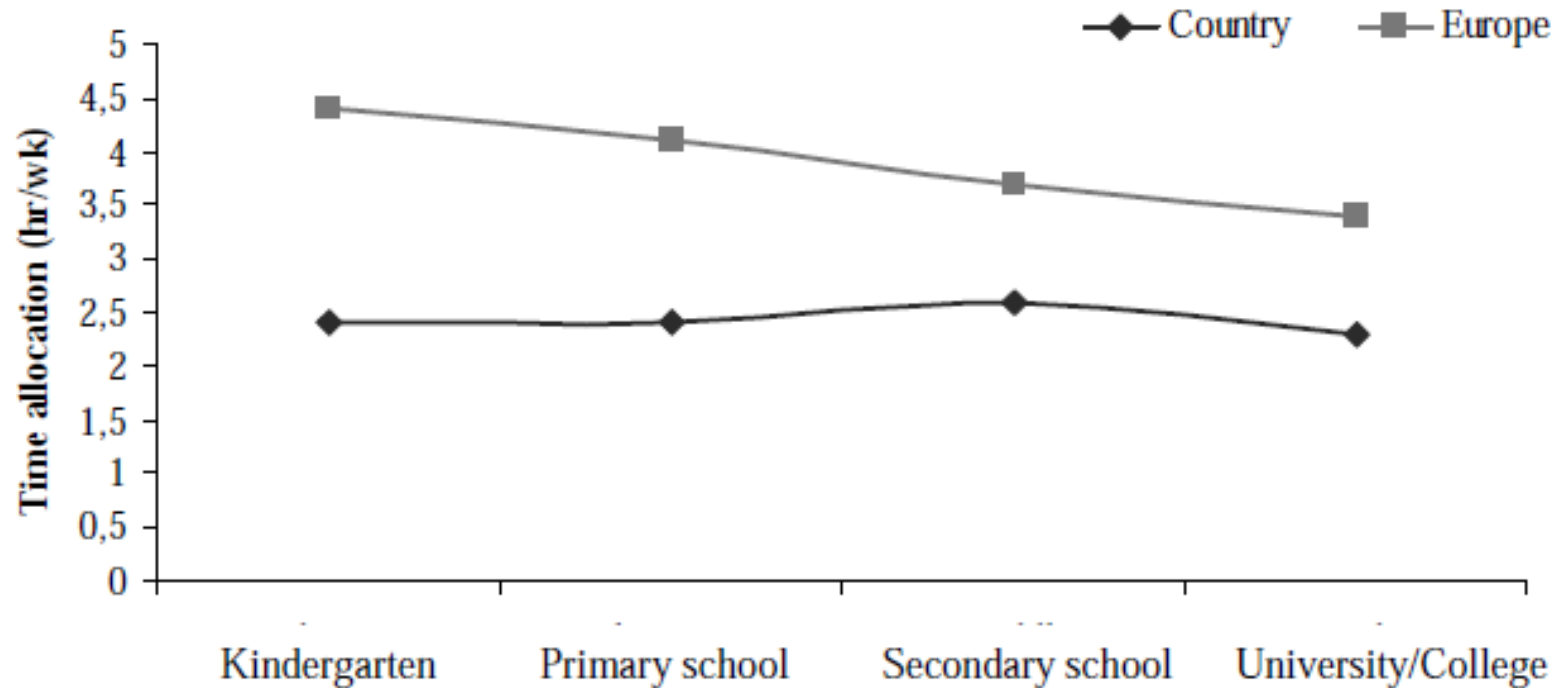
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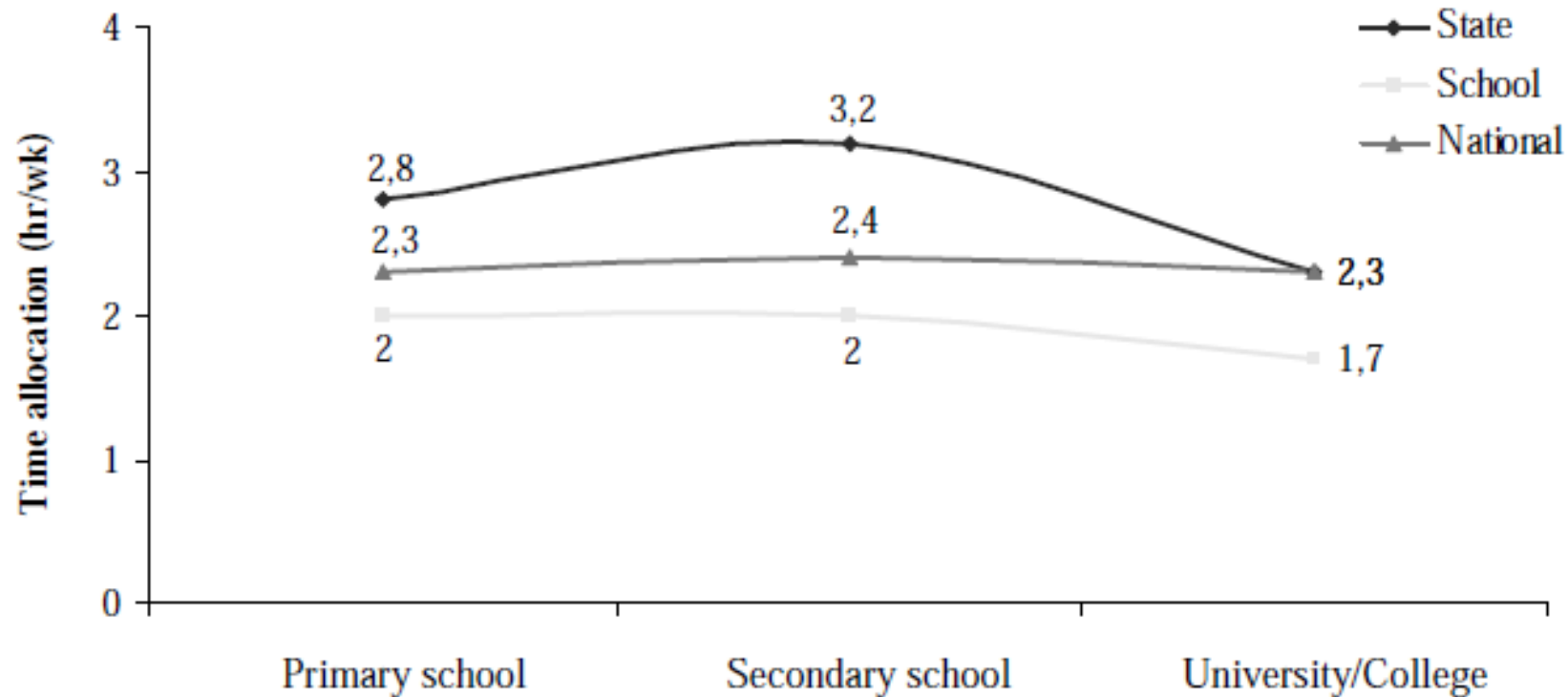
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Average PE time allocation in each education level (Onofre et al., 2012b, p. 25)



PE time allocation according generalization levels of the PE program (Onofre et al., 2012b, p. 25)

EUPEA questionnaire on PE in Europe 2015

Context

- EUPEA study “Physical education and school sport in Europe: From individual reality to collective desirability” 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 “Monitoring the Quality in PE in Europe: the project of the Observatory”



EUPEA questionnaire on PE in Europe 2015

- Questionnaire with 5 parts
 - PE in the educational system: 6 Items
 - Formal issues of the curriculum in elementary school: 14 Items
 - Objectives, content and assessment issues of the curriculum in elementary school: 7 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, GER, GRE, HUN, IRL, ITA, LUX, NED, POL, POR, SCO, SRB, SLO, SPA, SWE



EUPEA questionnaire on PE in Europe 2015

Most urgent problems of PE

Problem	Frequency	Countries
Specialised PE teachers in Elementary Education, qualification level	8	BEL, ENG, IRE, ITA, LUX, NED, POR, SCO
PE curriculum reform	3	CZE, FRA, IRE
Infrastructure	3	ALB, HUN, SER
Qualification PE teachers	2	ALB, HUN
Supervision, Quality support	2	ALB, HUN
Assessment	2	ENG, POR
Time allocation	2	GRE, IRE, POR

EUPEA questionnaire on PE in Europe 2015

Compulsory Physical Education lessons in Europe

School level	ALB	BEL	CZE	ENG	FRA	GER	GRE	HUN	IRL
Elem	3	2	2	2*	3	3	2-4	5	1-2 (60')
Sec I	3	2	2	2*	4-3	2	2	5	
Sec II	3	2	2	2*	3	2	2-1	5	

School level	ITA	LUX	NED	POL	POR	SCO	SRB	SLO	SPA	SWE
Elem	1	3-2	1-2	3-4	2	2	2	3	2	2
Sec I	2	3-2	2-2.5	4	3	2	3	2	2	2
Sec II	2*	2-1	2-2.5	3	2	2	2	2-3	2	1

EUPEA questionnaire on PE in Europe 2015

Conclusion

- Differences on the generalization level of PE
- Differences in the structure of the PE curriculums
- Different understanding of what Physical Education is or should be about (concept)
- Different focus depending on the school level and on the country
- Differences in the PE time allocation
- Enormous problems in Elementary PE in many European countries



- Situation in Europe with regard to QPE on the different levels of *structure*, *process* and *outcome* of PE is very diverse
- In many European countries a lack of quality of different QPE indicators remains prevalent
- A European monitoring system to evaluate QPE on a regular basis is strongly needed
- Contribution from the scientific community that is engaged in the field of PE

Establishment of a regular observatory for QPE, put in place and run by the different stakeholders: PE researchers and PE practitioners

EuPEO

1. Introduction
2. Antecedents of the EuPEO
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4. Outlook



Rationale (1)

- The role of Physical Education has been highlighted as an essential part of the promotion of healthy lifestyles 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 organized and have different conditions of development between continents, countries 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, SS and PA at school (Gerlius et al., 2016)



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Rationale (2)

- 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 similitude and differences between the parameters and criteria used by this national systems
- Europe deserves 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 referencing them to regional, country and European levels



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General aim of EuPEO

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

Specific aims 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



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For this, we need:

- 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



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Indicators for PE and SS quality

- Teachers (qualification, age, other characteristics)
- Facilities (accessibility, quality and maintenance)
- Timetables (total time allocated, weekly distribution of the curricular load, etc.)
- Curricular processes (constraints, problems 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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EuPEO recent history (1)

- The FMH/University of Lisbon, was charged of the project coordination, in a close cooperation with SPEF and EUPEA
- The Executive Committee of EUPEA challenged the different European PE associations (EUPEA members) to joint this project in cooperation with research institutions in PE and Sport
- Furthermore, the idea is also to profound the cooperation between research institutions and professional organisations within each European country.



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EuPEO recent history (2)

- We also intend to facilitate 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
- 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



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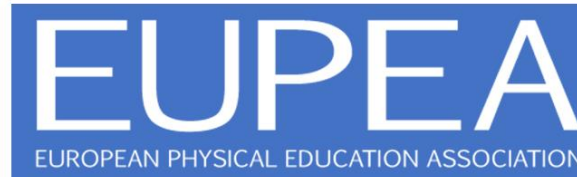
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1st Transnational Project Meeting,
Lisbon, 24-26 January 2018

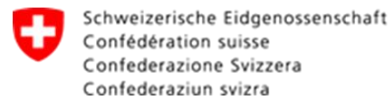


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Faculty of Physical
Culture
Palacký University
Olomouc



EuPEO recent history (3)

Project coordinator:

Faculdade de Motricidade Humana/University of Lisbon (Portugal)

Project 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 Culture/Univerzita Palackého v Olomouci (Czech Republic)**
- **Hungarian School Sport Federation (Hungary)**
- **Syndicat National de l'Éducation Physique (France)**
- School of Education/University College Cork (Ireland)

Associated partners

- **Koninklijke Vereniging voor Lichamelijke Opvoeding (Netherlands)**
- Mulier Institute (Netherlands)
- University of Münster (Germany)

Project period

1st January 2018 - 31st December 2020

Project Reference

590560-EPP-1-2017-1-PT-SPO-SCP

Co-funding

383.893 €

www.eupeo.eu



@EuPEOproject



European Physical
Education Observatory

PROMOTING A **QUALITY** PHYSICAL EDUCATION
THROUGHOUT **EUROPE**



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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 by 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 school as a monitoring procedure and to inform the improvement of those indicators.



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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)



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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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Already delivered EuPEO project outputs:

- The Framework for Quality PE, SS and PA
- European School Questionnaire (ESQ)
- European Country Questionnaire (ECQ)
- National External Learning Assessment (NELAS)

in 7 languages:

English, French, German, Magyar, Czech, Slovenian, Portuguese



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Upcoming EuPEO outputs

- European and national reports on the questionnaires application
- European Pupils Questionnaire



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Transnational Project Meetings (TPM)

- **TPM 2:** Paris (France), March 21st-24th 2019, including a presentation of EuPEO at the UNESCO headquarter
- **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 31st EUPEA Forum (tbc)



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Thank you for your attention!

For more information:

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www.eupeo.eu



- Fisher, R., Diniz, J., & Repond, R.-M. (2011). A Physically Educated Person. In Hardman, K., & Green, G. (Eds.). *Contemporary issues in Physical Education*. Oxford: Meyer & Meyer.
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