

Physical Education Quality: the European Physical Education Association (EUPEA) experience on the construction of the European Physical Education Observatory (EuPEO)

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

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**European
Physical Education
Observatory**

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



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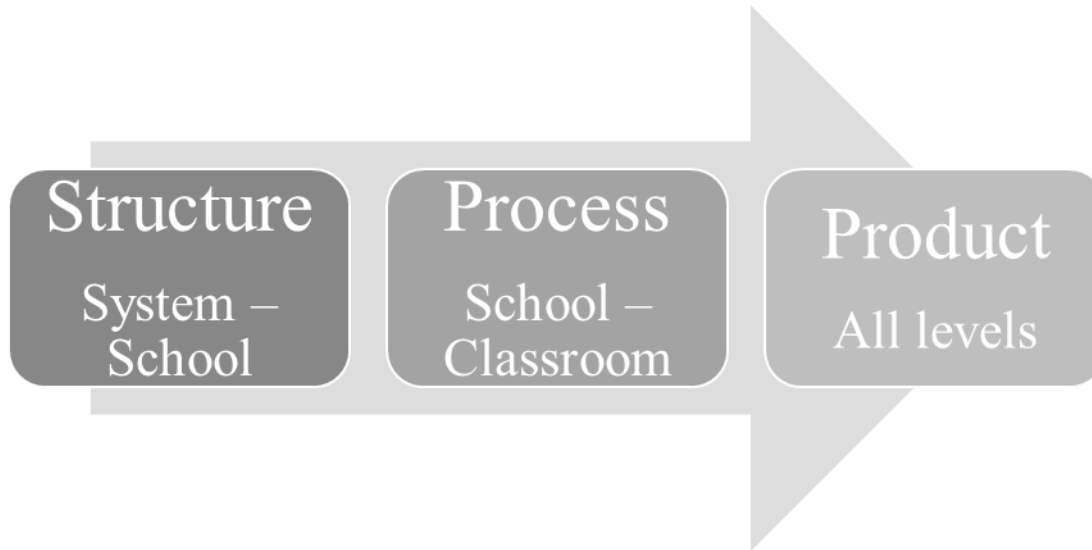
Antecedents of the EuPEO

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

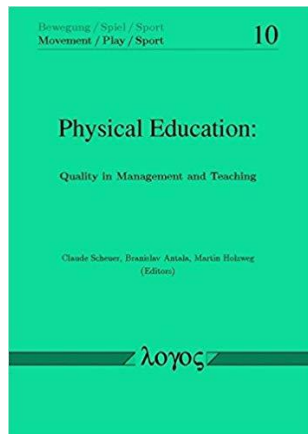
- Narrative literature review on categories of QPE indicators
- Statements from significant institutions and organizations
- The deliberations from the EUPEA/UNESCO Seminar on QPE
- Former EUPEA experience in European PE surveys



Antecedents of the EuPEO



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**.

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

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>

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

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

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>

Main Antecedent

What do we know about the European PE reality?

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

Holzweg, M., Onofre, M., Repond, R.-M., & Scheuer, C. (2013). Schulsport in Europa aus Perspektive des Europäischen Sportlehrerverbands (EUPEA). *Sportunterricht*, 62(8), 229-234.

Marques, A., Holzweg, M., Scheuer, C., Repond, R.-M., Correia, C., Onofre, M. (2014). Extracurricular sports in European schools: A descriptive study. *International Sports Studies*, 36(1), 63-70.

Onofre, M., Marques, A., Moreira, A. R., Holzweg, M., Repond, R.-M. & Scheuer, C. (2012a). Physical education and sport in Europe: From individual reality to collective desirability (part 1). *International Journal of Physical Education*, 49(2), 11–35.

Onofre, M., Marques, A., Moreira, A. R., Holzweg, M., Repond, R.-M. & Scheuer, C. (2012b). Physical education and sport in Europe: From individual reality to collective desirability (part 2). *International Journal of Physical Education*, 49(3), 17–31.



- 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

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Initial 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.)

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



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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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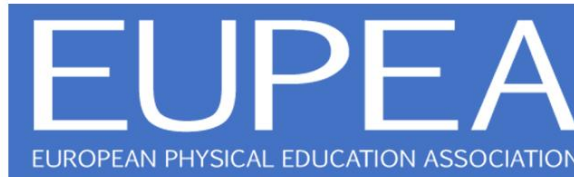
EuPEO

European Physical Education Observatory

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

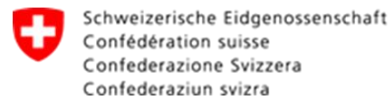


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Faculty of Physical
Culture
Palacký University
Olomouc



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



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Education Observatory

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



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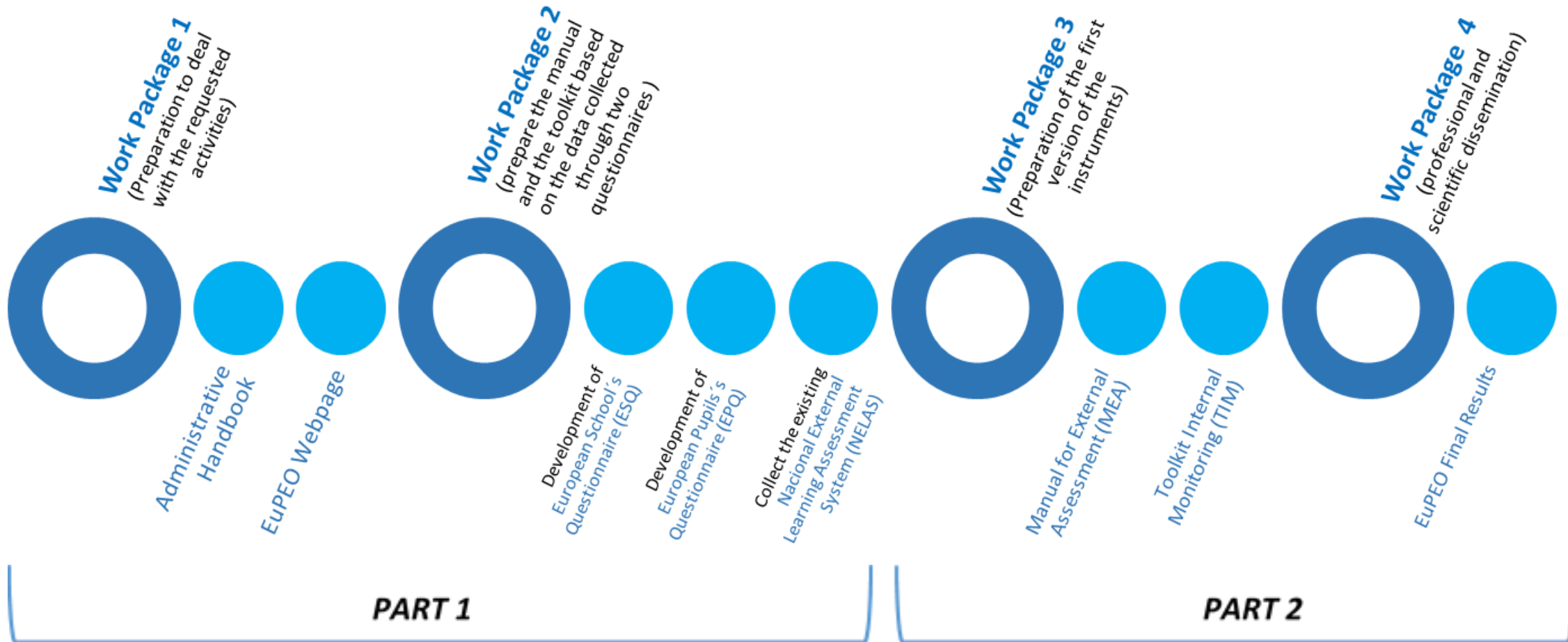
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Operational aims of the EuPEO project

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 based on the UNESCO QPE guidelines

- PE National Strategy
- Community Partnerships (Public and Private)
- Facilities, Equipment and Resources
- Teacher Workforce
- Teacher Education
- Curriculum Flexibility



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<i>Questionnaires</i>	National External Learning Assessment	EuPEO Country's Questionnaire	EuPEO School's Questionnaire	EuPEO Pupils' Questionnaire
<i>EuPEO Quality PE dimensions</i>				
PE National Strategy		X		
Curriculum Flexibility	X	X	X	X
Facilities, Equipment and Resources			X	X
Teacher Workforce		X	X	
Teacher Education		X	X	
Community Partnerships (Public and Private)			X	

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:

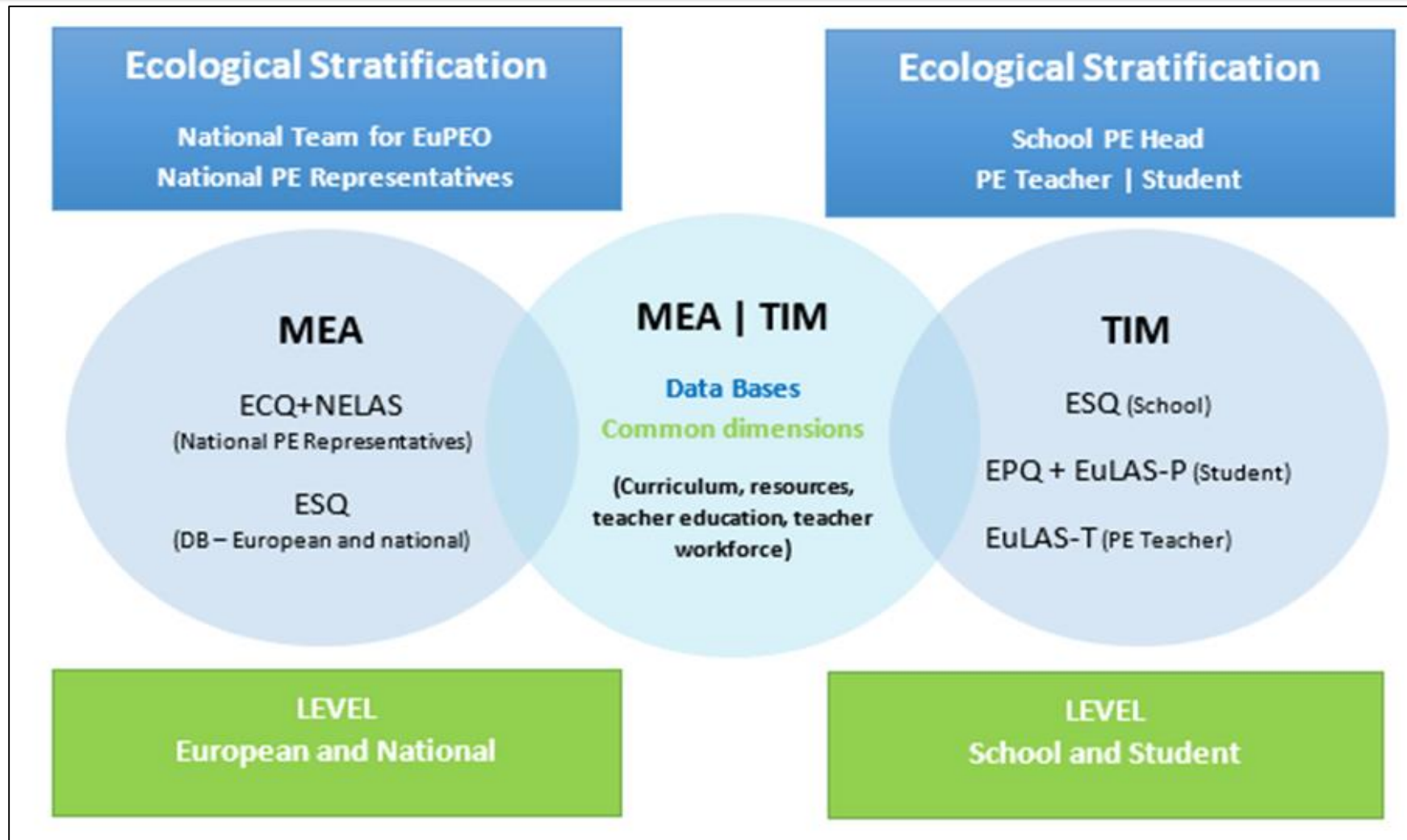
English, French, German, Hungarian, Czech, Slovenian, Portuguese



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Already delivered EuPEO project outputs:

EuPEO Intellectual Output 1:

Intermediate Report. National Preliminary Results

EuPEO Intellectual Output 2:

Intermediate Report. European Preliminary Results

EuPEO Intellectual Output 3:

Manual for External Assessment (MEA) | Pilot Procedures

EuPEO Intellectual Output 4:

Toolkit for Internal Monitoring (TIM) | Pilot Procedures



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MEA Result highlights



ECQ Dimension	Results
PE National Policy	PT: no policy GER: some regarded the KMK action plan as PE national policy plan, No monitory system of learning outcomes
Teacher Workforce	PT: ~ 6000 (upper secondary) GER: lacking data entries CZ: problem with finding experts
Teacher Education	PT: M.Ed, consecutive (3+2) as only teaching qualification route, compulsory accredited CPD (min 25h/year), typically as a “short course” (min 12h) GER: M.A. or M.Ed, 300 ECTS for secondary diploma, no compulsory CPD

Dr Claude Scheuer
EuPEO TPM (online), 15-16 June 2020

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TIM Result highlights - ESQ

ESQ Dimension	Results
Curriculum PE	PT: No Cycling, Winter Sports, Swimming, Traditional games GER: No Cycling, Outdoor and adventure activities IRE: No Athletics, Cycling, Combat sports, Dance, Winter sports, Gymnastics, Adventure, Skating sports, Swimming, Traditional games
Curriculum SS	SS offer: PT all, GER all, IRE all
Curriculum OFPA	Active transport: PT 1, CZE 1, GER 0, IRE 0
Resources	PT: 1 school does not own any sport facilities CZE: Gyms ok, no swimming pools
Partnerships	PT: all schools have public and private partnerships GER: all schools consider governmental support as important, only two cooperate regularly with other schools IRE: all schools cooperate with HEI and NGO (PEAI)

TIM Result highlights – EuLAS

EuLAS	Results
EuLAS-P	PT: Students Physical Self-Perception of male > female
EuLAS-T	PT: Best: Games, Worst: Gymnastics; 12.2% Risk Zone, 72.7% Healthy Zone CZE: Best: Athletics; Worst: Gymnastics; 34.6% Healthy Zone GER: Best: Athletics; At some schools lower performance levels in physical fitness are related to higher scores in motor competences and vice versa; 12% Risk Zone; 80% Healthy Zone

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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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Transnational Project Meetings (TPM)

- **TPM 1:** Lisbon (Portugal), January 24th-26th 2018
- **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 25th-28th 2020
- **TPM 5:** Magglingen (Switzerland), 14th-16th June 2020
- **Multiplier Sport Event / Presentation of EuPEO:** Lisbon (Portugal), November 27th 2020, connected to the 31st EUPEA Forum (November 26th-28th 2020) POSTPONED



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Thank you for your attention!

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<http://www.eupeo.eu>



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Twitter: <https://twitter.com/EuPEOproject>

HIPE 2020 BUDAPEST HUNGARY
16TH – 19TH NOVEMBER

CEREPS+ Summit 2020: Quality physical education – What does it mean and how should it look like?



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