



European Physical Education Observatory

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



EuPEO Intellectual Output 4

EuPEO Toolkit for Internal Monitoring

English Version

Technical Sheet

Title: EuPEO Intellectual Output 4 EuPEO Toolkit for Internal Monitoring – English Version.

Authors: Marcos Onofre, João Costa, Nuno Ferro, Dora Carolo, Roland Naul, Stefanie Dahl, Rose-Marie Repond, Tamás Csányi, Claude Scheuer, Martin Holzweg

Project Coordinator: Marcos Onofre

Number of pages: 26 + Appendices

Year: 2020

Cite as: Onofre, M., Costa, J., Ferro, N., Carolo, D., Naul, R., Dahl, S., Repond, R-M., Csányi, T., Scheuer, C., & Holzweg, M. (2020). EuPEO Intellectual Output 4 EuPEO Toolkit for Internal Monitoring – English Version.

Project: European Physical Education Observatory

Funder: European Commission

Programme: Erasmus+ Sport Collaborative Partnership 2017

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

Timeline: January 2018 – December 2020

Project Sheet: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/590560-EPP-1-2017-1-PT-SPO-SCP>

For further information on the EuPEO Project please follow the links:

Website: www.eupeo.eu

Facebook: www.facebook.com/European-Physical-Education-Observatory

Twitter: www.twitter.com/EuPEOproject

The authors wish to thank the European Commission for funding the EuPEO project under the Erasmus+ Sport Collaborative Partnership scheme, with the project reference: 590560-EPP-1-2017-1-PT-SPO-SCP.

Disclaimer: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table of Contents

Introduction	5
EuPEO Glossary	8
EuPEO’s Glossary Cultural Equivalentents	10
1. EuPEO Toolkit for Internal Monitoring	12
General Methodological Norms	12
TIM IMPLEMENTATION – EuPEO PHASE 2 (JANUARY TO MAY)	17
1.1. EuPEO School Questionnaire (ESQ)	17
1.2. EuPEO Pupil Questionnaire (EPQ)	18
1.3. EuPEO Learning Assessment System (EuLAS) – Teacher and Pupil	22
1.3.1.1. Physical Activities	23
1.3.1.2. Health-Related Fitness	25
1.3.2.1. Pupil Self-Perception - Physical Self-Concept Questionnaire	31
2. Appendices	32

Table Index

Table 1. EuPEO's Glossary Cultural Equivalentents	10
Table 2. EuPEO Map of TIM Tools and Stakeholders.	13
Table 3. TIM Sampling Contact Protocol.	14
Table 4. TIM Cultural Refinement Process Guidelines.	15
Table 5. Example of a Non-Anonymised School Order List Prepared by the School	19
Table 6. Example of the Anonymised Class/Teacher Code Breakdown based on the list in Table 5	20
Table 7. Example of the Anonymised Pupil Code Breakdown based on the list in Table 5	20
Table 8. Example of the Final Anonymised Codes List	20
Table 9. Common European Scoring Rubric for Physical Activities of EuLAS-T.	24
Table 10. Aerobic Endurance Test 1: 20-meter shuttle run test.	26
Table 11. Aerobic Endurance Test 2: 1-mile run.	28
Table 12. Muscular Power Test: Standing long jump test	29
Table 13. Stages and Key Indicators of the Standing Long Jump Test.	30

Figure Index

Figure 1. EuPEO Methodological Representation.	6
---	---

Figure 2. EuPEO Process Flow.	13
Figure 3. Sample of EuLAS-T Record Sheet	25

Introduction

The European Physical Education Association (EUPEA) identified the diversity of Physical Education (PE), School Sports (SS) and other forms of school-based Physical Activity (PA) conditions within Europe and the importance of implementing a systematic monitoring for PE and HEPA as the European Physical Education Observatory (EuPEO), funded by the Erasmus+ project (reference: 590560-EPP-1-2017-1-PT-SPO-SCP). From this process of identification, the EuPEO project was developed, co-led by the Laboratory of Pedagogy, Faculty of Human Kinetics in the University of Lisbon (FMHUL) and by the Portuguese Society of Physical Education (SPEF), involving 12 partners and two observers from a total of nine countries: Czech Republic, France, Germany, Hungary, Ireland, Portugal, Slovenia, Switzerland, and The Netherlands.

The EuPEO project aims to develop a Europe-wide Physical Education monitoring system by developing the EuPEO webpage (www.eupeo.eu), a manual for external monitoring (MEA) at Europe-wide and country levels, and a toolkit to prepare and provide internal self-monitoring (TIM) of quality PE and SS at the school level. In general, these two tools intend to provide a comparative view of Quality Physical Education (QPE) through common frameworks, tools and processes, while including as much as possible culturally sensitive conditions for QPE implementation, analysis, and decision-making.

The core dimensions of the EuPEO framework for QPE were primarily established with an explicit reference to the UNESCO (2015) Quality Physical Education framework, which was then refined, expanded, and explicitated by the EuPEO team with regards to the respective subdimensions, categories and indicators. The EuPEO framework dimensions are:

- Curriculum Flexibility,
- Teacher Education,
- Teacher Workforce,
- Resources (Facilities, Equipment and Finances),
- Community Partnerships,
- National Physical Education Policy.

Essential objectives for the European Physical Education Observatory are:

- To create and support conditions for National Physical Education Observatories to develop and sustain through a cross-stakeholder collaboration, aligned to a common frame of reference with regards to core values of Physical Education and common monitoring tools and processes across Europe;

- To provide support for the National Physical Education Observatories to collect evidence for comparative analysis in the respective countries that can inform on the status and progress of Physical Education for all school-aged children and youth through social and political advocacy, and teacher professional development;
- To create and support conditions for each School, Teacher and Student to self-monitor core dimensions of Quality Physical Education;
- To plan for the development of QPE, while creating a network of invested professionals that share practices, challenges and solutions for such development;
- To provide a longitudinal Europe-wide comparative analysis, every 3 years, on QPE so that each country has the opportunity to check their development with reference to similar European regions and countries;
- To share practices, challenges and solutions towards QPE primarily for all school-aged children and youth, but also for the school administration and staff.

The EuPEO system includes two fundamental tools, one for the external, system-wide evaluation (Intellectual Output 3 – EuPEO Manual for External Assessment) and one for the internal, self-evaluation of the school (Intellectual Output 4 – EuPEO Toolkit for Internal Monitoring). The articulation of these tools in the EuPEO system are represented in figure 1.

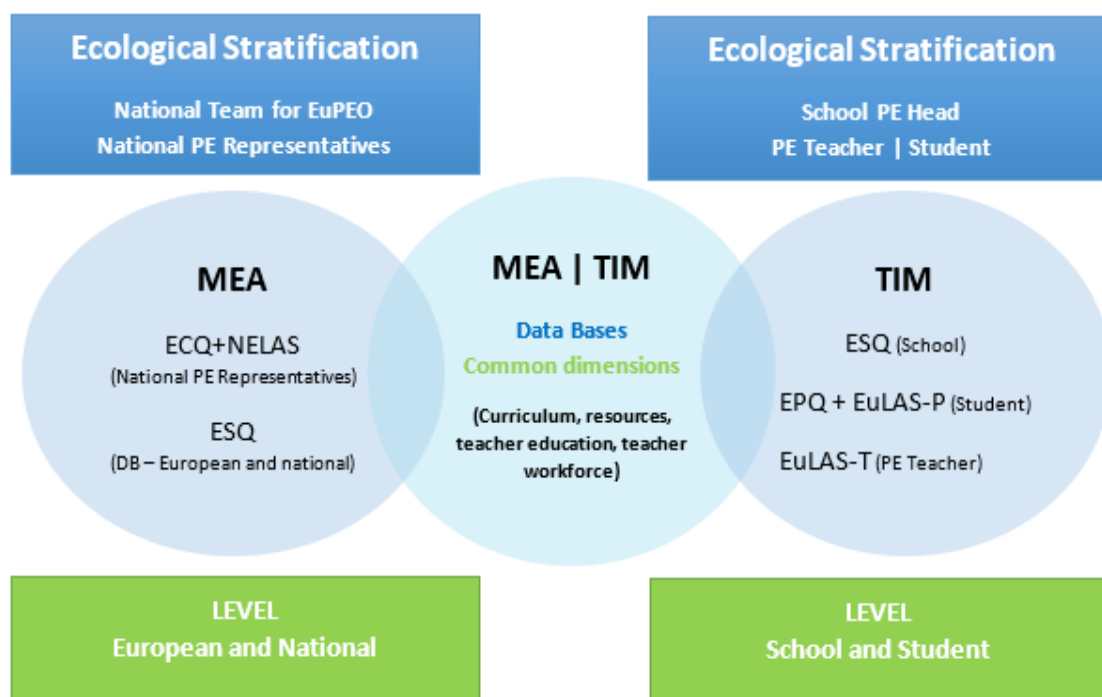


Figure 1. EuPEO Methodological Representation.

The current document is entitled the **EuPEO Toolkit for Internal Monitoring (TIM) – EuPEO Intellectual Output 4**. The TIM is a tool to be used by each participating school (with the respective Head of PE, PE teachers and PE pupils) and by the partnership between EuPEO Coordination Team with the National Physical Education Observatory Coordination Team to collate national data on Quality Physical Education across all system layers (micro to macro) arising from the **EuPEO Toolkit for Internal Monitoring (TIM)** which includes: the **EuPEO School Questionnaire (ESQ)**, the **EuPEO Pupils Questionnaire (EPQ)**, and the **EuPEO Learning Assessment System – Teacher (EuLAS-T)**. With the collation of school-wide data in a school database (linked to the National and European databases), the TIM provides the opportunity to analyse QPE indicators from a comparative and descriptive perspective. To allow such approach, the tools in the MEA and the TIM were developed, tested and extensively evaluated in two pilot iterations across the project partner countries.



EuPEO Added-Value to Quality Physical Education - TIM

By engaging with the EuPEO monitoring process, schools are directly facilitating the construction of a portrait of Physical Education in their local contexts, in their countries, and across Europe. This portrait provides rich data for everyone involved in supporting meaningful decision-making across all school levels, particularly for the benefit of teachers and pupils. Furthermore, the participation in the EuPEO process grants a formal CPD certificate and a recognition from EUPEA which contributes to the school recognition and that of its PE Department, therefore supporting the local and global development of PE.

This document is structured as follows:

- ***EuPEO Glossary*** detailing the main EuPEO terms and cultural equivalents where relevant;
- ***General Methodological Norms*** detailing critical aspects for the EuPEO methodological implementation;
- ***EuPEO School Questionnaire*** detailing the specific step-by-step approach to collect school-wide data that represents the school in which Physical Education is being monitored;
- ***EuPEO Pupil Questionnaire*** detailing the specific step-by-step approach to collect pupil data that represents their perspective on Physical Education and thus allowing a collated and systematic overview of all school PE pupils;
- ***EuPEO Learning Assessment System (Teacher and Pupil)*** detailing the specific step-by-step approach to collect pupil learning data that represents their achievement in Physical Education and thus allowing a collated and systematic overview of all school PE pupils learning in the most common European PE learning contents;
- ***Appendices*** with the relevant tools to support the organisation and management of the TIM application.

EuPEO Glossary

This glossary represents the definitions which were adopted for the context of the EuPEO project and under which the framework was established and operationalised in its tools. This glossary served the purpose of harmonising the communication between the different countries and does not intend to replace the cultural terms which are relevant and specific to each country. In that spirit, at the end of this glossary section, there is a table with the cultural equivalents developed by the respective national partners to ensure that each country is aware of the correspondence of these broader definitions with their national terminology.

Physical Activity - is a broad term referring to all bodily movement that uses physical exertion as goal or mean towards health-enhancing physical activity. While including physical education and sport, PA also encompasses active play and routine, habitual activities such as walking and cycling, as well as physically active learning strategies. Because of this, PA can occur during or outside the school-time. (Source: adapted from Association for Physical Education (AfPE) Health Position Paper, 2008).

Quality Physical Education (QPE) - is the planned, progressive, and inclusive learning experience that forms part of the curriculum in early years, primary and secondary education, throughout all years and levels of compulsory education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, health-enhancing physical activity, cognitive understanding, and social and emotional skills they need to lead a physically active life. QPE encompasses five fundamental pillars: a) Curriculum Flexibility; b) Teacher Education and Professional Conditions; c) Community Partnership; d) Facilities, Equipments and Resources; and e) Pedagogy. (Source: adapted from UNESCO, Quality Physical Education - Guidelines for Policy Makers, 2015, p. 9).

School Sports - Extra-curricular sport programs in PE display a complex setting across Europe but also in some national countries. Probably no other term in the body of knowledge of physical education has had such an ambivalent assessment and range of different purposes than the term and subject of “school sport.” (Naul & Scheuer, 2020, pp 534-536). There are at least three different connotations of school sport visible across Europe:

(1) school sport restricted to real extra-curricular teaching and training of different kinds of sports and physical activities outside the subject of PE; this understanding is taken in the EuPEO-project here.

(2) school sport as an offer of outside-school partners, mainly by coaches from a sport club or by paid instructors from the municipality government as an official part of school life, either organized at school facilities or in local community sport facilities.

(3) school sport as a real teaching component and part of the national/regional PE curriculum (PESS) or even as the main curriculum subject of teaching PE (School Sport). In this case, and in countries like Germany, England, Ireland and others, the term and items of school sport have a double-bind position: as a regular part of the PESS curriculum and as an extra-curricular course of physical activities at school or in collaboration with stakeholders in a community sport network outside school.

Other forms of Physical Activity - is every form of PA, that doesn't match the condition to be included under the scope of PE or SS (including physically active learning, sport, recess, after school activities).

Physically Active Learning - is the result of the use of Physical Activity Lessons in which curriculum topics are delivered through movement, "aiming to increase children's physical activity whilst maintaining academic time". (source: adapted from Norris E, Shelton N, Dunsmuir S, Duke-Williams O, & Stamatakis E (2015). Physically active lessons as physical activity and educational interventions: a systematic review of methods and results. Preventive Medicine. Mar(72),116-25; ClassPAL project: <http://classpal.org.uk/what-is-class-pal/>).

Sport - is a human activity involving physical exertion and skill as the primary focus of the activity, with elements of competition and participation where rules and patterns of behaviour governing the activity exist formally through organisations. (Source: adapted from Department of Local Government, Sport and Cultural Industries of the Government of West Australia, Definition of Sport and Active Recreation - Position Statement).

Recess - is the dedicated break time for school-based children to engage in spontaneous play (self-organised) or in structured play (active) with multiple development benefits, but out of the formal subject-content curriculum.

After-School Activities - is the set of activities that school-based children avail of, **before or after** their school timetable, for a range of developmental purposes, such as, but not exclusively, sport, cultural and social ones.

Physical Education National Policy – is presented as a standalone document or integrated in other educational policies specifically with strategies for QPE including some or all the following elements (UNESCO, 2015):

- National strategies for physical education should be present at both primary/ elementary and secondary level; and should address the significant gaps between policy rhetoric and actual implementation to ensure legislation on physical education provision is being applied consistently;

- National strategies for physical education should recommend curriculum time allocation; and those responsible for QPE provision must be held accountable for ensuring recommended physical education curriculum time allocation is implemented;
- National Strategies should ensure that head teachers, parents, and other related stakeholders are aware of the benefits of physical education, and curriculum requirements should demand sufficient curriculum time for delivery in order to achieve these aims;
- National strategies, and according budget, should promote school-community co-ordination and linked pathways to participation in physical activity, and address current communication problems between different agencies;
- The relevance and quality of the physical education curriculum should be reviewed, especially where there is a sustained pre-disposition towards sports competition and performance-related activities. Developed in consultation with young people, provision should be personally meaningful, socially relevant, and accord with out-of-school lifestyles;
- Systems and mechanisms for monitoring and quality assurance should be developed to promote good practice and accountability within QPE policy-making and implementation.

EuPEO’s Glossary Cultural Equivalents

This support table intends to provide to each country the typically used terms and notions aligned to the EuPEO general glossary.

Table 1. EuPEO's Glossary Cultural Equivalents

EuPEO Glossary Term	Cultural Equivalents								
	Czech	French	German	Irish	Portuguese	Slovenian	Swiss-German	Swiss-French	Dutch
Physical Activity									
Quality Physical Education									
School Sports									
Other Forms of Physical Activity									
Physically Active Learning									
Sport									



Recess									
After-School Activities									
Physical Education National Policy									

1. EuPEO Toolkit for Internal Monitoring

General Methodological Norms

The EuPEO's operational structure is framed as an integrated set of National Physical Education Observatory Teams (heretofore briefed as "National Teams") and their respective Coordinators primarily referenced to the EUPEA associates represented by:

- National PE professional associations (in a nominated representative);
- Institutional PE representatives (in the absence of the former).

The EuPEO Manual for External Assessment (MEA) represents the first step of the EuPEO and is centrally coordinated by the European Physical Education Association (EUPEA). The EUPEA oversees and commissions at the national level the EuPEO implementation within the institution's structure.

The EuPEO MEA includes two fundamental methodological processes:

- The EuPEO Country Questionnaire (with the National External Learning Assessment System Inventory);
- **The implementation and integration of the EuPEO Toolkit for Internal Monitoring (TIM) databases relative to Schools, Pupils and Teachers at the national level.**

As a starting point of the EuPEO, the MEA will initiate the monitoring process every 3 years, generally aligned to one EUPEA board mandate, starting in 2022-2023 with the following general timeline (figure 2):

- Phase 1. September to December – ECQ Implementation and TIM Preparation;
- Phase 2. January to May – TIM Implementation;
- Phase 3. June to September – TIM Data Integration in MEA database and MEA Analysis;
- Phase 4. September to November (towards EUPEA Forum) –EuPEO Reports' Production and Dissemination.

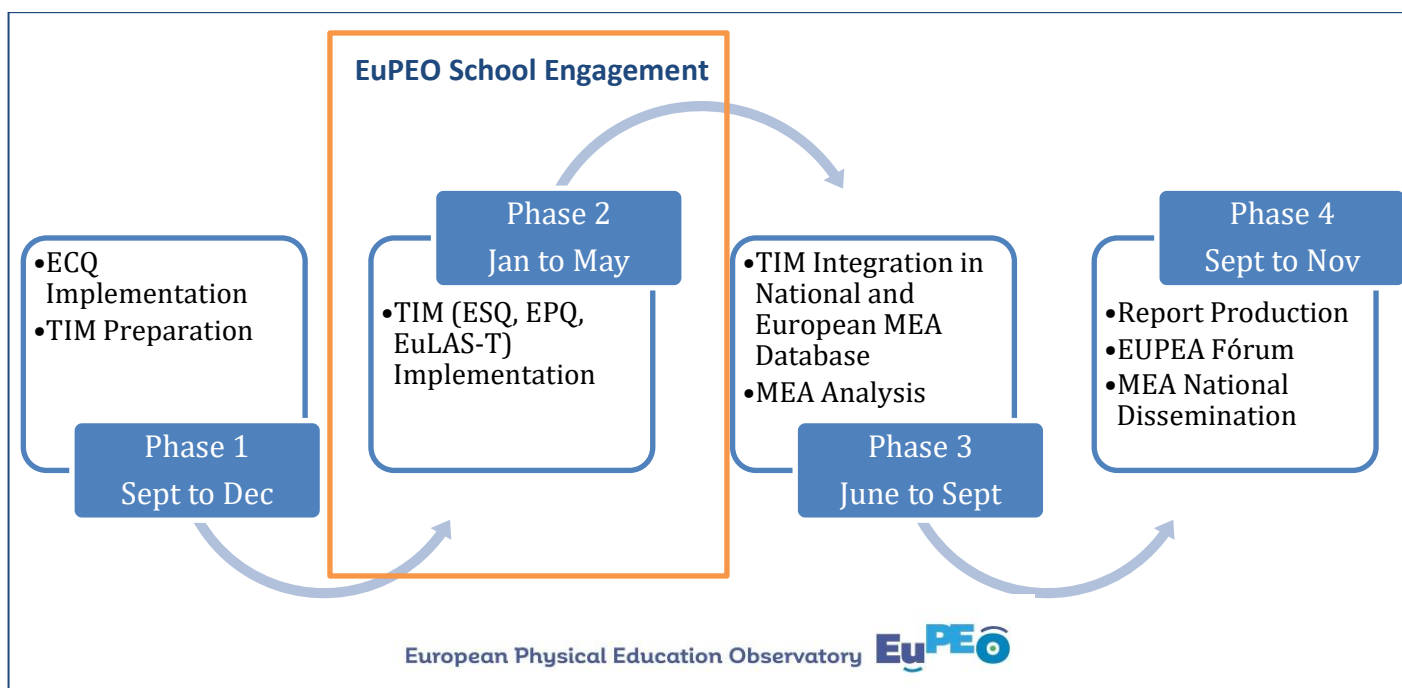


Figure 2. EuPEO Process Flow.

This process can only be accomplished from an effective partnership with the schools, resulting in the core outputs for the school:

Databases:

School TIM Database = Comparative Database by class with school context;

National MEA = Comparative Database by national regions and schools;

European MEA = Comparative Database by European region and country.

Reports:

TIM = Pupil Report, Class Report, School Report;

National MEA = Comparative Report by School and Regions, Overall National Report;

European MEA = Comparative Report by Countries and Regions, Overall European Report.

For this process, different tools are completed by different stakeholders as follows in table 1:

Table 2. EuPEO Map of TIM Tools and Stakeholders.

EuPEO Tool	Stakeholder Responsible for Completion
ESQ	School Head of Physical Education (Assisted by School Board and/or Management Bodies)
EPQ	Pupil
EuLAS-T	Teacher

As part of the process of engaging with the EuPEO through the TIM implementation, the schools and their teachers avail of the following contact and support structures:

- TIM Sampling Contact Protocol, initiated by the National Team towards initiating the process with the schools (table 2);
- TIM Cultural Refinement Process Guidelines to ensure that the tools are culturally relevant and adapted to each country (table 3);
- Formal CPD process throughout the entire EuPEO process (table 2);
- Integrated Online Continuous Support System including:
 - o Digital and print versions of TIM and the respective frameworks and tools;
 - o Survey completion and navigation tutorials;
 - o Online support forum with all participating schools and teachers.

Table 3. TIM Sampling Contact Protocol.

TIM Sampling Contact Protocol from the National Team to the Participating Schools (Until mid-stage of EuPEO Phase 1)		
Step	Aim	Actions
1	Ensure all preparatory actions for efficiency of the protocol and EuPEO process implementation.	a) Start and keep disseminating in social media the implementation of the EuPEO process to promote awareness and maximise engagement. b) Ensure all ethical procedures according to the national laws and requirements. Especially, for public schools, where the system is centrally regulated, ensure the proper contact and support from the National or Regional Educational Authority. c) Structure the EuPEO participation process as formal continuous professional development across a school-year for all school teachers including the core activities of: <ul style="list-style-type: none"> - Preparatory workshop; - Follow-up workshops for feedback and ongoing support during data collection, on a minimum of 2 well-spaced moments for schools to choose at least 1; - Data collection for school-wide representation on Physical Education; - Data analysis and decision-making reports for Physical Education improvement; - Critical Reflection for EuPEO Process Evaluation;

		<p>- Concluding Workshop (Dissemination).</p> <p>d) Collect all relevant contacts (Principals and/or Deputies, Heads of PE).</p> <p>e) Print TIM hard copies where necessary.</p>
2	Allow the participant to scan the TIM and prepare questions/concerns/challenges.	Send the TIM document by email and attach the pdf print versions.
3	<p>Present the EuPEO objective, expectations and needs for the participant to maximise engagement.</p> <p>Present availability for ongoing support and refer the participant to the Integrated Online Continuous Support System.</p> <p>Confirm Informed Consent for ESQ and identify the relevant teachers and classes.</p> <p>Address questions/concerns/challenges towards problem-solving to maximise data quality and representativeness.</p>	<p>Conduct and minute a meeting (Preparatory Workshop) with participants.</p> <p>Discuss to anticipate problems by answering critical questions from the participant to avoid and minimise unnecessary missing values.</p>
4	TIM Code Assignment	<p>a) Collect all informed consents from pupils and teachers (until the end of EuPEO phase 1) who will complete the EPQ and EuLAS-T (respectively).</p> <p>b) Assign the class teachers and pupils to the codes, using the EuPEO Code Package System in appendix (please consult the TIM for detailed information about this process).</p>

Table 4. TIM Cultural Refinement Process Guidelines.

TIM Cultural Refinement Process from the National Team to the Participating Schools (Until end of EuPEO Phase 1)		
Step	Aim	Action
1	Collect data on cultural linguistic issues to be addressed.	<p>National Teams will contact a small set of representative members from all involved stakeholders (e.g. 2 Heads of PE Department, 2 teachers, 4 students) to participate in a critical discussion of the cultural linguistic sensitivity of each tool (ESQ, EuLAS-T, EPQ).</p> <p>Each set of representatives can be contacted to participate via interview or focus group and should be asked to simulate the data input with their own devices to ensure that all technical aspects are working as well as to collect their feedback on the survey completion experience.</p>

		<p>During each session, the relevant tool will be reviewed and discussed with the respective set of representatives</p> <p>Each session's insights will be minuted and agreed by all involved.</p>
2	Compile data and submit specific issues and solutions	<p>Only report elements reported by the participants.</p> <p>For every issue raised by the participants identify:</p> <ul style="list-style-type: none"> - Question Code - Issue - Solution. <p>Consider carefully that any refinement must only be made from a cultural terminology or comprehension perspective without compromising the construct validity.</p>
3	Tool adaptation and release	<p>Central Coordination will undertake the requested updates and release it to the National Teams for final verification.</p>

TIM IMPLEMENTATION – EuPEO PHASE 2 (JANUARY TO MAY)

1.1. EuPEO School Questionnaire (ESQ)

EuPEO School Questionnaire (ESQ), in the format of an online questionnaire, being anonymous and presented in the native language to be answered by the Physical Education Coordinator about his school (providing support from the Directorate and colleagues in the Department for specific questions), focusing on the dimensions of (1) curriculum flexibility, (2) teacher workforce; (3) community partnerships, and (4) facilities, equipment and resources.



EuPEO Added-Value to Quality Physical Education - ESQ

The ESQ allows the school and the PE Department to aggregate a set of important data for Quality Physical Education and easily pinpoint structural areas in good standing or for improvement with a focus on a comparative perspective of the Physical Education curriculum across regions, nationally and across Europe. Many times, this information is dispersed or relies on empirical perceptions. Furthermore, it might serve as a template for School Management and Leadership to run the same exercise on other subjects.

1.1.1. Sampling

After receiving contact from National Team, following an agreement to use the EuPEO TIM, the EuPEO Partner School will confirm the available conditions to complete the relevant surveys (online link or paper) – ESQ and EPQ – with the respective school code.

The EuPEO Partner School will provide the requested data (as available) to the EuPEO School Questionnaire from the participation of the Head of PE.

Given the diversity and detail of the requested data, the Head of the PE department should have support from relevant School bodies and members to facilitate the collection and organisation of data and to ensure reliability of the data.

1.1.2. Data Collection

The EuPEO Partner School's Head of PE will receive from the National Team the survey link or the paper version as agreed.

For the online application, it is possible to record parts of the survey and return to it using the school code provided. Once completed, the survey enters immediately in the database.

Throughout the process, in case of any difficulty, the schools can use the online support system and the National Team contacts.

For paper applications, the survey needs to be delivered by the Head of PE at an agreed time to the National Team in hand (the National Team will be responsible to transfer and validate the paper data to the EuPEO central database through the online links).

1.1.3. Data Analysis

As part of the national report, all data will be submitted to a descriptive analysis considering the school at National and European level, without singling out classes, teachers and pupils.

Based on the school report, including the results from the other school-level tools (EPQ and EuLAS), the school can comprehensively monitor and relate the different aspects of Quality PE to identify positive areas and areas of improvement.

1.1.4. Feedback and Report

After completing the survey, schools can keep a copy of their answers for immediate feedback as follows: a) clicking on “print” at the end of the digital version to receive a pdf version; b) taking a picture of their survey before delivering it to the National Team.

Schools are encouraged to make public their reports, especially highlighting the strongest areas and engaging the community in any required change.

Upon the publication by the National and European Team of the overall reports, schools can further compare their data relative to their country, to other European countries, and to Europe in general.

1.2. EuPEO Pupil Questionnaire (EPQ)

EuPEO Pupils Questionnaire (EPQ), in the format of an online questionnaire, being anonymous and presented in the native language to be answered by a sample of pupils of the last compulsory year of education, focusing on the dimension of curriculum. This also includes the EuLAS-P tool (cf. [section 1.3.2.1.](#)).



EuPEO Added-Value to Quality Physical Education - EPQ

The EPQ allows a reciprocal value to the teacher in understanding the pupils’ voices and to the pupils in understanding the teachers’ intentions. The EPQ value needs to be considered in tandem with the EuLAS-T to provide a complete overview of pupil learning in PE, individually, by class, and across the school, especially where this level of learning data breakdown is not structured in the school. Lastly, despite representing a narrowing of the national PE curriculum, because EPQ and EuLAS-T focus on the most common curriculum areas across Europe, they provide the opportunity to compare different schools nationally and at a European perspective.

1.2.1. Sampling

After receiving contact from the National Team, following an agreement to use the EuPEO TIM, the EuPEO Partner School will confirm the available conditions to complete the relevant surveys (online link or paper) – ESQ and EPQ.

The EuPEO Partner School will receive from the National Team the relevant EuPEO code package to set up an ordered list of classes and respective PE teachers at the last year of compulsory education (this code package will allow to trace teacher and pupil in the database with external identification elements to members outside the school).

The National Team is not expected to know the correspondence between the codes and the teachers and pupils. However, the National Team is available to provide support in the set-up stage as needed and requested from the EuPEO Partner School.

To facilitate this process, a code package system in excel format is provided by the National Team.

With each class list, the anonymised codes are assigned to pupils and teachers (see sample below as an example in table 5).

Table 5. Example of a Non-Anonymised School Order List Prepared by the School

Sample of Ordered Class List for School A in Portugal		
Use Only when applying the EPQ		
<i>Classes</i>	<i>Teacher Name</i>	<i>Pupil Name</i>
10 D (1)	Richard (1)	Olivia (1)
		Brian (2)
		Ana (3)
10 A (2)	Paula (2)	John (1)
		Carol (2)
10 P (3)	Paula (2)	Patricia (1)
		Deniz (2)

- The anonymised teacher codes refer to the taught class and meet a rule identifying the country, the school, and the class/teacher, as per the table 6 considering the example in table 5:

Table 6. Example of the Anonymised Class/Teacher Code Breakdown based on the list in Table 5

Code Meaning <i>(e.g. PT S1 C1)</i>	Country Initials	School Code	Teacher/Class Code in the School's Class List
Code Breakdown	PT	S1	C1
School List Correspondence	Portugal	School A	Class 10 D Teacher Richard

- The anonymised pupil codes refer to the taught class and meet a rule identifying the country, the school, the class/teacher, and the pupil as per the table 7 considering the previous lists:

Table 7. Example of the Anonymised Pupil Code Breakdown based on the list in Table 5

Code Meaning <i>(e.g. PT S1 C1 P1)</i>	Country Initials	School Code	Teacher/Class Code in the School's Class List	Pupil Order Number in the School's Class List
Code Breakdown	PT	S1	C1	P1
School List Correspondence	Portugal	School A	Class 10 D Teacher Richard	Olivia

- Send the anonymised ordered lists to the National Team (see sample below in table 8).

Table 8. Example of the Final Anonymised Codes List

Sample of Anonymised Ordered Class List to send to the National Team	
Class Code	Pupil Code
PTS1C1	PTS1C1P1
	PTS1C1P2
	PTS1C1P3
PTS1C2	PTS1C2P1
	PTS1C2P2
PTS1C3	PTS1C3P1
	PTS1C3P2

1.2.2. Data Collection

The EuPEO Partner School's Head of PE will receive from the National Team the survey link or the paper version as agreed.

For the online application, preference is given for the class PE teachers to reserve a dedicated session to complete the surveys under their supervision in a dedicated computer class room or in a class room where mobile devices (e.g. tablets) can be used, whether these are provided by the school or by the National Team as appropriate and possible.

For the paper application, it is only accepted to have the surveys completed at the time of a dedicated session and immediate delivery to the teacher who ensures that all surveys are collected (as long as authorised by the legal guardian and accepted by the pupil).

When all pupils have access to the survey, they can only start after the teacher asking them to start. Before this, the teacher should reinforce that this is not part of their school PE grade and that all elements are anonymised through the codes.

When completing the survey, the pupils need to have immediate access to their code as it is required for the survey to be valid (the online version does not start until the code is inserted).

For the situations where the teacher is present, pupils can ask questions if they have any doubt.

For online applications, all answers go directly to the EuPEO central database.

For paper applications, the surveys need to be delivered to the respective Head of PE, who then is responsible to deliver all surveys at an agreed time to the National Team in hand (the National Team will be responsible to transfer and validate the paper data to the EuPEO central database through the online links).

1.2.3. Data Analysis

As part of the national report, all data will be submitted to a descriptive analysis considering the school at National and European level, without singling out classes, teachers and pupils.

For the pupils, a compiled version of the pupils' answers to the EPQ will be provided to the school, without singling out pupils in any class.

Based on the school report, including the results from the other school-level tools, the school can comprehensively monitor and relate the different aspects of Quality PE with the pupils' perceptions and learning outcomes to identify positive areas and areas of improvement.

1.2.4. Feedback and Report

After completing the survey pupils can keep a copy of their answers for immediate feedback as follows: a) clicking on "print" at the end of the digital version to receive a pdf version; b) taking a picture of their survey before delivering it to the teacher.

Schools are encouraged to make public their reports, especially highlighting the strongest areas and engaging the community in any required change.

Upon the publication by the National and European Team of the overall reports, schools can further compare their data relative to their country, to other European countries, and to Europe in general.

1.3. EuPEO Learning Assessment System (EuLAS) – Teacher and Pupil

EuPEO Learning Assessment System (EuLAS), in the format of an online questionnaire, being anonymous and presented in the native language to be answered by physical education teachers of the classes of the last compulsory year of education and by their pupils. This focuses on the learning outcomes in the areas of the physical education curriculum (perceptions of physical literacy; physical activities; health-related physical fitness) and serves as a platform for recording the learning results achieved with reference to pre-established criteria. Each version is described below:

EuPEO Learning Assessment System - Teacher (EuLAS-T), in the format of an online questionnaire, anonymous and presented in the native language, to be answered by physical education teachers of the classes of the last compulsory school year. This focuses on three learning dimensions in two common areas of the Physical Education Curriculum: (1) health-related physical fitness and (2) physical activities as a platform for recording pupil learning with reference to pre-established criteria. A template excel sheet to organise this data is provided by the National Team.

EuPEO Learning Assessment System - Pupil (EuLAS-P), in the form of an online questionnaire integrated in the EuPEO Pupil Questionnaire, anonymous and presented in the native language, to be answered by the respective pupils of the last compulsory school year. This focuses on one dimension of learning obtained in a common area of the Physical Education Curriculum (perceptions of physical competence) as a platform for recording self-perception of learning.



EuPEO Added-Value to Quality Physical Education – EuLAS-T

The EuLAS- T (in tandem with the EPQ) allows a reciprocal value to the teacher in understanding the pupils' voices and to the pupils in understanding the teachers' intentions. In this view, it provides a comparative overview of pupil learning in PE, individually, by class, and across the school, especially where this level of learning data breakdown is not structured in the school. Lastly, despite representing a narrowing of the national PE curriculum, because EPQ and EuLAS-T focus on the most common curriculum areas across Europe, they provide the opportunity to compare different schools nationally and at a European perspective.

1.3.1. EuLAS Teacher Version

In the EuPEO Learning Assessment System – Teacher Version, the class PE teacher provides a summative assessment of each pupil for each of the 2 curriculum components of: 1) Physical Activities (Collective Games, Gymnastics, Athletics); and 2) Health-Related Fitness (Aerobic Endurance, Muscular Power). To this end, the teacher will either use: 1) the school-assigned code to access the digital platform; or 2) the “EuLAS-T Record Sheet” in excel version; or 3) complete the paper version provided by the National Team, through the relevant School Head of PE.

For the cases where the teacher completes the excel file “EuLAS-T Record Sheet”, the teacher can simply submit this file to the EuPEO digital platform.

For paper applications, the surveys need to be delivered to the respective Head of PE, who then is responsible to deliver all surveys at an agreed time to the National Team in hand (the National Team will be responsible to transfer and validate the paper data to the EuPEO central database through the online links).

Teachers are encouraged to delay the input as much as possible to ensure that all relevant data has been collected. Ideally, the results should reflect as much as possible the final achievements of the pupils in the year.

Teachers are also encouraged to include this assessment protocol in their general planning from a formative perspective with the pupils, as it follows up-to-date robust empirical evidence of best practices and relevant curriculum contents across Europe.

After completing the data insertion, the teachers will be able to keep immediate feedback as follows: a) clicking on “print” at the end of the digital version to receive a pdf version; or b) keep a copy of the excel file “EuLAS-T Record Sheet”; or c) taking a picture of their record before delivering it to the Head of PE.

The process for each of the curriculum components is described below.

1.3.1.1. *Physical Activities*

The curriculum area of Physical Activities is a core one across Europe. After an initial analysis, it was found that among European countries, three activities are most taught at school and perceived to be taught by the pupils, and these are: Collective Games (e.g. Basketball, Football, etc); Gymnastics (e.g. Acrobatics, Apparatus); and Athletics (e.g. Jumps, Runs) ([EuPEO IO2, 2019](#)).

This part of the EuLAS-Teacher protocol focuses on these 3 activities and is marked in terms of how many descriptors are evident in the pupil performance. The relevant performance descriptors and awarding rules are stated in the table below (table 9).

Acknowledging that each teacher in the country and in Europe has autonomy within the national curriculum scope to decide on the assessment, the focus of the descriptors was placed on authentic performance considering the real-life

expression of the activity. As such, even when the teacher mainly implements a skill-based assessment approach, it should be possible to consider the pupil performance in an authentic scenario.

For each activity, a respective learning aim and a representative authentic assessment task is provided, which can be used by the teachers. It is reinforced that there is no condition of using the sample tasks to complete the data.

Table 9. Common European Scoring Rubric for Physical Activities of EuLAS-T.

Category	Learning Aim	Example of Sample Authentic Task	Performance Descriptors
(Collective) Games	The pupil is able to play the game with tactical awareness of teammates and opposition during offense and defence, using appropriate techniques, and abiding to the sport-specific rules and values.	<ul style="list-style-type: none"> ● A non-conditioned, refereed, small-sided game (relative to the real sport of reference as 3v3 in basketball, 4v4 volleyball/korfball, 5v5 soccer/rugby) is performed between 2 teams in opposing courts. ● The game goes without interruption for a minimum of 10 minutes, with opportunity for the pupil to participate in offensive and defensive collective and individual actions and roles. 	<ul style="list-style-type: none"> ● CG1. Contributes effectively to the collective offense actions with adequate and opportune individual techniques. ● CG2. Contributes effectively to the collective defence actions with adequate and opportune individual techniques. ● CG3. The performance clearly shows respect by rules, teammates and opposing team.
Gymnastics	The pupil is able to engage in and perform to the class a (collective or individual) routine, with flow, controlled technique and gymnastic poise, abiding to the sport-specific rules and values.	<ul style="list-style-type: none"> ● A (collective or individual) routine with a minimum of 5 elements from at least 3 different technical categories (e.g. rolls, balances, flexibility) is performed by the pupil. ● The routine is framed in a set of routine presentations by pupils or groups of pupils, performed to the class and the teacher. 	<ul style="list-style-type: none"> ● G1. Connects the different technical elements with transition elements, favouring flow. ● G2. Demonstrates gymnastic poise during the elements and throughout the routine. ● G3. The performance clearly shows respect by rules, teammates and opposing team.
Athletics	The pupil is able to engage in one competition-like athletics event, effectively and safely performing the relevant techniques, and abiding to the sport-specific rules and values.	<ul style="list-style-type: none"> ● A refereed competition-like athletics event (e.g. 1v1 sprint race) is performed by the pupil individually or in a team-setting. ● The event provides a “best out of 3” attempts to the pupil. 	<ul style="list-style-type: none"> ● A1. Performs the relevant technique(s) with effectiveness and safety. ● A2. Performs the relevant technique(s) to the best outcome possible. ● A3. The performance clearly shows respect by rules, teammates and opposing team.

This scoring rubric is completed in the “EuLAS-T Record Sheet” excel (in appendix), including the pupils age and gender. The excel sheet will automatically calculate the number of indicators per student in the “Total” columns, as well as the percentage of indicators in the final row “Class Total (Percentage)” (figure 3).


European Physical Education Observatory 															
EuPEO Learning Assessment System - Teacher Version															
Class Code	Pupil Codes	Gender Female/Male	Age (in years)	Physical Activities (Number of Descriptors)											
				Collective Games				Gymnastics				Athletics			
				CG1	CG2	CG3	TOTAL	G1	G2	G3	TOTAL	A1	A2	A3	TOTAL
S1C1	S1C1P1	Female	14	X	X	X	3	X	X	X	3	X		X	2
	S1C1P2	Male	15		X	X	2	X		X	2			X	1
Class Total (Percentage)				50,0%	100,0%	100,0%	83,3%	100,0%	50,0%	100,0%	83,3%	50,0%	0,0%	100,0%	50,0%

Figure 3. Sample of EuLAS-T Record Sheet

1.3.1.2. Health-Related Fitness

The curriculum area of Health-Related Fitness is a core one across Europe (EuPEO IO2, 2019). After an initial analysis, it was found that, among European countries, Aerobic Endurance and Muscular Power are most taught at school and perceived to be taught by the pupils. These activities are assessed with multiple tests in the national and European contexts. The option taken for this part of the protocol was to focus on the most common and applicable tests, which also have produced the more robust empirical evidence of protective impact on health.

This part of the EuLAS-Teacher protocol focuses on these Aerobic Endurance and Muscular activities and is marked according to the relevant outputs (shuttles, time, meters) in the “EuLAS-T Record Sheet” in appendix.

To input the level, the teacher considers for each pupil the relevant healthy zone and marks it in the file, after choosing the relevant test for each HRF area.

For the Aerobic Endurance, the teacher will choose the 20m shuttle run or the Mile run, according to the protocols described below.

For Muscular Power, one single test is administered, consisting of the Standing Long Jump.

Each HRF component includes an element to support the teacher instruction on the respective benefits and value of the HRF component, including hyperlinks to the cited references.

HRF - Aerobic Endurance

Health-related significance of aerobic (cardiorespiratory) endurance

Studies have shown that the adequate level of aerobic capacity reduces the risk for high blood pressure ([Blair et al, 1996](#)), obesity ([de Lannoy & Ross, 2019](#)), diabetes ([Church et al, 2004](#)), metabolic syndrome ([Eisenmann, 2007](#)) and other cardiovascular disease risk factors (Ortega et al, 2008) and health problems ([Barnes et al, 2003](#)), therefore its role in monitoring health-related fitness in youth is of utmost importance. Blair and colleagues ([1995](#)) reported that low fitness is an important precursor of mortality (Blair et al, 1995), however evidence shows that it is equally compelling in childhood and adolescence (Welk et al, 2011) as it tracks from this age into adulthood ([Malina, 1996](#)).

In a recent systematic review Lang and colleagues ([2018](#)) found that 20mSRT performance was favourably associated with indicators of adiposity, and some indicators of cardiometabolic, cognitive, and psychosocial health in boys and girls. The relationship between the aerobic capacity estimated from the 20 mSRT test and the results attained in laboratory testing is strong (e.g. [Laurson et al, 2015](#)), making the 20mSRT a valid and reliable test ([Cooper et al, 1984](#); [Plowman et al, 1999](#)). Health-related standards used in several countries (e.g. USA, Portugal, Hungary, Serbia, Slovenia) and it were cross validated in a nationally representative European sample (Hungarian school-aged youth) ([Csányi et al, 2015](#); [Saint-Maurice et al, 2015](#)). Tomkinson et al. ([2017](#)) has shown, that the 20mSRT is an acceptable, feasible, and scalable measure of CRF and functional/exercise capacity, and that it has moderate criterion validity and high to very high reliability. The test itself is used by many countries all over Europe and the Globe (Tomkinson et al. 2017).

The reliability of distance run tests in youth, in general, is moderate or high ([Trinh, 2019](#)). Low test-reliability due to the influence of behavioural variables (and other psychological factors) may limit the validity of the one-mile run as a field test of VO₂max in young children (younger than 9 y-o) ([Plowman & Meredith, 2013](#)). For studies on youth involving runs of 1-1.5 miles or 9 to 12 minutes and in which VO₂max was measured on the treadmill, validity coefficients have ranged from .60 to .80 (with one exception) (Plowman & Meredith, 2013).

Table 10. Aerobic Endurance Test 1: 20-meter shuttle run test.

Aerobic Endurance Test 1 - 20-meter shuttle run (20mSRT or PACER) test	
<i>Aim of the test</i>	To estimate aerobic capacity (VO ₂ max - also known as the maximal/peak oxygen uptake) which is the most important functional dimension of health-related fitness.
<i>Required equipment:</i>	<ul style="list-style-type: none"> • at least 22 meter-long, clean, non-skidding, hard surface; • a digital audio player with a loudspeaker (for example, CD player, laptop) suitable for playing a sound file;

	<ul style="list-style-type: none"> • the audio file (on CD or pen drive or another device); • Cones; • data recording sheets; • comfortable clothing and shoes.
<i>Test Set-Up:</i>	Designate a 20-meter long, about 100-150 cm wide tracks separated by cones and prepare the appropriate audio player.
<i>Test Implementation:</i>	<p><i>Preparation.</i> The teacher sets the groups of pupils (maximum of 16 pupils doing the test at the same time with their pairs at the end of the starting line ready to count and record the number of shuttles), and organizes the group sequence for the test. The teacher states the aim of the test and the reason why this measure is important from a health-related perspective, requesting maximum effort and engagement from pupils to achieve the necessary runs in the respective healthy-zone relative to gender and age. Pupils should be encouraged to achieve their best performance, considering the achievement of the minimum laps for healthy fitness level. The teacher then explains the test implementation as described below, taking ownership to record the number of runs for each pupil.</p> <p><i>Implementation.</i> At the beginning of the test the teacher starts the audio. The time between the laps decreases by minute, therefore the speed that is needed to accomplish a certain lap increases at the rate of 0.5 km/h. The task of the pupil is to carry out the test with continuous running to achieve their best performance, considering the achievement of the minimum laps for healthy fitness level. The pupil must complete the 20-meter lap before the beep to touch the line with the foot at the end of the track. The next lap can only be started after the beep. If the pupil does not reach the end line for the first time, he/she can resume the test with immediate turn around, until he/she misses the end line for the second time. The test stops at the second fail and the last completed run is accounted in the recording sheet. The number of runs is then compared to the healthy-zone criteria and the pupil is informed of number of runs and placement in the healthy-zone.</p>
<i>Typical mistakes during the test:</i>	<ul style="list-style-type: none"> • the execution does not follow the pace of the audio file, it is too slow, or too quick; • the pupils turn around without crossing the line; • the pupils start the run ahead of the beep.

Table 11. Aerobic Endurance Test 2: 1-mile run.

<i>Aerobic Endurance Test 2 - 1-mile run</i>	
<i>Aim of the test</i>	To estimate aerobic capacity (VO_{2max} - also known as the maximal oxygen uptake) which is the most important functional dimension of health-related fitness. It can be an alternative assessment to the PACER for pupils who enjoy running and are highly motivated.
<i>Required equipment:</i>	<ul style="list-style-type: none"> ● 1609-meter-long, clean, non-skidding, hard surface (indoor or outdoor track. The course may be a track or any other measured area); ● Cones; ● Datasheets; ● stop watch; ● comfortable clothing and shoes.
<i>Test Set-Up:</i>	Designate a 1609 meter-long, about 100-150 cm wide track (e.g.: on a 400-meter track 4laps plus 9 meters).
<i>Test Implementation:</i>	At the beginning of the test pupils line up at the start line. Upon the instruction “go” all pupils start to run on the designated track. The task of the pupils is to complete the distance in the shortest possible time. Many pupils begin too fast and tire out, so it is important to remind them to use appropriate pacing to get an accurate assessment.
<i>Typical mistakes during the test:</i>	<ul style="list-style-type: none"> ● the pupil stops proceeding before the test is over; ● the pupil leaves the designated track.

HRF Muscular Power

Health-related significance of muscular power

Studies have reported that both upper and lower body muscle strength are considered important markers of cardiometabolic health in children and adolescents ([Castro-Piñero et al, 2019](#); [Ruiz et al, 2009](#)). Castro-Piñero and colleagues (2019) also found that the standing long jump test results can be used in detecting metabolic syndrome and elevated cardiometabolic risk in youth. Other studies showed the relationship between childhood standing long jump

performance and adult bone mass ([Foley et al., 2008](#)). This suggests that muscular power is an important determinant of bone mass

The standing long jump test shows strong correlation ($r = .70; .91$) with other field tests measuring the strength of the lower extremities ([Castro-Piñero et al, 2010](#); [Millikinen et al, 2008](#)). Several studies reported on the reliability of test ([España-Romero et al, 2010](#)). Standard used in the Hungarian school-aged population were established in a nationally representative study ([Saint-Maurice et al, 2015b](#)).

Table 12. Muscular Power Test: Standing long jump test

Muscular Power Test - Standing long jump test	
<i>Aim of the test</i>	To estimate the explosive strength of the lower extremities as a strong predictor of cardiometabolic health.
<i>Required equipment:</i>	<ul style="list-style-type: none"> ● clean, non-skidding, hard flat (no slope) surface; ● measuring tape to administer the results; ● chalk or tape to mark the starting line; ● ruler or stick to support the measurement; ● datasheets; ● comfortable clothing and shoes.
<i>Test Set-Up:</i>	Set a horizontal jumping line on a flat, non-slipping surface and have a measuring tape ready for measurement.
<i>Test Implementation:</i>	<p><i>Preparation.</i> The teacher sets the sequence of pupils and organizes them for the test, behind the jumping line. The teacher states the aim of the test and the reason why this measure is important from a health-related perspective, requesting maximum effort and engagement from pupils to jump as far as possible considering the respective healthy-zone criterion, recording the outcome of the best out of 3 trials. The teacher then explains the test implementation as described below, taking ownership to record measure of the jump for each pupil.</p> <p><i>Implementation.</i> For the implementation to be reliable, it is important that the information below (table 9), with a demonstration, is provided to all pupils.</p>

<i>Typical mistakes during the test:</i>	<ul style="list-style-type: none"> ● before the jump, one of the legs steps towards the direction of the jump, ● none or barely bent knees in the pre-stretched phase, ● no arm swing, or it is not the swing of the arms that starts the jump, ● touching down happens with full feet, ● the pupil falls behind, or steps back.
--	---

Table 13. Stages and Key Indicators of the Standing Long Jump Test.

Jump Stage	Key Indications for appropriate execution
<i>Starting position</i>	<ul style="list-style-type: none"> ● pupils stand behind the start line with feet should-width apart; ● tip of the shoes do not touch upon the line; ● knees slightly bent; ● arms in front of the body, when above the head they are moderately bent.
<i>Getting the momentum and during the jump</i>	<ul style="list-style-type: none"> ● the pupil gradually bends his knees and hips, swings his arms behind his back (lowering his centre of gravity, pre-stretching of the muscles) ● then swinging the arms forward creating a linear momentum, and stopping them at head-height, the pupil jumps suddenly in order to achieve the longest horizontal distance.
<i>During the flight phase:</i>	<ul style="list-style-type: none"> ● pulls up and propels legs forwards to prepare for landing.
<i>Landing on the ground:</i>	<ul style="list-style-type: none"> ● touches the ground with both feet, and rolls from the heel onto the sole, with the knees slightly bent, ● pupil arrives in squatting position, without falling back.

1.3.2. EuLAS Pupil Version

In the EuPEO Learning Assessment System – Pupil Version, the pupil provides a report on perceived physical competence. To this end, the pupil will use the school-assigned code to access the digital platform in the EPQ questionnaire or complete the paper version provided by the National Team, through the relevant School Head of PE.

For paper applications, the surveys need to be delivered to the respective teacher, who then hands it to the Head of PE. The Head of PE is then responsible to deliver all surveys at an agreed time to the National Team in hand (the National Team will be responsible to transfer and validate the paper data to the EuPEO central database through the online links).

Teachers are encouraged to delay the input as much as possible to ensure that all relevant data has been collected. Teachers are also encouraged to include this assessment protocol in their general planning from a formative perspective with the pupils, as it follows up-to-date robust empirical evidence of best practices and relevant curriculum contents across Europe.

After completing the data insertion, the pupils will be able to keep immediate feedback as follows: a) clicking on “print” at the end of the digital version to receive a pdf version; b) taking a picture of their survey before delivering it to their teachers.

1.3.2.1. Pupil Self-Perception - Physical Self-Concept Questionnaire

The Physical Self-Concept Questionnaire was developed and validated by Lohbeck, Tietjens, and Bund ([2016](#), [2017](#)), as a 22 item tool to measure the pupils self-concept of physical competence at multiple dimensions, namely: 1) Strength; 2) Endurance; 3) Speed; 4) Flexibility; 5) Coordination; 6) Physical Appearance; and 7) Global Sport Competence.

For each of the 22 statement items, the pupil will select the level of agreement (from “not true” to “true”) in the 4-point scale provided. The 22 items then provide an overall score calculated from the mean value of the 22 items, representing the overall Physical Self Perception of the pupil.

The pupil will complete this survey as an overall validated measure of self-perception of learning and positive attitudes towards body image and physical competence as related to objectively assessed physical competence (e.g. [Carraro, Scarpa, & Ventura, 2010](#)), which in turn is associated to the engagement with physical activity (e.g. [Belanger et al, 2018](#)).

2. Appendices

1. FAQs
2. TIM Resources

1. FAQs

Question	Answer
Is it compulsory to participate in the EuPEO?	No. The EuPEO National Teams announce an open call and make direct contact with schools through their Principals and Heads of Physical Education to invite them to participate in the EuPEO on a voluntary basis.
Is EuPEO endorsed?	EuPEO is formally endorsed by the European Physical Education Association at an international level. National endorsement is variable in each country, usually by the relevant educational authority, and always by the national Physical Education professional association or a national representative in EUPEA.
Is it free to participate in EuPEO?	Yes for all schools, teachers and pupils. The National Teams need to ensure a proper level of financial resources to ensure the EuPEO implementation.
What happens with my data provided to EuPEO?	All data is anonymised and confidential through a system of codes assigned to schools, teachers and pupils. Once all data is collected, this is then compiled in a set of databases to be made open access, i.e. to be made publicly available to anyone who wishes to explore and conduct further research through the EuPEO databases. These databases keep all anonymity and confidentiality.
How can I get more information about EuPEO?	Information about the EuPEO can be obtained directly through EuPEO's website (www.eupeo.eu) and EUPEA's email (info@eupea.com). For questions about the national implementation, those with interest should contact the National Team identified for each EuPEO cycle in EuPEO's website.

2. TIM Resources

- A. EuPEO Timeline Checklist
- B. EuPEO Code Package Management System
- C. EuLAS-T Record Sheet

A. EuPEO Timeline Checklist for School

Complete Status with “In Preparation”, “In Progress”, or “Complete”. Use Observations for relevant notes and issues emerging throughout the process.

EuPEO Phase	Objectives	Tasks	General Deadline	Status	Observations
1 (Sept-Dec)	TIM Preparation	EuPEO Announcement/Open Call	Sept		
		TIM Sampling Protocol	Sept-Oct		
		Cultural Refinement Guidelines	Nov-Dec		
2 (Jan-May)	TIM Implementation	ESQ	Jan-March		
		EPQ	Apr-May		
		EuLAS-T	Apr-May		
		TIM Evaluation	May		

B. EuPEO Code Package Management System – See Attached Excel

C. EuLAS-T Record Sheet– See Attached Excel