



# European Physical Education Observatory

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## EuPEO Intellectual Output 3

*EuPEO Manual for External Assessment*

*English Version*

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## Technical Sheet

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**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

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

**Website:** [www.eupeo.eu](http://www.eupeo.eu)

**Facebook:** [www.facebook.com/European-Physical-Education-Observatory](https://www.facebook.com/European-Physical-Education-Observatory)

**Twitter:** [www.twitter.com/EuPEOproject](https://www.twitter.com/EuPEOproject)

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# 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](http://www.eupeo.eu)), a manual for external assessment (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 explicit by the EuPEO team with regards to the respective subdimensions, categories and indicators. The EuPEO framework dimensions are:

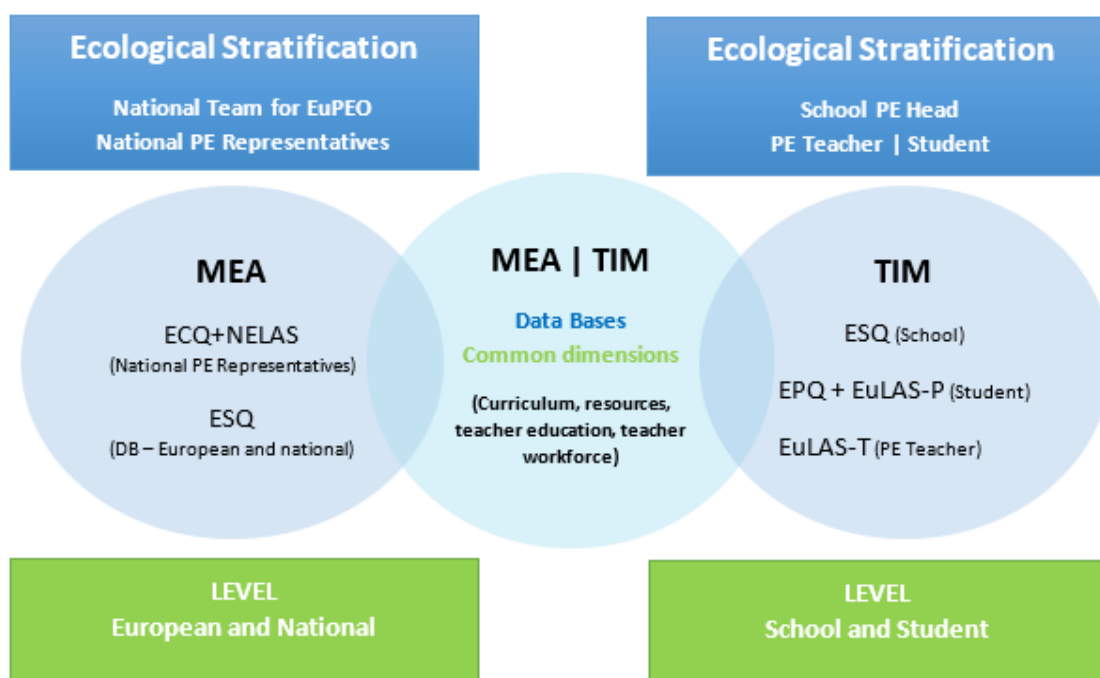
- Curriculum Flexibility,
- Teacher Education,
- Teacher Workforce,
- Resources (Facilities, Equipment and Finances),
- Community Partnerships,
- National Physical Education Policy.

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 is represented in figure 1.



**Figure 1. EuPEO Methodological Representation**

The current document is entitled the **EuPEO Manual for External Assessment (MEA) – EuPEO Intellectual Output 3**. The MEA is a tool to be used by the EuPEO Coordination Team and by the National Physical Education Observatory

Coordination Teams<sup>1</sup> to collate national data on Quality Physical Education across all system layers (micro to macro) stemming from the **EuPEO Country Questionnaire**, and the databases 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 collection of national data in a European database, the MEA provides the opportunity to analyse QPE indicators, both at the national level and at the European level, 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. In doing so, the MEA does not seek to establish transnational standards and benchmarks for QPE. Instead, the MEA seeks to create meaningful opportunities for Europe and the European countries/national jurisdictions to dialogue with each other building on common data towards the increase and enhancement of the school-based QPE conditions, opportunities and outcomes, respecting the national sociocultural aspects that shape (and are shaped by) each country's movement culture towards developing physically literacy among young citizens.

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 Country Questionnaire (with National External Learning Assessment System Inventory)*** detailing the specific step-by-step approach to collect data that represents the national system in which Physical Education is being monitored and which will then be collated in the European database;
- ***TIM Preparation, Collection and Integration*** detailing the level of integration of the TIM's data into a national database (National MEA) and then to the European database (European MEA);
- ***MEA Data Analysis and Report*** detailing the process of data analysis and report at national and European levels as the main MEA output;
- ***Appendices*** with FAQ's, a timeline checklist, and the relevant frameworks and questionnaires' structures of all EuPEO instruments.

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<sup>1</sup> These National Teams can be enacted at the national jurisdictional levels where countries are organised in independent jurisdictions, with a specific focus on the education system such as Germany, England, Spain, and Switzerland.

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## 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 does not 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.

| 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                           |                      |        |        |       |            |           |              |              |       |



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|                                    |  |  |  |  |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|--|--|--|--|
| After-School Activities            |  |  |  |  |  |  |  |  |  |
| Physical Education National Policy |  |  |  |  |  |  |  |  |  |

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# 1. EuPEO Manual for External Assessment

## 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).

These are considered as the primary elements for the Coordination of the National Teams. Where a country is represented in EUPEA by more than one associate, the priority should be given to the Professional Association, and, where there is more than one professional association, priority should be given to the association in "good standing". In case both are in "good standing", then it should be decided among the respective representatives who will be the main coordination professional association, notwithstanding the possibility of both cooperating in their National Team coordination structure regardless of their "good standing" status relative to EUPEA. Any country not represented in EUPEA may be invited to join the EuPEO implementation following EUPEA's specific norms.

Considering the EuPEO full implementation, it is important to consider four open-ended aspects to be decided at each implementation cycle, namely with regards to the national samples, target pupils' age/educational level, EuPEO learning assessment contents, and EuPEO cycle focus:

1. **National Sample** - While the number of countries is directly dependent on EUPEA as the Central Coordination, the number of schools, teachers and pupils in each country is to be discussed and agreed among the Central Coordination and National Teams' Coordinators for each EuPEO implementation.
2. **Target Pupils' Age/Educational Level** - It is also important to consider that the EuPEO project was developed with the aim of collecting information about the **last compulsory year of education** in each country given that it was agreed to represent the best criterion to fully include all students (PE is a compulsory subject in all compulsory education), and it represents the end of the PE experience for those students where they are expected to have achieved the relevant outcomes and benefits of PE. For the EuPEO implementation, the reference pupil age is to be agreed upon.
3. **EuPEO Learning Assessment Contents**- Likewise, the content pertaining to the EuLAS-T is to be agreed which comprises, at the moment of completing this Manual, Health-Related Fitness (Aerobic Endurance and Explosive Strength) and Physical Activities (Collective Games, Gymnastics, Athletics) which were found to be

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the most representative PE contents for all participating countries, considering the alignment of the Country, School and Pupil perspectives (EuPEO Intellectual Output 2).

4. **EuPEO Cycle Focus** - Lastly, in considering the EuPEO's implementation, especially in early cycles, it is important to consider if the entire EuPEO's framework is implemented or only specific dimensions considering each country's level of resources and support to implement the EuPEO tools.

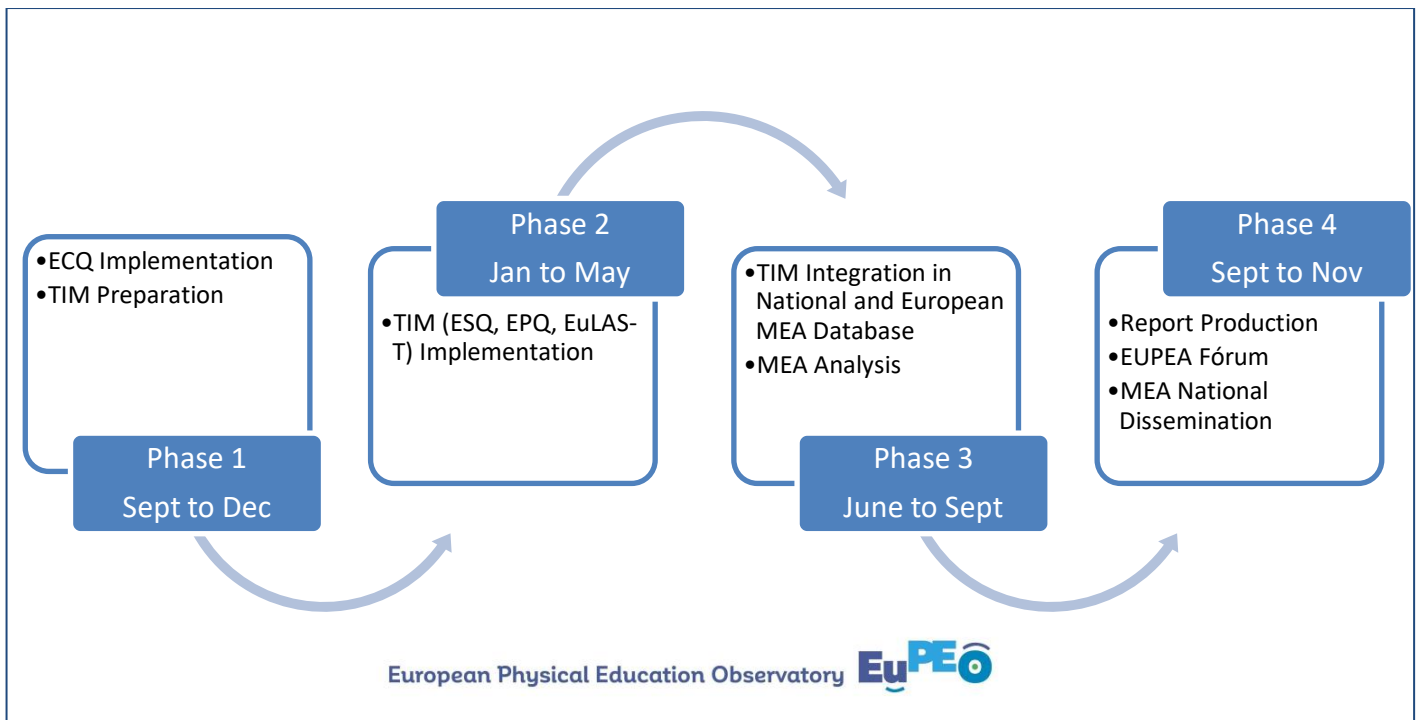
The EuPEO Manual for External Assessment (MEA) represents the first step of the EuPEO and is centrally coordinated by the European Physical Education Association (EUPEA). The EUPEA oversees and commissions at the national level the EuPEO implementation within the institution own statuses and organic.

The EuPEO MEA includes two fundamental methodological processes (figure 1):

- The European Country Questionnaire (with the National External Learning Assessment System Inventory) ([section 1.1](#));
- The implementation and integration of the EuPEO Toolkit for Internal Monitoring (TIM) databases at the national level ([section 1.2](#)).

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 Timeline Flow**

This process results in the data flow presented in figure 3 (sample quantitative values for illustration purposes only).

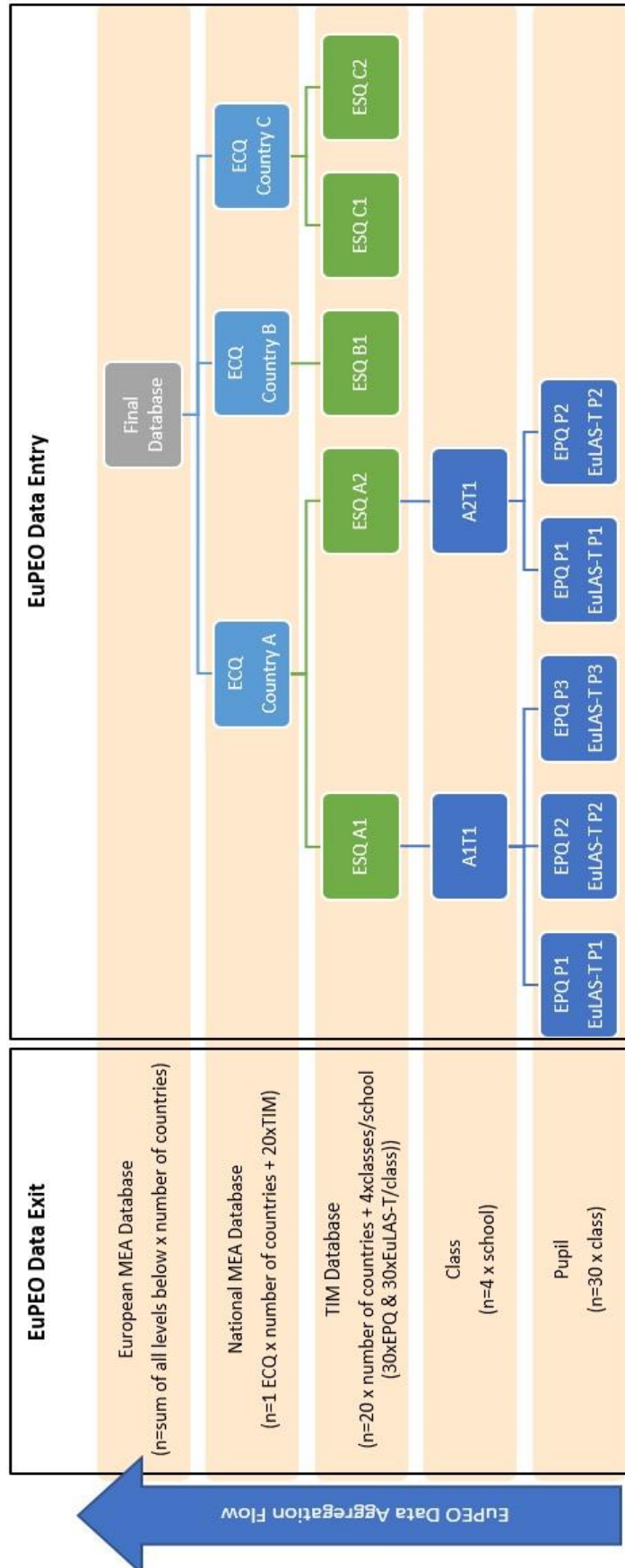


Figure 3. EuPEO Data Flow.

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

**Table 1. EuPEO Map of Tools and Stakeholders**

| <b>EuPEO Tool</b>         | <b>Stakeholder Responsible for Completion</b>  |
|---------------------------|--|
| ECQ – Part A<br>(Context) | National Team  |
| ECQ – Part B<br>(QPE)     | Physical Education Professional Representative<br>(Assisted by PE Consultants if desired or necessary) |
| ESQ                       | School Head of Physical Education<br>(Assisted by School Board and/or Management Bodies)               |
| EPQ                       | Pupil  |
| EuLAS-T                   | Teacher  |

In this data flow, three stages are essential, 1) data entry, 2) data exit and 3) outputs, as follows:

**1. Data Entry:**

ECQ = Country Questionnaire;

ESQ = School Questionnaire;

EPQ = Pupil Questionnaire;

EuLAS-T = Pupil Learning Questionnaire.

**2. Data Exit:**

School TIM = Comparative Database by class with school context;

National MEA = Comparative Database by national jurisdictions or regions and schools;

European MEA = Comparative Database by European region and country.

**3. Core Outputs:**

TIM = Pupil Report, Class Report, School Report;

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

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

To support the MEA and TIM implementation as fundamental steps of the EuPEO process, an “Integrated Online Continuous Support System” will be in place, which entails an open-access online system (e.g. Microsoft Teams, Slack) shared by all National Teams and EUPEA with the following elements for MEA:

- Digital and print versions of MEA and the respective frameworks and tools;
- Survey completion and navigation tutorials;
- Online support forum.

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## 1.1. European Country Questionnaire (with National External Learning Assessment System Inventory)

**EuPEO Country Questionnaire (ECQ)**, is a questionnaire in the format of an online questionnaire presented in the native language to be answered by a national representative of Physical Education about the situation and status of Physical Education in the respective country or jurisdiction. In order to monitor QPE and outcome assessment the MEA integrates two key tools - EuPEO Country Questionnaire (EPQ) and EuPEO National Learning Assessment System Inventory (NELAS):

**Part A** (to be completed by the National Team)

- 1) **The cultural context dimension** - includes one category with five sets of indicators to represent the national context.

**Part B** (to be completed by the Professional Representative)

- 2) **The PE government policy dimension** - includes two categories (existence and support) with two indicators on core and specific policy for or about PE.
- 3) **The teacher education dimension** - includes three categories (initial teacher education, induction, continuous professional development) with in total eight indicators to represent the PETE continuum in the country.
- 4) **The teacher workforce dimension** - has one category of demographics with two sets of indicators (numbers and distribution) to represent the PE workforce context.
- 5) **The curriculum flexibility dimension** - which includes in total eight categories, two for ECQ (with physical education and school sport) and six categories for NELAS (with general information, presence & learning domains and the four learning domains of physical, psychological, social and cognitive outcome) to represent PE, SS, and OFPA and the external assessment processes.

### 1.1.1. Sampling

Sampling will be organized and executed by the different EuPEO National Teams in their home countries, during the beginning of EuPEO Phase 1.

The sampling needs to consider and include the educational policy system organisation of the country considering that some countries have a single and centralised educational authority, where others have distributed educational authorities resulting in different PE systems at jurisdiction, state or provincial levels (e.g. United Kingdom, Switzerland, Germany, Spain). The consideration of these differences might imply that more than one ECQ needs to be completed and therefore, more than one PE representative recruited to participate in the EuPEO.



The ECQ is split in Part A (ECQ-A) and Part B (ECQ-B), where:

- Part A refers to cultural context data on the country, to be collected and inserted by the National Team;
- Part B refers to the actual PE data to be completed by the representative participant.

In order to have equivalent comparisons between the different national entries across Europe, the ECQ-B will be completed by one selected national representative from the relevant professional PE association (heretofore referred as “ECQ-B participant”), external to the EuPEO National Team.

As the amount of data to be collected is considerable and not all information might be available in one single source, it is recommended that the ECQ-B participant consult with all or some of the following:

- a member from a research unit in higher education of PE,
- a member of state governmental authority/focal point of monitoring PE or central education statistics,
- an individual senior expert of evaluation research in PESS.

This process of consultation can be reported at the end of the ECQ and is strongly encouraged to ensure greater reliability and representativity of the data provided.

To better implement the sampling stage, the following Sampling Contact Protocol should be implemented, assuming that all necessary preparation is in place by the National Team (table 2).

**Table 2. MEA Sampling Contact Protocol**

| <b>MEA Sampling Contact Protocol for the National Team<br/>(Beginning of EuPEO Phase 1)</b> |  |  |
|---|--|--|
| <b>Step</b>   | <b>Aim</b>   | <b>Action</b>  |
| 1   | Allow the participant to scan the ECQ and prepare questions/concerns/challenges  | Send the MEA document by email and attach the ECQ-B pdf print version.   |
| 2   | Present the EuPEO objective, expectations and needs for the participant to maximise engagement.<br><br>Present availability for ongoing support and refer the participant to the Integrated Online Continuous Support System.<br><br>Confirm Informed Consent.<br><br>Address questions/concerns/challenges towards problem-solving to maximise data quality and representativeness. | Conduct and minute a meeting with participants, preferably on a face-to-face format, but considering the possibility of an online format as well if needed.<br><br><br><br>Discuss to anticipate problems by answering critical questions from the participant to avoid and minimise unnecessary missing values. |

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### 1.1.2. Data Collection

Data collection of ECQ is to be developed until the end of EuPEO Phase 1.

The National Team will compile and insert the data relative to the ECQ-A cultural context dimension, considering the possibility and needs of arrangement of data organised in a different form than the one requested by EuPEO, where such arrangement is possible.

The National Team should prepare, facilitate, and support data collection from the ECQ-B participant, assisted by the chosen consultants.

For the ECQ-B participant, the online link should be preferred considering that there is a survey logic which only shows the relevant questions to the participant according to the provided answers. However, it is possible to use the pdf print version previously distributed to the participant and returned to the National Team.

It should be considered that in countries where specific sections do not apply in the ECQ-B part, they do not need to be delivered or completed by the participant.

In the case of a paper-version completion by the ECQ-B participant, the National Team will be responsible to ensure the input in the database, within the established timeline.

Where data is unavailable or outdated, the National Team and/or the ECQ-B participant should confirm with the responsible national entity (e.g. General Board of Education, Education Statistics Office) the availability and most recent data, prior to the validation of the response. If the situation remains during the timeline of the ECQ completion, then the “NDA” (No Data Available) should be marked for the absence, or the “outdated” note and last year of report should be reported in the open field.

**At least one online meeting, during the timeline of data collection, should be initiated by the National Team with the ECQ-B Participant to scan for critical problems and support with possible solutions.**

The National Team is responsible to validate the uploaded data to the EuPEO database.

National members of the EuPEO project will have the right to select and contact senior experts to distribute the MEA Manual for data entries.

At the end of the ECQ data collection, the ECQ-B participant will be requested to evaluate the process from the sampling to the completion of the data collection. The National Team will be responsible to send the **ECQ Evaluation Survey** to the ECQ-B Participant and ensure its completion in the established timeline. The ECQ Evaluation Survey is

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an online survey managed by the EuPEO Coordination Team without need to be managed by the National Team. The National Team has immediate access to the Evaluation Survey data.

## 1.2. TIM Preparation, Collection, and Integration

Further to the ECQ, nation-wide school-level data will be collected through ESQ, EPQ and EuLAS-T, and uploaded to the central database, in SPSS and/or Excel format.

The EuPEO Coordination Team will provide the databases, the outputs and the layout to develop the national report to each National Team.

### 1.2.1. TIM Preparation

A pre-requisite to the TIM Data Collection (EuPEO Phase 2) and TIM Data Integration (EuPEO Phase 3) is that the National Teams will be responsible to ensure the TIM preparation (EuPEO Phase 1) through the full implementation of a *“sampling contact protocol”* and of a *“cultural refinement process”*.

- TIM Sampling Contact Protocol (table 3) for all National Teams so that the participating schools are fully informed of the objective, process, expectations, and value-added from engaging with the TIM;
- TIM Cultural Refinement Process Guidelines (table 4) for the National Teams who find this process relevant to ensure that national participants perceive the cultural relevance to further allow their optimal engagement for the best possible data quality.

**Table 3. TIM Sampling Contact Protocol.**

| <b>TIM Sampling Contact Protocol from the National Team to the Participating Schools<br/>(Until mid-stage of EuPEO Phase 1)</b> |  |   |
|---|--|---|
| <b>Step</b>   | <b>Aim</b>   | <b>Actions</b>  |
| 1   | Ensure all preparatory actions for efficiency of the protocol and EuPEO process implementation.  | <p>a) Start and keep disseminating in social media the implementation of the EuPEO process to promote awareness and maximise engagement.</p> <p>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.</p> <p>c) Structure the EuPEO participation process as formal continuous professional development across a school-year for all school teachers including the core activities of:</p> <ul style="list-style-type: none"> <li>- Preparatory workshop;</li> <li>- 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;</li> <li>- Data collection for school-wide representation on Physical Education;</li> <li>- Data analysis and decision-making reports for Physical Education improvement;</li> <li>- Critical Reflection for EuPEO Process Evaluation;</li> <li>- Concluding Workshop (Dissemination).</li> </ul> <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> | Conduct and minute a meeting (Preparatory Workshop) with participants.  |

|   |  |  |
|---|--|--|
|   | Address questions/concerns/challenges towards problem-solving to maximise data quality and representativeness. | Discuss to anticipate problems by answering critical questions from the participant to avoid and minimise unnecessary missing values.  |
| 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**

| <b>TIM Cultural Refinement Process from the National Team to the Participating Schools<br/>(Until end of EuPEO Phase 1)</b> |   |  |
|---|---|--|
| <b>Step</b>   | <b>Aim</b>  | <b>Action</b>  |
| 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"> <li>- Question Code</li> <li>- Issue</li> <li>- Solution.</li> </ul> <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 | Central Coordination will undertake the requested updates and release it to the National Teams for final verification. |
|---|-----------------------------|--|

### 1.2.2. TIM Collection

To facilitate the whole TIM process, from EuPEO Phase 1 to Phase 2, the EUPEO Coordination Team is responsible to:

- Update the TIM tools within the Cultural Refinement Protocol;
- Curate the online surveys and databases;
- Provide regular feedback to the National Teams every two months;
- Maintain the Integrated Online Continuous Support System.

The National Team will provide ongoing support to the TIM participants.

### 1.2.3. TIM Integration in MEA

The National Team will then move to EuPEO Phase 3 towards integration of the TIM results in the national database towards the European database.

The National Team will initially calculate outstanding variables in a separate excel sheet made available by the central coordination from the national database namely:

- **ESQ Regional Context** considering that the schools will refer their educational region as an open-ended answer. This will need to be clustered by the National Team under the [Urban-rural typology of NUTS-3](#), common to all EU countries (Eurostat) to distinguish possible regional differences in outcomes. This process involves the creation of a NUTS 3 variable by the National Team, during the data treatment, to objectively classify the schools as belonging to rural or urban areas;
- **ESQ Non-Teaching Hours** by subtracting total teaching time to total work time;
- **EPQ-EuLAS-P** Overall score with the mean of all item responses;
- **EuLAS-T HRF conversion** from test results to test criterion either according to the national table (if existent) or according to the agreed table (e.g. Fitnessgram) where there is no national HRF standards tables

The National Team is then responsible to check and validate the national data, following the sending from the EuPEO Coordination Team. Particularly, the identification of illogical outliers is of critical importance to ensure that data does not become artificially skewed by illogical answers (e.g. more hours of PE reported by one pupil than those reported by the overall class).

### 1.3. MEA Data Analysis and Report

Following the completion of the ECQ and the integration of the TIM’s national data, there is the analysis (EuPEO Phase 3) and reporting (EuPEO Phase 4) stages, described below.

As a pre-requisite element to these phases, it is important to consider the horizontal mapping of the EuPEO framework across its tools so that the analysis can look at the systemic alignment of each dimension to the extent which is possible and relevant (table 5).

**Table 5. EuPEO Framework Map**

| <i>EuPEO Tool</i><br><i>EuPEO Framework Dimensions</i> | ECQ<br>(with NELAS) | ESQ | EPQ<br>(with EuLAS-P) | EuLAS-T |
|--|---------------------|-----|-----------------------|---------|
| National PE Policy                                     | X                   |     |                       |         |
| Curriculum Flexibility                                 | X                   | X   | X                     | X       |
| Resources  |                     | X   | X                     |         |
| Teacher Workforce                                      | X                   | X   |                       |         |
| Teacher Education                                      | X                   |     |                       |         |
| Community Partnerships                                 |                     | X   |                       |         |

#### 1.3.1. Data Analysis

The MEA data analysis process (EuPEO Phase 3) refers to both the National and the European levels, prepared, organized and overseen by the EuPEO Coordination Team.

At the national level it is important to caution and address the absence or outdated data as a result in itself and should be analysed towards implying a recommendation for the responsible agencies.

The EuPEO Coordination Team will share the national databases of all instruments (ECQ, ESQ, EPQ, EuLAS-T) with the National Teams in advance of the European analysis process.

The National Teams, upon the reception of their national database, are in charge of:

- Splitting the national database into School databases, according to the excel automatic template;
- Sending the School database to each participating school;

- 
- Analysing process evaluation and product data;
  - Running a national-level analysis and complete the National Report template.

The EuPEO Coordination Team and the National Teams' Coordinators will multilaterally analyse all Evaluation Surveys (MEA and TIM) data to evaluate the process at the European levels.

Data analysis should be compiled on different levels, according to the analysis being run at the national or the European level:

- mean country level;
- mean EU-level vs. mean country levels.

By default, descriptive analyses are the main focus of analysis both at National and European levels.

Depending on the results, specific (clusters of) countries with regards to EuPEO dimensions and/or categories can be highlighted as case-studies.

### 1.3.2. Feedback and Report

The feedback and report processes occur at the last phase of EuPEO (Phase 4), culminating in the EUPEA Forum (typically in November) and then following-up to a National event at each country.

Each National Team, after analysing the respective national database from the EuPEO Coordination Team, is responsible for:

- Sending the School database excel automatic template to all participating schools;
- Submitting the National Report to the EuPEO Coordination Team;
- Disseminating the National Report in events, publications, and social media.

The EuPEO Coordination Team will prepare the final report with European and country-comparison data, based on the National Reports to be sent by the National Teams, and based on the Evaluation Surveys data.

Besides quantitative data, qualitative data related to dimensions/categories should be selected and documented anonymously.

Before the final approval of the reports, the following processes need to be completed bilaterally between the EuPEO Coordination Team and the respective National Team's Coordinator:



- 
- Agreement on the analysis of the Evaluation Surveys and of future improvements;
  - Agreement on the National Reports.

The final EuPEO Report will only be disseminated after a multilateral agreement between the EuPEO Coordination Team and the National Team Coordinator.

National and European reports need to be written in EuPEO national languages for better feedback to the participants/stakeholders in each country and in one inclusive EU-common English version.

All EuPEO reports and databases will be made online and open access in the websites and social media of the National Teams, the EUPEA, and the EuPEO Platform.

## 2. Appendices

1. FAQs
2. EuPEO Timeline Checklist for National Team
3. EuPEO Frameworks and Tools

### 1. FAQs

| Question   | Answer   |
|--|--|
| <b>Is it compulsory to participate in the EuPEO?</b> | 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.  |
| <b>Is EuPEO endorsed?</b>                            | 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.  |
| <b>Is it free to participate in EuPEO?</b>           | Yes for all schools, teachers and pupils. The National Teams need to ensure a proper level of financial resources to ensure the EuPEO implementation.  |
| <b>What happens with my data provided to EuPEO?</b>  | 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. |
| <b>How can I get more information about EuPEO?</b>   | Information about the EuPEO can be obtained directly through EuPEO's website ( <a href="http://www.eupeo.eu">www.eupeo.eu</a> ) and EUPEA's email ( <a href="mailto:info@eupea.com">info@eupea.com</a> ). For questions about the national implementation, those with interest should contact the National Team identified for each EuPEO cycle in EuPEO's website.                              |

## 2. EuPEO Timeline Checklist for National Team

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<br>(Sept-Dec)                                | ECQ Implementation             | <a href="#">MEA Sampling Protocol</a>                | Sept             |        |              |
|  |                                | ECQ-A  | Oct-Dec          |        |              |
|  |                                | ECQ-B  | Oct-Dec          |        |              |
|  |                                | ECQ Evaluation                                       | Dec-Jan          |        |              |
|  | TIM Preparation                | EuPEO Announcement/Open Call                         | Sept             |        |              |
|  |                                | <a href="#">TIM Sampling Protocol</a>                | Sept-Oct         |        |              |
| <a href="#">Cultural Refinement Guidelines</a> |                                | Nov-Dec  |                  |        |              |
| 2<br>(Jan-May)                                 | TIM Implementation             | ESQ  | Jan-March        |        |              |
|  |                                | EPQ  | Apr-May          |        |              |
|  |                                | EuLAS-T  | Apr-May          |        |              |
|  |                                | TIM Evaluation                                       | May-June         |        |              |
| 3<br>(June-Sept)                               | TIM Data Integration           | <a href="#">Calculation of Outstanding Variables</a> | June             |        |              |
|  |                                | Database validation                                  | July             |        |              |
|  | MEA Analysis                   | National Data Analysis                               | Aug-Sept         |        |              |
| 4<br>(Sept-Nov)                                | EuPEO Report and Dissemination | School Excel Report                                  | Sept             |        |              |
|  |                                | EuPEO National Report to EUPEA                       | Sept             |        |              |
|  |                                | EuPEO National Dissemination                         | Oct-Nov          |        |              |
|  |                                | EuPEO International Dissemination Event              | Nov              |        |              |

### 3. EuPEO Frameworks and Questionnaires

- A. EuPEO Country Questionnaire (ECQ) Framework
- B. EuPEO School Questionnaire (ESQ) Framework
- C. EuPEO Pupil Questionnaire (EPQ) Framework
- D. EuPEO Learning Assessment System – Teacher (EuLAS-T) Framework

#### A. EuPEO Country Questionnaire (ECQ) Framework

| Theme  | Categories                             | Indicators   | Main Questions |
|--|--|--|----------------|
|  | (Section)                              | (Question Groups)  |                |
|  |  | 1. Date  |                |
| 1. Country   | 1. Context Characterization            | 2. Country ID  | 8              |
|  |  | 3. State (if applicable)                                 |                |
|  |  | 4. City  |                |
|  |  | 5. Compulsory Education levels                           |                |
|  |  | 6. Number of Schools                                     |                |
|  |  | 7. Breakdown of School Government Dependence Status      |                |
|  |  | 8. Number and Distribution of Students                   |                |
|  |  |  |                |
| 2. Physical Education National Government Policy   | 1. Existence                           | 1. Existence   | 1              |
|  | 2. Support                             | 1. Kind and Level of Support                             | 1              |
| 3. Teacher Workforce   | 1. Teacher Demographics                | 1. Number  | 1              |
|  |  | 2. Distribution  | 6              |
| 4. Teacher Education<br><i>Initial Teacher Education / Induction / Continuous Professional Development</i> | 1. Initial Teacher Education           | 1. Professional / Academic Qualifications                | 2              |
|  |  | 2. Professional Competences                              | 1              |
|  |  | 3. School Placement/Internships                          | 1              |
|  |  | 4. Providers   | 2              |
|  | 2. Induction                           | 1. Presence / Legal Status and Structure                 | 1              |
|  |  | 2. Providers   | 2              |
|  | 3. Continuous Professional Development | 1. Presence / Legal status                               | 3              |
|  |  | 2. Providers   | 1              |
| 5. Curriculum Flexibility<br><i>Physical Education/ School Sports/ Other Forms of Physical Activity</i>    | 1. Physical Education                  | 1. Curriculum Organisation                               | 5              |
|  |  | 2. Contents  | 2              |
|  |  | 3. Assessment and Grading                                | 5              |
|  |  | 4. National External Learning Assessment Systems (NELAS) | 5-16           |
|  |  | 5. Subject Name  | 1              |
|  |  | 6. Pedagogical Principles                                | 2              |
|  |  | 7. Time Allocation                                       | 2              |
|  | 2. School Sports                       | 1. Organisation  | 4              |
|  |  | 2. Time, activities, provision, participation            | 1              |
|  |  | 3. Competition   | 4              |

|  |  |   |    |
|--|--|---|----|
|  | <b>3. Other Forms of Physical Activity</b> | <b>1. After-School - AKA. Extracurricular</b> | 3  |
| <b>6. Consultancy for ECQ Completion</b> |  |   | 1  |
|  |  | <b>Sum</b>                                    | 59 |

## EuPEO COUNTRY QUESTIONNAIRE

### INTRODUCTION

Dear National Representative of Physical Education, this questionnaire will be included as part of the future European Observatory of Physical Education (EuPEO), (Erasmus Plus Sport Collaborative Partnership Project, ref: 590560-EPP-1-2017-1-PT-SPO-SCP), in which our country is involved by... (identify the partner(s) involved)). This project aims to characterize Physical Education, School Sport and other School-Based Forms of Physical Activity, in each member country of the European Physical Education Association (EUPEA). As the responsible for your ... (EuPEA Association/Institutional member), we ask you to answer the following questions. Your cooperation is crucial to the success of this project and to the promotion of the Quality of Physical Education in Europe.

Thank you very much!

### Informed Consent Confirmation (ICC)

***By clicking the "accept" button you are indicating that:***

- You have read the "supplementary information sheet to the informed consent", including the information provided on the conditions of your participation.
- You voluntarily accept to participate in the study.

Please, choose one of the following options:  I accept  I do not accept

\* 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.

| Theme                                  | Categories                  | Indicators  | Question Codes | Question/Answers   |         |         |                    |
|--|-----------------------------|---|----------------|--|---------|---------|--------------------|
|  | (Section)                   | (Question Groups)   |                |  |         |         |                    |
| 1. Country                             | 1. Context Characterisation | 1. Date   | GI5            | Date   |         |         |                    |
|  |                             | 2. Country ID   | CID            | Country identification   |         |         |                    |
|  |                             | 3. State (if applicable)  | GI2            | State (if applicable)  |         |         |                    |
|  |                             | 4. City   | GI3            | City   |         |         |                    |
|  |                             | 5. Compulsory Education levels  | CEL            | Compulsory Education level<br>a. Early childhood education<br>b. Primary Education<br>c. Lower Secondary Education<br>d. Upper Secondary Education |         |         |                    |
|  |                             | 6. Number of Schools  | NS             | Number of Schools<br>a. Early childhood education<br>b. Primary School<br>c. Lower Secondary School<br>d. Upper Secondary School                   |         |         |                    |
|  |                             | 7. Breakdown of School Government Dependence Status   | BSGDS          | Breakdown of School Government Dependence Status<br>(where data is available. Where no data is available please input the code "NDA")              |         |         |                    |
|  |                             |   |                |  | Private | Private | Urban and Suburban |
| Early childhood education              |                             |   |                |  |         |         |                    |
| Primary Education                      |                             |   |                |  |         |         |                    |
| Lower Secondary Education              |                             |   |                |  |         |         |                    |
| Upper Secondary Education              |                             |   |                |  |         |         |                    |
| 8. Number and Distribution of Students | NDS                         | Number of Students<br>(where data is available. Where no data is available please input the code "NDA") |                |  |         |         |                    |
|  |                             |   | Girls          | Boys   |         |         |                    |
|  |                             | Early childhood education   |                |  |         |         |                    |
|  |                             | Primary Education   |                |  |         |         |                    |
|  |                             | Lower Secondary Education   |                |  |         |         |                    |
| Upper Secondary Education              |                             |   |                |  |         |         |                    |

|  |  | Notes 1-5   | CCNotes | Notes remark: Please note any particular comments related to items 1-5 in the space below.   |           |           |            |           |           |            |        |                       |  |  |  |  |  |  |                               |  |  |  |  |  |  |                               |  |  |  |  |  |  |
|--|--|---|---------|--|-----------|-----------|------------|-----------|-----------|------------|--------|-----------------------|--|--|--|--|--|--|-------------------------------|--|--|--|--|--|--|-------------------------------|--|--|--|--|--|--|
| 2. Physical Education National Government Policy | 1. Existence   | 1. Existence  | PENSE1  | 1. Is there a National Policy document for, or including, Physical Education other than the curriculum? (YES/NO)   |           |           |            |           |           |            |        |                       |  |  |  |  |  |  |                               |  |  |  |  |  |  |                               |  |  |  |  |  |  |
|  | 2. Support   | 1. Kind and Level of Support  | PENSLS1 | <p>1. Considering the policy documents related to Physical Education in your country, in your opinion, what is the level of different kind of supports for PE? Please rate the following items with:</p> <p>0 = Not Present, 1 = very low support, 2 = low support, 3 = medium support, 4 = high support, 5 = very high support.</p> <p>a. Continuing professional development<br/>                     b. Consultations about professional's issues<br/>                     c. Web platform with documents and information for supporting National strategy development<br/>                     d. Development of legislation framework<br/>                     e. Scheme for enhancing of extracurricular physical activities and sport<br/>                     f. Recommendations for cooperation with health sector<br/>                     g. Monitoring system about learning outcomes<br/>                     h. Guidelines for designing school sport halls and improvements in sport equipment and infrastructure<br/>                     i. Evaluation system for schools about performance and development of PE and SS<br/>                     j. Other: _____</p> |           |           |            |           |           |            |        |                       |  |  |  |  |  |  |                               |  |  |  |  |  |  |                               |  |  |  |  |  |  |
| 3. Teacher Workforce                             | 1. Teacher Demographics  | 1. Number   | TDN1    | <p>1. Please indicate the range of PE teachers per level in the country.</p> <table border="1" data-bbox="863 1308 1485 1563"> <thead> <tr> <th></th> <th>0</th> <th>1-1000</th> <th>1001-2000</th> <th>2001-5000</th> <th>5001-10000</th> <th>10000+</th> </tr> </thead> <tbody> <tr> <td>Primary PE Specialist</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower Secondary PE Specialist</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Upper Secondary PE Specialist</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>  |           | 0         | 1-1000     | 1001-2000 | 2001-5000 | 5001-10000 | 10000+ | Primary PE Specialist |  |  |  |  |  |  | Lower Secondary PE Specialist |  |  |  |  |  |  | Upper Secondary PE Specialist |  |  |  |  |  |  |
|  |  |   | 0       | 1-1000   | 1001-2000 | 2001-5000 | 5001-10000 | 10000+    |           |            |        |                       |  |  |  |  |  |  |                               |  |  |  |  |  |  |                               |  |  |  |  |  |  |
|  |  | Primary PE Specialist   |         |  |           |           |            |           |           |            |        |                       |  |  |  |  |  |  |                               |  |  |  |  |  |  |                               |  |  |  |  |  |  |
| Lower Secondary PE Specialist                    |  |   |         |  |           |           |            |           |           |            |        |                       |  |  |  |  |  |  |                               |  |  |  |  |  |  |                               |  |  |  |  |  |  |
| Upper Secondary PE Specialist                    |  |   |         |  |           |           |            |           |           |            |        |                       |  |  |  |  |  |  |                               |  |  |  |  |  |  |                               |  |  |  |  |  |  |
| 2. Distribution (where data is available)        | TDD1a  | <p>Please provide below the breakdown of the total numbers by educational level, according to available data.</p> <p>a) Gender: ____ Male; ____ Female.</p> <p>Where no data is available, please input the code "NDA".</p> |         |  |           |           |            |           |           |            |        |                       |  |  |  |  |  |  |                               |  |  |  |  |  |  |                               |  |  |  |  |  |  |
| TDD1b  | <p>b) Career Status: ____ Permanent contract, ____ Temporary Contract, ____ Freelance.</p> <p>Where no data is available, please input the code "NDA".</p> |   |         |  |           |           |            |           |           |            |        |                       |  |  |  |  |  |  |                               |  |  |  |  |  |  |                               |  |  |  |  |  |  |
| TDD1c  | <p>c) Time: ____ Full-Time, ____ Part-time.</p> <p>Where no data is available, please input the code "NDA".</p>  |   |         |  |           |           |            |           |           |            |        |                       |  |  |  |  |  |  |                               |  |  |  |  |  |  |                               |  |  |  |  |  |  |

|  |                              |   |         |  |
|--|------------------------------|---|---------|--|
|  |                              |   | TDD1d   | d) Degree: ____ Secondary Education; ____ Bs Sc./B.Ed; ____ Ms; ____ PhD.<br>Where no data is available, please input the code "NDA".  |
|  |                              |   | TDD1e   | e) Years of Age: ____ 20-30, ____ 30-40, ____ 40-50, ____ 50-60, ____ over 60.<br>Where no data is available, please input the code "NDA".   |
|  |                              |   | TDD1f   | f) Years of Experience: ____ under 1, ____ 1-10, ____ 10-20, ____ 20-30, ____ 30-40, ____ over 40.<br>Where no data is available, please input the code "NDA".   |
| 4. Teacher Education<br><i>Initial Teacher Education / Induction / Continuous Professional Development</i> | 1. Initial Teacher Education | 1. Professional / Academic Qualifications   | ITEOAQ1 | 1. What is the required initial PE teacher's education level for teaching PE at school?<br><br>a. Exclusively Bachelor of Sciences (Bologna 1st Cycle)<br>b. Exclusively Bachelor of Education (Bologna 1st Cycle)<br>c. Exclusively Postgraduate Diploma in Education<br>d. Exclusively Masters (Bologna 2nd Cycle)<br>e. Exclusively Masters of Education (Bologna 2nd Cycle)<br>f. Either Bachelor of Sciences or Masters<br>g. Either Bachelor of Education or Masters of Education                          |
|  |                              |   | ITEOAQ2 | 2. What is the minimum credits' volume of the teacher education programme in PE?<br>minimum ____ ECTS<br><br><b>Note:</b> Where a masters level is required, please consider the sum of the Bs and Ms combined (e.g. Bs 180 + MEd 120 = 300)   |
|  |                              | 2. Professional Competences                 | ITEPC1  | 1. What are the expected professional competences at the end of initial teacher education?<br>(multiple answers possible)<br><br>a. Teaching Practice (planning, assessment and intervention)<br>b. Research and Innovation<br>c. School intermediate management (PE department coordination, PE & SS facilities and equipment coordination)<br>d. School sports coaching<br>e. Class tutoring<br>f. School-based community engagement (parent-teacher meetings, school-based community activities)<br>g. Other: |
|  |                              | 3. School Placement/ Internships/ Practicum | ITEIP1  | 1. Do pre-service teachers have any teaching practice (school placement, practicum, internship) during Initial Teacher Education? (Yes/No)   |
|  |                              |   | ITEIP1a | If YES please answer the following questions:  |



|  |                     |                     |  |   |   |
|--|---------------------|---------------------|--|---|---|
|  |                     |                     |  | a) What is the total volume of the teaching practice in PETE? minimum required by law _____ ECTS  |   |
|  |                     |                     | ITEIP1b  | b) How is the teaching practice organized:<br>a. Split throughout all the years of the Initial Teacher Education<br>b. Concentrated only at the final of the Initial Teacher Education<br>c. A combination of both    |   |
|  |                     |                     | ITEIP1c  | c) Is the pre-service teachers' teaching practice regularly supervised by a teacher educator/mentor specialist? (Yes/No)  |   |
|  |                     |                     | ITEIP1d  | d) Who is legally responsible for the classes during the teaching practice period?<br>a. The pre-service teacher<br>b. The cooperative teacher from school<br>c. The teacher educator from university                 |   |
|  |                     | <b>4. Providers</b> | ITETER1  | 1. Who is in charge of the Initial Teacher Education?<br>a. Higher Education Institutions (HEI)<br>b. National Training Institutions (affiliated to the Ministry of Education)<br>c. Private corporations<br>d. Other |   |
|  | <b>2. Induction</b> | <b>1. Presence</b>  |  | IPLS1   | 1. Is there an induction phase for PE teachers in your country?<br>a. Yes, compulsory<br>b. Yes, recommended<br>c. No |
|  |                     |                     |  | <b>2. Legal Status and Structure</b>  | IPLS1a  |
|  |                     | IPLS1b              | b) How long does the induction phase last? _____ (months)  |   |   |
|  |                     | IPLS1c              | c) What statement best describes the role of the teacher during the induction phase?<br>a. takes full participation in the teaching profile<br>b. takes only specific tasks in the teaching profile with full pedagogical workload<br>c. takes only specific tasks in the teaching profile with reduced pedagogical workload<br>d. Other |   |   |
|  |                     | IPLS1d              | d) Is there any summative assessment of the candidate? (multiple answers possible)<br>a. No final summative assessment<br>b. Final report<br>c. Observation of teaching practice<br>d. Other   |   |   |
|  |                     |                     | IP1  | 1. Who is in charge for the induction phase?  |   |

|       |  |                                   |                                   |   |   |
|-------|--|-----------------------------------|-----------------------------------|---|---|
|       |  | <b>3. Providers</b>               |                                   | <ul style="list-style-type: none"> <li>a. Higher Education Institutions</li> <li>b. National training institutions (affected to the Ministry of Education)</li> <li>c. Private corporations</li> <li>d. Other</li> </ul>  |   |
|       |  |                                   | IP2                               | 2. Is there a required mentorship process along the induction period? (Yes/No)  |   |
|       |  |                                   | IP2YESa                           | <ul style="list-style-type: none"> <li>a) If yes, who is in charge of the mentoring?                             <ul style="list-style-type: none"> <li>a. PE teacher from school</li> <li>b. Other teacher from school</li> <li>c. Teacher educator from university</li> <li>d. Other</li> </ul> </li> </ul> |   |
|       | <b>3. Continuous Professional Development</b>  | <b>1. Presence / Legal status</b> |                                   | CPDLS1  | 1. Is CPD compulsory for in-service PE teachers? (Yes/No)   |
|       |  |                                   |                                   | CPDLS1YESa  | a) If YES, how many compulsory CPD hours per year? _____ hours  |
|       |  |                                   |                                   | CPDLS2  | 2. How are the CPD topics defined? (multiple answers possible) <ul style="list-style-type: none"> <li>a. By the provider</li> <li>b. By the teacher</li> <li>c. By the provider according to the teachers' needs</li> </ul>   |
|       |  |                                   |                                   | CPDLS3  | 3. What are the CPD formats? (multiple answers possible) <ul style="list-style-type: none"> <li>a. Short courses</li> <li>b. Workshop</li> <li>c. Modules</li> <li>d. Action-research</li> <li>e. Other</li> </ul>  |
|       |  |                                   |                                   | CPDPr1  | 1. Who is providing CPD for PE teachers? (multiple answers possible)? <ul style="list-style-type: none"> <li>a. Higher Education Institutions (HEI)</li> <li>b. National training institutions (affected to the Ministry of Education)</li> <li>c. School-based CPD providers</li> <li>d. Private corporations</li> <li>e. Other</li> </ul> |
|       | <b>5. Curriculum Flexibility Physical Education/ School Sports/ Other Forms of Physical Activity</b> | <b>1. Physical Education</b>      | <b>1. Curriculum Organisation</b> | PECO1   | 1. Is there a core educational curriculum in your country? (Yes/No)   |
|       |  |                                   |                                   | PECO2   | 2. Does Physical Education belong to the core educational curriculum in your country? (Yes/No)  |
| PECO3 |  |                                   |                                   | 3. What levels of curriculum regulation exist in your country? <ul style="list-style-type: none"> <li>a. National level</li> <li>b. District level</li> <li>c. School level</li> </ul>  |   |
| PECO4 |  |                                   |                                   | 4. In which school levels is PE compulsory? <ul style="list-style-type: none"> <li>a. Early childhood education</li> <li>b. Primary education</li> </ul>  |   |

|                           |                   |                                  |       | <ul style="list-style-type: none"> <li>c. Lower secondary education</li> <li>d. Upper secondary education</li> </ul>  |  |                   |                  |                           |  |  |                   |  |  |
|---------------------------|-------------------|----------------------------------|-------|---|--|-------------------|------------------|---------------------------|--|--|-------------------|--|--|
|                           |                   |                                  | PEC05 | <p>5. Who is involved in the conception of the compulsory PE Curriculum?<br/>(multiple answers possible)</p> <ul style="list-style-type: none"> <li>a. General Curriculum expert</li> <li>b. PE Curriculum expert</li> <li>c. PE specialist</li> <li>d. Invited PE Teachers</li> <li>e. Other</li> </ul>  |  |                   |                  |                           |  |  |                   |  |  |
|                           |                   | <b>2. Contents</b>               | PEC1  | <p>1. What are the PE contents prescribed in the PE curriculum?<br/>Please mark for each content in each educational level "required", "optional", or "absent"</p> <ul style="list-style-type: none"> <li>a. Fundamental Movement Skills (catch, kick, Run, Vertical jump...)</li> <li>b. Pre-sport games/low organised games</li> <li>c. Fitness</li> <li>d. Athletics (running, throwing, jumping...)</li> <li>e. Team games (football, Rugby Basketball...)</li> <li>f. Cycling (Downhill, Road Cycling ...)</li> <li>g. Combat (Judo, Olympic Wrestling...)</li> <li>h. Dance (social, folklore, contemporary...)</li> <li>i. Winter Sports (snowboarding, alpine skiing/boarding, cross country skiing, ice skating, ice hockey)</li> <li>j. Gymnastics (artistic, acrobatic, tumbling...)</li> <li>k. Outdoor and adventure (climbing, kayaking/canoeing, surfing...)</li> <li>l. Racket Sports (badminton, tennis...)</li> <li>m. Skating Sports (Inline Skating, Skateboarding...)</li> <li>n. Swimming (Synchronized, Water safety...)</li> <li>o. Traditional Games</li> <li>p. Physical Activity and Sport-related Knowledge</li> <li>q. Health-related fitness Knowledge</li> <li>r. Personal and social competences (teamwork, responsibility, civic engagement...)</li> </ul> |  |                   |                  |                           |  |  |                   |  |  |
|                           |                   |                                  | PEC2  | <p>2. In the compulsory PE curriculum (centralized curriculum) who regulates the content delivery?</p> <ul style="list-style-type: none"> <li>a. Government</li> <li>b. External Bodies</li> <li>c. Local Authorities</li> <li>d. Schools</li> <li>e. Teachers</li> <li>f. Students</li> </ul>  |  |                   |                  |                           |  |  |                   |  |  |
|                           |                   | <b>3. Assessment and Grading</b> | PEAG1 | <p>1. Is there a summative assessment (grading) in PE?<br/>Please mark for each educational level "required", "optional", or "absent"</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Quantitative Mark</th> <th>Qualitative Mark</th> </tr> </thead> <tbody> <tr> <td>Early Childhood Education</td> <td></td> <td></td> </tr> <tr> <td>Primary Education</td> <td></td> <td></td> </tr> </tbody> </table>   |  | Quantitative Mark | Qualitative Mark | Early Childhood Education |  |  | Primary Education |  |  |
|                           | Quantitative Mark |                                  |       | Qualitative Mark  |  |                   |                  |                           |  |  |                   |  |  |
| Early Childhood Education |                   |                                  |       |   |  |                   |                  |                           |  |  |                   |  |  |
| Primary Education         |                   |                                  |       |   |  |                   |                  |                           |  |  |                   |  |  |
|                           |                   |                                  |       |   |  |                   |                  |                           |  |  |                   |  |  |

|  |  |                 |           |   |  |  |
|--|--|-----------------|-----------|---|--|--|
|  |  |                 |           | Lower Secondary Education   |  |  |
|  |  |                 |           | Upper Secondary Education   |  |  |
|  |  |                 | PEAG2     | 2. Is there a clear national set of guidelines for PE assessment? (Yes/No)  |  |  |
|  |  |                 | PEAG2YESa | a) If yes, what type of assessment has nationally-based guidelines?<br>(multiple answers possible)<br>a. Related to summative assessment<br>b. Related to grading<br>c. Related to formative assessment<br>d. Related to initial assessment   |  |  |
|  |  |                 | PEAG3     | 3. How would you rate the equity in the assessment status between PE and other Subjects for each educational level?<br>a. no status<br>b. less status<br>c. equal status<br>d. higher status  |  |  |
|  |  |                 | PEAG4     | 4. Is PE assessment required for pupil progression?<br>a. No, for any educational level<br>b. Yes, for all educational levels<br>c. Yes, until primary education<br>d. Yes, for post-primary education  |  |  |
|  |  | <b>4. NELAS</b> | Dom1      | <b>Presence (by educational level) and Learning Domains</b><br><b>1. Do you have a NELAS in your country to assess the PE learning outcomes in any educational level? (YES/NO)</b><br><b>If YES, for what educational levels?</b> (Pre-School, Primary Education, Lower Secondary Education, Upper Secondary Education) |  |  |
|  |  |                 | Dom1YES   | <i>If yes, please note the name of the NELAS and where it has been published/can be accessed:</i>   |  |  |
|  |  |                 | Dom1No    | <i>If not, please note if there is something comparable to a NELAS, e.g. a nation-wide research initiative on any domain of the Physical Education curriculum.</i>  |  |  |
|  |  |                 | Dom2      | <b>2. Does your country NELAS include a physical domain</b> (skills and fitness a person acquires and applies through movement)?  |  |  |
|  |  |                 | Dom2YES   | <i>If yes, please shortly describe to what extend this domain is represented in the NELAS:</i>  |  |  |
|  |  |                 | Dom3      | <b>3. Does your country NELAS include a psychological domain</b> (attitudes and emotions a person has towards movement and the impact these have on their confidence and motivation to move)?   |  |  |
|  |  |                 | Dom3YES   | <i>If yes, please shortly describe to what extend this domain is represented in the NELAS:</i>  |  |  |
|  |  |                 | Dom4      | <b>4. Does your country NELAS include a social domain</b> (person's interaction with others and the environment in relation to movement)?   |  |  |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  | <p>Dom4YES</p> <p>Dom5</p> <p>Dom5YES</p> <p>DomNotes</p>  | <p><i>If yes, please shortly describe to what extent this domain is represented in the NELAS:</i></p> <p><b>5. Does your country NELAS include a cognitive domain (person’s understanding of how, why and when they move)?</b></p> <p><i>If yes, please shortly describe to what extent this domain is represented in the NELAS:</i></p> <p><b>Notes</b></p> <p>Remark: Please note any particular comments related to 1-5 items in the space below.</p>  |
|  |  |  | <p>PD0a - PD0f</p> <p>PD1a- PD1f</p> <p>PD2a - PD2f</p> <p>PD3a - PD3f</p> <p>PDNotes</p> <p>PDANX</p> | <p style="text-align: center;"><b>Physical Domain</b></p> <p>1. For each educational level where the Physical Domain is assessed at state-level with a standardised test or standardised requirements, externally determined for the schools, please answer the following questions:</p> <ol style="list-style-type: none"> <li>a. What is assessed? (specific contents)</li> <li>b. Who assesses? (e.g. school teachers, specialist and/or generalist)</li> <li>c. When is assessed? (e.g. end of the year, end of the educational level)</li> <li>d. Where is assessed? (e.g. in the school, out of the school, classroom, sports hall)</li> <li>e. How is assessed? (type of tasks used and assessment criteria)</li> <li>f. Use of assessment outputs? (type of outputs – quantitative or qualitative reports - and purpose)</li> </ol> <p><b>Notes Remark:</b> Please note any comment related to the items in the space below.</p> <p>If you want to share instruments and other information on the external learning assessment of the Physical Domain, please upload one or more files in png., gif., doc., odt., jpg. or pdf. under 10240 KB each.</p> |
|  |  |  | <p>PsD0a- PsD0f</p> <p>PsD1a- PsD1f</p> <p>PsD2a- PsD2f</p> <p>PsD3a- PsD3f</p>                        | <p style="text-align: center;"><b>Psychological Domain</b></p> <p>1. For each educational level where the Psychological Domain is assessed at state-level with a standardised test or standardised requirements, externally determined for the schools, please answer the following questions:</p> <ol style="list-style-type: none"> <li>a. What is assessed? (specific contents)</li> <li>b. Who assesses? (e.g. school teachers, specialist and/or generalist)</li> <li>c. When is assessed? (e.g. end of the year, end of the educational level)</li> <li>d. Where is assessed? (e.g. in the school, out of the school, classroom, sports hall)</li> <li>e. How is assessed? (type of tasks used and assessment criteria)</li> </ol>  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>PsNotes</p> <p>PsDANX</p>  | <p>f. Use of assessment outputs? (type of outputs – quantitative or qualitative reports - and purpose)</p> <p>Notes Remark: Please note any comment related to the items in the space below.</p> <p>If you want to share instruments and other information on the external learning assessment of the Psychological Domain, please upload one or more files in png., gif., doc., odt., jpg. or pdf. under 10240 KB each.</p>   |
|  |  |  | <p>SD0a- SD0f</p> <p>SD1a- SD1f</p> <p>SD2a- SD2f</p> <p>SD3a- SD3f</p> <p>SDNotes</p> <p>SDANX</p> | <p><b>Social Domain</b></p> <p>1. For each educational level where the Social Domain is assessed at state-level with a standardised test or standardised requirements, externally determined for the schools, please answer the following questions:</p> <ol style="list-style-type: none"> <li>What is assessed? (specific contents)</li> <li>Who assesses? (e.g. school teachers, specialist and/or generalist)</li> <li>When is assessed? (e.g. end of the year, end of the educational level)</li> <li>Where is assessed? (e.g. in the school, out of the school, classroom, sports hall)</li> <li>How is assessed? (type of tasks used and assessment criteria)</li> <li>Use of assessment outputs? (type of outputs – quantitative or qualitative reports - and purpose)</li> </ol> <p>Notes Remark: Please note any comment related to the items in the space below.</p> <p>If you want to share instruments and other information on the external learning assessment of the Social Domain, please upload one or more files in png., gif., doc., odt., jpg. or pdf. under 10240 KB each.</p> |
|  |  |  |   | <p><b>Cognitive Domain</b></p> <p>1. For each educational level where the Cognitive Domain is assessed at state-level with a standardised test or standardised requirements, externally determined for the schools, please answer the following questions:</p> <ol style="list-style-type: none"> <li>What is assessed? (specific contents)</li> <li>Who assesses? (e.g. school teachers, specialist and/or generalist)</li> <li>When is assessed? (e.g. end of the year, end of the educational level)</li> <li>Where is assessed? (e.g. in the school, out of the school, classroom, sports hall)</li> <li>How is assessed? (type of tasks used and assessment criteria)</li> </ol>  |

|  |           |                                  |  |   |
|--|-----------|----------------------------------|--|---|
|  |           |                                  |  | f. Use of assessment outputs? (type of outputs – quantitative or qualitative reports - and purpose)   |
|  |           |                                  | ANX  | <b>NELAS – Annex</b><br>If you want to share national information on the external learning assessment process, please upload one or more files in png., gif., doc., odt., jpg. or pdf. under 10240 KB each.   |
|  |           | <b>5. Subject Name</b>           | PESN1  | 1. What is the name for the PE's subject? (Please write your answer(s))<br>a. Early childhood education<br>b. Primary education<br>c. Lower secondary education<br>d. Upper secondary education   |
|  |           | <b>6. Pedagogical Principles</b> | PEPP1  | 1. Does the PE curriculum include pedagogical principles suggesting the appropriate pedagogical environment at school PE? (Yes/No)  |
|  | PEPP1YESa |                                  | If Yes, please answer the following question.<br>a) Please mark which of the following pedagogical principles are made explicit in the national PE curriculum:<br>(multiple answers possible)<br>a. Developmentally appropriate content (or age appropriateness)<br>b. Focusing on learning<br>c. Student-centred<br>d. Emphasizing multiculturalism and/or gender equity<br>e. Inclusion<br>f. Technology Embedment<br>g. Eclecticism<br>h. Health oriented<br>i. Holistic development<br>j. Reflectiveness<br>k. Psychologically and physically safe learning environment<br>l. Other(s) |   |
|  | PEPP2     |                                  | 2. Does the PE curriculum support the inclusion of all students, including those with special needs? (Yes/No)  |   |
|  |           | <b>7. Time Allocation</b>        | PEAT1  | 1. How many hours per week are allocated for all the subjects (Please write your answer(s)):<br>a. Early childhood education<br>b. Primary education<br>c. Lower secondary education<br>d. Upper secondary education  |
|  |           |                                  | PEAT2  | 2. What is the required or recommended time allocation for PE (Please write your answer(s) here):<br>a. Early childhood education _____ Sessions/week _____ minutes/week<br>b. Primary education _____ Sessions/week _____ minutes/week<br>c. Lower secondary education _____ |

|                         |  |          |  |  |
|-------------------------|--|----------|--|--|
|                         |  |          |  | Sessions/week ____ minutes/week<br>d. Upper secondary education) ____<br>Sessions/week ____ minutes/week |
| <b>2. School Sports</b> | <b>1. Organisation</b>                               | SSO1     | 1. Is there a programme or specific curriculum for school sports? (Yes/No)   |  |
|                         |  | SSO2     | 2. Is school sport compulsory for schools to provide? (Yes/No)   |  |
|                         |  | SSO3     | 3. Is school sport state-funded? (Yes/No)  |  |
|                         |  | SSO4     | 4. Is there a national governing body for School Sports? (Yes/No)  |  |
|                         |  | SSO4YESa | a) If Yes, who regulates it?<br>a. Ministry of Education<br>b. Ministry of Sport<br>c. Ministry of Defence<br>d. Independent School Sport Federation or Association<br>e. Other  |  |
|                         | <b>2. Time, activities, provision, participation</b> | SSP1     | 1. Is there data on School Sports participation at the national level? (Yes/No)  |  |
|                         |  | SSP1YESa | If Yes, please answer the following questions:<br>a) Number of activities<br><i>If no data is available, please input the code "NDA".</i>  |  |
|                         |  | SSP1YESb | b) At the national level, what are the first three activities with the:<br><br>bi) Highest number of schools involved?<br>1_____, 2_____, 3_____/ No Available Data<br><br>bii) Highest number of teams/groups involved?<br>1_____, 2_____, 3_____/ No Available Data<br><br>biii) Highest number of students involved?<br>1_____, 2_____, 3_____/ No Available Data<br><br><i>If no data is available, please input the code "NDA".</i> |  |
|                         |  | SSP1YESc | c) Total Number of schools involved?<br>Number_____/ No Available Data<br><i>If no data is available, please input the code "NDA".</i>   |  |
|                         |  | SSP1YESd | d) Total Number teams/groups involved?<br>Number_____/ No Available Data<br><i>If no data is available, please input the code "NDA".</i>   |  |
|                         |  | SSP1YESe | e) Total Number of students involved?<br>Number_____/ No Available Data<br><i>If no data is available, please input the code "NDA".</i>  |  |
|                         | <b>3. Competition</b>                                | SSC1     | 1. What are the competition levels present in the School Sport? (multiple answers possible)<br>a. Local<br>b. Regional<br>c. National<br>d. International  |  |
|                         |  | SSC2     | 2. Can all students participate in the competition (including SEN and high-performance ones)? (Yes/No)   |  |
|                         |  | SSC2NOa  | If NO,   |  |



|                                       |  |   |  |   |
|---------------------------------------|--|---|--|---|
|                                       |  |   |  | <p>a) Which student groups?</p> <p>a. SEN</p> <p>b. High Performance</p> <p>c. Federated Athletes</p> <p>d. Others</p>  |
|                                       |  |   | SSC3   | 3. Are there Paralympic Sport activities and competitions in the School Sports? (Yes/No)  |
|                                       |  |   | SSC4   | 4. Are there different competition levels in school sport? (e.g. only for high performance students/only for students without sport club membership) (Yes/No)   |
|                                       |  |   |  |   |
|                                       | <b>3. Other Forms of Physical Activity</b> | <b>1. Physically Active Learning, After-School and Extracurricular PA</b> | OFPAAS1  | 1. Is there a national recommendation for classroom-based physical activities (e.g. active breaks)? (Yes/No)  |
|                                       |  |   | OFPAAS2  | 2. Is there a national recommendation for active recess? (Yes/No)   |
| OFPAAS3                               |  |   | 3. Does your school system provide after-school PA and sports (in addition to PE and SS)? (Yes/No) |   |
| <b>Consultancy for ECQ Completion</b> |  |   |  | <p>1. During the process of ECQ completion, did you request any type of consultancy to enhance the quality of the data provided? YES / NO</p>   |
|                                       |  |   |  | <p>If Yes, please choose all relevant types of consultants.</p> <p>a) Higher Education PE Lecturer/Researcher</p> <p>b) Policy-making or Policy manager PE responsible</p> <p>c) Expert in PE at national level</p> |

## B. EuPEO School Questionnaire (ESQ) Framework

| Theme                                  | Categories   | Indicators   | Main Questions |
|--|--|--|----------------|
|  | (Section)  | (Question Groups)  |                |
| 1. Characterization                    | 1. School Context  | 1. Country   | 9              |
|  |  | 2. State/canton (if applicable)  |                |
|  |  | 3. District  |                |
|  |  | 4. Educational Levels Covered by the School                                |                |
|  |  | 5. School Context  |                |
|  |  | 6. Government Dependence Status  |                |
|  |  | 7. Number and Distribution of Students of School                           |                |
|  |  | 8. Number and Distribution of Students participating in Physical Education |                |
|  |  | 9. Number and Distribution of Students participating in School Sport       |                |
| 2. Curriculum Flexibility              | 1. Physical Education                                      | 1. Contents  | 1              |
|  |  | 2. Assessment and Grading  | 3              |
|  |  | 3. Learning Outcomes   | 1              |
|  |  | 4. Field Trips   | 1              |
|  |  | 5. Allocated Time  | 2              |
|  | 2. School Sports   | 1. Time, activities, provision   | 1              |
|  |  | 2. Competition   | 2              |
|  | 3. Other Forms of Physical Activity                        | 1. Classroom-based Physically Active Learning and Active Breaks            | 1              |
|  |  | 2. Recess – Active and Self  | 2              |
|  |  | 3. After-School - AKA. Extracurricular                                     | 1              |
| 4. Active Transport/Commute            |  | 3  |                |
| 3. Teacher Workforce                   | 1. Weekly Workload (considering the respondent's schedule) | 1. Physical Education Time   | 2              |
|  |  | 2. Classes   | 1              |
|  |  | 3. Students  | 2              |
|  |  | 4. Time for other duties   | 1              |
|  | 2. Performed Roles   | 1. Number of duties  | 1              |
|  | 3. Teacher Demographics                                    | 1. Number  | 1              |
|  |  | 2. Distribution  | 3              |
| 4. Community Partnerships              | 1. Public  | 1. Government  | 2              |
|  |  | 2. National Governing Bodies   | 2              |
|  |  | 3. Inter-school  | 2              |
|  |  | 4. Higher Education Institutes and Research Centres                        | 2              |
|  |  | 5. Professional Associations   | 2              |
|  | 2. Private   | 1. Sports Organisations  | 2              |
|  |  | 3. Parents   | 2              |
| 5. Facilities, Equipment and Resources | 1. Facilities  | 1. Adequacy  | 6              |
|  |  | 2. Facilities' PE Curricular Flexibility                                   | 6              |
|  |  | 3. Access to facilities  | 4              |
|  |  | 4. Safety and Health   | 1              |
|  | 2. Equipment   | 1. Access  | 1              |
|  |  | 2. Safety and Health   | 1              |
|  | 3. Finances  | 1. Application of Available Budget   | 2              |
| <b>Sum</b>                             |  |  | <b>69</b>      |

## EuPEO SCHOOL QUESTIONNAIRE (ESQ)

### INTRODUCTION

Dear Head of Physical Education, this questionnaire will be included as part of the future European Observatory of Physical Education (EuPEO), (Erasmus Plus Sport Collaborative Partnership Project, ref: 590560-EPP-1-2017-1-PT-SPO-SCP), in which our country is involved by... (identify the partner(s) involved)). This project aims to characterize Physical Education, School Sport and other School-Based Forms of Physical Activity, in each member country of the European Physical Education Association (EUPEA). As Head of the Physical Education Department at your school, we ask you to answer the following questions. Your cooperation is crucial to the success of this project and to the promotion of the Quality of Physical Education in Europe.

Thank you very much!

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***By clicking the "accept" button you are indicating that:***

- You have read the "supplementary information sheet to the informed consent", including the information provided on the conditions of your participation.
- You voluntarily accept to participate in the study.

Choose one of the following options: \_\_\_ I accept \_\_\_ I do not accept

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\* 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.



| Theme               | Categories        | Indicators   | Question Codes | Question/Answers   |
|---------------------|-------------------|--|----------------|--|
|                     | (Section)         | (Question Groups)  |                |  |
| 1. Characterization | 1. School Context | 1. Country   | CID            | Country (small open question)  |
|                     |                   | 2. State/Canton (if applicable)  | SID            | State or Canton  |
|                     |                   | 3. District  | DID            | District   |
|                     |                   | 4. Educational Levels Covered by the School                                | ELC (a/b)      | In case your school is organised as a cluster, please refer which <b>educational levels</b> are covered:<br>a. by the Cluster<br>b. by your specific School<br><br>Columns: Early childhood education; Primary education; Lower secondary education; Upper secondary education |
|                     |                   | 5. School Context  | SC             | <b>From here on, please refer to your specific school.</b><br>School Context<br>a. Urban/Suburban<br>b. Rural  |
|                     |                   | 6. Government Dependence Status  | GDS            | Government Dependence Status<br>a. Public<br>b. Private  |
|                     |                   | 7. Number and Distribution of Students of School                           | NDS            | Number of Students of School<br>a. Total<br>b. Male<br>c. Female<br><br>where data is available. Where no data is available please input the code "NDA"  |
|                     |                   | 8. Number and Distribution of Students participating in Physical Education | NDSPE          | Number of Students participating in Physical Education<br>a. Total<br>b. Male<br>c. Female<br><br>where data is available. Where no data is available please input the code "NDA"  |
|                     |                   | 9. Number and Distribution of Students participating in School Sport       | NDSOSS         | Number of Students participating in School Sport<br>a. Total<br>b. Male<br>c. Female   |



|                                  |                              |                    |        |   |
|----------------------------------|------------------------------|--------------------|--------|---|
|                                  |                              |                    |        | where data is available. Where no data is available please input the code "NDA"   |
| <b>2. Curriculum Flexibility</b> | <b>1. Physical Education</b> | <b>1. Contents</b> | CFPEC1 | <p>1. In your school, what are the Physical Education contents to be taught during the last compulsory year of education? (choose all that apply)</p> <ul style="list-style-type: none"> <li>a. Fundamental Movement Skills (Catch, Kick, Run, Vertical Jump...)</li> <li>b. Pre-sport games/low-organised games (Line tag, Dodgeball, ...)</li> <li>c. Fitness (strength, stamina, flexibility, ...)</li> <li>d. Athletics (running, throwing, jumping)</li> <li>e. Team Games (Football, Rugby, Basketball...)</li> <li>f. Cycling (Mountain biking, Road Cycling...)</li> <li>g. Combat (Judo, Wrestling...)</li> <li>h. Dance (Social, Folklore, Contemporary...)</li> <li>i. Winter Sports (Snowboarding, Alpine skiing, Cross-country skiing, Ice skating...)</li> <li>j. Gymnastics (Artistic, Acrobatic, Tumbling...)</li> <li>k. Outdoor and Adventure (Climbing, Kayaking/Canoeing, Surfing...)</li> <li>l. Racket Sports (Badminton, Tennis...)</li> <li>m. Skating Sports (In-line skating, Skateboarding...)</li> <li>n. Swimming (Synchronized, Water Safety...)</li> <li>o. Traditional Games (Child games...)</li> <li>p. Physical Activity and Sport-related knowledge</li> <li>q. Knowledge about Health-Related Fitness</li> </ul> |



|  |  |                                  |                             |   |
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|  |  |                                  |                             | <p>r. Gaining positive attitudes, teamwork, responsibility, civic engagement....</p> <p>s. Other</p>  |
|  |  | <b>2. Assessment and Grading</b> | PEAG1                       | 2. In your school, are there PE assessment criteria designed at the school level? (Yes/No)  |
|  |  |                                  | PEAG1YESa                   | <p>If Yes, please answer the following questions:</p> <p>a) Is there a school-based set of guidelines for:</p> <p>a. PE summative assessment (grading)? (Yes/No)</p> <p>b. PE formative assessment? (Yes/No)</p> <p>c. PE baseline assessment? (Yes/No)</p> |
|  |  |                                  | PEAG1YESb                   | <p>b) Who is responsible for the design the PE assessment criteria?</p> <p>a. PE Teacher</p> <p>b. PE Department</p> <p>c. Pedagogical School administration</p> <p>d. School board</p>   |
|  |  |                                  | PEAG2                       | <p>3. Do the students participate in the PE assessment process?</p> <p>a. YES, in the Formative Process</p> <p>b. YES, in the Summative Process</p> <p>c. YES, both in Formative and Summative Processes</p> <p>d. NO.</p>                                  |
|  |  |                                  | PEAG3                       | 3. Is the assessment data (not only grading) regularly shared with students' parents/legal guardians? (Yes/No)  |
|  |  |                                  | <b>3. Learning Outcomes</b> | PELO1   |
|  |  | <b>4. Field Trips</b>            | PEFT1                       | 1. Does your school organise field trips as part of the Physical Education curriculum?  |



|  |                         |                                       |              |   |
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|  |                         |                                       |              | <p>a. Never;<br/>b. Occasionally (1 to 2 per year);<br/>c. Regularly (3 or more per year).</p>  |
|  |                         | <b>5. Allocated Time</b>              | PEAT1        | <p>1. What is the allocated time for Physical Education in your school?</p> <p>a. _____ Minutes per week<br/>b. _____ Weekly sessions</p>   |
|  |                         |                                       | PEAT2        | <p>2. Are the Physical Education teachers in your school involved in the Physical Education timetabling? (Yes/No)</p>   |
|  | <b>2. School Sports</b> | <b>1. Time, activities, provision</b> | SSPTAPP1     | <p>1. Does your school offer School Sports activities (in addition to Physical Education class)? (Yes/No)</p>   |
|  |                         |                                       | SSPTAPP1YESa | <p>If YES, please answer the following questions:</p> <p>a) Do the pupils have to pay to participate in the school sport offer?</p> <p>a. No<br/>b. Yes, for some activities<br/>c. Yes, for all the activities</p>   |
|  |                         |                                       | SSPTAPP1YESb | <p>b) How many pupils are involved in School Sport activities?</p> <p>a. _____ total;<br/>b. _____ girls;<br/>c. _____ boys;<br/>d. _____ sport federated pupils;<br/>e. _____ SEN pupils</p> <p>Where no data is available, please input the code "NDA".</p> |
|  |                         |                                       | SSPTAPP1YESc | <p>c) What is the total time allocated to School Sports activities provided by your school?</p> <p>a. 1 hour per week<br/>b. 2 to 5 hours per week<br/>c. 6 to 10 hours per week</p>  |



|  |  |  |              |  |
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|  |  |  |              | <p>d. 11 to 15 hours per week</p> <p>e. 15 to 20 hours per week</p> <p>f. More than 20 hours per week</p>  |
|  |  |  | SSPTAPP1YESd | <p>d) Which categories of School Sports are in offer?</p> <p>a. Fundamental Movement Skills (Catch, Kick, Run, Vertical Jump...)</p> <p>b. Pre-sport games/low-organised games (Line tag, Dodgeball, ...)</p> <p>c. Fitness (strength, stamina, flexibility, ...)</p> <p>d. Athletics (running, throwing, jumping)</p> <p>e. Team Games (Football, Rugby, Basketball...)</p> <p>f. Cycling (Mountain biking, Road Cycling...)</p> <p>g. Combat (Judo, Wrestling...)</p> <p>h. Dance (Social, Folklore, Contemporary...)</p> <p>i. Winter Sports (Snowboarding, Alpine skiing, Cross-country skiing, Ice skating...)</p> <p>j. Gymnastics (Artistic, Acrobatic, Tumbling...)</p> <p>k. Outdoor and Adventure (Climbing, Kayaking/Canoeing, Surfing....)</p> <p>l. Racket Sports (Badminton, Tennis...)</p> <p>m. Skating Sports (In-line skating, Skateboarding...)</p> <p>n. Swimming (Synchronized, Water Safety...)</p> <p>o. Traditional Games (Child games...)</p> |
|  |  |  | SSPTAPP1YESe | <p>e) Which School Sport category is taking the highest amount of time? (Chose the one that apply)</p>   |





|  |  |  |              |   |
|--|--|--|--------------|---|
|  |  |  |              | <ul style="list-style-type: none"> <li>a. Fundamental Movement Skills (Catch, Kick, Run, Vertical Jump...)</li> <li>b. Pre-sport games/low-organised games (Line tag, Dodgeball, ...)</li> <li>c. Fitness (strength, stamina, flexibility, ...)</li> <li>d. Athletics (running, throwing, jumping)</li> <li>e. Team Games (Football, Rugby, Basketball...)</li> <li>f. Cycling (Mountain biking, Road Cycling...)</li> <li>g. Combat (Judo, Wrestling...)</li> <li>h. Dance (Social, Folklore, Contemporary...)</li> <li>i. Winter Sports (Snowboarding, Alpine skiing, Cross-country skiing, Ice skating...)</li> <li>j. Gymnastics (Artistic, Acrobatic, Tumbling...)</li> <li>k. Outdoor and Adventure (Climbing, Kayaking/Canoeing, Surfing....)</li> <li>l. Racket Sports (Badminton, Tennis...)</li> <li>m. Skating Sports (In-line skating, Skateboarding...)</li> <li>n. Swimming (Synchronized, Water Safety...)</li> <li>o. Traditional Games (Child games...)</li> </ul> |
|  |  |  | SSPTAPP1YESf | f) Which School Sport category enrolls the highest number of students? (same options as d) and e))  |
|  |  |  | SSPTAPP1YESg | g) Considering all school sport activities' offer, who are their providers? (choose all that apply) <ul style="list-style-type: none"> <li>a. Own-school sport coach</li> </ul>   |



|  |  |                       |          |  |
|--|--|-----------------------|----------|--|
|  |  |                       |          | <ul style="list-style-type: none"> <li>b. Out-of-school sport coach</li> <li>c. PE teacher</li> <li>d. Other subject teacher</li> <li>e. Other community-based non-qualified people</li> </ul>   |
|  |  | <b>2. Competition</b> | SSC1     | 1. Does your school organise competitions for school sport? (Yes/No)   |
|  |  |                       | SSC1YESa | a) If yes, how many school competitions do you organise per year? (nr competitions) <ul style="list-style-type: none"> <li>a. More than 10 per year</li> <li>b. Between 5 and 9 per year</li> <li>c. Less than 5 per year</li> <li>d. None</li> </ul>                  |
|  |  |                       | SSC2     | 2. Does the school participate in inter-school competitions? (Yes/No)  |
|  |  |                       | SSC2YESa | If Yes, please answer the following questions:<br>a) How regularly? <ul style="list-style-type: none"> <li>a. During all year</li> <li>b. During a part of the year all weeks</li> <li>c. During part of the year some weeks</li> <li>d. Just in one moment</li> </ul> |
|  |  |                       | SSC2YESb | b) When are the competitions held? <ul style="list-style-type: none"> <li>a. During the school week on school time</li> <li>b. During the school week out of school time</li> <li>c. During the weekend</li> </ul>   |
|  |  |                       | SSC2YESc | c) What is the highest level of school sports that your school competed? <ul style="list-style-type: none"> <li>a. Local</li> <li>b. Regional</li> <li>c. National</li> <li>d. International</li> </ul>  |
|  |  |                       | SSC2YESd | d) Are there sports competition pupils representing your school in   |



|  |  |  |   |   |
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|  |  |  |   | school competitions?<br>(Yes/No)  |
|  |  |  | SSC2YEsE  | e) Are SEN pupils representing your school involved in school sport competitions? (Yes/No)  |
|  | <b>3. Other Forms of Physical Activity</b> | <b>1. Classroom-based Physically Active Learning and Active Breaks</b> | OFPAPAL1  | 1. Is Physical Activity used in other subjects to promote/facilitate learning?<br>a. YES, as school policy<br>b. YES, by some teachers<br>c. NO.  |
|  |  |  | OFPAR1  | 1. Does your school implement recess activities (Consider Active and Self-Organised)? (Yes/No)  |
|  |  |  |   | OFPAR1YESa  |
|  |  | OFPAR2   | 2. According to the school-recess policies, and not including the lunch break, how many minutes are provided for the longer recess? _____ minutes |   |
|  |  | <b>3. After-School - AKA. Extracurricular</b>                          | OFPAAS1   | 1. Does your school provide after-school activities? (Yes/No)   |
|  |  |  | OFPAASYESa  | If Yes, please answer the following questions:<br>a) Does your school provide after-school Physical Activities and Sports (in addition to physical education and school sports)? (Yes/No) |
|  |  |  | OFPAASYESai   | ai) If Yes, with what frequency?<br>a. Every day of the week<br>b. Just a few days of the week  |



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|                             |  |                                    | OFPAASYESb   | <p>b) Considering all the Physical Activities and Sports extra-curricular offer, who are their providers?<br/>(multiple answers possible)</p> <ol style="list-style-type: none"> <li>Own-school sport coach</li> <li>Out-of-school sport coach</li> <li>PE teacher from school</li> <li>Other subject teacher</li> <li>Other community-based non-qualified people.</li> </ol> |
|                             |  | <b>4. Active Transport/Commute</b> | OFPAAT1  | 1. Does the school promote active transport to and from school? (Yes/No)  |
|                             | OFPAAT2  |                                    | 2. Does the school formally organize active transport (walking, cycling) (Yes/No)                                |   |
|                             | OFPAAT3  |                                    | 3. Does the school formally provide information about the benefits of active transport to the students? (Yes/No) |   |
| <b>3. Teacher Workforce</b> | <b>1. Weekly Workload</b><br>(considering the respondent's schedule) | <b>1. Physical Education Time</b>  | TWWWPET1   | <p>1. How many lessons do you deliver per week?</p> <ol style="list-style-type: none"> <li>1 lesson</li> <li>2 to 4 lessons</li> <li>5 to 6 lessons</li> <li>7 to 8 lessons</li> <li>Over 8 lessons</li> </ol>  |
|                             |  |                                    | TWWWPET2   | <p>2. What is the time unit adopted in your school per lesson?</p> <ol style="list-style-type: none"> <li>1 lesson = _____ minutes</li> <li>1 lesson = _____ teaching period(s)</li> </ol>  |
|                             |  | <b>2. Classes</b>                  | TWWW1  | 1. How many classes do you teach for PE? _____ classes  |
|                             |  | <b>3. Students</b>                 | TWWW1  | 1. What is the minimum and maximum number of students per class? _____ min; _____ max   |



|  |                           |                                 |          |   |
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|  |                           |                                 | TWWWS2   | 2. How many students with SEN do you have in all your classes?  |
|  |                           | <b>4. Time for other duties</b> | TWWWTOD1 | <p>1. How many non-teaching hours per week are given in your workload?</p> <ul style="list-style-type: none"> <li>a. 0 hours</li> <li>b. up to 2 hours</li> <li>c. 2 to 5 hours</li> <li>d. 6 to 10 hours</li> <li>e. 11 to 15 hours</li> <li>f. 16 to 20 hours</li> <li>g. over 20 hours</li> </ul>  |
|  | <b>2. Performed Roles</b> | <b>1. Number of duties</b>      | TWPRND1  | <p>1. What duties are performed by the PE teachers in your school?<br/>(multiple answers possible)</p> <ul style="list-style-type: none"> <li>a. Teaching Practice (planning, assessment and intervention)</li> <li>b. Research and Innovation</li> <li>c. Physical Education and School Sports Specific School intermediate management (e.g. PE department coordination, PE &amp; SS facilities and equipment coordination)</li> <li>d. General School intermediate management (e.g Deputy, Executive Board, Year Head)</li> <li>e. Head of Class Council</li> <li>f. School sports coaching</li> <li>g. Class tutoring</li> <li>h. School-based community engagement (e.g. parent-teacher meetings, school-based community activities)</li> </ul> |



|                                  |                                |                        |         |  |
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|                                  |                                |                        |         | Other:<br>_____  |
|                                  | <b>3. Teacher Demographics</b> | <b>1. Number</b>       | TWTDN1  | 1. How many PE teachers does your school have? (number)  |
|                                  |                                | <b>2. Distribution</b> | TWTDD1a | 1. What is the school PE teachers' distribution according to:<br>a) Gender: ____ Male;<br>____ Female  |
|                                  |                                |                        | TWTDD1b | b) Contract Type:<br>____ Permanent,<br>____ Contract,<br>____ Freelance   |
|                                  |                                |                        | TWTDD1c | c) Contract Time: ____<br>Full-Time, ____ Part-time.   |
| <b>4. Community Partnerships</b> | <b>1. Public</b>               | <b>1. Government</b>   | CPPG1   | 1. Does the school receive governmental support to improve the experience of students in Physical Education and School Sport in respect of the following:<br><br>a. Continuing Professional Development for PE teachers<br>b. Active Transport Policy and/or programmes<br>c. Provision of Professional Experts (e.g. dieticians, physician, first aid) for the school PE)<br>d. Provision of physical education facilities<br>e. Provision of sports equipment<br>f. Physical Education teacher provision |
|                                  |                                |                        | CPPG2   | 2. Please rate the level of importance of governmental cooperation to your school for the delivery of Physical Education and School Sport for each of the following:<br><br>5 point Likert scale (1-Not at all important, 2-Unimportant, 3-Neither important nor unimportant, 4-Important, 5-Very important)   |



|  |  |                                     |         |  |
|--|--|-------------------------------------|---------|--|
|  |  |                                     |         | <ul style="list-style-type: none"> <li>a. Continuing Professional Development for PE teachers</li> <li>b. Active Transport Policy and/or programmes</li> <li>c. Provision of Professional Experts (e.g. dieticians, physician, first aid) for the school PE)</li> <li>d. Provision of physical education facilities</li> <li>e. Provision of sports equipment</li> <li>f. Physical Education teacher provision</li> </ul>  |
|  |  | <b>2. National Governing Bodies</b> | CPPNGB1 | <p>1. Do Regional or National Governing Bodies provide support to improve the Physical Education and School Sport students' experience in respect of the following:</p> <ul style="list-style-type: none"> <li>a. Coaching pupils during PE class time</li> <li>b. Coaching pupils during extracurricular activities</li> <li>c. Designing PE curriculum elements</li> <li>d. Coaching or organising school sport activities</li> <li>e. Awarding coaching badges to school staff/pupils</li> <li>f. Organizing extracurricular activities / events</li> <li>g. Providing Talent Identification programmes in your school</li> </ul> |
|  |  |                                     | CPPNGB2 | 2. Please rate the level of importance of National   |



|  |  |                        |        |  |
|--|--|------------------------|--------|--|
|  |  |                        |        | <p>Governing Bodies cooperation to your school for the delivery of Physical Education and School Sport for each of the following:</p> <p>5 point Likert scale (1-Not at all important, 2-Unimportant, 3-Neither important nor unimportant, 4-Important, 5-Very important)</p> <ul style="list-style-type: none"> <li>a. Coaching pupils during PE class time</li> <li>b. Coaching pupils during extracurricular activities</li> <li>c. Designing PE curriculum elements</li> <li>d. Coaching or organising school sport activities</li> <li>e. Awarding coaching badges to school staff/pupils</li> <li>f. Organizing extracurricular activities / events</li> <li>g. Providing Talent Identification programmes in your school</li> </ul> |
|  |  | <b>3. Inter-school</b> | CPPIS1 | <p>1. Does the school regularly cooperate with other schools to improve the Physical Education and School Sport students' experience in respect of the following:</p> <ul style="list-style-type: none"> <li>a. Physical Education Curriculum (e.g. documents, joint teaching, joint assessment)</li> <li>b. School Sports (e.g. games, meetings, competitions, coaching)</li> </ul>   |





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|  |  |  |        | <ul style="list-style-type: none"> <li>c. Other forms of Physical Activity (e.g. active transport, field trips)</li> <li>d. Teacher Provision (e.g. cooperation of teachers in other school)</li> <li>e. Initial Teacher Education (e.g. supervision)</li> <li>f. CPD (e.g. meetings, training)</li> <li>g. Resources (e.g. financial)</li> <li>h. Equipment</li> <li>i. Facilities</li> </ul>  |
|  |  |  | CPPIS2 | <p>2. Please rate the level of importance of inter-school cooperation to your school for the delivery of Physical Education and School Sport for each of the following:</p> <p>5 point Likert scale (1-Not at all important, 2-Unimportant, 3-Neither important nor unimportant, 4-Important, 5-Very important)</p> <ul style="list-style-type: none"> <li>a. Physical Education Curriculum (e.g. documents, joint teaching, joint assessment)</li> <li>b. School Sports (e.g. games, meetings, competitions, coaching)</li> <li>c. Other forms of Physical Activity (e.g. active transport, field trips)</li> <li>d. Teacher Provision (e.g. cooperation of teachers in other school)</li> </ul> |



|  |  |   |         |   |
|--|--|---|---------|---|
|  |  |   |         | <ul style="list-style-type: none"> <li>e. Initial Teacher Education (e.g. supervision)</li> <li>f. CPD (e.g. meetings, training)</li> <li>g. Resources (e.g. financial)</li> <li>h. Equipment</li> <li>i. Facilities</li> </ul>   |
|  |  | <p><b>4. Higher Education Institutes and Research Centres</b></p> | CPPHEI1 | <p>1. Does the school regularly cooperate with <b>Public</b> Higher Education Institutes (HEI) and Research Centres to improve the Physical Education and School Sport students' experience in respect of the following:</p> <ul style="list-style-type: none"> <li>a. Provision of Initial Teacher Education (School Placement and other forms of Practicum)</li> <li>b. Provision CPD for PE teachers</li> <li>c. Monitoring/evaluation of PE teaching</li> <li>d. Monitoring/evaluation of extra-curricular settings</li> <li>e. Research</li> <li>f. School community guidance/counselling</li> </ul> |
|  |  |   | CPPHEI2 | <p>2. Please rate the level of importance of cooperation with <b>Public</b> Higher Education Institutes and Research Centres to your school for the delivery of Physical Education and School Sport for each of the following:</p> <p>5 point Likert scale (1-Not at all important, 2-Unimportant, 3-Neither important nor unimportant, 4-Important, 5-Very important)</p>  |



|  |  |                                     |        |   |
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|  |  |                                     |        | <ul style="list-style-type: none"> <li>a. Provision of Initial Teacher Education (School Placement and other forms of Practicum)</li> <li>b. Provision CPD for PE teachers</li> <li>c. Monitoring/evaluation of PE teaching</li> <li>d. Monitoring/evaluation of extra-curricular settings</li> <li>e. Research</li> <li>f. School community guidance/counselling</li> </ul>  |
|  |  | <b>5. Professional Associations</b> | CPPPA1 | <p>1. Does the school regularly cooperate with the national or local Physical Education association to improve the Physical Education and School Sport students' experience in respect of the following:</p> <ul style="list-style-type: none"> <li>a. Provision of Initial Teacher Education (School Placement and other forms of Practicum)</li> <li>b. Provision CPD for PE teachers</li> <li>c. Monitoring/evaluation of PE teaching</li> <li>d. Monitoring/evaluation of extra-curricular settings</li> <li>e. Research</li> <li>f. School community guidance/counselling</li> </ul> |
|  |  |                                     | CPPPA2 | <p>2. Please rate the level of importance of cooperation with Professional Associations to your school for the delivery of Physical Education and School Sport for each of the following:</p> <p>5 point Likert scale (1-Not at all important, 2-Unimportant, 3-Neither important nor</p>   |



|  |                   |                                |        |   |
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|  |                   |                                |        | <p>unimportant, 4-Important, 5-Very important)</p> <ul style="list-style-type: none"> <li>a. Provision of Initial Teacher Education (School Placement and other forms of Practicum)</li> <li>b. Provision CPD for PE teachers</li> <li>c. Monitoring/evaluation of PE teaching</li> <li>d. Monitoring/evaluation of extra-curricular settings</li> <li>e. Research</li> <li>f. School community guidance/counselling</li> </ul>   |
|  | <b>2. Private</b> | <b>1. Sports Organisations</b> | CPrSO1 | <p>1. Does the school <b>regularly</b> cooperate with private sports clubs or associations to improve the Physical Education and School Sport students' experience, in respect of the following:</p> <ul style="list-style-type: none"> <li>a. Teaching PE at school;</li> <li>b. Promotion of sports competition/events;</li> <li>c. Special kinds of sport offer to special education needs;</li> <li>d. Health promotion;</li> <li>e. Social inclusion;</li> <li>f. Provision of CPD for PE teachers;</li> <li>g. Provision of facilities;</li> <li>h. Provision of sports equipment;</li> <li>i. Financial support</li> </ul> |
|  |                   |                                | CPrSO2 | <p>2. Please rate the level of importance of cooperation with Sports Organisations to your school for the delivery of</p>   |



|  |  |                   |        |  |
|--|--|-------------------|--------|--|
|  |  |                   |        | <p>Physical Education and School Sport for each of the following:</p> <p>5 point Likert scale (1-Not at all important, 2-Unimportant, 3-Neither important nor unimportant, 4-Important, 5-Very important)</p> <ul style="list-style-type: none"> <li>a. Teaching PE at school;</li> <li>b. Promotion of sports competition/events;</li> <li>c. Special kinds of sport offer to special education needs;</li> <li>d. Health promotion;</li> <li>e. Social inclusion;</li> <li>f. Provision of CPD for PE teachers;</li> <li>g. Provision of facilities;</li> <li>h. Provision of sports equipment;</li> <li>i. Financial support</li> </ul> |
|  |  | <b>3. Parents</b> | CPPrP1 | <p>1. Does the school <b>regularly</b> cooperate with parents to improve the Physical Education and School Sport students' experience, in respect of the following:</p> <ul style="list-style-type: none"> <li>a. Special kinds of sport offer to special education needs,</li> <li>b. Participation in school sport festivals;</li> <li>c. Participant in PE school conferences;</li> <li>d. Expert for regular PETE further education units;</li> <li>e. Co-sponsor of any PETE conferences/workshops;</li> <li>f. Health promotion;</li> <li>g. Social inclusion;</li> </ul>  |



|  |  |  |          |   |
|--|--|--|----------|---|
|  |  |  |          | <p>h. Active transport;</p> <p>i. Promotion of financial support.</p>   |
|  |  |  | CPPrP2   | <p>2. Please rate the level of importance of cooperation with parents to improve the Physical Education and School Sport students' experience, in respect of the following:<br/>5 point Likert scale (1-Not at all important, 2-Unimportant, 3-Neither important nor unimportant, 4-Important, 5-Very important)</p> <p>a. Special kinds of sport offer to special education needs,</p> <p>b. Participation in school sport festivals;</p> <p>c. Participant in PE school conferences;</p> <p>d. Expert for regular PETE further education units;</p> <p>e. Co-sponsor of any PETE conferences/workshops;</p> <p>f. Health promotion;</p> <p>g. Social inclusion;</p> <p>h. Active transport;</p> <p>i. Promotion of financial support.</p> |
|  |  | <b>4. Higher Education Institutes and Research Centres</b> | CPPrHEI1 | <p>1. Does the school regularly cooperate with <b>Private</b> Higher Education Institutes (HEI) and Research Centres to improve the Physical Education and School Sport students' experience in respect of the following:</p> <p>a. Provision of Initial Teacher Education (School Placement and</p>  |



|  |  |  |          |   |
|--|--|--|----------|---|
|  |  |  |          | <p>other forms of Practicum)</p> <p>b. Provision CPD for PE teachers</p> <p>c. Monitoring/evaluation of PE teaching</p> <p>d. Monitoring/evaluation of extra-curricular settings</p> <p>e. Research</p> <p>f. School community guidance/counselling</p>   |
|  |  |  | CPPrHEI2 | <p>2. Please rate the level of importance of cooperation with <b>Private</b> Higher Education Institutes and Research Centres to your school for the delivery of Physical Education and School Sport for each of the following:</p> <p>5 point Likert scale (1-Not at all important, 2-Unimportant, 3-Neither important nor unimportant, 4-Important, 5-Very important)</p> <p>a. Provision of Initial Teacher Education (School Placement and other forms of Practicum)</p> <p>b. Provision CPD for PE teachers</p> <p>c. Monitoring/evaluation of PE teaching</p> <p>d. Monitoring/evaluation of extra-curricular settings</p> <p>e. Research</p> <p>f. School community guidance/counselling</p> |



|   |                      |                    |         |   |
|---|----------------------|--------------------|---------|---|
| <b>5. Facilities,<br/>Equipment and<br/>Resources</b> | <b>1. Facilities</b> | <b>1. Adequacy</b> | FERFA1a | <p>1. Considering the facilities that the school owns to provide Physical Education, School Sports and informal Physical Activity, please indicate which of the following are owned.<br/>(multiple answers are possible)</p> <p><b>a) Indoor facilities:</b><br/> a1) Small gymnastics gyms = sqm. &gt; 200;<br/> a2) Big gymnastics gym = sqm. &gt;200<br/> a3) Single sport hall = sqm. 405 (e.g. 15mX27m)<br/> a4) Double sport hall = sqm. 810 (e.g. 30mx27m)<br/> a5) Triple sport hall = sqm 1.215 (e.g. 45X27m)<br/> a6) Small multi-purpose room/studio = sqm. &lt; 225<br/> a7) Medium multi-purpose hall = sqm. &gt; 225 and &lt; 1750<br/> a8) Big Multi-purpose hall: sqm. &gt; 1.750<br/> a9) Climbing Wall<br/> a10) Climbing Boulder</p> |
|   |                      |                    | FERFA1b | <p><b>b) Outdoor facilities:</b><br/> b1) Very small playing field = sqm. &lt;500<br/> b2) Small playing field = sqm. &gt;500 and &lt; 1,000 (official team handball, official basketball possible)<br/> b3) Big playing field: sqm. 7.700 (regular international soccer pitch possible)<br/> b4) Small athletics track = sqm. &lt; 1.500<br/> b5) Regular athletics track = sqm. &gt;1500 and &lt; 8.000<br/> b6) Small dedicated recess area/playground = sqm. &lt;500<br/> b7) Large dedicated recess area/playground = sqm. &gt; 500<br/> b8) Climbing Wall<br/> b9) Climbing Boulder</p>   |





|  |  |  |   |
|--|--|--|---|
|  |  |  | <p><b>FERFA1c</b></p> <p><b>c) Swimming Pools:</b><br/> c1) Small swimming pools:<br/>sqm. 75 (12,5X6) = 50-150 sqm<br/> c2) Regular swimming pool:<br/>sqm. 312,5 (25X12,5) = 150-450 sqm.<br/> c3) Competitive swimming pool: sqm.625/750 (50X12,5/15) =450-750 sqm<br/> c4) Competitive swimming pool FINA: sqm. 1.250 (25X50) = 750-1250 sqm</p>  |
|  |  |  | <p><b>FERFA2</b></p> <p>2. Does the school access other facilities to provide Physical Education, School Sports and informal Physical Activity?<br/>YES/NO.</p>   |
|  |  |  | <p><b>FERFA2YESa</b></p> <p><b><i>If Yes, please answer the following question:</i></b></p> <p>Considering the facilities that the school has access to provide Physical Education, School Sports and informal Physical Activity, please indicate which ones of the following (multiple answers are possible):</p> <p><b>a) Indoor facilities:</b><br/> a1) Small gymnastics gyms = sqm. &gt; 200;<br/> a2) Big gymnastics gym = sqm. &gt;200<br/> a3) Single sport hall = sqm. 405 (e.g. 15mX27m)<br/> a4) Double sport hall = sqm. 810 (e.g. 30mx27m)<br/> a5) Triple sport hall = sqm 1.215 (e.g. 45X27m)<br/> a6) Small multi-purpose room/studio = sqm. &lt; 225<br/> a7) Medium multi-purpose hall = sqm. &gt; 225 and &lt; 1750<br/> a8) Big Multi-purpose hall: sqm. &gt; 1.750<br/> a9) Climbing Wall<br/> a10) Climbing Boulder</p> |



|  |  |  |   |
|--|--|--|---|
|  |  |  | <p><b>b) Outdoor facilities:</b><br/> b1) Very small playing field = sqm. &lt;500<br/> b2) Small playing field = sqm. &gt;500 and &lt; 1,000 (official team handball, official basketball possible)<br/> b3) Big playing field: sqm. 7.700 (regular international soccer pitch possible)<br/> b4) Small athletics track = sqm. &lt; 1.500<br/> b5) Regular athletics track = sqm. &gt;1500 and &lt; 8.000<br/> b6) Small dedicated recess area/playground = sqm. &lt;500<br/> b7) Large dedicated recess area/playground = sqm. &gt; 500<br/> b8) Climbing Wall<br/> b9) Climbing Boulder</p> |
|  |  |  | <p><b>c) Swimming Pools:</b><br/> c1) Small swimming pools: sqm. 75 (12,5X6) = 50-150 sqm<br/> c2) Regular swimming pool: sqm. 312,5 (25X12,5) = 150-450 sqm.<br/> c3) Competitive swimming pool: sqm.625/750 (50X12,5/15) =450-750 sqm<br/> c4) Competitive swimming pool FINA: sqm. 1.250 (25X50) = 750-1250 sqm</p>  |
|  |  |  | <p>3. Does the school surroundings have safe regulated ways for active transport (e.g. cycleways, peddybus)? YES/NO</p>   |
|  |  |  | <p>4. Does the school own facilities to accommodate active transport (e.g. bike parking, lockers)? YES/NO</p>   |
|  |  |  | <p>5. In general, what is your degree of satisfaction with the adequacy of the school's facilities to participate in Physical Activity (Physical Education, School Sport, or other)?</p>  |



|  |  |  |                |   |
|--|--|--|----------------|---|
|  |  |  |                | <p>(5 point Likert scale: 0-does not apply, 1-Very low, 2-Low, 3-Neutral, 4-High, 5-Very High)</p> <ul style="list-style-type: none"> <li>a. School Owned Indoor Facilities</li> <li>b. School Owned Outdoor Facilities</li> <li>c. School Owned Swimming and Climbing Facilities</li> <li>d. School Outsourced Indoor Facilities</li> <li>e. School Outsourced Outdoor Facilities</li> <li>f. School Outsourced Swimming and Climbing Facilities</li> </ul>  |
|  |  | <p><b>2. Facilities' PE Curricular Flexibility</b></p> | <p>FERFP1a</p> | <p>1. Please rate the overall degree of curricular flexibility for Physical Education provided by the school-owned spaces, where <i>"no flexibility"</i> refers to one space allows teaching only one content and <i>"full flexibility"</i> refers to one space allows teaching the full range of contents.</p> <p>(5 point likert scale: 0-space doesn't exist; 1-no flexibility, 2-few flexibility, 3-some flexibility, 4-high flexibility, 5-full flexibility)</p> <p><b>a) Indoor facilities:</b></p> <ul style="list-style-type: none"> <li>a1) Small gymnastics gyms = sqm. &gt; 200;</li> <li>a2) Big gymnastics gym = sqm. &gt;200</li> <li>a3) Single sport hall = sqm. 405 (e.g. 15mX27m)</li> <li>a4) Double sport hall = sqm. 810 (e.g. 30mx27m)</li> <li>a5) Triple sport hall = sqm 1.215 (e.g. 45X27m)</li> <li>a6) Small multi-purpose room/studio = sqm. &lt; 225</li> </ul> |



|  |  |  |         |   |
|--|--|--|---------|---|
|  |  |  |         | <p>a7) Medium multi-purpose hall = sqm. &gt; 225 and &lt; 1750</p> <p>a8) Big Multi-purpose hall: sqm. &gt; 1.750</p> <p>a9) Climbing Wall</p> <p>a10) Climbing Boulder</p>   |
|  |  |  | FERFP1b | <p><b>b) Outdoor facilities:</b></p> <p>b1) Very small playing field = sqm. &lt;500</p> <p>b2) Small playing field = sqm. &gt;500 and &lt; 1,000 (official team handball, official basketball possible)</p> <p>b3) Big playing field: sqm. 7.700 (regular international soccer pitch possible)</p> <p>b4) Small athletics track = sqm. &lt; 1.500</p> <p>b5) Regular athletics track = sqm. &gt;1500 and &lt; 8.000</p> <p>b6) Small dedicated recess area/playground = sqm. &lt;500</p> <p>b7) Large dedicated recess area/playground = sqm. &gt; 500</p> <p>b8) Climbing Wall</p> <p>b9) Climbing Boulder</p> |
|  |  |  | FERFP1c | <p><b>c) Swimming Pools:</b></p> <p>c1) Small swimming pools: sqm. 75 (12,5X6) = 50-150 sqm</p> <p>c2) Regular swimming pool: sqm. 312,5 (25X12,5) = 150-450 sqm.</p> <p>c3) Competitive swimming pool: sqm.625/750 (50X12,5/15) =450-750 sqm</p> <p>c4) Competitive swimming pool FINA: sqm. 1.250 (25X50) = 750-1250 sqm</p>  |
|  |  |  | FERFP2a | <p>2. Please rate the overall degree of curricular flexibility for Physical Education provided by the outsourced spaces that the school uses, where “no flexibility” refers to one space allows teaching only one content and “full flexibility” refers to one space allows teaching the full range of contents.</p>  |



|  |  |  |         |   |
|--|--|--|---------|---|
|  |  |  |         | <p>5 point likert scale: 0-space doesn't exist; 1-no flexibility, 2-few flexibility, 3-some flexibility, 4-high flexibility, 5-full flexibility)</p> <p><b>a) Indoor facilities:</b></p> <p>a1) Small gymnastics gyms = sqm. &gt; 200;</p> <p>a2) Big gymnastics gym = sqm. &gt;200</p> <p>a3) Single sport hall = sqm. 405 (e.g. 15mX27m)</p> <p>a4) Double sport hall = sqm. 810 (e.g. 30mx27m)</p> <p>a5) Triple sport hall = sqm 1.215 (e.g. 45X27m)</p> <p>a6) Small multi-purpose room/studio = sqm. &lt; 225</p> <p>a7) Medium multi-purpose hall = sqm. &gt; 225 and &lt; 1750</p> <p>a8) Big Multi-purpose hall: sqm. &gt; 1.750</p> <p>a9) Climbing Wall</p> <p>a10) Climbing Boulder</p> |
|  |  |  | FERFP2b | <p><b>b) Outdoor facilities:</b></p> <p>b1) Very small playing field = sqm. &lt;500</p> <p>b2) Small playing field = sqm. &gt;500 and &lt; 1,000 (official team handball, official basketball possible)</p> <p>b3) Big playing field: sqm. 7.700 (regular international soccer pitch possible)</p> <p>b4) Small athletics track = sqm. &lt; 1.500</p> <p>b5) Regular athletics track = sqm. &gt;1500 and &lt; 8.000</p> <p>b6) Small dedicated recess area/playground = sqm. &lt;500</p> <p>b7) Large dedicated recess area/playground = sqm. &gt; 500</p> <p>b8) Climbing Wall</p> <p>b9) Climbing Boulder</p>   |



|  |  |                                |                             |  |  |
|--|--|--------------------------------|-----------------------------|--|--|
|  |  |                                | FERFP2c                     | <p><b>c) Swimming Pools:</b></p> <p>c1) Small swimming pools:<br/>sqm. 75 (12,5X6) = 50-150 sqm</p> <p>c2) Regular swimming pool:<br/>sqm. 312,5 (25X12,5) = 150-450 sqm.</p> <p>c3) Competitive swimming pool:<br/>sqm. 625/750 (50X12,5/15) = 450-750 sqm</p> <p>c4) Competitive swimming pool FINA:<br/>sqm. 1.250 (25X50) = 750-1250 sqm</p> |  |
|  |  | <b>3. Access to facilities</b> | FERAF1                      | 1. Can the pupils use the school owned outdoor PE and SS facilities during the recess? Yes to all /Yes to some/No  |  |
|  |  |                                | FERAF1YESa                  | a) If yes, is this supervised? Yes/No.   |  |
|  |  |                                | FERAF2                      | 2. Can the pupils use the school owned indoor PE and SS facilities during the recess? Yes to all /Yes to some/No   |  |
|  |  |                                | FERAF2YESa                  | a) If yes, is this supervised? Yes/No  |  |
|  |  |                                | FERAF3                      | 3. Can the pupils use the school owned indoor PE and SS facilities out of school time (before or after)? Yes to all /Yes to some/No  |  |
|  |  |                                | FERAF3YESa                  | a) If yes, is this supervised? Yes/No  |  |
|  |  |                                | FERAF4                      | 4. Can the pupils use the school owned outdoor PE and SS facilities out of school time (before or after)? Yes to all /Yes to some/No   |  |
|  |  |                                | FERAF4YESa                  | a) If yes, is this supervised? Yes/No.   |  |
|  |  | <b>4. Safety and Health</b>    | FERSH1                      | 1. Does the noise level in the indoor facility impede your teaching? yes/no  |  |
|  |  | <b>2. Equipment</b>            | <b>1. Access</b>            | FEREA1   | 1. Does the school allow pupils to use sport equipment during the recess? YES/NO                                       |
|  |  |                                | <b>2. Safety and Health</b> | FERES1   | 1. How likely is it for an injury to occur during Physical Education and School Sport activities, due to the equipment |



|  |                    |   |         |  |
|--|--------------------|---|---------|--|
|  |                    |   |         | <p>conditions regarding the following two areas below? Please answer for each of the two equipment types using a five-point Likert scale.</p> <p>(1-Very likely, 2-Likely, 3-Neutral, 4-Unlikely, 5-Very unlikely)</p> <p>a. Removable equipment (e.g. balls, racquets, bases, etc.)</p> <p>b. Fixed equipment (e.g. goal posts, basketball hoops, gymnastics equipment, etc.)</p> |
|  | <b>3. Finances</b> | <b>1. Application of Available Budget</b> | FERFAB1 | <p>1. Does the budget provided to Physical Education and School Sports enable the school to acquire adequate and accessible equipment and adapt facilities, including for SEN pupils?</p> <p>a. YES, including for SEN students</p> <p>b. YES, but not for SEN students</p> <p>c. NO</p>   |
|  |                    |   | FERFAB2 | <p>2. Does the budget provided to Physical Education and School Sports enable the school to maintain adequate and accessible equipment and facilities, including for SEN pupils?</p> <p>a. YES, including for SEN students</p> <p>b. YES, but not for SEN students</p> <p>c. NO</p>  |



### C. EuPEO Pupil Questionnaire (EPQ) Framework

| Theme                               | Categories                          | Indicators  | Main Questions |
|-------------------------------------|-------------------------------------|---|----------------|
|                                     | (Section)                           | (Question Groups)   |                |
| 1. Curriculum Flexibility           | 1. Physical Education               | 1. Contents   | 1              |
|                                     |                                     | 2. Assessment and Grading                                       | 3              |
|                                     |                                     | 3. Learning Outcomes  | 1              |
|                                     |                                     | 4. Field Trips  | 1              |
|                                     |                                     | 5. Pedagogical Principles                                       | 2              |
|                                     | 2. School Sports                    | 1. Time, activities, provision,                                 | 1              |
|                                     |                                     | 2. Competition  | 2              |
|                                     |                                     | 3. General Satisfaction with School Sports                      | 1              |
|                                     | 3. Other Forms of Physical Activity | 1. Classroom-based Physically Active Learning and Active Breaks | 2              |
| 2. Recess - Active and Self         |                                     | 2   |                |
| 2. EuLAS-P Physical-Self Perception | 1. Physical Self-Perception         | 1. Strength   | 22             |
|                                     |                                     | 2. Endurance  |                |
|                                     |                                     | 3. Flexibility  |                |
|                                     |                                     | 4. Speed  |                |
|                                     |                                     | 5. Coordination   |                |
|                                     |                                     | 6. Global Sport Competence                                      |                |
|                                     |                                     | 7. Appearance   |                |
| <b>Sum</b>                          |                                     |   | 56             |





## EUROPEAN PUPIL QUESTIONNAIRE (EPQ)

### INTRODUCTION

Dear Student of Physical Education, this questionnaire will be included as part of the future European Observatory of Physical Education (EuPEO), (Erasmus Plus Sport Collaborative Partnership Project, ref: 590560-EPP-1-2017-1-PT-SPO-SCP), in which our country is involved by... (identify the partner(s) involved)). This project aims to characterize Physical Education, School Sport and other School-Based Forms of Physical Activity, in each member country of the European Physical Education Association (EUPEA). As a current student of a European participating school, we ask you to kindly answer the following questions, **considering your current school year**. Your co-operation is crucial to the success of this project, and to the promotion of the Quality of Physical Education in Europe.

Thank you very much!

***By clicking the "accept" button you are indicating that:***

- You and your legal guardian have read the "supplementary information sheet to the informed consent", including the information provided on the conditions of your participation.
- You are authorised by your legal guardian and voluntarily accept to participate in the study.

Please, choose one of the following options: \_\_\_ I accept \_\_\_ I do not accept

\* 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.



### SCHOOL CONTEXT AND PARTICIPANT CHARACTERIZATION

| SCHOOL CONTEXT       | PARTICIPANT DEMOGRAPHIC DATA  |
|----------------------|---|
| <b>Student Code:</b> | <b>Student code:</b><br><br><b>Age:</b><br><br><b>Gender:</b><br><br><b>Current School year:</b><br><br><b>Current grade:</b><br><br><b>Parents Highest Education Level (Mother, Father, Other legal tutor/guardian)</b> <ol style="list-style-type: none"> <li>I. Never went to school</li> <li>II. Primary Education</li> <li>III. Lower Secondary Education</li> <li>IV. Upper Secondary Education</li> <li>V. Post-Secondary Non-tertiary education</li> <li>VI. Bachelor degree</li> <li>VII. Master degree</li> <li>VIII. PhD degree</li> </ol> |

| Theme                            | Categories                   | Indicators         | Question Codes | Question/Answers  |
|----------------------------------|------------------------------|--------------------|----------------|---|
|                                  | (Section)                    | (Question Groups)  |                |   |
| <b>1. Curriculum Flexibility</b> | <b>1. Physical Education</b> | <b>1. Contents</b> | PEC1           | 1. In your Physical Education experience during the current year, what curricular strands or topics have been taught to you to-date? (choose all that apply) <ol style="list-style-type: none"> <li>a. Fundamental Movement Skills (Catch, Kick, Run, Vertical Jump...)</li> <li>b. Pre-sport games/low-organised games (Line tag, Dodgeball, ...)</li> <li>c. Fitness (strength, stamina, flexibility, ...)</li> <li>d. Athletics (running, throwing, jumping)</li> <li>e. Team Games (Football, Rugby, Basketball...)</li> <li>f. Cycling (Mountain biking, Road Cycling...)</li> <li>g. Combat (Judo, Wrestling...)</li> <li>h. Dance (Social, Folklore, Contemporary...)</li> </ol> |



|  |            |                                  |  |   |
|--|------------|----------------------------------|--|---|
|  |            |                                  |  | <ul style="list-style-type: none"> <li>i. Winter Sports (Snowboarding, Alpine skiing, Cross-country skiing, Ice skating...)</li> <li>j. Gymnastics (Artistic, Acrobatic, Tumbling...)</li> <li>k. Outdoor and Adventure (Climbing, Kayaking/Canoeing, Surfing....)</li> <li>l. Racket Sports (Badminton, Tennis...)</li> <li>m. Skating Sports (In-line skating, Skateboarding...)</li> <li>n. Swimming (Synchronized, Water Safety...)</li> <li>o. Traditional Games (Child games...)</li> <li>p. Physical Activity and Sport-related knowledge</li> <li>q. Knowledge about Health-Related Fitness</li> <li>r. Gaining positive attitudes, teamwork, responsibility, civic engagement....</li> <li>s. Other</li> </ul> |
|  |            | <b>2. Assessment and Grading</b> | PEIAG1   | 1. Do you participate in the Physical Education assessment process? (Yes/No).   |
|  | PEIAG1YESa |                                  | a) If yes, how do you participate:<br>(choose all that apply) <ul style="list-style-type: none"> <li>a. Self-Grading (awarding of marks)</li> <li>b. Self-Assessment (Record my own ongoing learning process)</li> <li>c. Peer-Assessment (Record the ongoing learning process of my peers)</li> </ul> |   |
|  | PEIAG2     |                                  | 2. Are you informed regularly about your own learning progression by the teacher? (Yes/No)   |   |



|  |  |                             |            |  |
|--|--|-----------------------------|------------|--|
|  |  |                             | PEIAG2YESa | <p>a) If yes, how do you receive information about your own learning progression in Physical Education? (choose all that apply)</p> <ul style="list-style-type: none"> <li>a. Report from teacher on the grade,</li> <li>b. Report from teacher on the learning outcomes,</li> <li>c. Conversation with my teacher on the grade</li> <li>d. Conversation with the teacher on the learning outcomes,</li> <li>e. Self-assessment on the grade,</li> <li>f. Self-assessment on the learning outcomes,</li> <li>g. Peer-assessment on the grade,</li> <li>h. Peer-assessment on the learning outcomes.</li> </ul> |
|  |  |                             | PEIAG3     | <p>3. Are your parents/legal guardians informed of your Physical Education grade?</p> <ul style="list-style-type: none"> <li>a. YES, at the end of the year</li> <li>b. YES, during the year</li> <li>c. NO</li> </ul>   |
|  |  | <b>3. Learning Outcomes</b> | PELO1      | <p>1. How do you value the following learning outcomes in your Physical Education experience?<br/>(1 - Absent / 2 - Not important / 3 - Low importance / 4 - Somewhat important / 5 - Totally important)</p> <ul style="list-style-type: none"> <li>a. Social (e.g. teamwork, positive relationships, respect),</li> <li>b. Psychological (e.g. valuing physical activity,</li> </ul>  |



|  |  |                                  |       |  |
|--|--|----------------------------------|-------|--|
|  |  |                                  |       | <p>self-esteem, body image)</p> <ul style="list-style-type: none"> <li>c. Behavioural (e.g. attendance, punctuality, attire, effort)</li> <li>d. Motor (e.g. skills, sports techniques)</li> <li>e. Health-Related Fitness (e.g. strength, stamina, flexibility, body composition)</li> <li>f. Cognitive (e.g. understanding, memory)</li> </ul>   |
|  |  | <b>4. Field Trips</b>            | PEFT1 | <p>1. Do you participate in organised field trips as part of the Physical Education curriculum?</p> <ul style="list-style-type: none"> <li>a. Never</li> <li>b. Occasionally (1 to 2 per year)</li> <li>c. Regularly (3 or more per year)</li> </ul>   |
|  |  | <b>5. Pedagogical Principles</b> | PEPP1 | <p>1. Please rate how much you agree with the following statements regarding your Physical Education lessons. (1- completely disagree; 5 - completely agree)</p> <ul style="list-style-type: none"> <li>a. My Physical Education lessons provide me with a good level of challenge that motivates me to learn</li> <li>b. My Physical Education lessons provide me with a clear learning focus</li> <li>c. My Physical Education lessons allow my class to participate and learn, regardless of gender, ability level, or disability</li> <li>d. My Physical Education lessons respect and include contents that reflect the different cultures of my class peers</li> </ul> |



|             |                         |  |   |  |
|-------------|-------------------------|--|---|--|
|             |                         |  |   | <ul style="list-style-type: none"> <li>e. My Physical Education lesson conditions give me the opportunity to develop my health-related fitness (e.g. stamina)</li> <li>f. My Physical Education lessons allow me to learn about different aspects that promote my overall health (e.g. nutrition, stress control)</li> <li>g. My Physical Education lessons allow me to fully express my personality</li> <li>h. My Physical Education lessons have a respectful, co-operative and supportive learning environment</li> <li>i. My Physical Education lessons have a physically safe environment</li> <li>j. My Physical Education lessons promote my reflection on the learning situations towards participating in Physical Activity and Sport</li> </ul> |
|             |                         |  | PEPP2   | <p>2. In general, what is your degree of satisfaction with Physical Education lessons in your school.<br/>(1- Very low /2 - Low /3 - Neutral /4 - High /5 - Very High)</p>   |
|             | <b>2. School Sports</b> | <b>1. Time, activities, provision,</b> | SSTAPP1   | <p>1. Do you participate in School Sports activities (in addition to Physical Education class)?<br/>(Yes/No)</p>   |
| SSTAPP1YESa |                         |  | <p>If yes, please answer the following questions:</p> <ul style="list-style-type: none"> <li>a) How many school sport activities do you participate in?<br/>(number)</li> </ul> |  |
| SSTAPP1YESb |                         |  | <ul style="list-style-type: none"> <li>b) How much time per week do you spend in</li> </ul>   |  |



|  |  |   |          |  |
|--|--|---|----------|--|
|  |  |   |          | School Sport activities? (Times a week / Minutes per week)   |
|  |  | <b>2. Competition</b>                             | SSC1     | 1. Do you participate in school competitions for school sport? (Yes/No)  |
|  |  |   | SSC1YESa | a) If YES, In how many intra-school competitions do you participate? (nr competitions)<br>a. More than 10 times a year<br>b. Between 5 and 9 times a year<br>c. Less than 5 times a year   |
|  |  |   | SSC2     | 2. Do you participate in inter-school competitions for school sport? (Yes/No)  |
|  |  |   | SSC2YESa | If YES, please answer the following questions:<br>a) In how many inter-school competitions do you participate? (nr competitions)<br>a. More than 10 times a year<br>b. Between 5 and 9 times a year<br>c. Less than 5 times a year |
|  |  |   | SSC2YESb | b) What was the highest level of school sport in which you competed?<br>a. Local<br>b. Regional<br>c. National<br>d. International   |
|  |  |   | SSC2YESc | c) Are you involved in the same sport representing a sports club? (Yes/No)   |
|  |  | <b>3. General Satisfaction with School Sports</b> | SSGS1    | 1. In general, what is your degree of satisfaction with the School Sport that you participate in. (1- Very low /2 - Low /3 - Neutral /4 - High /5 - Very High)   |



|  |  |  |  |   |   |
|--|--|--|--|---|---|
|  | <b>3. Other Forms of Physical Activity</b> | <b>1. Classroom-based Physically Active Learning and Active Breaks</b> | OFFACPAL1  | 1. During your regular classroom sessions of other subjects that not PE, do teachers use Physical Activity to promote/facilitate learning of contents in that subject?<br>a. Yes, regularly<br>b. Yes, occasionally<br>c. No. |   |
|  |  |  | OFFACPAL1YESa  | a) If yes, how satisfied are you with this?<br>(1-Very low, 2-Low, 3-Neutral, 4-High, 5-Very High)  |   |
|  |  |  | OFFACPAL2  | 2. During your regular classroom sessions of other subjects that not PE, do teachers use small Physical Activity breaks?<br>a. Yes, regularly<br>b. Yes, occasionally<br>c. No  |   |
|  |  |  | OFFACPAL2YESa  | a) If yes, how satisfied are you with this?<br>(1- Very low /2 - Low /3 - Neutral /4 - High /5 - Very High)   |   |
|  |  |  | OFFPAR1  | 1. Does your school provide (organise) activities during recess time?<br>a. Yes<br>b. No<br>c. We don't have recess time  |   |
|  |  |  | OFFPAR1YESa  | a) If yes, who supervises it?<br>a. No supervision<br>b. Assistant<br>c. Physical Education teacher<br>d. Other subject teacher<br>e. Peer supervision  |   |
|  |  | OFFPAR2  | 2. How much do you participate in Physical Activity during the recess time?<br>(1- Never, 2-Rarely, 3-Sometimes, 4-Frequently, 5-Always) |   |   |
|  |  | <b>2. EuLAS-P</b>  | <b>Physical Self-Perception</b>  | <b>1. Strength</b>  | The purpose of this question group is to see how people describe themselves physically. Please, |





|  |  |   |  |
|--|--|---|--|
|  |  | <p><b>2. Endurance</b><br/> <b>3. Flexibility</b><br/> <b>4. Speed</b><br/> <b>5. Coordination</b><br/> <b>6. Global Sport Competence</b><br/> <b>7. Appearance</b></p> | <p>answer each sentence quickly as you feel now. When you are ready to begin, please read each sentence and decide your answer. There are four possible answers for each question – “Not True”, “True”, and four answers in between.</p> <p><b><i>To answer this question group please consider the following Scale:</i></b></p> <p>1- Not True False; 2- Not Really True; 3- Often True; 4- Very True.</p> <ol style="list-style-type: none"> <li>1. I am strong.</li> <li>2. I can run a long time without stopping.</li> <li>3. I am fast.</li> <li>4. I am flexible.</li> <li>5. I can do two things at the same time (such as kicking a ball while running).</li> <li>6. I am good at sports.</li> <li>7. I like my physical appearance.</li> <li>8. I can run a long distance without a break.</li> <li>9. I am good at bending my body.</li> <li>10. I am a good athlete.</li> <li>11. I am happy with my body.</li> <li>12. I have a lot of power in my body.</li> <li>13. I can run fast.</li> <li>14. I am good looking.</li> <li>15. I can join two things together (such as first catching a ball and then throwing it into a basket).</li> <li>16. I am good at leaning forwards.</li> <li>17. I am very athletic.</li> <li>18. I can lift heavy things easily.</li> <li>19. I can do sports for a long time without getting tired.</li> <li>20. I like my look.</li> <li>21. I can move quickly.</li> <li>22. I can do a lot of things in sequence (such as balancing, running backwards and doing a somersault backwards).</li> </ol> |
|--|--|---|--|



## D. EuPEO Learning Assessment System – Teacher (EuLAS-T) Framework

| Theme                              | Categories                     | Indicators                                       | Main Questions |
|------------------------------------|--------------------------------|--|----------------|
|                                    | (Section)                      | (Question Groups)                                |                |
| 1. Class Context                   | 1. Teacher Demographic Profile | 1. Age   | 1              |
|                                    |                                | 2. Gender  | 1              |
|                                    |                                | 3. Highest Academic Qualification (in Education) | 1              |
|                                    |                                | 4. Years of Experience                           | 1              |
|                                    |                                | 5. Years in current school                       | 1              |
|                                    |                                | 6. Years with the relevant class                 | 1              |
|                                    | 2. Educational Level           | 1. Educational Level                             | 1              |
|                                    |                                | 2. Grade   | 1              |
|                                    | 3. PE Setting                  | 1. Time  | 1              |
| 2. Number of Students              |                                | 2  |                |
| 3. Taught Contents in current year |                                | 1  |                |
| 2. EuLAS-T (per student)           | 1. Health-Related Fitness      | 1. Aerobic Endurance<br>2. Muscular Endurance    | 3              |
|                                    | 2. Physical Activities         | 1. Games<br>2. Gymnastics<br>3. Athletics        | 3              |
| <b>Sum</b>                         |                                |  | <b>18</b>      |



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## European Learning Assessment System - Teacher (EuLAS-T)

### INTRODUCTION

Dear Physical Education Teacher, this questionnaire will be included as part of the future European Observatory of Physical Education (EuPEO), (Erasmus Plus Sport Collaborative Partnership Project, ref: 590560-EPP-1-2017-1-PT-SPO-SCP), in which our country is involved by... (identify the partner(s) involved)). This project aims to characterize Physical Education, School Sport and other School-Based Forms of Physical Activity, in each member country of the European Physical Education Association (EUPEA). As a current teacher of a European participating school, we ask you to kindly answer the following questions about your class, **considering the current school year**. Your co-operation is crucial to the success of this project, and to the promotion of the Quality of Physical Education in Europe.

Thank you very much!

***By clicking the "accept" button you are indicating that:***

- You have read the "supplementary information sheet to the informed consent", including the information provided on the conditions of your participation.

Please, choose one of the following options: \_\_\_ I accept \_\_\_ I do not accept

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\* 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.

**SCHOOL CONTEXT AND PARTICIPANT CHARACTERIZATION**

| CLASS CONTEXT  | PARTICIPANT DEMOGRAPHIC DATA   |
|--|--|
| <p><b>Teacher Code:</b></p><br><p><b>Student Code:</b></p> | <p><b>1. Age</b></p> <p><b>2. Gender</b></p> <p><b>3. Highest Academic Qualification (in Education)</b></p> <ul style="list-style-type: none"> <li>IX. Upper Secondary Education</li> <li>X. Post-Secondary Non-tertiary education</li> <li>XI. Bachelor degree</li> <li>XII. Master degree</li> <li>XIII. PhD degree</li> </ul> <p><b>4. Years of Experience</b></p> <p><b>5. Years in current school</b></p> <p><b>6. Years with the relevant class</b></p>                    |
|  | <p><b>CLASS EDUCATIONAL LEVEL</b></p>  |
|  | <p><b>1. Educational Level</b></p> <ul style="list-style-type: none"> <li>I. Lower Secondary Education</li> <li>II. Upper Secondary Education</li> </ul> <p><b>2. Grade</b></p>  |
|  | <p><b>CLASS PE SETTING</b></p>   |
|  | <p><b>1. Class PE Time</b></p> <ul style="list-style-type: none"> <li>I. Weekly Minutes</li> <li>II. Weekly Sessions</li> </ul> <p><b>2. Class Number of Students</b></p> <ul style="list-style-type: none"> <li>I. Total number of students</li> <li>II. Girls/Boys</li> <li>III. SEN</li> </ul> <p><b>3. Class Taught Contents (in current year)</b></p> <ul style="list-style-type: none"> <li>I. Collective Games</li> <li>II. Gymnastics</li> <li>III. Athletics</li> </ul> |

| Theme                     | Categories            | Indicators  | Question Codes | Question/Answers  |
|---------------------------|-----------------------|---|----------------|---|
|                           | (Section)             | (Question Groups)                                   |                |   |
| 0. ID Codes               |                       | 1. Teacher Code                                     | TC             | Please insert the code assigned for you.<br>(e.g. PTS1C1)<br><br>Help field:<br>The anonymised teacher codes refer to the taught class and meets the following rule: <ul style="list-style-type: none"> <li>▪ Country Initials (PT)</li> <li>▪ School Code (S1)</li> <li>▪ Class Order Number in the School's Class List (C1)</li> <li>▪ Teacher Order Number in the School's Class List (T1)</li> </ul>                                    |
|                           |                       | 2. Student Code                                     | StC            | Please insert the code assigned to the student whose assessment data you will provide.<br>(e.g. PTS1C1P1)<br><br>Help field:<br>The anonymised pupil codes (eg. PTS1C1T1P1) and meets the following rule: <ul style="list-style-type: none"> <li>▪ Country Initials (PT)</li> <li>▪ School Code (S1)</li> <li>▪ Class Order Number in the School's Class List (C1)</li> <li>▪ Pupil Order Number in the School's Class List (P1)</li> </ul> |
| 1. Curriculum Flexibility | 1. Physical Education | 1. Health-Related Fitness Student Learning Outcomes | HRFSLO1        | 1. For each student, please insert the relevant measures of the Health-Related Fitness tests for Aerobic Endurance and Muscular Endurance: <ol style="list-style-type: none"> <li>a) Aerobic Endurance option 1 – Mile Run (or equivalent) ___ minutes</li> <li>b) Aerobic Endurance option 2 – 20m Shuttle Run ___ shuttles</li> <li>c) Muscular Endurance – Standing Long Jump ___ centimeters (e.g. 178cm = 1,78m)</li> </ol>            |
|                           |                       | 2. Physical Activities Student Learning Outcomes    | PASLO1         | 1. For each student, please insert the number of learning descriptors for each of the 3 physical activities (Collective Games, Gymnastics, Athletics), following the relevant rubric provided: 0 learning descriptors, 1 learning descriptor, 2 learning descriptors, 3 learning descriptors <ol style="list-style-type: none"> <li>a) Collective Games</li> <li>b) Gymnastics</li> <li>c) Athletics</li> </ol>                             |