EuPEO

European Physical Education Observatory

FINAL REPORT

2020 Pilot Study

Promoting a Quality Physical Education throughout Europe

Funding

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European Partner

EUPEA EUROPEAN PHYSICAL EDUCATION ASSOCIATION

Project Coordinator

U LISBOA UNIVERSIDADE DE LISBOA

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National Project Partners

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Technical Sheet

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Authors: Marcos Onofre, Dora Carolo, João Costa, Nuno Ferro, Claude Scheuer, Martin Holzweg, Roland Naul, Christina Uhlenbrock, Rose-Marie Repond, Jana Vašíčková, Gregor Jurak.
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For further information on the EuPEO Project please follow the digital platforms:

Webpage: www.eupeo.eu **Facebook** **Twitter**

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European Physical Education Observatory

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

EuPEO 2020 Pilot Study

Preface from the EuPEO Coordination

This document consists of the last intellectual output (IO5) of the European Physical Education Observatory (EuPEO) project, which took place between January 2018 and June 2021. IO5 is a report that synthesizes the results of the EuPEO 2020 pilot study and disseminates internationally the EuPEO platform. This report consists of an evaluation of the capacity and potential of IO3 - EuPEO Manual for External Assessment and IO4 - EuPEO Toolkit for Internal Monitoring to support European, National and Local-levels decision-making towards Quality Physical Education in promoting inclusive opportunities for Health-Enhancing Physical Activity. As such, the IO5 reflects on the intrinsic value of the EuPEO project to the sector of education, sport, and health, concluding with the opportunity to discuss the launch of the European Physical Education Observatory is launched!

Grounded on European policies, legislation, research, and high-profile reports in the field of sport and education, the EuPEO project started its design process in Lisbon, October 2016, from the identified necessity of regularly monitoring Physical Education, School Sport and Physical Education teacher education, across the European Union member states. The primary focus of the EuPEO partnership was to create a tool to systematic monitoring and support the promotion of quality Physical Education, school sports and other forms of activity physics within the European schools.

EuPEO is a project developed from the work experience of European Physical Education Association (EUPEA). The geographical integration of EUPEA, at the time with its headquarters in Switzerland, did not allow the association to be the main proponent of this project, funded by the Erasmus+ programme. Hence the project coordination was assumed by the Faculty of Human Kinetics from the University of Lisbon (FMH-UL), in cooperation with the Portuguese Society of Physical Education (SPEF).

The vision of the EuPEO consortium is that this monitoring carries objective impact in terms of supporting QPE promotion, at the European, national and local levels for the benefits of the pupils.

At a European level, the EUPEA identified the need of a system that would allow to have a systematic and regular data to inform on the status of QPE in European schools, raising a series of questions that can shape policy-making, school management and teaching, such as: What is common among schools and areas promoting QPE? What sets them apart? Where can good examples and good practices be found? Which areas of learning in Physical Education are most fragile and critical? These and other valid questions do not have an objective answer due to the absence of valid and comprehensive monitoring systems with the capacity to capture the ecologic nature of education. In this sense, at the time of the project design, the supportive response to its members and support to their advocacy initiatives or decisions on priorities was almost non-existent, representing a state before and after the EuPEO.

At the national level, few countries in Europe have structured data or a national monitoring system. The EuPEO allowed to track the countries needing structured data, for example on the teaching workforce that other countries have as well as we found some good practices on national monitoring that should be shared, for example in relation to health-related fitness and of psychomotor learning in a range of physical activities and domains.

At the regional level, the implementation of policies on the quality of Physical Education, school sports and other forms of physical activity are not based on an analysis that allowed the systems to verify the commonalities and differences based on a national representation, respecting, simultaneously, the contextual specificities and national projects. Currently, there is a set of tools and preliminary indications from EuPEO indicating the level of learning of pupils across all PE domains which can be traced to contextual decisions and features, however without representative samples and causal explanations that should arise from the future implementation of these tools.

At school level, it was detected at the time, the absence of a culture of data collection and analysis, of collective routines in the analysis of Physical Education, school sport and its effects. Currently, schools can avail of an internal monitoring tool that provides structured information linking pupil learning to school-level decisions and structures in relation to PE. Likewise, the PE teachers can engage in data-informed discussions that will support their professional development and the pedagogical decisions that can support their pupils' learning in that context.

These and other concerns inspired the consortium to develop the EuPEO platform, based on two pillars: the EuPEO Manual for External Assessment (MEA) and the development of the EuPEO Tool for Internal Monitoring (TIM). These two pillars were conceived so that they interact each other, in an integrative and ecological perspective.

In concluding this project, the EuPEO consortium proudly recognizes the project's success, and it's contribution to the promotion of quality Physical Education, school sports and other forms of promoting physical activity at school. It is time to share with the political community, scientists, school directors, teachers, and pupils a device with the potential to support Physical Education advocacy and decision-making that will support the benefits from Quality Physical Education to all European pupils' lives.

Marcos Onofre

EuPEO's Project Coordinator

Introduction

The **European Commission** is responsible for Erasmus+ policies and manages the overall implementation of the programme. The **Education, Audiovisual, Cultural Executive Agency (EACEA)** is the European agency that manages Erasmus+ actions.

Erasmus+ funds projects in the fields of education, training, youth, and sport, consisting of three "Key Action" Principals (mobility, cooperation, policy) and two additional (Jean Monnet and Sport). Its mission is to support teaching, research, networking, and debate on policy actions within the topics of the European Union. **Erasmus+ Sport Collaborative Partnerships**, such as the EuPEO project's consortium, offer the opportunity to transfer knowledge, implement innovative results, participate in activities to disseminate, and explore new products or existing ones, and promote innovative ideas in different areas related to sport and physical activity.

The **European Physical Education Observatory (EuPEO) Project** (reference: 2017 - 3678/001 - 001) is funded by the European Commission through the Erasmus+ Sport programme, through the Collaborative Partnerships scheme. The partnership covers eight European countries (Czech Republic, France, Germany, Hungary, Ireland, Portugal, Slovenia, Switzerland), including a total of twenty-two researchers affiliated with professional associations of Physical Education teachers and universities or research centres.

In parallel, representing The Netherlands, Koninklijke Vereniging voor Lichamelijke Opvoeding (KVLO) in partnership with the Mullier Institutand are part of the project as Observer Members, contributing to the project in specific tasks and moments, previously agreed with the consent of all partners, at the time of the first meeting of the project in January 2018. At a later stage, France was supported by the University of Strasbourg to assist with the French part of data collection and analysis, although this cooperation was not formalised at the level of the EuPEO consortium but represented a good example of

the cooperation value that this platform carries in bringing together third-level and research institutions and professional associations at the national level.

The project was coordinated by the Faculty of Human Kinetics, University of Lisbon (FMH-UL), and co-coordinated by the Portuguese Society of Physical Education (SPEF) in a process of planning and preparation of project activities, in addition to the responsibility for the management of data collected in Portugal and its dissemination. The project eligibility period was originally established between 1st of January 2018 and 31st of December 2020. However, due to the COVID-19 Pandemic and its consequences on the organisation of the Multiplier Sports Events, the EuPEO consortium requested an extension of the project eligibility, which was approved the 30th ofJune 2021.

The EuPEO project consisted of two phases, with the first dedicated to tool development and early testing, and the second phase dedicated to the piloting of the EuPEO system concluding with the scientific and professional dissemination of the intellectual outputs, all available in English and the national languages of the partner countries (Czech, French, German, Portuguese, and Slovenian). During the first phase, the initial versions of the piloted instruments (ESQ, ECQ, NELAS, EPQ) were developed and reported through IO1 (national intermediate reports) and IO2 (european intermediate report). These were then integrated into the IO3 EuPEO Manual of External Assessment (MEA) and the IO4 EuPEO

Toolkit for Internal Monitoring (TIM) to be piloted as the final EuPEO version. The pilot phase of implementation of the EuPEO MEA and TIM began in November 2019. After piloting the EuPEO MEA and TIM, with the respective evaluation from each partner in their countries, the final changes and updates were made resulting in the final versions of IO3 and IO4, as well as in the current report (IO5) which were all disseminated through the multiplier sport events.

This EuPEO Final Report presents the findings of the pilot application of MEA and TIM in each EuPEO country partner and it is crucial for the evaluation of MEA and TIM application process[1].

[1] For a better understanding of the concepts adopted in the context of the EuPEO project please consult the EuPEO glossary (appendix 1).

A European Perspective on Quality Physical Education

The EuPEO project had its genesis within the **European Physical Education Association (EUPEA)**. The EUPEA, founded in Brussels in 1991, is a non-governmental and non-profit professional organisation of national Physical Education associations. Its mission is to promote quality Physical Education and School Sport in Europe, working with governmental and nongovernmental organisations of interest, as well as with experts and professionals within the sector of Physical Education and Sport.

Figure 1 - European Physical Education Association logo

Physical Education has been highlighted by UNESCO as the only curricular discipline whose focus combines body and physical competence with value-based learning and communication, constituting a path of learning and developing skills necessary for success in the 21st century (UNESCO, 2015, pp. 6).

Physical education oriented to the creation of impact should be developed by all stakeholders, including national administrations for sport, education, youth, and health; intergovernmental and non-governmental organisations; sports federations and athletes; as well as the private sector and the media (UNESCO, 2013). An ecological, e.g., cross-sector and multi-strategic, approach to the development of Quality Physical Education is thus necessary.

European policies and legislation (e.g., "Council Recommendation on promoting HEPA across sectors", "Council of Europe, Interinstitutional file 2013/0291 (NLE)"), research (e.g., Hardman 2000, 2001, 2003; Puhse & Greber, 2003; Onofre et al., 2012) and reference reports (e.g., Eurydice Report, UNESCO world-wide survey)[2] in the Sports and Education sectors identified the need for regular monitoring of Physical Education, School Sports and PETE in the 28 member states of the European Union.

The education sector needs a stronger inclusion into the EU monitoring system than previously done by the focal health points (Mittag and Naul, 2021). To ensure the quality of Physical Education and to harmonize the conditions of its educational offering for the promotion of active and healthy citizenship in the European project, it is necessary to build and develop resources for monitoring, using a broad set of quality indicators of Physical Education along with co-curricular and extracurricular Physical Activity in schools, with a focus on the final stages of compulsory education of each country as the exit measure of impact of quality Physical Education.

The recently published "*EU Sports policy: assessment and possible ways forward*" presented the EuPEO Project as a solution to lift restrictions in national monitoring of the education sector in the future and forewarned the need to incorporate it into the frame of the future extended monitoring (p. 151).

Notwithstanding the agreed focus within the EuPEO partnership on the final year of compulsory education of each national system, it is recognised that all educational levels need to be monitored in relation to Physical Education. The EuPEO Project will serve as a structure to the platform of the future European Physical Education Observatory

[2] For detailed information please consult the EuPEO Rationale (appendix 2)

(EuPEO), filling the gaps between guidelines, concepts applied for monitoring and assessment, the articulation between the sports, health, and education sectors, as well as between different sets of quality indicators of school Physical Education. Its mission is to promote, throughout Europe, quality Physical Education, School Sport, and other forms of quality School Physical Activity within European sports policies, considering UNESCO's (2015) reference framework for quality Physical Education and the recommendations of the Group of European Experts for Health-Physical Enhancing Activity (HEPA) (2015).

Figure 2 - European Physical Education Observatory logo.

EuPEO's contribution to promoting quality Physical Education, School Sports and other forms of school physical activity takes place through the conversion of previous experiences of monitoring and evaluation in Physical Education, School Sports and Health-Enhancing Physical Activity (HEPA), into a comprehensive and applicable monitoring system.

EuPEO innovates with establishing bridges between previously published recommendations and concepts/sets of indicators for monitoring and evaluating the Physical Education curriculum. This system provides an integrated understanding of the aims and objectives of Physical Education between countries of the European community and monitoring the conditions for carrying out Physical Education, School Sports, and extracurricular physical activities.

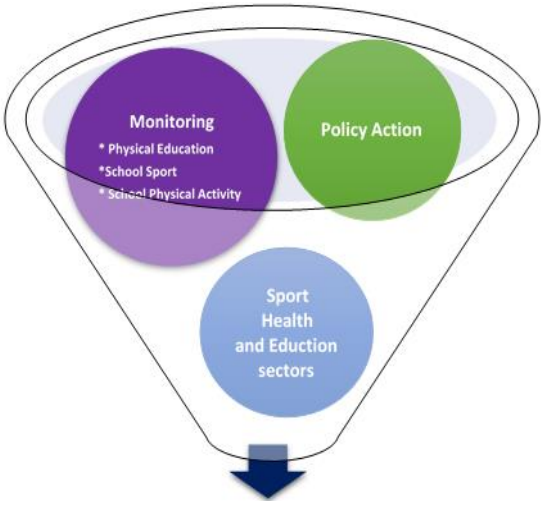

Figure 3 - EuPEO´s Project mission

Piloting the EuPEO Instruments

The second phase of the Project, which took place between September 2019 and June 2021, aimed to pilot the instruments created in the EuPEO Project: the **External Assessment Manual (MEA)** and the **Toolkit for Internal Monitoring (TIM)**. The preparation of this pilot, focused on the final years of compulsory education in each partner country (age ranges between 15 and 18 years old), occurred during the third EuPEO meeting, in Ljubljana (Slovenia) between 25 and 28 September 2019 at the Faculty of Sport (University of Ljubljana), introducing refinements and application protocols such as:

The refined version of NELAS was integrated into the country questionnaire, regarding the assessment and classification in Physical Education. The arguments presented were as follows: 1) the questionnaires have the same target group; 2) Expedition of participation, making it more efficient in terms of information integration.

The pupil version of the learning assessment system was integrated into the pupil questionnaire which, in its refined version, was left with a smaller number of questions to make pupils' participation more fruitful, also making information integration more efficient.

IO3 - Manual of External Assessment (MEA)

The MEA consists of the guidelines for European and national use of the EuPEO platform comprising two targeted questionnaires (EuPEO Country Questionnaire and National External Learning Assessment System) completed by the national representatives of Physical Education teachers and other external or governmental bodies.

The **EuPEO Country Questionnaire (ECQ)** is a self-administered online survey (Limesurvey®) by the representatives of the National Associations of Physical Education Professionals project partners.

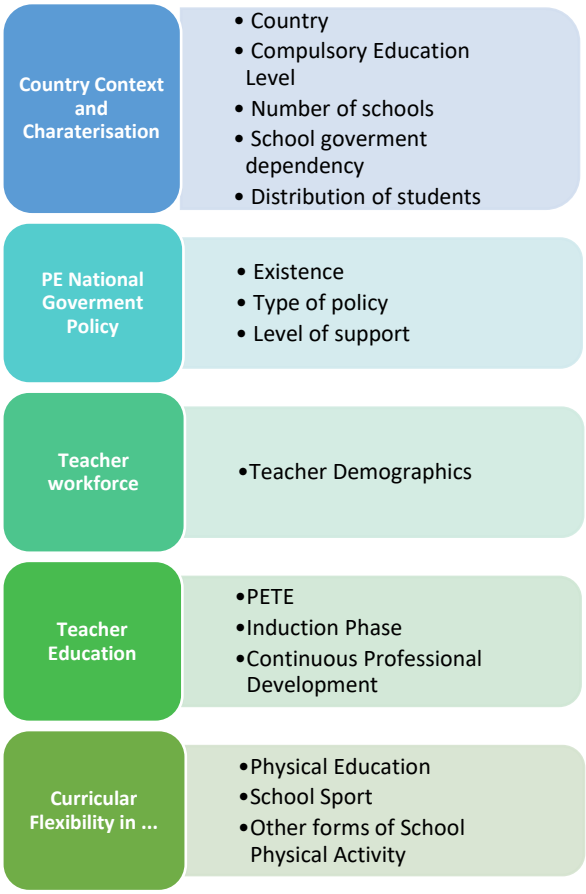

Figure 5 - EuPEO Country Questionnaire (ECQ) categories and subcategories

The **National External Learning Assessment Systems (NELAS) in Physical Education** is a specific section of the ECQ, also responded to by the representatives of professional Physical Education associations providing a qualitative description of the systems in place at the national level aiming to assess the pupils' curricular learning in Physical Education at any educational stage.

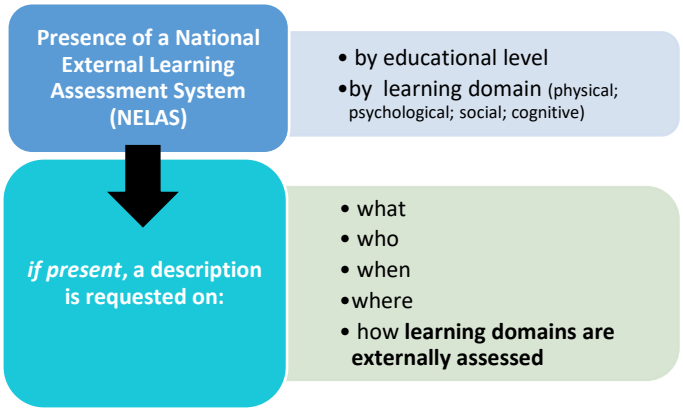

Figure 4 - National External Learning Assessment System (NELAS) categories and sub-categories

IO4 - Toolkit for Internal Monitoring (TIM)

The **Toolkit for Internal Monitoring (TIM)** is a methodological e-book composed of a set of instruments to assess quality indicators of Physical Education to be used within each school as a monitoring procedure on the improvement of these indicators. This toolkit aims to empower schools to independently monitor their enactment and impact from curricular guidelines and recommendations for Physical Education and school sports. This toolkit comprises the EuPEO School Questionnaire (ESQ) and the EuPEO Pupils Questionnaire (EPQ). Additionally, a system of learning assessment in Physical Education (addressing psychological outcomes, specialised motor skills and physical fitness) was developed to capture the impact on learning of the quality of Physical Education in schools within the same country and/or schools in different countries in Europe generally named as EuPEO Learning Assessment System with a teacher (EuLAS-T) and pupil version (EuLAS-P).

The **EuPEO School Questionnaire (ESQ)** is an online questionnaire answered by the Physical Education Head of Department about the school, provided with support from the School Board and colleagues in the Department for specific questions. This instrument focuses on four dimensions: Curriculum, Community Partnerships, Facilities and Equipment, and Teacher Workforce. In addition to the specific content of the instrument, general demographic data is also required for the purposes of contextual characterization of the school.

Figure 6 - EuPEO School Questionnaire (ESQ) categories and sub-categories

The **EuPEO Learning Assessment System - Teacher (EuLAS-T)** is an online questionnaire answered by the Physical Education teachers. This focuses on two dimensions of learning obtained in three core areas of the Physical Education Curriculum: 1) Physical Activities (Games, Gymnastics and Athletics), 2) Health-Related Physical Fitness (Aerobic Endurance and Muscular Power) and 3) Psychological Dispositions (Physical Self-Perception). These areas were identified during the first phase and are reported in IO2. The EuLAS serves as a platform for recording the criteria-based learning achievements. The respective class teacher provides the learning indicators for the areas of Physical Activities and Health-Related Physical Fitness, and the pupils report on their Psychological Dispositions.

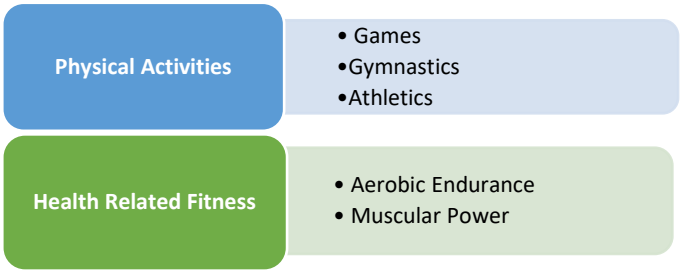

Figure 7 - EuPEO Learning Assessment System - Teacher (EuLAS-T) categories and subcategories.

The **EuPEO Pupils Questionnaire (EPQ)** is an online questionnaire, anonymous and presented in the native language, to be answered by a sample of pupils from the last compulsory school year of the participating school. The refined version of this instrument focuses only on the curriculum dimension.

The **EuPEO Learning Assessment System - Pupil (EuLAS-P)**, pupil version, focuses on the physical self-perception and was included in EPQ after discussion at the 3rd meeting in Ljubljana. The Physical Self-Concept Questionnaire, developed by Lohbeck, Tietjens & Bund (2016) was the instrument selected for data collection. The EuLAS-P was merged in EPQ.

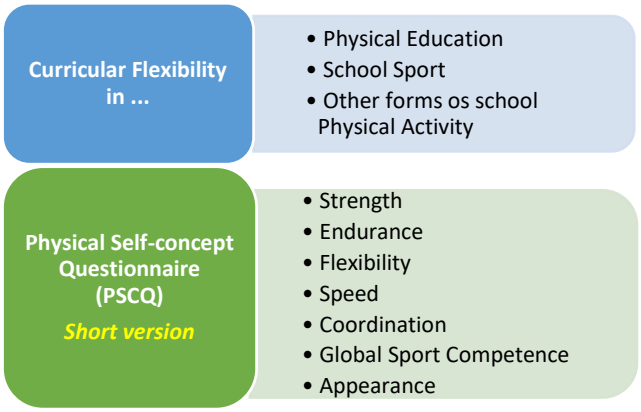

Figure 8 - EuPEO Learning Assessment System - Pupil (EuLAS-P) categories and subcategories.

What is the added value of EuPEO MEA and TIM to Quality Physical Education?

Through the development of MEA and TIM, as well as the EuPEO platform, the project aims to inform the creation of the future ***European Physical Education Observatory (EuPEO)*** which has the following essential action focus.

- 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 Pupil 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 could 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.

Considering the essential focusing points of the European Physical Education Observatory, we remark the contribution of MEA and TIM to the promotion of Quality Physical Education.

The EuPEO **MEA** coordination team and National Observatory coordination teams will be able to collect data on Quality Physical Education across all system layers (macro to micro) stemming from the EuPEO Country Questionnaire, and the databases arising from the EuPEO Toolkit for Internal Monitoring (TIM). These will support PE advocacy and inform the collaborative work between the sectors of sport, education, and health, nationally and in a European level through EUPEA representation. MEA does not seek to establish transnational standards and benchmarks for QPE. Instead, 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.

Through the EuPEO **TIM** and by engaging with the EuPEO monitoring process, schools are directly facilitating the construction of a portrait of Physical Education in their local contexts, in their countries, and across Europe. This portrait provides rich data for everyone involved in supporting meaningful decision-making across all school levels, particularly for the benefit of teachers and pupils. Furthermore, the participation in the EuPEO

process grants a formal CPD certificate and a recognition from EUPEA which contributes to the school recognition and that of its PE Department, therefore supporting the local and global development of PE.

How MEA and TIM interact as pillars of the EuPEO?

EuPEO piloted a systematic monitoring procedure ranging from the macro to the individual level of the pupil. As most of the elements of these dimensions and instruments are validated at a conceptual level, the focus of the EuPEO project was on the ecological validation in the context of each partner.

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 made 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.

A number of these dimensions, as presented, are common across EuPEO tools, which allows a systemic view of Quality Physical Education.

Table 1 depicts the EuPEO conceptual framework dimensions and the relationship of these dimensions across the MEA and TIM tools.

Table 1 - EuPEO dimensions explored across the different tools.

EuPEO dimentions	NELAS	ECQ	ESQ	EPQ	EuLAS Pupil	EuLAS Teacher
PE National Strategy		X				
Curriculum	X	X	X	X		
Resources			X	X		
Teacher workforce		X	X			
Teacher Education		X	X			
Community Partnership		X				
Physical Self-confidence					X	
PE outcomes						X

Figure 9 illustrates the integration of MEA and TIM databases in common dimensions and the different levels of the EuPEO implementation. The ECQ and NELAS are tools applied to the PE National representatives at a macrosystem level, parallelly, TIM tools as ESQ (school), EPQ (pupil) and EULAS (teacher and pupil) collect data on a mesosystemic and microsystemic level, respectively. With the collection of national data from TIM tools 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.

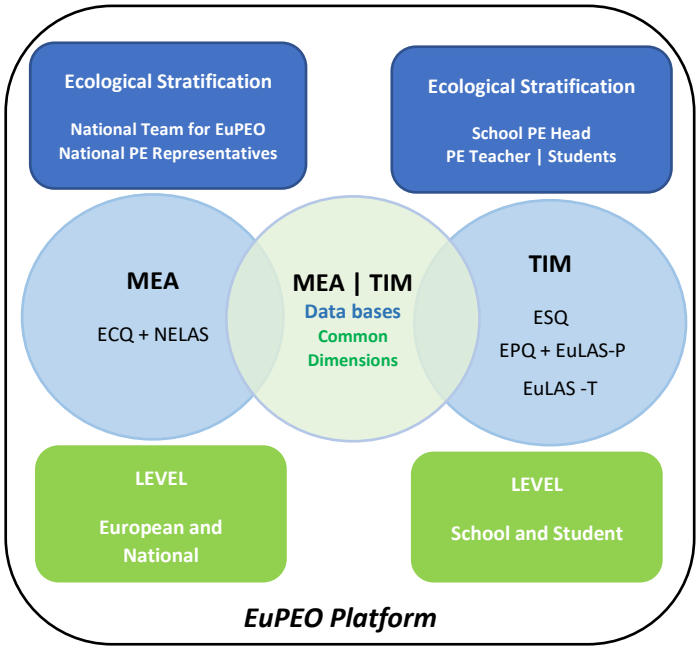

Figure 9 - MEA and TIM databases integration

Methodology

The EuPEO General Methodological Norms are presented at the IO3 EuPEO Manual for External Assessment (MEA) and IO4 Toolkit for Internal Monitoring (TIM), in the different translations (available here). These norms were defined after the evaluation process of the EuPEO 2020 pilot.

The EuPEO pilot study, aimed at implementing and evaluating the viability, quality, and potential of the Manual for External Assessment (MEA) and Toolkit for Internal Monitoring (TIM) at different EU-countries and school systems of the EuPEO participating countries.

The pilot study was applied in Portugal, France, Ireland, Germany, Switzerland, Czech Republic, and Slovenia (fig. 10). Hungary and the Netherlands did not perform the pilot but, as EuPEO partners, supported the definition of the data collection strategy and data treatment.

Figure 10 - EuPEO Partnership.

The EuPEO project, having been approved for funding by the European Commission, followed the General Data Protection Act (EU 2016/679), and was duly authorized by the Ethics Council of the host organisation of the project coordination (FMH-UL). At this level, before initiating the data collection, each country received indications to submit the data collection methodology to the national ethical committees for research or education directorates, if applicable.

After guaranteeing all ethical commitments with national administrative bodies and participants, the pilot potential participants received a "*Voluntary Informed Consent for Scientific Research with Human Beings model*" to sign as a confirmation of their voluntary participation conditions which were described in terms of project authorization, project aims, participation tasks and duration, voluntary participation and confidentiality of data, ways of using the data collected, the contact of national responsible and coordination of the project.

The EuPEO National partners performed the data collection between October 2019 and February 2020. The Limesurvey® version 3.18.0+190923 was the platform available for online participation for all countries, provided with the respective national translations. Participants could also use a paper version if essential to their involvement.

The EuPEO MEA was delivered to the National Physical Education Representatives comprising a total of 18 entries relative to six participating countries in the pilot. Each country partner contacted the PE national association for the piloting of MEA and collected the national data through the ECQ questionnaire. Germany, due to its regional jurisdiction regarding Physical Education and Sport School administrative responsibilities, collected data from 5 regions (*Nordrhein-westfalen, Saarland, Baden-Wurttemberg, Bayern, Niedersachsen*) providing a total of 12 completed entries on ECQ and NELAS. Ireland provided one entry from the partner institution. Portugal, France, Slovenia, Switzerland,

and Czech Republic provided data from one PE National representative (project partner), although each national PE representative was encouraged to work and ask for the cooperation of other national institutions/responsible to input valid data and report eventual challenges and key-topics on this process.

As for the application of the TIM, each country piloted it between November 2019 and February 2020. Some national teams comprised a third-level institution and a PE National representative as part of the EuPEO consortium (Germany, Portugal, Switzerland), others only had third-level institutions (Czech Republic, Ireland, and Slovenia), and while France was only represented by the Professional representative in the EuPEO consortium, was supported by a third-level institution to assist the pilot implementation. According to their own arrangements and networks, the EuPEO partner countries collected the data from the participant schools, PE teachers and pupils, with reference to the final year of compulsory education in each country.

In the MEA and TIM pilot study, attending to the considerable differences in the availability of human resources in each country partner, it was agreed during the second transnational meeting that, for sampling purposes the partners would consider a minimum number of four classes between two schools. However, the reference defined at the approved project still exists during the testing phase of the instruments that now comprise MEA and TIM (12 schools with the geodemographic distribution: 6 urban/6 rural, with an equitable distribution in relation to government dependence).

Regarding the convenience sampling process, PE National representatives had a visible and relevant role by contact directly each EuPEO participant school, by phone and formally by a letter. The School Principals were informed on the purpose of the project, the implications of its participation and the benefits. Equally, a EuPEO national collaborator was contacted and recognized in each school. After the first contact to approach school participation, an informational email about access to the questionnaires (including the access link) was sent to potential participants after the school agrees to participate in the pilot phase. The descriptive data of the EuPEO pilot sample is described in table 2.

Table 2 - Descritive data of EuPEO pilot.

Country	*Schools*	*Pupils*	*Teachers*
Czech Republic	6	Total=162 Girls =90 Boys =66	6 Head of PE 8 PE Teachers
France	7	Total= 234 Girls = 111 Boys = 123	7 Head of PE 5 PE Teachers
Germany	4	Total= 186 Girls = 110 Boys = 74	4 Head of PE 9 PE Teachers
Ireland	4	Total= 63 Girls = 9 Boys = 54	3 Head of PE -
Portugal	7	Total= 233 Girls = 104 Boys = 129	7 Head of PE 12 PE Teachers
Slovenia	2	Total= 71 Girls = 38 Boys = 33	3 Head of PE 4 PE Teachers
Switzerland	5	Total= 108 Girls = 51 Boys = 57	2 Head of PE 7 PE Teachers
Total	35	Total= 1051 Girls = 513 Boys = 538	32 Head of PE 45 PE Teachers

In the data collection process, it is important to clarify the role of the "EuPEO National Collaborator". This collaborator was defined as a teacher that voluntarily supported the TIM pilot in their school by acting as a "bridge" or "the contact" between EuPEO National Teams and the participant school, teachers, and pupils. Nevertheless, EuPEO coordination and National

Team contacts were available to support the data collection process near to each EuPEO participant.

The questionnaires of TIM (ESQ, EPQ and EuLAS) were sent to the different participants of the school community, using a code system to allow tracking across the different instruments, while maintaining confidentiality and anonymity to the research team.

The **EuPEO School Questionnaire (ESQ)** was self-administered by the PE Department Head, who also was encouraged to ask for the collaboration of other colleagues or the school board of management to input valid data. Each school received a specific code refer to the school position in the national list (e.g. PTS1).

The **EuPEO Pupil Questionnaire (EPQ)** and the **EuPEO Learning Assessment System-Pupil version (EuLAS-P)** tools were administred to the pupils who had received approval from the legal guardians and agreed to participate. The teachers of the participating classes (involved in the EuLAS-T) received a code Package with the code identification of their class (e.g., PTS1C1) (table 3).

Table 3 *- EuPEO guidelines for School and teachers code setting.*

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

Based on the pupil´s school list, the PE teacher awarded a code to each pupil from the code list provided by the National teams. The anonymised pupil codes referred to the taught class and met a rule identifying the country, the school, the class/teacher, and the pupil order in a school list only to known to the teacher, as per table 4.

Table 4 *- EuPEO guidelines for Pupil's code setting.*

Country Initials	***School Code***	***Teacher/Class Code in the School's Class List***	***Pupil Order Number in the School's Class List***
PT	S1	C1	P1
Portugal	School A	Class 10 D *Teacher Richard*	Anne

After assigning the code to the participating pupils of each class, the EuPEO collaborator sent to the National Team a full list of the sample as presented in table5.

Table 5 - EuPEO Guidelines to organize the sample codes.

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

The Physical Education Teacher defined a time, of their choice for pupil participation. This occurred wither during or outside the Physical Education class, always with the teacher supervision as required by the EuPEO protocol. The pupils completed the questionnaire using their personal mobile phone or (alternative) computer equipment from the school according to school policies and resources. After completing the questionnaire pupils were able to download an automatic report with the data entered in the questionnaire. A minimum pupil response rate of 60% was achieved in any given class.

The **EuPEO Learning Assessment System - Teacher (EuLAS-T)** version was self-administered by each participant class teacher, with data on each participating pupil in relation to their learning achievement.

All data were stored and password protected on a digital server at the Faculty of Human Kinetics, University of Lisbon. The data was treated centrally by the EuPEO coordination team and made available to each national team via a username and a password assigned by the coordination.

The results of the MEA and TIM pilot application were statistically analysed by means of descriptive procedures. The ecological validity of MEA and TIM was also assessed simultaneously, based on the feedback from participants on the application process.

The final databases of 2020 pilot, the national and European intermediate reports, and the MEA and TIM application procedures will be published with open access on the EuPEO webpage in accordance with the guidelines of the European Commission and duly authorized by the national entities above mentioned, maintaining all the conditions of anonymity and confidentiality.

EuPEO 2020 Pilot Study

The reporting strategy from the pilot application of the Manual for External Assessment (MEA) and the Toolkit for Internal Monitoring (TIM), consisted of developing a series of sequential and integrated questions on QPE, building from the individual level of the pupil to the macro-level. For each question, a key indicator was identified, as represented by table 6.

Table 6 - EuPEO Reporting questions.

EUPEO PROJECT QUESTION	ASSOCIATED INDICATOR
What do pupils learn when completing their Highest Compulsory Educational Level?	**No 1:** Pupils Learning
What is the amount and nature of opportunities for school-based Physical Activity?	**No 2:** Amount and Nature of school-based PA
How do pupils experience school-based Physical Activity?	**No 3:** Pupils' Experience of school-based PA
How is the PE teaching workforce educated and organised in schools to support pupil's school-based PA?	**No 4:** Education and Organisation of PE Teachers
What partnerships do schools engage with to support pupils' school-based PA?	**No 5:** Focus and Importance of Community Partnerships
To what extent is PE structured in Educational Policy?	**No 6:** PE Structure in Educational Policy

For each of the EuPEO indicators, a set of sub-indicators was established, representing the multi-systemic nature of quality Physical Education. Table 7 clarifies the EuPEO reporting indicators and sub-indicators, identifying the contributing tools.

Table 7 - EuPEO Reporting Indicators, sub-indicators, and questions.

EUPEO REPORTING INDICATORS		
EuPEO Questionnaires	**EuPEO Indicators**	**EuPEO Sub-Indicators**
EuLAS-T, EuLAS-P, EPQ	**No 1:** Pupils Learning	**1.1.** Learning Achievement in PE
		1.2. Learning Outcomes in PE
ECQ, ESQ, EPQ	**No 2:** Amount and Nature of school-based PA	**2.1.** Amount and Nature of PE
		2.2. Amount and Nature of SS
		2.3. Amount and Nature of OFPA
ECQ, ESQ, EPQ	**No 3:** Pupils' Experience of school-based PA	**3.1.** Overall Pupil Satisfaction
		3.2. Pedagogical Principles
		3.3. Assessment and Grading
		3.4. Facilities
		3.5. Equipment and Finances
ECQ, ESQ	**No 4:** Education and Organisation of PE Teachers	**4.1.** Teacher Education
		4.2. Teacher Workforce
ESQ	**No 5:** Focus and Importance of Community Partnerships	**5.1.** Focus and Importance of Public Partnerships
		5.2. Focus and Importance of Private Partnerships
ECQ NELAS	**No 6:** PE Structure in Educational Policy	**6.1.** Framing and Status of PE
		6.2. Presence of a PE National Policy
		6.3. Presence of National Learning Assessment System

Executive Summary

The executive summary provides an overview of the pilot results from the EuPEO tools' implementation (IO3 - EuPEO Manual for External Assessment; IO4 - EuPEO Toolkit for Internal Monitoring). This summary represents data collected from a convenience sample originating from seven countries (Czech Republic, France, Germany, Ireland, Portugal, Slovenia, and Switzerland) with some of the respective educational jurisdictions (five from Germany and two from Switzerland), comprising a total of 1051 pupils (48.8% girls; 51.2% boys), taught by 45 Physical Education teachers, from 32 schools represented by their Heads of Physical Education. The executive summary provides the pilot results on the six EuPEO indicators from the pupil level to the national system level.

1. Pupils Learning (EuLAS-T & EuLAS-P)

1.1. Learning Achievement in Physical Education

- Pupil learning in Physical Education as captured by EuLAS, shows girls with a more balanced profile across all areas of PE (physical activities, health-related fitness, and psychological dispositions) although consistently at a lower level than boys across all areas.
- There also seems to be a stereotype of learning achievement at the content level, with boys performing at lower levels in Gymnastics and girls performing at lower levels in Games, which may result from the privileged games to be taught and assessed in each school/country.
- The comparability of the health-related outcomes is highly compromised due to the differences of national systems in the presence or absence of standardised references for the fitness tests, or due to the incompatibility of the references across countries.
- The psychological dispositions reveal a medium-high profile across all EuPEO countries, although with girls consistently at lower levels than boys.
- Learning achievement in specific countries indicate that some specific contents or areas have a narrower learning achievement gap between boys and girls where for the same countries the gap is larger in other areas and contents.

1.2. Learning Outcomes in Physical Education

- In the EuPEO partnership, the pupils privilege the social and the health-related aspects of Physical Education and placing a lower value on the cognitive learning domain. Surprisingly, the pupils also value the behavioural outcomes to a high extent, suggesting that these aspects are still very strong in the teaching and assessment practices, which have been a focus of critique in terms of curricular relevance and assessment validity.
- Boys and girls show a very similar profile of appreciation for the different learning outcomes, although girls score slightly higher on the social ones. While the profile of the most and least valued learning outcomes is very similar between countries, there are differences between the countries in how much the different learning outcomes are valued.

2. Amount and nature of School-based Physical Activity (ECQ, ESQ, EPQ)

2.1. Physical Education

- With regards to Physical Education, the subject is mainly compulsory between Primary Education and Lower Secondary Education. However, across the EuPEO partnership, there is no consistency on a single educational level where Physical Education is a compulsory subject or curriculum content for all countries.
- All EuPEO countries have a minimum recommended time per week of Physical Education in the final year of compulsory education, ranging from 45 to 157 minutes/week. All schools are meeting at least the minimum recommended time in their countries, while some countries are exceeding the minimum time and providing amounts as high as 180 minutes/week as part of their autonomy arrangements.
- Only one country reported a regulation of a minimum one class/week, with the norm ranging between two and three lessons/week as per curriculum regulations. Some schools in specific countries reported a lower frequency than the curriculum requirements, despite offering the minimum time/week, suggesting it is easier for schools to meet time demands than frequency demands.
- Across the EuPEO partnership, the most contents provided by schools and reported by pupils are Team Games, Athletics, and Fundamental Movement Skills; whereas the least common are Combat Sports, Skating and Cycling. Boys and girls experience the same profile of Physical Education experiences in relation to least and most common contents. By country, the pupils experience is generally aligned to the school reported provision, and it is visible that the different countries provide a differentiated curricular experience, typically reflected by their geographical and cultural contexts.

2.2. School Sport

- There is a wide range of concepts and models of School Sports in the EuPEO countries, ranging from co-curricular to extra-curricular. This carries implications in the modes of organisation and responsibility reflected by a set of countries with more formalised systems of School Sports with a programme, state-funded, and a compulsory provision norm.
- Pupil involvement in School Sport, as reported by the pupils, adds almost to a third (30.6%) with a slight skew towards the boys (36.6%) in favour of the girls (23.6%) across the EuPEO countries. Countries with a more formalised system of School Sports also indicate lower levels of pupil participation in comparison to the EuPEO combined values. Among the upils involved in school sports not all are involved in any type of competition while others seem to be engaging both intra and inter-school competitions. Intra-school competitions seem to gather a stronger participation rate among the pupils who are involved in school sports.
- The School Sports activities share Games as the dominant offer, but then include other less represented contents in the PE curriculum (Racket Sports, Traditional Games, Pre-Sport Games, Outdoor and Adventure) supporting the diversification of the PE curriculum through school-based PA experiences.

2.3. Other forms of Physical Activity

- The level of formality in educational policy for other forms of school-based PA (physically active lessons, classroom active breaks, structured recess, spontaneous PA in recess, and active commute) is very low, with the responsibility on these PA opportunities being taken mostly by the schools. Physically active learning seems to be the most consistent form of PA provided by the schools, followed by the structured recess and active commute at around one third of the EuPEO schools. The lack of a system level approach might reflect the generally low levels of pupil participation, with exception of the physically active lessons which seem to be relatively successful from the perspective of pupil participation and school offer.

3. Pupils Experience of School-based Physical Activity (ESQ)

3.1. Overall Pupil Satisfaction

- The overall pupil satisfaction with school-based PA is medium-high, particularly with PE and classroom active breaks, with school sports rated lower in satisfaction. Boys present higher satisfaction than girls on all forms of school-based PA, particularly privileging PE and girls preferring classroom active breaks. Some countries show a particularly high satisfaction with PE and SS in relation to others.

3.2. Pedagogical Principles

- At an EuPEO partnership level, pupils experienced Physical Education mostly as safe (3.92), health-oriented (3.83) and inclusive (3.69). They perceived PE less as being developmentally appropriate (3.18), student-centred (3.16), learning focused (3.15) or holistic (2.68). Boys and girls share this overall perception.

3.3. Assessment and Grading

- Five out of seven countries have summative assessment guidelines, with four issuing formative assessment guidelines, and four issuing grading norms. Two countries issue diagnostic assessment guidelines.
- Almost all EuPEO schools develop their own assessment criteria, mainly for summative assessment, relatively less for formative assessment, and just above 50% do so for diagnostic assessment. Across EuPEO, there is always at least one country where all schools design assessment criteria for one or more assessment functions, and at least one school which does not design criteria for one or more of the assessment functions.
- Over 60% of pupils in EuPEO refere to be involved in the assessment and grading processes, with a slightly higher percentage for boys. Girls and boys report to participate more in the summative assessment and less in the formative peer-assessment. Different countries exhibit different profiles of pupil involvement in formative and summative assessment practices, i.e. countries where pupils refer to be mostly involved with formative peer-assessment, formative peer-assessment, or summative assessment.
- Around half of the EuPEO schools refer to report pupil learning to parents, showing alignment between the heads of PE and the pupils. However, at country level, disparities between heads

of PE and pupils on the reporting to parents are more evident, for instance with schools referring no report to parents on PE and considerable percentages of pupils (boys and girls) referring that their learning in PE is reported to parents.

3.4. Facilities

- In general, all EuPEO schools have access to at least one type of owned facilities, with a neutral level of satisfaction from the heads of Physical Education. However, some countries present higher levels of satisfaction. The levels of satisfaction are higher with outsourced facilities.
- On the school-owned facilities, the indoor ones are granted with less opportunities for recess or physical activity across the EuPEO countries. Data suggests that indoor facilities are usually more available for physical activity and outdoor facilities are more available for recess. Nonetheless, outdoor facilities are always more available for recess and physical activity than indoor facilities.
- The overall level of curricular flexibility from the facilities is very low, with exception for one country where there are moderate levels of curricular flexibility from the facilities.

3.5. Equipment and Finances

- More than half of the EuPEO schools provide access to the schools' sport equipment during recess, ranging from 43% to 100% of schools in each country who provide this access.
- While the risk of injury seems towards the low side on removable and fixed equipment across the EuPEO schools, the range of likelihood reaches high levels of likelihood of injury in almost all countries for one or both types of equipment. Some countries do seem to be better in this indicator on both or at least one of the types of equipment with lower levels of risk of injury.
- Around one third of EuPEO schools have no sufficient finances for equipment acquisition or maintenance, and over 40% have finances to acquire or maintain equipment including for pupils with special education needs. The financial power to acquire or maintain equipment, with special education needs in mind, is very diverse across the EuPEO countries.

4. Education and Organisation of Physical Education Teachers (ECQ, ESQ)

4.1. Teacher Education

- The professional competences promoted by the initial PE teacher education across the EuPEO countries are mostly focused on the teaching practices of planning, assessment, and intervention, followed by research and innovation competences. School Placement is present in six out of seven countries, mainly mentored by a supervisor and organised as a combination of split teaching experiences and concentrated in the last year of PETE.
- Higher Education Institutions are the providers of school placements in five out of seven countries and the pedagogical responsible for the teaching-learning process is the cooperating teacher (supervisor) from the host school.
- Professional Induction is compulsory or recommended in five EuPEO countries, where in three of them this is structured by law. This professional development phase has the duration of one year (twelve months) and is usually mentored.

- The annual participation in CPD actions is only compulsory in two EuPEO countries and the CPD topis are frequently defined by the providers. The main providers of CPD actions are the Schools and Higher Education Institutions.

4.2. Teacher Workforce (PE specialists)

- In the EuPEO countries, the master's degree is the minimum academic qualification in four out of seven countries.
- It was not possible to report the total number of Physical Education teachers stratified by educational level given the lack of data across the EuPEO countries.
- Regarding the career status and time dedication of teachers in the EuPEO schools, teachers have mostly a permanent work contract status in school, supporting stability, context knowledge and experience of the PE teacher workforce.
- As for the weekly workload of teachers, the mean of weekly lessons taught by the teachers varies between three and eleven within the EuPEO schools. The number of classes taught varies between four and ten. The mean of pupils per class in the last year of compulsory education is twenty-five and among EuPEO schools the number varies between fifteen and twenty-six.

5. Focus and Importance of Community Partnerships (ESQ)

5.1. Public Partnerships

- Within the EuPEO schools, the main partnerships with public bodies are with government for Teachers' CPD, with other schools (inter-school interactions) for school sports development and with the higher education Institutions for Initial Teacher Education.
- Partnerships with the government for equipment and facilities for PE are the most valued by schools. Interactions with higher education institutions are also highly valued.

5.2. Private Partnerships

- Schools revealed a lower engagement with private partnerships compared to that with public institutions. The EuPEO schools mostly interact with Sport Organisations on the promotion of sport events and sharing of facilities. Interactions with parents' associations mostly occur for the participation/organisation of health promotion initiatives. The interaction with private higher education institutions, as with the public counterparts, mostly occurs for initial teacher education initiatives or teacher CPD.
- The EuPEO schools awarded a lower level of importance to the interactions with private institutions compared to those with public institutions. Nevertheless, interactions with sport organisations for sharing sport facilities and equipment were considered important.

6. Physical Education Structure in Educational Policy (ESQ)

6.1. Framing and Status of Physical Education

- Physical Education is the more frequent designation of the subject, despite "Physical Education and Sport" or "School Sports" also being adopted terminologies in some countries.
- Physical Education is a subject where pupils must be successful to be approved and progress to the next educational level, mainly in Primary Education and Lower Secondary Education.
- From a global perspective, Physical Education was perceived as having an equal status within the national curriculum in the primary education, lower and upper secondary education.
- The designers of the Physical Education curriculum usually are physical curriculum specialists and Physical Education specialists.

6.2. Presence of a Physical Education National Policy (or PE in National Policy)

- Three out of seven countries reported the inexistence of a Physical Education National Policy (excluding the curriculum).
- The publication of guidelines for facilities and equipment design along with the definition of a legislation framework are the policy actions with the highest support within the EuPEO partnership countries.
- School performance evaluation in Physical Education and School Sports, and the existence of recommendations for cooperation with the health sector are the two forms of policy actions less supported by the existent Physical Education National Policies.

6.3. Presence of a National Learning Assessment System (NELAS) for Physical Education

- There are National External Learning Assessment Systems in four out of seven countries.
- Globally the existent NELAS mostly focuses on the assessment of learning in the physical domain, followed by the cognitive domain of learning in Physical Education.

Pilot Results

In the sections that follow, the results obtained in the pilot application of MEA and TIM are presented as an illustration of the value and potential of the EuPEO platform for the future implementation. It is important to emphasize that the interpretation of these results must be cautious as they reflect a pilot application of the main tools and therefore do not intend to reflect the national reality of the participating countries or their European dimension, due to the sampling conditions as presented above (cf. table 2). The focus of the pilot application was centred on testing and evaluating the application process in relation to the EuPEO instruments, comprehensiveness and on the data collection process, treatment, and dissemination format. The interpretations of these results towards the recommendations in this report are therefore illustrative of the potential and do not intend to provide guidance on policy-making and practice.

Indicator 1 | Pupils' Learning

The indicator 1 "Pupils' Learning" reveals data on what pupils learn when completing their highest compulsory education school level. At the sub-indicator 1.1. "Learning Achievement in Physical Education", the areas of learning analysed by the consortium were the "physical activities", the "health-related fitness" and the "psychological dispositions". The EuPEO Learning Assessment System (teacher and pupil versions - EuLAS) and the EuPEO Pupils´ Questionnaire (EPQ) provided the data to characterize the sub-indicator "Learning Achievement in Physical Education". For more information on the data collection process, please consult the EuPEO Tookit for Internal Monitoring.

Table 8 report the findings on pupils' learning achievements in Physical Education.

The curriculum area of **physical activities** is a core one across Europe. After an initial analysis, it was found that among European countries, the three activities most taught at school and perceived to be taught by the pupils, and these are: Collective Games (e.g., Basketball, Football, etc); Gymnastics (e.g., Acrobatics, Apparatus); and Athletics (e.g., Jumps, Runs) (EuPEO IO2, 2019). Nevertheless, in the future, EuPEO should consider a broader set of physical activities in EuLAS-T to reflect the required Physical Education curriculum offer towards a more eclectic Physical Education experience. The learning assessment rubric in the EuLAS-T is criterion-based and respects the autonomy of the European teachers within the national curriculum scope to decide on the assessment and is marked in terms of how many descriptors are evident in the pupil performance. The highest the mode of learning descriptors, the better is the learning demonstrated by the pupils according to the teacher assessment based on the EuLAS-T marking rubric.

As for **health-related fitness**, a similar logic was adopted for the assessment of physical fitness, e.g. based on the national assessment guidelines and adopting a criterion-referenced format based on the healthy zone, where and when possible according to the national contexts. After an initial analysis, it was found that, among European countries, Aerobic Endurance and Muscular Power are most taught at school and perceived to be taught by the pupils. These activities are assessed with multiple tests in the national and European contexts. The option taken for this part of the protocol was to focus on the most common and applicable tests, which also have produced the more robust empirical evidence of protective impact on health (Aerobic Endurance and Muscular Power). While the intention for reporting purposes was to refer to three of levels of achievement in this area (1 - risk zone, 2 - healthy zone, 3 - athletic zone), not all countries have adopted

national standards and reference tables for all tests. As such, it was possible to report Aerobic Endurance in relation to these criteria, but the Muscular Power is only reported in relation to the measure of the long jump to allow comparability given the absence of conversion tables for several countries.

The data on the **psychological dispositions** to engage in physical activities provided by the pupils them-selves offers a report on the pupil's perceived physical competence. The psychological dispositions were assessed using the Physical Self-Concept Questionnaire developed and validated by Lohbeck, Tietjens, and Bund (2016, 2017), as a 5-point, 22-item tool to measure the pupil's self-concept of physical competence from an overall score and framed in multiple dimensions, namely: 1) Strength; 2) Endurance; 3) Speed; 4) Flexibility; 5) Coordination; 6) Physical Appearance; and 7) Global Sport Competence. The overall physical competence score is presented in this report. The highest the mean score, the better psychological dispositions are presented by the pupils.

Table 8 *- EuPEO Pilot Results: Pupils' learning achievements in Physical Education*

EuPEO Indicator 1: What do pupils learn when completing their Highest Compulsory Educational Level?																											
EuPEO Sub-Indicator 1.1: Learning Achievement in Physical Education																											
Core EuPEO Tool: EuPEO Learning Assessment System (EuLAS-T for PA and HRF, EuLAS-P for PSP)																											
EuPEO Countries	High Compulsory Educational Level	Curriculum Strand:	Physical Activities												Health-Related Fitness								Psychological Dispositions			
		Learning Scale:	[0 Learning Descriptors; 3 Learning Descriptors]												[1 or 2 - Below Healthy Fitness Zone; 3- Healthy Fitness Zone]								[1 Low PSP; 5 High PSP]			
		Curriculum Content:	Games				Gymnastics				Athletics				Aerobic Endurance				Muscular Power (cm)				Physical Self-Perception			
		Pupil Cohort's n (EuLAS-T)	N	Min	Max	Mode	N	Min	Max	Mode	N	Min	Max	Mode	N	Min	Max	Mode	N	Min	Max	Mode	N	Min	Max	Mean
EuPEO Partnership		Total=785	678	0	3	3	628	0	3	1	677	0	3	2	427	1	3	3	607	100	320	180	1047	1,0	4,0	2,9
		Girls ♀=406	343	0	3	2	326	0	3	2	350	0	3	2	220	1	3	3	328	100	290	180	512	1,0	4,0	2,7
		Boys ♂=379	335	0	3	3	302	0	3	1	327	0	3	3	207	1	3	3	279	100	320	280	536	1,0	4,0	3,1
Czech Republic	Year Group = 9th grade	Total=155	150	0	3	2	150	0	3	2	150	0	3	2	80	1	3	3	150	42	261	180	156	1,2	4,0	2,7
	14 years old	Girls ♀=91	86	0	3	2	86	0	3	2	86	0	3	2	43	1	3	3	86	110	226	180	90	1,2	3,8	2,6
		Boys ♂=64	64	1	3	2	64	0	3	1	64	1	3	2	37	1	3	3	64	155	261	205	66	1,5	4,0	2,9
France	Year Group = 9th grade	Total=112	91	1	3	3	43	1	3	3	111	1	3	2	41	1	3	3	104	100	320	280	233	1,1	4,0	2,6
	14 years old	Girls ♀56	46	1	3	1	26	1	3	3	56	1	3	2	20	1	3	3	52	100	290	200	110	1,1	4,0	2,2
		Boys ♂=56	45	1	3	3	17	1	3	3	55	1	3	2	21	1	3	3	52	125	320	280	123	1,5	4,0	2,8
Germany	Year Group = 9th or 10th	Total= 183	163	0	3	2	167	0	3	2	165	0	3	2	121	1	3	3	158	100	290	190	184	2,5	3,5	2,9
	15 years old	Girls ♀= 109	93	0	3	2	97	0	3	2	96	0	3	2	71	1	3	3	90	120	250	178	110	2,4	3,4	2,8
		Boys ♂= 74	70	0	3	3	70	0	3	2	69	1	3	3	50	1	3	3	68	100	270	180	74	2,4	3,6	3,1
Ireland	Year Group = 10th grade	Total= 0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63	1,7	4,0	2,7
	15 years old	Girls ♀= 0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	2,1	4,0	2,1
		Boys ♂= 0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	1,7	4,0	2,7
Portugal	Year Group = 12th grade	Total= 183	161	1	3	3	155	0	3	3	138	0	3	3	146	1	3	3	99	100	252	130	232	1,0	4,0	2,9
	18 years old	Girls ♀= 74	67	1	3	3	66	0	3	3	61	0	3	3	69	1	3	3	56	100	228	130	104	1,0	4,0	2,6
		Boys ♂= 109	94	1	3	3	89	0	3	3	77	0	3	1	77	1	3	3	43	130	252	215	128	2,0	4,0	3,1
Slovenia	Year Group = 9th grade	Total=71	71	1	3	3	71	0	3	1	71	1	3	1	-	-	-	-	71	128	246	168	73	1,3	4,0	2,6
	14 years old	Girls ♀=38	38	1	3	2	38	0	3	3	38	1	3	1	-	-	-	-	38	128	207	150	38	1,3	3,8	2,5
		Boys ♂=33	33	1	3	3	33	1	3	1	33	1	3	3	-	-	-	-	33	151	246	168	35	2,2	4,0	4,0
Switzerland	Year Group = 11th grade	Total=86	42	0	3	2	42	1	3	2	42	0	3	2	47	1	3	3	25	145	250	190	107	1,4	4,0	2,6
	15 years old	Girls ♀=36	13	0	3	2	13	1	2	2	13	0	3	2	23	1	3	3	6	145	190	160	51	1,4	4,0	2,6
		Boys ♂=50	29	1	3	2	29	1	3	2	29	1	3	2	24	2	3	3	19	173	250	205	56	1,4	4,0	2,6

On the learning results, at an EuPEO partnership level, the scores are highest in Games and lowest in Gymnastics. When stratified by sex, it is noticeable a good performance of boys in Collective Games and their low performance in Gymnastics, as girls perform at an ain all three Physical Activity types. At the country level, the pupils' performances in collective games are higher in Portugal, France, and Slovenia. Performances in Gymnastics are higher in France and Portugal, while performances in Athletics are high only in Portugal. Within the Slovenian sample, pupils had low performances in Athletics, particularly girls. Czech Republic, German and Switzerland samples of pupils performed on average in Collective Games, Gymnastics and Athletics. Particularly in Germany, boys performed better in Collective Games and Athletics than girls. The participants from France also performed at an average level in Athletics but presented a good performance in Gymnastics and Collective Games, with exception of the girls who seemed to show lower levels in the Collective Games.

As for the health-related fitness, from an EuPEO partnership level, it is not possible to draw conclusions due to a different set of references for health-related fitness in Europe. At a country level, for the muscular power measurements, differences between boys and girls were higher in Portugal and France but were almost absent in Germany.

Regarding physical self-confidence, boys presented higher scores than girls in all EuPEO countries. The difference between boys and girls is higher in France, Ireland, and Slovenia, in favour of boys, particularly in Slovenia where the mean score for boys was the highest. In Switzerland, no differences can be observed between boys and girls. In general, within the EuPEO partnership sample the scores obtained reveal a medium-high level of Physical Self-Confidence (2.9).

Due to constraints related with the beginning of the COVID-19 pandemic, it was not possible to collect data from the EuLAS-T in Ireland.

As for the sub-indicator 1.2. "Learning Outcomes in Physical Education", the data reflects the value assigned by pupils to each learning domain, provided by the EuPEO Pupils´ Questionnaire (EPQ). The different PE learning outcomes consider in the questionnaire were related with the Social (e.g., teamwork, positive relationships, respect), Psychological (e.g., valuing physical activity, self-esteem, body image), Behavioural (e.g., attendance, punctuality, attire, effort), Motor (e.g., skills, sports techniques), Health-Related Fitness (e.g., strength, stamina, flexibility, body composition), and Cognitive (e.g., understanding, memory) dimensions of learning. Table 9 reports the findings on the value assigned by the pupils to each domain of the Physical Education learning outcomes.

***Table 9** - EuPEO pilot results: value attributed by the pupils to each Physical Education learning outcome.*

EuPEO Indicator 1: What learning do pupils get when completing their Highest Compulsory Educational Level? *EuPEO Sub-Indicator 1.2: Learning Outcomes in Physical Education* *Core EuPEO Tool: EuPEO School Questionnaire (ESQ), EuPEO Pupil Questionnaire (EPQ)*																							
EuPEO Countries	**School-Designed Learning Outcomes**	**Pupil Cohort's n**	**Pupils' Valued Learning Outcomes**																				
			Social			**Psychological**			**Behavioural**			**Motor**			**Health-Related**			**Cognitive**					
			Min	**Max**	**Mean**	**Min**	**Max**	**Mean**	**Min**	**Max**	**Mean**	**Min**	**Max**	**Mean**	**Min**	**Max**	**Mean**	**Min**	**Max**	**Mean**			
EuPEO Partnership	(32 ESQ) Yes = 24 No = 8	Total= 1051	1	5	4,3	1	5	3,9	1	5	4,2	1	5	4,0	1	5	4,1	1	5	3,6			
		Girls ♀= 513	1	5	4,4	1	5	3,9	1	5	4,2	1	5	3,9	1	5	4,1	1	5	3,6			
		Boys ♂= 538	1	5	4,2	1	5	3,9	1	5	4,2	1	5	4,1	1	5	4,2	1	5	3,6			
Czech Republic	(6 ESQ) Yes = 6 No = 0	Total=162	1	5	4,4	1	5	3,9	1	5	4,3	1	5	4,1	1	5	4,0	1	5	3,6			
		Girls ♀=90	1	5	4,5	1	5	4,1	1	5	4,3	2	5	4,1	1	5	4,1	1	5	3,5			
		Boys ♂=66	1	5	4,2	1	5	3,7	1	5	4,3	1	5	4,1	1	5	4,0	1	5	3,7			
France	(7 ESQ) Yes = 6 No = 1	Total= 234	1	5	4,2	1	5	3,8	1	5	4,2	1	5	3,9	1	5	4,1	1	5	3,8			
		Girls ♀= 111	1	5	4,1	1	5	3,8	1	5	4,3	1	5	3,7	1	5	4,0	1	5	3,7			
		Boys ♂= 123	1	5	4,2	1	5	3,8	1	5	4,1	1	5	4,1	1	5	4,1	1	5	3,8			
Germany	(4 ESQ) Yes = 2 No = 2	Total= 186	1	5	4,3	1	5	3,5	1	5	4,1	1	5	3,7	1	5	3,9	1	5	3,1			
		Girls ♀= 110	1	5	4,3	1	5	3,4	1	5	4,1	1	5	3,6	1	5	3,8	1	5	3,1			
		Boys ♂= 74	1	5	4,2	1	5	3,7	2	5	4,1	2	5	3,8	1	5	4,0	1	5	3,2			
Ireland	(3 ESQ) Yes = 2 No = 1	Total= 63	3	5	4,6	1	5	4,3	1	5	4,3	3	5	4,2	3	5	4,6	1	5	4,0			
		Girls ♀= 9	4	5	4,9	2	5	4,4	3	5	4,4	3	5	4,1	3	5	4,4	4	5	4,2			
		Boys ♂= 54	3	5	4,6	1	5	4,3	1	5	4,2	3	5	4,2	3	5	4,6	1	5	3,9			
Portugal	(7 ESQ) Yes = 5 No = 2	Total= 233	1	5	4,4	1	5	4,1	1	5	4,3	1	5	4,3	1	5	4,4	1	5	3,9			
		Girls ♀= 104	1	5	4,4	1	5	4,2	3	5	4,3	1	5	4,1	1	5	4,4	1	5	4,1			
		Boys ♂= 129	1	5	4,3	1	5	4,1	1	5	4,3	2	5	4,4	2	5	4,5	1	5	3,8			
Slovenia	(3 ESQ) Yes = 1 No = 2	Total= 71	1	5	4,0	1	5	3,9	1	5	4,0	3	5	4,2	2	5	4,2	1	5	3,6			
		Girls ♀= 38	2	5	4,2	1	5	4,1	3	5	4,0	3	5	4,0	2	5	4,1	1	5	3,7			
		Boys ♂= 33	1	5	3,7	1	5	3,7	1	5	4,1	3	5	4,4	3	5	4,3	1	5	3,6			
Switzerland	(2 ESQ) Yes = 2 No = 0	Total= 108	1	5	4,3	1	5	3,7	1	5	3,9	1	5	3,6	1	5	4,1	1	5	3,1			
		Girls ♀= 51	1	5	4,4	1	5	3,7	1	5	3,9	1	5	3,4	1	5	4,1	1	5	3,0			
		Boys ♂= 57	1	5	4,2	1	5	3,7	1	5	4,0	1	5	3,7	2	5	4,1	1	5	3,3			

At an EuPEO partnership level, the social dimension was rated highest, followed by the behavioural and the health-related learning outcomes. Somewhat surprisingly, the motor learning outcomes are not ranked among the highest, but boys rate this higher than girls. The analysis by country shows that the social learning outcomes are rated the highest in Czech Republic, Germany, Ireland, Portugal, and Switzerland. In Portugal and Ireland, the health-related learning outcomes share the highest rating with the social outcomes. In Czech Republic, France and Germany the behavioural learning outcomes are the second most valued. In Slovenia, the health-related outcomes are the most valued. Slovenia, in parallel with Portugal, is also one of the countries where the sample of pupils show a higher value for motor learning outcomes. Cognitive learning outcomes are rated lowest in the EuPEO partnership and for each country.

Indicator 2 | Amount and Nature of school-based PA

In indicator 2 "Amount and Nature of School-based Physical Activity" data, the EuPEO partnership explored the potential to map the amount and nature of the opportunities for school-based Physical Activity, reflecting on the Physical Education (2.1. sub-indicator), School Sport (2.2. sub-indicator) and other forms of Physical Activity (2.3. sub-indicator) offered to pupils by the country and school level.

Table 10 reports data on the weekly sessions and minutes offered in Physical Education, considering the national recommendations (according to the PE national representative) and the allocated time provided by the school (according to each head of PE). At the national level, it needs to be highlighted that Germany required the participation of 12 different PE and SS representatives from 5 national regions, as reported at the methodology. The information about the allocated PE time was not requested to pupils on the EPQ.

The pilot revealed that, between countries, the compulsory provision of Physical Education in the Lower Secondary Education was where PE is compulsory in a higher number of countries/administrative regions (except in France). This is followed by the Upper Secondary Level where Physical Education becomes non-compulsory in Slovenia and Switzerland, but compulsory in France. As for Primary Education, Czech Republic, Germany, Portugal, Slovenia, and Switzerland reported the compulsory offer of Physical Education. In Early Childhood Education, provision of Physical Education in is compulsory in Czech Republic, Portugal, Slovenia, and Switzerland.

Table 10 - *EuPEO pilot results: PE lessons regulated and allocated time and frequency.*

EuPEO Indicator 2: What is the amount and nature of opportunities for school-based Physical Activity?

EuPEO Sub-Indicator 2.1: Physical Education

Core EuPEO Tools: EuPEO Country Questionnaire (ECQ), EuPEO School Questionnaire (ESQ), EuPEO Pupil Questionnaire (EPQ)

	Amount and Nature of PE at Highest Compulsory Educational Level			Time (Weekly Minutes)			Frequency (Weekly Sessions)		
EuPEO Countries	Compulsory Provision (EY, PE, LS, US)	System Level	Pupil Cohorts' n	*Min*	*Max*	*Median*	*Min*	*Max*	*Median*
EuPEO Partnership	**EY=** 6 **PE=** 9 **LS= 29** **US=**18	Curriculum Regulated 20 ECQ		**45**	**157**	**90**	**1**	**3**	**2**
		School Provided 33 ESQ		**80**	**180**	**135**	**1**	**3**	**2**
			Total= 1051	NR	NR	NR	NR	NR	NR
		Pupil Availed 1051 EPQ	Girls ♀=513	NR	NR	NR	NR	NR	NR
			Boys ♂= 538	NR	NR	NR	NR	NR	NR
Czech Republic	**EY=** yes **PE=** yes **LS=** yes **US=** yes	Curriculum Regulated 1 ECQ		**45**	**90**	**67,5**	**2**	**2**	**2**
		School Provided 6 ESQ		**90**	**90**	**90**	**2**	**2**	**2**
			Total= 162	NR	NR	NR	NR	NR	NR
		Pupil Availed 162 EPQ	Girls ♀= 90	NR	NR	NR	NR	NR	NR
			Boys ♂= 66	NR	NR	NR	NR	NR	NR
France	**EY=** no **PE=** no **LS=** no **US=** yes	Curriculum Regulated 1 ECQ		**120**	**120**	**120**	**1**	**1**	**1**
		School Provided 7 ESQ		**120**	**120**	**120**	**1**	**1**	**1**
			Total= 234	NR	NR	NR	NR	NR	NR
		Pupil Availed 234 EPQ	Girls ♀= 111	NR	NR	NR	NR	NR	NR
			Boys ♂= 123	NR	NR	NR	NR	NR	NR
Germany	**EY=** no **PE=** yes **LS=** yes **US=** yes	Curriculum Regulated 14 ECQ		**90**	**135**	**112,5**	**2**	**3**	**2,5**
		School Provided 4 ESQ		**90**	**135**	**135**	**2**	**3**	**3**
			Total= 184	NR	NR	NR	NR	NR	NR
		Pupil Availed 186 EPQ	Girls ♀= 110	NR	NR	NR	NR	NR	NR
			Boys ♂= 74	NR	NR	NR	NR	NR	NR
Ireland	**EY=** no **PE=** no **LS=** yes **US=** yes	Curriculum Regulated 1 ECQ		NA	NA	NA	NA	NA	NA
		School Provided 3 ESQ		**80**	**80**	**80**	**1**	**2**	**1**
			Total= 63	NR	NR	NR	NR	NR	NR
		Pupil Availed 63 EPQ	Girls ♀= 9	NR	NR	NR	NR	NR	NR
			Boys ♂= 54	NR	NR	NR	NR	NR	NR
Portugal	**EY=** no **PE=** yes **LS=** yes **US=** yes	Curriculum Regulated 1 ECQ		**150**	**150**	**150**	**3**	**3**	**3**
		School Provided 6 ESQ		**150**	**180**	**180**	**1**	**3**	**2**
			Total= 233	NR	NR	NR	NR	NR	NR
		Pupil Availed 239 EPQ	Girls ♀= 104	NR	NR	NR	NR	NR	NR
			Boys ♂= 129	NR	NR	NR	NR	NR	NR
Slovenia	**EY=** yes **PE=** yes **LS=** yes **US=** no	Curriculum Regulated 1 ECQ		-	-	-	**3**	**3**	**3**
		School Provided 3 ESQ		**90**	**90**	**90**	**2**	**2**	**2**
			Total= 73	NR	NR	NR	NR	NR	NR
		Pupil Availed 73 EPQ	Girls ♀= 38	NR	NR	NR	NR	NR	NR
			Boys ♂= 35	NR	NR	NR	NR	NR	NR
Switzerland	**EY=** yes **PE=** yes **LS=** yes **US=** no	Curriculum Regulated 1 ECQ		**157**	**157**	**157**	**3**	**3**	**3**
		School Provided 2 ESQ		**90**	**90**	**90**	**1**	**3**	**2**
			Total= 108	NR	NR	NR	NR	NR	NR
		Pupil Availed 108 EPQ	Girls ♀= 51	NR	NR	NR	NR	NR	NR
			Boys ♂= 57	NR	NR	NR	NR	NR	NR

The reported curriculum regulated time per week (minutes) varies between 45 (Czech Republic) and 157 (Switzerland) and the median time of at least 120 minutes per week is reached by France, Portugal, and Switzerland. As for the reported school allocated time per week (minutes), it varies between 90 (Czech Republic) and 180 (Portugal) and the median time of at least 120 minutes per week is reached by France, Germany, Portugal, and Slovenia. The allocated time per week for PE by participating schools from Czech Republic, Germany and Portugal is higher than the PE time allocation regulated in the national curriculum (table 10).

The reported curriculum regulated Physical Education lessons´ frequency per week varies between 1 (France) and 3 (Germany, Portugal, Slovenia, and Switzerland). A median frequency of at least 2 lessons per week is reached by Czech Republic, Germany, Portugal, Slovenia, and Switzerland. The reported school allocated frequency per week varies between 1 (France, Ireland, and Portugal) and 3 (Germany, Portugal, and Slovenia). A median frequency of at least 2 lessons per week is reached by Czech Republic, Germany, Portugal, Slovenia, and Switzerland. The median of PE lessons per week reported by participating schools from Switzerland, Slovenia and Portugal is lower than PE lessons frequency regulated/recommended in the national curriculum (table 10).

The nature of the Physical Education offer within the participant schools was assessed through the EuPEO School Questionnaire (ESQ) and the EuPEO Pupil Questionnaire (EPQ). At national level, the EuPEO Country Questionnaire (ECQ), belonging to the Manuel for External Assessment (MEA), also allows to collect information on the contents of the Physical Education curriculum that are mandatory, optional, or absent in schools. Table 11 reports data on the nature of Physical Education content provision at the school level, with a focus on the meso (school) and microsystem (pupil-teacher) level of the education system. Data on the nature of national curricula content can be found in the EuPEO European Report (IO2).

Most commonly provided contents by schools are Athletics (all participating schools in Czech Republic, France, Germany and Switzerland), Fitness (Germany), FMS (Czech Republic, Germany, Slovenia), Gymnastics (Czech Republic, Portugal), Health-related Fitness (Portugal), Team Games (Germany, Portugal) and Pre-sport games (Germany). All schools in SWI indicate to provide all contents except Cycling.

Least commonly provided contents by schools are Cycling (<1/3 of participating schools in Czech Republic, France, Germany, Portugal, Slovenia, Switzerland), Combat (France, Germany, Portugal, Switzerland), Dance (Czech Republic), Outdoor and Adventure (Czech Republic, Germany), Racket Sport (Germany), Skating Sports (Germany), Swimming (Czech Republic, Portugal), Winter Sports (France, Portugal).

Most and least commonly reported contents by pupils are mostly the same as indicated to be provided by schools, but the prevalence is generally lower than indicated by schools.

As part of the Physical Education curricular offer, the EuPEO partnership also searched for the school organisation and participation in field trips concerned the Physical Education curriculum aims. About the organisation of field trips, 80% of the EuPEO participating schools report to propose field trips to their pupils on a regular or occasional basis, however only approximately half of the participating pupils (boys and girls) indicate to participate in field trips on a regular or occasional basis.

The percentage of participating schools indicating to propose field trips on a regular basis varies between 50.0% (Czech Republic) and 100% (France and Switzerland). The percentage of participating pupils indicating to participate in field trips on a regular or occasional basis varies between 28.6% (Ireland) and 97.7% (Slovenia). Large discrepancies between the reported offer of field trips on a regular or occasional basis by schools and the participation in field trips by pupils appear in France, Germany, Portugal, and Slovenia (>25.0%). Only in Slovenia the reported participation by pupils is higher than the reported offer by schools.

Table 11 *– EuPEO pilot results: PE Content and field trips*

EuPEO Indicator 2: What is the amount and nature of opportunities for school-based Physical Activity?

EuPEO Sub-Indicator 2.1: Physical Education

Core EuPEO Tools: EuPEO Country Questionnaire (ECQ), EuPEO School Questionnaire (ESQ), EuPEO Pupil Questionnaire (EPQ)

Amount and Nature of PE at Highest Compulsory Educational Level				Contents							Field Trips in PE	
				Most Common			Least Common			Absent		
EuPEO Countries	Compulsory Provision (EY, PE, LS, US)	System Level	Pupil Cohorts' n	*1st*	*2nd*	*3rd*	*1st*	*2nd*	*3rd*		Never (%)	Occ + Reg (%)
EuPEO Partnership	**EY=** 6 **PE=** 9 **LS= 29** **US=**18	Curriculum Regulated 20 ECQ School Provided 33 ESQ Pupil Availed 1051 EPQ		-	-	-	-	-	-	-	20,0%	80,0%
			Total= 1051	Team Games (84,4%)	Athletics (78,5%)	FMS (74,6%)	Cycling (8,1%)	Combat (9,8%)	Skating (9,8%)	-	49,4%	50,6%
			Girls ♀=513	Team Games (85%)	Athletics (79,1%)	FMS (78,4%)	Cycling (7,8%)	Combat (9,7%)	Skating 10,7%)	-	47,9%	52,0%
			Boys ♂= 538	Team Games (84,6%)	Athletics (77,9%)	FMS (71,0%)	Cycling (8,4%)	Skating (8,9%)	Combat (9,9%)	-	50,7%	49,2%
Czech Republic	**EY=** yes **PE=** yes **LS=** yes **US=** yes	Curriculum Regulated 1 ECQ School Provided 6 ESQ Pupil Availed 162 EPQ		Gymnastics (100%)	Athletics (100%)	FMS (100%)	Cycling (17%)	Outdoor (17%)	Swimming (17%)	-	50,0%	50,0%
			Total= 162	FMS (94%)	Team Games (90%)	Athletics (88%)	Skating (2.5%)	Cycling (4.3%)	Combat (4.9%)	-	54,3%	45,7%
			Girls ♀= 90	FMS (92%)	Athletics (89%)	Team Games (88%)	Cycling (1.1%)	Skating (2.2%)	Combat (4.4%)	-	46,7%	53,3%
			Boys ♂= 66	FMS (97%)	Athletics (88%)	Team Games (92%)	Skating (3%)	Combat (6.1%)	Winter sports (9.1%)	-	65,2%	34,8%
France	**EY=** no **PE=** no **LS=** no **US=** yes	Curriculum Regulated 1 ECQ School Provided 7 ESQ Pupil Availed 234 EPQ		Athletics (100%)	Team Games (85,7%)	Racket Sports (85,7%)	Cycling (14,3%)	Combat (28,6%)	Winter Sports (28,6%)	-	0,0%	100,0%
			Total= 234	Athletics (64,5%)	Team Games (60,7%)	FMS (54,7%)	Skating (0,4%)	Winter Sports (1,7%)	Cycling/Dance (4,3%)	-	45,3%	54,7%
			Girls ♀= 111	Athletics (66,7%)	Team Games (61,3%)	FMS (57,7%)	Winter Sports (2,7%)	Cycling (5,4%)	Dance (8,1%)	-	47,7%	52,3%
			Boys ♂= 123	Athletics (62,6%)	Team Games (60,2%)	FMS (52,0%)	Winter Sports (0,8%)	Skating (0,8%)	Dance (0,8%)	-	43,1%	57,0%
Germany	**EY=** no **PE=** yes **LS=** yes **US=** yes	Curriculum Regulated 14 ECQ School Provided 4 ESQ Pupil Availed 186 EPQ		Team Games (100%)	FMS (100%),	Athletics (100%)*	Racket Sport (25%)	Swimming (50%)	Dance (75%)	cycling, outdoor and adventure.	25,0%	75,0%
			Total= 184	Pre-sport games (95,2%)	FMS (93%)	Team Games (89,2%)	Skating (0,5%)	Outdoor (1,6%)	Cycling (2,2%)	Winter Sports	65,6%	31,2%
			Girls ♀= 110	Pre-sport games (96,4%)	FMS (93,6%)	Team Games (90,9%)	Skating (0,9%)	Winter Sports (0,9%)	Cycling (1,8%)	Outdoor	70,9%	27,3%
			Boys ♂= 74	Pre-sport games (93,2%)	FMS (91,9%)	Team Games (86,5%)	Cycling (2,7%)	Outdoor (4,1%)	Winter Sports (9,5%)	Skating	59,5%	35,2%
Ireland	**EY=** no **PE=** no **LS=** yes **US=** yes	Curriculum Regulated 1 ECQ School Provided 3 ESQ Pupil Availed 63 EPQ		NA	NA	NA	NA	NA	NA	NA	NA	NA
			Total= 63	Fitness (90,5%)	Team Games (88,9%)	Athletics (81%)	Cycling (1,6%)	Combat (1,6%)	Skating Sports (1,6 %)	-	71,4%	28,6%
			Girls ♀= 9	Team Games (88,9%)	Fitness (88,9%)	Racket Sports (88,9%)	Gymnastics (33,3%)	Swimming (33,3%)	Traditional Games (44,4%)	Winter Sports, Cycling & Dance	55,6%	44,4%
			Boys ♂= 54	Fitness (90,7%)	Team Games (88,9%)	Racket Sports (79,6%)	Skating Sports (1,9%)	Cycling (1,9%)	Combat (1,9%)	-	74,1%	26,0%
Portugal	**EY=** no **PE=** yes **LS=** yes **US=** yes	Curriculum Regulated 1 ECQ School Provided 6 ESQ Pupil Availed 239 EPQ		Team Games (100%)	Gymnastics (100%)	HRF (100%)	Combat (16,7%)	Skating Sports (50%)	Outdoor & adventure (66,7%)	Winter sports, Cycling, Swimming, Traditional games	16,7%	73,3%
			Total= 233	Team Games (92,9%)	HRF (89,5%)	Gymnastics (88,3%)	Cycling (1,3%)	Winter Sports (1,3%)	Tradicional Games (2,1%)	Winter sports	62,8%	36,1%
			Girls ♀= 104	HRF (94,2%)	Team Games (93,3%)	Gymnastics (92,3%)	Cycling (1%)	Tradicional Games (2,9%)	Swimming (13,5%)	Winter sports	61,5%	38,5%
			Boys ♂= 129	Team Games (92,2%)	HRF (85,3%)	Gymnastics (84,5%)	Cycling (1,6%)	Tradicional Games (1,6%)	Winter Sports (1,6%)	Winter sports	63,6%	36,5%
Slovenia	**EY=** yes **PE=** yes **LS=** yes **US=** no	Curriculum Regulated 1 ECQ School Provided 3 ESQ Pupil Availed 73 EPQ		FMS (100%)	Athletics (66,7%)	Team Games (66,7%)	Winter sports (33,3%)	Racket Sports (33,3%)	Swimming (33,3%)	Cycling, Combat	33,0%	66,7%
			Total= 73	Athletics (98,6%)	Team Games (98,6%)	FMS (89%)	Combat (17,8%)	Gaining positive attitudes (37,0)	Fitness (46,6%)	-	1,4%	98,7%
			Girls ♀= 38	Athletics (97,4%)	Team Games (97,4%)	Gymnastics (92,1%)	Combat (15%)	Gaining positive attitudes (36,8)	Fitness (50%)	-	2,6%	97,3%
			Boys ♂= 35	Athletics (100%)	Team Games (100%)	FMS (91,4%)	Combat (20%)	Gaining positive attitudes (37,1)	Fitness (42,9%)	-	0,0%	100,0%
Switzerland	**EY=** yes **PE=** yes **LS=** yes **US=** no	Curriculum Regulated 1 ECQ School Provided 2 ESQ Pupil Availed 108 EPQ		FMS (100%)	Pre-sport games (100%)	Fitness (100%)	NA	NA	NA	Cycling	0,0%	100,0%
			Total= 108	Athletics (94,4%)	Team Games (93,5%)	Pre-sport games (83,3%)	Combat (8,3%)	Cycling (9,3%)	Outdoor and Adventure (13%	-	10,2%	89,8%
			Girls ♀= 51	Athletics (92,2%)	Team Games (92,2%)	Fitness (90,2%)	Combat (7,8%)	Outdoor and Adventure (7,8%)	Cycling (8,8%)	-	3,9%	96,1%
			Boys ♂= 57	Athletics (96,5%)	Team Games (94,7%)	Racket Sports (89,5%)	Combat (8,8%)	Cycling (9,8%)	Skating Sports (14%)	-	15,8%	84,2%

Sub-indicator 2.2. refers to the amount and nature of school sport in each participant school.

The EuPEO partnership recognises that school sport programmes display a complex setting across Europe but also in some national countries (cf. EuPEO Glossary). In this case, and in countries like Germany, Ireland and others, the term and items of school sport have a double-bind position: as a regular part of the PE curriculum and as an extra-curricular or co-curricular course of physical activities at school or in collaboration with stakeholders in a community sport network outside school.

Table 12 reports data on the School Sport organisation, pupil's participation ratios, school offer, offer and participation in competition, and the most and least common sports offered by the participant schools. Allocated School Sport time was not required at the country level and the frequency of the offer was also not required to the participant schools. The most and least common sports offered by the participant schools were only required to answer by the Heads of PE.

There is a specific programme for School Sport in France, Germany, and Portugal. School Sport is also state-funded, administered by a national governing body (e.g., Ministry of Education, Ministry of Sport), and has compulsory provision at school level in Czech Republic, France, Portugal, and Slovenia. School Sport is not compulsorily provided by the school in Germany and Switzerland. Ireland is the only country referring that School Sport is not state-funded. In Germany and Switzerland School Sport isn´t governed by a national body due to the regional/cantonal administrative autonomy within these countries.

On the School Sports pupil participation, 30.3% (1044) of EuPEO pupils sample referred to participate in School Sport. When the data was stratified by gender, it was possible to observe that of 23.6% of the girls and 36.6% of the boys refer to participate in School Sports. Czech Republic, France, and Portugal, despite having highly formalised School Sport systems including a compulsory provision, presented lower participation rates than the EuPEO partnership. Portugal is the country with the lowest participation rate, globally and by gender.

The median offered time of School Sport training within the EuPEO partnership was 120-300 minutes per week and pupils reported to practice a school sport 120 minutes per week (median time). The median time offered by participant schools is higher in France (360-600) and Portugal (≥1200). The median pupil participation frequency of at least 2 units per week is reached by France, Ireland, Portugal (all pupils) and in Slovenia (only boys). Analysing the pupil participation ratio and the school time offer of School Sports we have notice that Portugal, despite the highest time offer within the EuPEO participant countries, is also the country where pupils have the lowest participation ration in School Sport.

Table 12 - EuPEO pilot results: school sport organization, allocated time, pupil involvement in competition and most common contents.

EuPEO Indicator 2: What is the amount and nature of opportunities for school-based Physical Activity?

EuPEO Sub-Indicator 2.2: School Sports

Core EuPEO Tools: EuPEO Country Questionnaire (ECQ), EuPEO School Questionnaire (ESQ), EuPEO Pupil Questionnaire (EPQ)

Amount and Nature of SS at Highest Compulsory Educational Level									Time (Weekly minutes)			Frequency (Weekly Sessions)			Involved in Competition			Contents					
				School Sport Organization														Most Common			Least Common		
EuPEO Countries	Compulsory Provision (EY, PE, LS, US)	System Level		Specific Programme	Compulsory provision	State-funded	National governing body	Pupil Participation Ratio	Min	Max	Median	Min	Max	Median	Yes	In School	Inter-School	1st	2nd	3rd	1st	2nd	3rd
EuPEO Partnership		Curriculum Regulated	7 ECQ*	3	4	6	4		NR	NR	NR	NR	NR	NR				NR	NR	NR	NR	NR	NR
	EY= 27,8%	School Provided	32 ESQ						<60	≥1200	120 - 300	NR	NR	NR	32 Schools	32 Schools	32 Schools	Team Games (93,5%)	Racket Sports (51,6%)	FMS (38,7%)	Skating Sports (6,5%)	Cycling (9,7%)	Winter Sports (12,9%)
	PE= 88,9%							Total= 30,3 %	30	500	120	1	10	2		27,8%	18,9%	NR	NR	NR	NR	NR	NR
	LS= 94,4%							Girls ♀= 23,6 %	30	500	120	1	10	2		18,7%	11,7%	NR	NR	NR	NR	NR	NR
	US= 61,1%	Pupil Availed	1044 EPQ					Boys ♂= 36,6 %	30	500	120	1	7	2		36,4%	25,8%	NR	NR	NR	NR	NR	NR
Czech Republic		Curriculum Regulated	1 ECQ	No	Yes	Yes	Yes		NR	NR	NR	NR	NR	NR				NR	NR	NR	NR	NR	NR
	EY= yes	School Provided	6 ESQ						<60	≥1200	150-300	NR	NR	NR	6 schools	5 schools	6 schools	Team Games (100%)	Traditional games (66.7%)	Pre-sport games (66.7%)	Cycling (0%)	Skiing (0%)	Swimming (0%)
	PE= yes							Total= 27,6% (n=43)	60	480	110	1	5	2		24,4%	23,7%	NR	NR	NR	NR	NR	NR
	LS= yes							Girls ♀= 22,2 %	60	300	95	1	4	2		16,7%	18,9%	NR	NR	NR	NR	NR	NR
	US=yes	Pupil Availed	162 EPQ					Boys ♂= 34,8 %	60	480	120	1	5	1		34,8%	30,3%	NR	NR	NR	NR	NR	NR
France		Curriculum Regulated	1 ECQ	Yes	Yes	Yes	Yes		NR	NR	NR	NR	NR	NR				NR	NR	NR	NR	NR	NR
	EY= no	School Provided	7 ESQ						120 - 300	900-1200	360-600	NR	NR	NR	7 schools	5 schools	6 schools	Team Games (100%)	Racket Sports (100%)	Combat (100%)	Dance (33,3%)	Atheltics (33,3%)	Pre-sport games (16,7%)
	PE= no							Total= 26,1% (n=61)	60	500	120	1	5	2		18,8%	12,0%	NR	NR	NR	NR	NR	NR
	LS= no							Girls ♀= 19,8%	60	360	120	1	5	2		12,6%	4,5%	NR	NR	NR	NR	NR	NR
	US= yes	Pupil Availed	234 EPQ					Boys ♂= 31,7%	60	500	180	1	5	2		24,4%	18,7%	NR	NR	NR	NR	NR	NR
Germany		Curriculum Regulated	14 ECQ	Yes	No	Yes	No		NR	NR	NR	NR	NR	NR				NR	NR	NR	NR	NR	NR
	EY= no	School Provided	4 ESQ						120-300	120-300	120-300	NR	NR	NR	4 schools	4 schools	4 schools	Team Games (100%)	Atheletics (50,0%)	Gymnastics (50,0%)	Outdoor & adventure (25%)	Combat (25%)	Dance (25%)
	PE= yes							Total= 40,2% (n=74)	45	450	127,5	1	10	1		32,2%	20,7%	NR	NR	NR	NR	NR	NR
	LS= yes							Girls ♀= 33,6%	45	360	140	1	10	1		21,9%	13,6%	NR	NR	NR	NR	NR	NR
	US= yes	Pupil Availed	186 EPQ					Boys ♂= 50%	60	450	127,5	1	5	1		47,2%	31,1%	NR	NR	NR	NR	NR	NR
Ireland		Curriculum Regulated	1 ECQ	No	Yes	No	Yes		NR	NR	NR	NR	NR	NR				NR	NR	NR	NR	NR	NR
	EY= no	School Provided	3 ESQ						<60	≥1200	<60	NR	NR	NR	3 schools	1 school	3 school	Gymanastics (100%)	Outdoor & adventure (33,3%)	Racket sports (33,3%)	Cycling (0%)	Combat (0%)	Dance (0%)
	PE= no							Total= 57,1% (n=36)	52	500	120	1	6	2		44,4%	41,3%	NR	NR	NR	NR	NR	NR
	LS= yes							Girls ♀= 66,7%	60	500	135	1	6	2,5		33,3%	33,3%	NR	NR	NR	NR	NR	NR
	US= yes	Pupil Availed	63 EPQ					Boys ♂= 55,6 %	52	500	120	1	5	2		46,3%	42,6%	NR	NR	NR	NR	NR	NR
Portugal		Curriculum Regulated	1 ECQ	Yes	Yes	Yes	Yes		NR	NR	NR	NR	NR	NR				NR	NR	NR	NR	NR	NR
	EY= no	School Provided	7 ESQ						120 - 300	≥1200	≥1200	NR	NR	NR	7 schools	7 schools	7 schools	Team Games (83,3%)	Racket sports (83,3%)	Outdoor & adventure (66,7%)	Atheletics (16,7%)	Dance (33,3%)	Gymnastics (33,3%)
	PE= no							Total= 17,6% (n=41)	50	350	175	1	5	2		25,3%	11,2%	NR	NR	NR	NR	NR	NR
	LS= yes							Girls ♀= 14,4%	50	350	180	1	5	2		16,3%	8,7%	NR	NR	NR	NR	NR	NR
	US= yes	Pupil Availed	233 EPQ					Boys ♂= 20,2%	50	320	170	1	4	2		32,6%	13,2%	NR	NR	NR	NR	NR	NR
Slovenia		Curriculum Regulated	1 ECQ	No	Yes	Yes	Yes		NR	NR	NR	NR	NR	NR				NR	NR	NR	NR	NR	NR
	EY= no	School Provided	3 ESQ						120-300	660-900	120-300	NR	NR	NR	3 schools	3 schools	3 schools	Team Games (66,7%)	Gymnastics (3,3%)	Cycling (33,3%)	Atheletics (0%)	Combat (0%)	Dance ...(0%)
	PE= yes							Total= 38,4% (n=28)	30	500	135	1	7	3		49,3%	37,0%	NR	NR	NR	NR	NR	NR
	LS= yes							Girls ♀= 15,8%	60	500	75	1	6	1		36,8%	15,8%	NR	NR	NR	NR	NR	NR
	US= no	Pupil Availed	73 EPQ					Boys ♂= 62,9%	30	500	157,5	1	7	3		62,9%	60,0%	NR	NR	NR	NR	NR	NR
Switzerland		Curriculum Regulated	1 ECQ	No	No	Yes	No		NR	NR	NR	NR	NR	NR				NR	NR	NR	NR	NR	NR
	EY= yes	School Provided	2 ESQ						120-300	120-300	120-300	NR	NR	NR	2 schools	2 schools	2 schools	Team Games (100%)	Dance (50%)	Racket Sports... (50%)	Cycling (0%)	Pre-sport games (0%)	Atheletics (0%)
	PE= yes							Total= 32,4% (n=35)	30	360	120	1	4	1		25,9%	15,7%	NR	NR	NR	NR	NR	NR
	LS= yes							Girls ♀= 29,4 %	30	360	150	1	3	1		17,6%	9,8%	NR	NR	NR	NR	NR	NR
	US= no	Pupil Availed	108 EPQ					Boys ♂= 35,1%	45	360	90	1	4	1,5		33,3%	21,1%	NR	NR	NR	NR	NR	NR

School Sport competition was analysed on the involvement in intra-school and inter-school competition (table 12) based on the pupils reported participation in school sports. All the participating schools refer to provide School Sport for intra and inter-school competitions. Some pupils do not participate in competitions despite their participation in school sport while others seem to be participating in both types of competitions. Intra-school competitions seem to garner more participation from pupils.

Team Games [66.7%, 100%] are the most commonly offered contents by schools in all participating countries. Furthermore, Racket Sports (100% in France; 83.3% in Portugal), Traditional Games (66.7% in Czech Republic), Pre-sport Games (66.7% in Czech Republic) and Outdoor and Adventure (66.7% in Portugal) are also popular among participating schools (e.g. they are offered in more than 50% of the participating schools in these countries).

Sub-indicator 2.3. refers to the amount and nature of other forms of Physical Activity in each participant school. Table 13 presents these results on the physically active learning, classroom physical activity breaks, the presence of the structured active recess, frequency of pupil's physical activity behaviours in unstructured recess and the school promotion for active transport/commute.

The promotion and participation in **physically active learning** is reflected from a system to pupil level. At the system level, five out seven participant countries refer to have national/state recommendations supporting its implementation (Czech Republic, France, Germany, Ireland, Switzerland). While almost 63% of the EuPEO schools report to offer physically active learning, ranging between 50% (Germany) and 100% (Czech Republic and Switzerland), less than half of the pupils experience a regular to occasional participation in this type of PA.

The existence of regulation and the pupils´ participation in **classroom active breaks** is analysed from a system to pupil level. The information on classroom active breaks recommendations on a national or regional level is missing in 4 of the EuPEO partnership countries. Germany was the only country reporting the existence of recommendations at this level. Within the EuPEO partnership, over 70% of the pupils report not to participate in classroom active breaks is residual (9.4%; Girls = 76.3%; Boys = 67.5%). Germany presents the schools where more pupils engage with classroom active breaks on a regular to occasional basis (43.3%), and Czech Republic presents the schools where most pupils don't participate in this type of PA (87.7%)

The school offer of **structured school recess** and the pupil´s participation was analysed. Within the EuPEO partnership 37.5% of the participant schools referred to offer structured physical activities at recess time. The global participation rates range from 8.3% in Czech Republic to 80.8% in Slovenia. Only in Germany (59.2%) and Slovenia (80.8%), more than half of the pupils referred to participate in structured recess. In Czech Republic (8.6%), France (13.7%) and Portugal (27.2%) less than one third of pupils mentioned their participation in such activities. About the frequency of spontaneous physically active behaviour during the recess, it is identified the same mode of responses independently of the country and pupil´s gender (1-never).

Approximately one third of the EuPEO schools refer to promote (31.3%) and formally inform parents and pupils (34.4%) about the benefits of **active commute** as a strategy to increase wellbeing and health trough physical activity. France is where the promotion (57.1%) and information (42.9%) on active commute is more expressive; however, only 14.3% of these schools refer to formally organise active commute initiatives.

Table 13 - *EuPEO pilot results:* amount and nature of other forms of school-based physical activity

EuPEO Indicator 2: What is the amount and nature of opportunities for school-based Physical Activity?																				
EuPEO Sub-Indicator 2.3: Other Forms of Physical Activity (OFPA)																				
Core EuPEO Tools: EuPEO Country Questionnaire (ECQ), EuPEO School Questionnaire (ESQ), EuPEO Pupil Questionnaire (EPQ)																				
Amount and Nature of OFPA at Highest Compulsory Educational Level					Classroom Physically-Active Lessons (Frequency)			Classroom Active Breaks (Frequency)			Structured Active Recess			Physical Activity in Unstructured Recess (Frequency)			Active Transport		
EuPEO Countries	Compulsory Provision (EY, PE, LS, US)	System Level		Pupil Cohorts' n	Regular or Yes	Occasional	Never or No	Regular or Yes	Occasional	Never or No	Yes	No	No Recess	Min	Max	Mode	Promoted	Formally Organised	Formally Informed
EuPEO Partnership	EY=NA PE=NA LS= NA US=NA	Curriculum Regulated	18 ECQ		44,4%	NR	55,6%	NA		NA									
		School Provided	33 ESQ		62,6%	NR	37,5%	NR	NR	NR	37,50%	62,50%					31,30%	18,80%	34,40%
		Pupil Availed	1046 EPQ	Total= 1051	7,0%	27,5%	65,5%	9,4%	18,8%	71,8%	32,7%	65,0%	2,3%	1 (never)	5 (always)	1 (never)			
				Girls ♀=513	5,1%	24,4%	70,6%	7,6%	16,0%	76,3%	33,9%	64,5%	1,6%	1 (never)	5 (always)	1 (never)			
				Boys ♂= 538	8,8%	30,5%	60,7%	11,0%	21,5%	67,5%	31,5%	65,5%	3,0%	1 (never)	5 (always)	1 (never)			
Czech Republic	EY=NA PE=NA LS= NA US=NA	Curriculum Regulated	1 ECQ		X	NR				X									
		School Provided	6 ESQ		100,0%	NR	0,0%	NR	NR	NR	16,7%	83,3%					16,7%	0,0%	50,0%
		Pupil Availed	162 EPQ	Total= 162	3,8%	20,5%	75,6%	5,6%	6,8%	87,7%	8,3%	91,1%	0,6%	1 (never)	5 (always)	1 (never)			
				Girls ♀= 90	2,2%	23,3%	74,4%	3,3%	6,7%	90,0%	5,6%	94,4%	0,0%	1 (never)	5 (always)	1 (never)			
				Boys ♂= 66	6,1%	16,7%	77,3%	9,1%	4,5%	86,4%	12,1%	86,4%	1,5%	1 (never)	5 (always)	1 (never)			
France	EY=NA PE=NA LS= NA US=NA	Curriculum Regulated	1 ECQ		X	NR		NA		NA									
		School Provided	7 ESQ		57,1%	NR	42,9%				28,6%	71,4%					57,1%	14,3%	42,9%
		Pupil Availed	234 EPQ	Total= 234	10,3%	41,9%	47,9%	8,1%	24,8%	67,1%	13,7%	84,2%	2,1%	1 (never)	5 (always)	1 (never)			
				Girls ♀= 111	8,1%	44,1%	47,7%	6,3%	24,3%	69,4%	13,5%	84,7%	1,8%	1 (never)	5 (always)	1 (never)			
				Boys ♂= 123	12,2%	39,8%	48,0%	9,8%	25,2%	65,0%	13,8%	83,7%	2,4%	1 (never)	5 (always)	1 (never)			
Germany (n=12)	EY= no PE= no LS= no US= no	Curriculum Regulated	12 ECQ		4	NR	8	X											
		School Provided	4 ESQ		50%	NR	50%	NR	NR	NR	50,0%	50,0%					0%	0%	0%
		Pupil Availed	186 EPQ	Total= 184	1,60%	25,50%	72,80%	18,3%	25,0%	56,7%	59,2%	40,8%	0,0%	1 (never)	5 (always)	1 (never)			
				Girls ♀= 110	0,90%	21,80%	77,30%	18,5%	16,7%	63,8%	60,0%	40,0%	0,0%	1 (never)	5 (always)	1 (never)			
				Boys ♂= 74	2,70%	31,10%	66,20%	18,1%	37,5%	44,4%	58,1%	41,9%	0,0%	1 (never)	5 (always)	1 (never)			
Ireland	EY=NA PE=NA LS= NA US=NA	Curriculum Regulated	1 ECQ		X	NR		NA		NA									
		School Provided	3 ESQ		66,70%	NR	33,30%	NR	NR	NR	66,70%	33,30%					0%	0%	0%
		Pupil Availed	63 EPQ	Total= 63	7,9%	31,7%	60,3%	3,2%	19,0%	77,8%	34,9%	58,7%	6,3%	1 (never)	5 (always)	1 (never)			
				Girls ♀= 9	33,3%	66,7%	0,0%	44,4%	55,6%	0,0%	33,3%	66,7%	0,0%	1 (never)	2 (rarely)	1 (never)			
				Boys ♂= 54	9,3%	31,5%	59,3%	3,7%	14,8%	81,5%	35,2%	57,4%	7,4%	1 (never)	5 (always)	1 (never)			
Portugal	EY= yes PE= no LS= no US= no	Curriculum Regulated	1 ECQ			NR	X			X									
		School Provided	7 ESQ		57,1%	NR	42,9%	NR	NR	NR	28,6%	71,4%					28,6%	28,6%	42,9%
		Pupil Availed	233 EPQ	Total= 233	10,3%	41,9%	47,9%	8,1%	24,8%	67,1%	26,6%	70,8%	2,6%	1 (never)	5 (always)	1 (never)			
				Girls ♀= 104	8,1%	44,1%	47,7%	6,3%	24,3%	69,4%	29,80%	66,30%	3,80%	1 (never)	4 (frequently)	1 (never)			
				Boys ♂= 129	12,2%	39,8%	48,0%	9,8%	25,2%	65,0%	24,00%	74,40%	1,60%	1 (never)	5 (always)	1 (never)			
Slovenia	EY=NA PE= NA LS=NA US= NA	Curriculum Regulated	1 ECQ			NR	X	NA		NA									
		School Provided	3 ESQ		66,6%	NR	33,3%	NR	NR	NR	100%	0%					100%	100%	66,70%
		Pupil Availed	73 EPQ	Total= 73	4,1%	24,7%	71,2%	8,2%	21,9%	69,9%	80,8%	15,1%	4,1%	1 (never)	5 (always)	1 (never)			
				Girls ♀= 38	7,9%	13,2%	78,9%	5,3%	21,1%	73,7%	81,6%	18,4%	0,0%	1 (never)	5 (always)	1 (never)			
				Boys ♂= 35	0,0%	37,1%	62,9%	11,4%	22,9%	65,7%	80,0%	11,4%	8,6%	1 (never)	5 (always)	1 (never)			
Switzerland	EY= NA PE=NA LS= NA US=NA	Curriculum Regulated	1 ECQ		X	NR		NA		NA									
		School Provided	2 ESQ		100%	NR	0%	NR	NR	NR	100%	0%					0%	0%	0%
		Pupil Availed	107 EPQ	Total= 108	9,3%	35,5%	55,1%	14,8%	17,8%	67,3%	43,0%	52,3%	4,7%	1 (never)	5 (always)	1 (never)			
				Girls ♀= 51	9,8%	27,5%	62,7%	9,8%	11,8%	78,4%	45,1%	51,0%	3,9%	1 (never)	5 (always)	1 (never)			
				Boys ♂= 57	8,9%	42,9%	48,2%	19,6%	23,2%	57,1%	41,1%	53,6%	5,4%	1 (never)	5 (always)	1 (never)			

Indicator 3 | Pupils' Experience of school-based PA

The indicator 3 “Pupil´s Experience of School-based Physical Activity” analysis reflected the overall pupil satisfaction with Physical Education, School Sport, and other forms of school-based physical activity (sub-indicator 3.1.), the existence of pedagogical principles within the national PE curriculum and its explicit presence in PE lessons (sub-indicator 3.2.), assessment and grading in Physical Education (sub-indicator 3.3.), adequacy and use of school and outsourced sport facilities (sub-indicator 3.4.), existence of adequate equipment and finances to support learning in Physical Education (sub-indicator 3.5.).

Table 14 reports the data on sub-indicator 3.1. with the pupils’ satisfaction with their school´s Physical Education, school sport, classroom physically active learning, and classroom physically active breaks considering a 5 points Likert scale of satisfaction (1-very low to 5 -Very high). At an EuPEO partnership level, the overall satisfaction of participating pupils with Physical Education (PE), School Sports (SS), Classroom Physical Activity Learning (CPAL) and Classroom Active Breaks (CAB) is moderately high (3.42-3.79), PE and CAB rated highest and SS lowest. Boys are more satisfied than girls with all four forms of school-based physical activity, with the largest, yet small, difference in PE and the lowest in CAB. Boys are most satisfied with PE (3.89) and least satisfied with SS (3.51). Girls are most satisfied with CAB (3.77) and least satisfied with SS (3.32).

In the overall pupil’s satisfaction with school-based physical activity, presenting itself as medium-high, Slovenia (4.21), Ireland (3.90) and Switzerland (3.87) are the countries where pupils were most satisfied with their PE lessons. These countries also ranked highest for pupils’ satisfaction with SS. Contrariwise, Germany (3.14), Czech Republic (3.38), and Portugal (3.23) were the countries where the pupil´s satisfaction with SS was ranked lowest.

As for the other forms of school-based physical activity, pupils from Portugal (4.12), Slovenia (3.95) and Czech Republic (3.89) are the ones with the highest score of satisfaction on the classroom physically active learning. Pupils from Ireland (4.21), Czech Republic (4.06), and Portugal (4.00) had higher satisfaction scores in relation to their classroom physical active breaks.

Table 14 *- EuPEO pilot results: overall pupils' satisfaction with school-based physical activity*

EuPEO Indicator 3: How do pupils experience school-based Physical Activity? EuPEO Sub-Indicator 3.1: Overall Pupil Satisfaction Core EuPEO Tool: EuPEO Pupil Questionnaire (EPQ)															
EuPEO Countries	Overall Satisfaction														
	Pupil Cohort's n	Physical Education			Pupil Cohort's n	School Sports			Pupil Cohort's n	Classroom PA Learning			Pupil Cohort's n	Classroom PA Breaks		
		Min	Max	Mean		Min	Max	Mean		Min	Max	Mean		Min	Max	Mean
EuPEO Partnership	Total=1051	1	5	3,78	Total=1051	1	5	3,42	Total= 362	1	5	3,71	Total= 294	1	5	3,79
	Girls ♀= 513	1	5	3,66	Girls ♀= 513	1	5	3,32	Girls ♀= 151	1	5	3,64	Girls ♀= 119	1	5	3,77
	Boys ♂=538	1	5	3,89	Boys ♂=538	1	5	3,51	Boys ♂=211	1	5	3,76	Boys ♂= 175	1	5	3,80
Czech Republic	Total=156	1	5	3,70	Total=156	1	5	3,38	Total=38	1	5	3,89	Total=18	1	5	4,06
	Girls ♀= 90	1	5	3,63	Girls ♀= 90	1	5	3,33	Girls ♀= 23	3	5	3,87	Girls ♀= 9	3	5	4,00
	Boys ♂= 66	1	5	3,79	Boys ♂= 66	1	5	3,44	Boys ♂= 15	3	5	3,93	Boys ♂= 9	2	5	4,11
France	Total=234	1	5	3,69	Total=234	1	5	3,56	Total=122	1	5	3,65	Total=77	1	5	3,78
	Girls ♀=111	1	5	3,51	Girls ♀=111	1	5	3,40	Girls ♀=58	2	5	3,62	Girls ♀=34	2	5	3,74
	Boys ♂=123	1	5	3,85	Boys ♂=123	1	5	3,72	Boys ♂=64	1	5	3,67	Boys ♂=43	1	5	3,81
Germany	Total= 186	1	5	3,70	Total= 186	1	5	3,14	Total= 50	1	5	3,20	Total= 77	1	5	3,65
	Girls ♀= 110	1	5	3,55	Girls ♀= 110	1	5	3,01	Girls ♀= 25	1	4	3,24	Girls ♀= 36	1	5	3,75
	Boys ♂= 74	2	5	3,89	Boys ♂= 74	1	5	3,32	Boys ♂= 25	1	5	3,16	Boys ♂=41	1	5	3,56
Ireland	Total=63	1	5	3,90	Total=63	1	5	3,65	Total=25	2	5	3,64	Total=14	3	5	4,21
	Girls ♀=9	3	4	3,67	Girls ♀=9	1	4	3,33	Girls ♀=3	2	5	3,67	Girls ♀=4	3	5	3,75
	Boys ♂=54	1	5	3,94	Boys ♂=54	1	5	3,70	Boys ♂=22	2	5	3,64	Boys ♂=10	4	5	4,40
Portugal	Total= 233	1	5	3,78	Total= 233	1	5	3,23	Total= 58	2	5	4,12	Total= 51	2	5	4,00
	Girls ♀= 104	1	5	3,66	Girls ♀= 104	1	5	3,28	Girls ♀= 15	3	5	4,07	Girls ♀=15	3	5	3,93
	Boys ♂= 129	1	5	3,85	Boys ♂= 129	1	5	3,20	Boys ♂= 43	2	5	4,14	Boys ♂=36	2	5	4,03
Slovenia	Total=73	1	5	4,21	Total=73	1	5	3,86	Total=21	2	5	3,95	Total=22	1	5	3,59
	Girls ♀=38	3	5	4,37	Girls ♀=38	3	5	3,89	Girls ♀= 8	2	5	3,88	Girls ♀=10	2	5	3,80
	Boys ♂=35	1	5	4,03	Boys ♂=35	1	5	3,83	Boys ♂=13	3	5	4,00	Boys ♂=12	1	5	3,42
Switzerland	Total=108	1	5	3,87	Total=108	1	5	3,59	Total=48	3	5	3,71	Total=35	1	5	3,63
	Girls ♀=51	1	5	3,69	Girls ♀=51	1	5	3,47	Girls ♀=19	3	5	3,53	Girls ♀=11	1	5	3,55
	Boys ♂=57	2	5	4,04	Boys ♂=57	1	5	3,70	Boys ♂=29	3	5	3,83	Boys ♂=24	3	5	3,67

Tables 15 and 16 report data on sub-indicator 3.2 for the existence of pedagogical principles within the national PE curriculum and their explicit presence in PE lessons. The EuPEO partnership asked the participants to classify their degree of agreement (1-completely disagree; 5 completely agree) with representative statements of a certain number of pedagogical principles associated to quality Physical Education (e.g., UNESCO, 2015). PE national representatives defined the pedagogical principles explicitly present within the PE curriculum and pupils reported their perception on the presence of such pedagogical principles in their Physical Education lessons.

At an EuPEO partnership level, pupils experienced Physical Education mostly as safe (3.92), health-oriented (3.83) and inclusive (3.69). They perceived PE less as being developmentally appropriate (3.18), pupil-centred (3.16), learning focused (3.15) or holistic (2.68). Boys and girls rank these pedagogical principles in a similar direction, but the experiences are rated higher by boys in all cases (from +0.06 to +0.35).

Analysing the results by pedagogical principle it is underlined that:

- **Developmentally appropriate** Physical Education is rated among the three least experienced pedagogical principles in Germany, Czech Republic, and Switzerland.
- **Learning focused** Physical Education is rated among the three least experienced pedagogical principles in all participating countries, except in Portugal.
- **Inclusive** Physical Education is rated among the three most experienced pedagogical principles in all participating countries, except Switzerland.
- **Socially just** Physical Education is rated among the three most experienced pedagogical principles in Germany and Switzerland, but among the three least experienced in Portugal.
- **Health-oriented** Physical Education is rated among the three most experienced pedagogical principles in all participating countries.

- **Holistic** Physical Education is rated among the three least experienced pedagogical principles in all participating countries, except Germany and Ireland.
- **Pupil-centred** Physical Education is rated among the three least experienced pedagogical principles in all participating countries, except in Germany, where it is ranked among the three highest.
- **Emotionally and physically safe** Physical Education is rated among the three most experienced pedagogical principles in all participating countries.
- **Reflective** Physical Education is rated among the three most experienced pedagogical principles in Slovenia, but among the three least experienced in Germany.

***Table 16** - EuPEO pilot results: Physical Education pedagogical principles (part 1)*

EuPEO Indicator 3: How do pupils experience school-based Physical Activity?																				
EuPEO Sub-Indicator 3.2: Pedagogical Principles (Part 1)																				
Core EuPEO Tools: EuPEO Country Questionnaire (ECQ), EuPEO Pupil Questionnaire (EPQ)																				
EuPEO Countries	Pupil Cohort's n	Pedagogical Principles																		
		Developmentally Appropriate						Learning Focused						Inclusive				Socially Just			
		ECQ (a)	EPQ (a)					ECQ (b)	EPQ (b)					ECQ (c)	EPQ (c)			ECQ (d)	EPQ (d)		
		Curriculum	Min	Max	Mean			Curriculum	Min	Max	Mean			Curriculum	Min	Max	Mean	Curriculum	Min	Max	Mean
EuPEO Partnership	Total=1049	Explicit =18 Non-Explicit =0	1	5	3,18			Explicit =12 Non-Explicit = 6	1	5	3,15			Explicit =17 Non-Explicit = 1	1	5	3,69	Explicit =13 Non-Explicit = 5	1	5	3,50
	Girls ♀=512		1	5	3,10				1	5	3,07				1	5	3,54		1	5	3,44
	Boys ♂=537		1	5	3,26				1	5	3,23				1	5	3,83		1	5	3,56
Czech Republic	Total=156	Explicit	1	5	3,00			Explicit	1	5	2,74			Explicit	1	5	3,53	Explicit	1	5	3,24
	Girls ♀=90		1	5	2,86				1	5	2,67				1	5	3,42		1	5	3,12
	Boys ♂=66		1	5	3,20				1	5	2,85				1	5	3,67		1	5	3,41
France	Total=234	Explicit	1	5	3,27			Non-Explicit	1	5	3,10			Explicit	1	5	3,62	Non-Explicit	1	5	3,38
	Girls ♀=111		1	5	3,17				1	5	3,08				1	5	3,50		1	5	3,41
	Boys ♂=123		1	5	3,37				1	5	3,11				1	5	3,72		1	5	3,36
Germany	Total= 186	Explicit=11 Non-Explicit =1	1	5	2,78			Explicit=8 Non-Explicit =4	1	5	3,11			Explicit=12 Non-Explicit =0	1	5	3,67	Explicit=9 Non-Explicit =3	1	5	3,67
	Girls ♀= 110		1	5	2,77				1	5	3,10				1	5	3,34		1	5	3,61
	Boys ♂= 74		1	5	2,79				1	5	3,14				1	5	3,73		1	5	3,75
Ireland	Total=63	Explicit	1	5	3,46			Explicit	1	5	3,43			Non-Explicit	1	5	4,16	Non-Explicit	1	5	3,75
	Girls ♀=9		1	4	3,22				1	4	3,22				2	5	4,33		2	5	4,22
	Boys ♂=54		1	5	3,50				1	5	3,46				1	5	4,13		1	5	3,67
Portugal	Total= 233	Explicit	1	5	3,52			Explicit	1	5	3,53			Explicit	1	5	4,06	Explicit	1	5	3,71
	Girls ♀= 104		1	5	3,54				1	5	3,50				1	5	3,94		1	5	3,71
	Boys ♂= 129		1	5	3,50				1	5	3,53				2	5	4,13		1	5	3,71
Slovenia	Total=73	Explicit	1	5	3,21			Non-Explicit	1	5	3,12			Explicit	1	5	3,67	Explicit	1	5	3,12
	Girls ♀=38		1	5	3,24				2	5	3,11				1	5	3,66		1	5	2,97
	Boys ♂=35		1	5	3,17				1	5	3,14				1	5	3,69		1	5	3,29
Switzerland	Total=108	Explicit	1	5	3,04			Explicit	1	5	2,96			Explicit	1	5	3,37	Explicit	1	5	3,54
	Girls ♀=51		1	5	3,08				1	5	2,73				1	5	3,16		1	5	3,37
	Boys ♂57		1	5	3,00				1	5	3,18				1	5	3,56		1	5	3,68

***Table 15** - EuPEO pilot results: Physical Education pedagogical principles (part 2)*

EuPEO Indicator 3: How do students experience school-based Physical Activity?																					
EuPEO Sub-Indicator 3.2: Pedagogical Principles (Part 2)																					
Core EuPEO Tools: EuPEO Country Questionnaire (ECQ), EuPEO Pupil Questionnaire (EPQ)																					
EuPEO Countries	Pupil Cohort's n	Pedagogical Principles																			
		Health-Oriented						Hollistic						Student-Centred				Safe				Reflective			
		ECQ (h)	EPQ (e)					ECQ (i)	EPQ (f)					ECQ (c)	EPQ (g)			ECQ (k)	EPQ (h)			ECQ (j)	EPQ (j)		
		Curriculum	Min	Max	Mean			Curriculum	Min	Max	Mean			Curriculum	Min	Max	Mean	Curriculum	Min	Max	Mean	Curriculum	Min	Max	Mean
EuPEO Partnership	Total=1049	Explicit =15 Non-Explicit =3	1	5	3,83			Explicit =17 Non-Explicit =1	1	5	2,68			Explicit =16 Non-Explicit =2	1	5	3,16	Explicit =11 Non-Explicit =7	1	5	3,92	Explicit =16 Non-Explicit =2	1	5	3,48
	Girls ♀=512		1	5	3,75				1	5	2,70				1	5	2,98		1	5	3,89		1	5	3,39
	Boys ♂=537		1	5	3,90				1	5	3,01				1	5	3,33		1	5	3,95		1	5	3,57
Czech Republic	Total=156	Explicit	1	5	3,57			Explicit	1	5	2,49			Explicit	1	5	2,88	Explicit	1	5	3,96	Explicit	1	5	3,39
	Girls ♀=90		1	5	3,51				1	5	2,34				1	5	2,71		1	5	4,03		1	5	3,34
	Boys ♂=66		1	5	3,65				1	5	2,68				1	5	3,12		1	5	3,85		1	5	3,45
France	Total=234	Non-Explicit	1	5	3,81			Explicit	1	5	3,18			Explicit	1	5	3,06	Non-Explicit	1	5	3,85	Explicit	1	5	3,41
	Girls ♀=111		1	5	3,76				1	5	2,88				1	5	3,79		1	5	3,79		1	5	3,33
	Boys ♂=123		1	5	3,85				1	5	3,20				1	5	3,23		1	5	3,91		1	5	3,47
Germany	Total= 186	Explicit=11 Non-Explicit =1	1	5	3,66			Explicit=11 Non-Explicit =1	1	5	3,36			Explicit=10 Non-Explicit =2	1	5	3,97	Explicit=7 Non-Explicit =5	1	5	4,62	Explicit=11 Non-Explicit =1	1	5	3,34
	Girls ♀= 110		1	5	3,52				1	5	3,18				1	5	3,86		2	5	4,2		1	5	3,22
	Boys ♂= 74		1	5	3,86				1	5	3,59				1	5	4,11		4	5	4,88		1	5	3,50
Ireland	Total=63	Non-Explicit	2	5	4,35			Explicit	1	5	3,83			Explicit	1	5	3,51	Non-Explicit	1	5	4,19	Explicit	1	5	3,87
	Girls ♀=9		3	5	4,11				3	5	3,67				4	5	4,33		3	5	4,44		3	5	4,00
	Boys ♂=54		2	5	4,39				1	5	3,83				1	5	3,48		1	5	4,15		1	5	3,85
Portugal	Total= 233	Explicit	1	5	4,01			Explicit	1	5	3,35			Explicit	1	5	3,40	Explicit	1	5	3,92	Explicit	1	5	3,74
	Girls ♀= 104		1	5	4,05				1	5	3,39				1	5	3,28		1	5	3,79		2	5	3,70
	Boys ♂= 129		1	5	3,97				1	5	3,30				1	5	3,50		1	5	3,99		1	5	3,78
Slovenia	Total=73	Explicit	1	5	3,51			Explicit	1	5	2,90			Explicit	1	5	2,67	Explicit	1	5	3,51	Explicit	1	5	3,58
	Girls ♀=38		1	5	3,66				1	5	2,92				1	5	2,53		1	5	3,76		1	5	3,61
	Boys ♂=35		1	5	3,34				1	5	2,89				1	5	2,83		1	5	3,23		1	5	3,54
Switzerland	Total=108	Explicit	1	5	4,06			Explicit	1	5	2,44			Explicit	1	5	3,02	Explicit	1	5	4,02	Non-Explicit	1	5	3,19
	Girls ♀=51		1	5	4,04				1	5	2,37				1	5	2,80		1	5	3,88		1	5	3,10
	Boys ♂57		1	5	4,07				1	5	2,51				1	5	3,21		1	5	4,14		1	5	3,28

Data on sub-indicator 3.3 for learning assessment and grading is represented in table 17. The analysis at country/region[3] level revealed that five out of seven EuPEO countries (Czech Republic, France, Germany, Ireland, Portugal) have published national summative assessment guidelines and four out of seven country PE representatives affirm the existence of guidelines for formative assessment (Czech Republic, Germany, Ireland, Portugal) and for grading (France, Germany, Ireland, Portugal). The national Physical Education diagnostic assessment guidelines are existent only in Portugal and Ireland. The inexistence of assessment guidelines for Physical Education was reported by Slovenia and Switzerland.

A high number of participant schools indicate the existence of a school-design of assessment criteria (29 out of 32 schools), mostly in relation to the definition of criteria for summative (30 schools) and formative (22 schools) learning assessment. The definition of summative assessment criteria is more common within the EuPEO partnership participant schools. Portugal and France are the countries where participant schools reported a higher involvement in the definition of diagnostic assessment criteria. Analysis by country shows that all participating schools in Germany, Portugal, Slovenia and Switzerland design assessment criteria. All participating schools in Ireland and Portugal design criteria for diagnostic assessment. All participating schools in Czech Republic and Ireland design criteria for formative assessment. All participating schools in Czech Republic, Germany, Portugal, Slovenia, and Switzerland design criteria for summative assessment. Schools of Switzerland only design criteria for summative assessment, and only in Ireland, no school designs criteria for summative assessment.

Still from table 17, on pupil involvement in assessment and grading, it was identified that 63.2% of the EuPEO participant pupils mentioned to be involved in the learning assessment process and grading, with slightly higher participation reported by boys (Girls= 59.6%; Boys= 66.6%). Contemplating the type off involvement, 48.2% of pupils indicate to be involved in formative self-assessment, 16.1% in formative peer-assessment and 58.3% in summative assessment. Girls and boys referred to be more involved in the summative assessment process.

In all the EuPEO partnership countries (table 17), half or more of the participant pupils reported to participate in assessment and grading processes. Portugal (88.8%) is the country where a higher number of pupils reported their involvement in learning assessment and grading in Physical Education, particularly in formative self-assessment (85.4%). EuPEO participant pupils from Czech Republic, Ireland and Portugal are highly involved in formative self-assessment (72.2-85.4%), whereas pupils in France, Germany and Slovenia are hardly involved in the same process (19.4-25.0%). Pupils from France and Switzerland indicate to be moderately involved in formative peer-assessment (27.9 – 30.9%), the highest from all EuPEO countries, whereas pupils in Germany and Slovenia are almost not involved in the same process (1.9-5.9%). EuPEO participant pupils from Slovenia and Switzerland are highly involved in summative assessment (73.8-96.2%), while pupils from Ireland and Portugal are hardly involved in this same process (21.6-25.8%).

Perceptions on the report of information about the pupils' learning in Physical Education (not exclusively from grading) were also analysed (table 17) and confronted at two levels (school PE coordinator and pupils). At the EuPEO partnership level, 46.9% of the schools' head of PE affirmed to report pupils' learning to parents during the school year and a similar percentage of EuPEO participating pupils had in general the same

[3] Germany reported the information by region.

perception (54.1%; Girls= 52.2%; Boys= 56.2%). By country, disparities between head of PE and pupils from the same school are found mainly in Czech Republic, France, Ireland, and Switzerland.

Table 17 - EuPEO pupil results: assessment and grading at the highest compulsory school level.

EuPEO Indicator 3: How do pupils experience school-based Physical Activity? EuPEO Sub-Indicator 3.3: Assessment and Grading at Highest Compulsory Educational Level. Core EuPEO Tool: EuPEO Country Questionnaire (ECQ), EuPEO School Questionnaire (ESQ), EuPEO Pupil Questionnaire (EPQ)												
EuPEO Countries	National PE Assessment Guidelines (ECQ)	System Level	Pupil Cohort's n	School-Designed Assessment Criteria				Pupil Involvement in Assessment and Grading				Reporting to Parents
				Total	Diagnostic	Formative	Summative	Presence	Formative Self Assessment	Formative Peer Assessment	Summative	
EuPEO Partnership	Diagnostic =2 Formative =4 Summative = 5 Grading= 4 Does not exist =2	School Provided 32 ESQ		90,6%	51,7%	69,0%	93,1%					46,9%
		Pupil Availed 1046 EPQ	Total=1046					63,2%	48,2%	16,1%	58,3%	54,1%
			Girls ♀=508					59,6%	42,6%	16,8%	64,0%	52,2%
			Boys ♂=536					66,6%	52,9%	15,4%	53,5%	56,2%
Czech Republic	Diagnostic = No Formative = Yes Summative = Yes Grading = No	School Provided 6 ESQ		100,0%	33,3%	100,0%	100,0%					100,0%
		Pupil Availed 162 EPQ	Total=162					59,0%	72,2%	16,2%	51,3%	60,9%
			Girls ♀=90					56,7%	56,7%	10,8%	46,2%	57,8%
			Boys ♂=66					62,1%	62,1%	25,0%	58,3%	65,2%
France	Diagnostic = No Formative = No Summative = Yes Grading = Yes	School Provided 7 ESQ		85,7%	66,7%	50,0%	83,3%					28,6%
		Pupil Availed 234 EPQ	Total=234					52,6%	22,8%	30,9%	59,3%	77,4%
			Girls ♀= 111					51,4%	17,5%	24,6%	73,3%	81,1%
			Boys ♂=123					53,7%	27,3%	36,4%	47,0%	74,0%
Germany (n=12)*	Diagnostic =No Formative =2 reg. Summative =2 reg. Grading = 2 reg.	School Provided 4 ESQ		100%	0%	75%	100%					0,0%
		Pupil Availed 186 EPQ	Total= 186					49,7%	19,4%	5,9%	39,8%	10,6%
			Girls ♀= 110					41,0%	14,5%	6,4%	32,7%	8,4%
			Boys ♂= 74					62,5%	27,0%	5,4%	50,0%	13,9%
Ireland	Diagnostic = Yes Formative = Yes Summative = Yes Grading = Yes	School Provided 3 ESQ		33,3%	100,0%	100,0%	0,0%					0,0%
		Pupil Availed 63 EPQ	Total=63					58,7%	75,5%	16,2%	21,6%	46,0%
			Girls ♀=9					77,8%	85,7%	14,3%	14,3%	55,6%
			Boys ♂=54					55,6%	73,3%	16,7%	23,2%	44,4%
Portugal	Diagnostic = Yes Formative = Yes Summative = Yes Grading = Yes	School Provided 6 ESQ		100,0%	100,0%	71,4%	100,0%					57,1%
		Pupil Availed 233 EPQ	Total=233					88,8%	85,4%	13,6%	25,8%	60,1%
			Girls ♀=104					89,4%	82,8%	17,2%	23,7%	52,9%
			Boys ♂=129					88,4%	87,7%	11,4%	27,2%	65,9%
Slovenia	Does not exist	School Provided 3 ESQ		100,0%	33,3%	66,7%	100,0%					100,0%
		Pupil Availed 73 EPQ	Total=73					71,2%	25,0%	1,9%	96,2%	75,3%
			Girls ♀=38					73,7%	17,9%	3,6%	100,0%	81,6%
			Boys ♂=35					68,6%	33,3%	0,0%	91,7%	61,6%
Switzerland	Does not exist	School Provided 2 ESQ		100%	0%	0%	100%					0,0%
		Pupil Availed 108 EPQ	Total=108					56,5%	44,3%	27,9%	73,8%	43,5%
			Girls ♀=51					47,1%	37,5%	37,5%	83,3%	45,1%
			Boys ♂57					64,9%	48,6%	21,6%	67,6%	42,1%

Sub-indicator 3.4. integrates data collected from the heads of PE on the pupils' access and teachers' satisfaction with the school-owned and outsourced sport facilities, as well as their level of curricular flexibility. Data description is presented by typology of facility.

School-owned indoor facilities are present in all participating schools in Germany and Portugal. Access for recess is limited in Czech Republic and France (below 50.0% of participating schools). Access for physical activity is limited in Czech Republic, France, and Portugal (below 50.0% of participating schools). Access for recess and physical activity is available in all participating schools in Switzerland. The satisfaction from the heads of Physical Education[4] with school-owned indoor facilities is classified as low to neutral in all participating countries (3.0-3.8) and high in Switzerland (4.5).

School-owned outdoor facilities are present in all participating schools in Germany. Access for recess is limited in participating schools from Czech Republic, France, and Ireland (below 50.0% of participating schools). Access for physical activity is available in all participating schools in Slovenia and limited in Czech Republic, France, and Ireland (below 50.0% of participating schools). Access for recess is available in all participating schools in Germany, Portugal, and Slovenia. The satisfaction from the head of Physical

[4] Note 1: Satisfaction with the adequacy of the school's facilities to participate in Physical Activity (1-does not apply, 2-Very low, 3-Low, 4-Neutral, 5-High, 6-Very High)

Education is very low in Switzerland (2.5), low in France, Germany, and Slovenia (3.3-3.5) and neutral in Czech Republic, Ireland, and Portugal (3.8-4.0).

School-owned swimming-pools are not present at all in participating schools from Germany and Ireland. In Portugal only a participating private school has a school-owned swimming-pool (1.8 very low satisfaction).

Access to outsourced indoor facilities is limited in the Portuguese participating schools (below 50.0%). The satisfaction from the head of Physical Education with this typology of facilities is very low to low in Ireland, Portugal, and Slovenia (2.0-2.6), low high in Czech Republic (3.3) and neutral to high in France, Germany and Switzerland (4.0-4.5).

Access to outsourced outdoor facilities is limited in the Portuguese participating schools (20.0%). The satisfaction from the head of Physical Education with the conditions of outsourced outdoor sport facilities is very low to low in Ireland, Portugal, Slovenia and Czech Republic (2.0-3.0) and neutral to high in France, Germany and Switzerland (4.0-4.5).

Access to outsourced swimming-pools is limited in the Portuguese participating schools (below 50.0%) and present for all participating schools in Germany. The satisfaction from the head of Physical Education is very low to low in Ireland, Portugal, Slovenia, Czech Republic and Switzerland (2.0-3.3) and high in France, and Germany (4.7-5.0).

The overall curricular flexibility provided by the typologies of sport facilities was assessed using a 5-point Likert scale (1-no flexibility, 2-few flexibility, 3-some flexibility, 4-high flexibility, 5-full flexibility), reflecting the extent to which facilities allow the delivery of the full Physical Education curriculum, i.e. higher flexibility from facilities equals more curriculum content coverage. Globally, EuPEO schools' heads of PE classified the facilities as having "few flexibility" to support the delivery of a range of curriculum contents in Physical Education, with Switzerland presenting the higher levels of curricular flexibility, followed by France.

Table 18 - EuPEO pilot results: access and satisfaction with school and outsourced sport facilities

EuPEO Indicator 3: How do pupils experience school-based Physical Activity? EuPEO Sub-Indicator 3.4: Facilities Core EuPEO Tool: EuPEO School Questionnaire (ESQ)														
EuPEO Countries	System level (School Provided)	School Owned							School Outsourced			Overall degree of curricular flexibility provided by		
		Indoor Facilities			Outdoor Facilities			Swimming Pool	Indoor Facilities	Outdoor Facilities	Swimming Pool	Indoor Facilities	Outdoor Facilities	Swimming Pool
		Access for Recess	Access for PA	Satisfaction	Access for Recess	Access for PA	Satisfaction	Satisfaction	Satisfaction	Satisfaction	Satisfaction	mean	mean	mean
EuPEO Partnership	32 ESQ	29,1%	38,7%		64,5%	51,6%								
	Mean			3,6 (neutral)			3,7 (neutral)	2,3 (very low)	3,1 (low)	3,1 (low)	4,0 (neutral)	1,8 (±1,11)	1,76 (±1,10)	1,91 (±1,10)
Czech Republic	5 ESQ	16,7%	16,7%		33,3%	33,3%								
	Mean			3,8 (neutral)			4,0 (neutral)	2,7 (low)	3,3 (low)	3,0 (low)	3,3 (low)	1,20 (±0,22)	1,22 (±0,31)	1,63 (±0,18)
France	7 ESQ	42,9%	28,6%		42,9%	28,6%								
	Mean			3,0 (low)			3,3 (low)	2,7 (low)	4,3 (neutral)	4,4(neutral)	4,7 (high)	2,20 (±1,88)	2,14 (±1,84)	2,75 (±1,73)
Germany	4 ESQ	0,0%	50,0%		100,0%	75,0%								
	Mean			3,8 (neutral)			3,5 (neutral)	does not apply	4,0 (neutral)	3,8 (neutral)	5,0 (high)	1,25 (±0,30)	1,44 (±0,51)	1,81 (±0,23)
Ireland	3 ESQ	66,7%	66,7%		33,3%	33,3%								
	Mean			3,3 (low)			4,0 (neutral)	does not apply	2,0 (very low)	2,7 (low)	2,7 (low)	1,87 (±1,17)	1,85 (±1,09)	1,25 (±0,43)
Portugal	7 ESQ	16,7%	50,0%		100,0%	66,7%								
	Mean			3,7 (neutral)			4,2 (neutral)	1,8 (very low)	2,3 (very low)	1,3 (very low)	2,0 (very low)	1,55 (±0,25)	1,36 (± 0,52)	1,43 (± 0,43)
Slovenia	3 ESQ	66,6%	66,7%		100,0%	100,0%								
	Mean			3,7 (neutral)			3,3 (low)	2,0 (very low)	2,3 (very low)	2,0 (very low)	2,0 (very low)	1,7 (±0,42)	1,67 (±0,47)	2,25 (±0,35)
Switzerland	2 ESQ	100%	100%		50,0%	50,0%								
	Mean			4,5 (high)			2,5 (low)	4,0 (neutral)	4,5 (high)	4,5 (high)	3,0 (low)	2,75 (±2,47)	3,00 (±1,89)	2,75 (±2,47)

The sub-indicator 3.5. “equipment and finances” explores the schools’ management about the rules for pupils to access sport equipment for recess, the likelihood of pupil´s injury due to manipulation of removable or fixed sport equipment[5]and the school finances to acquire or maintain sport equipment (including for pupils with special Education needs in Physical Education). The pilot results are described in table 19.

Within the EuPEO partnership 17 out of 32 schools refer to allow pupils access to schools’ sport equipment to practice physical activity during the recess time. The global risk of injury due to removable or fixed sport equipment is considered low by the EuPEO partnership according to the participant heads of PE, although some schools reach the highest level of likelihood of injury from both types of equipment. Switzerland is the country where the risk of injury reported by the heads of PE is lowest, with Germany reporting neutral to low levels for removable equipment and Ireland and Slovenia around the same for fixed equipment.

Analysing the data by participating country, the access to sport equipment for recess is relatively limited in France (below 50% of participating schools) and provided by all participating schools from Czech Republic and Slovenia.

Participating schools in Ireland see a moderate risk of injury with removable equipment (2.7) and schools in Slovenia are neutral towards this aspect (3.0). Schools in all other participating countries see a low to very low risk (3.5-4.5). Schools in Czech Republic, France, Germany, and Portugal detect a low risk of injury with fixed equipment, while schools in Ireland, Slovenia and Switzerland identify a very low risk.

Most of the participating schools in France, Ireland, Slovenia, and Switzerland have sufficient financing for the acquisition of equipment (66.7-100%), with some restrictions regarding equipment for pupils with special education needs. A considerable number of schools have no sufficient access to respective financing in Czech Republic, Germany, and Portugal (40.0-67.7%).

Most of the participating schools in France, Slovenia and Switzerland have sufficient financing for the maintenance of equipment (85.8-100%), with some restrictions regarding equipment for pupils with special education needs. A considerable number of schools have no sufficient access to respective financing in Czech Republic, Germany, Ireland, and Portugal (40.0-75.0%).

[5] Likeness of injury (1 -very likely, 2- Likely, 3- Neutral, 4- Unlikely, 5- Very unlikely)

Table 19 *- EuPEO pilot results: management of school sport equipment and finances*

EuPEO Indicator 3: How do pupils experience school-based Physical Activity? EuPEO Sub-Indicator 3.5: Equipment and Finances Core EuPEO Tool: EuPEO School Questionnaire (ESQ)											
EuPEO Countries		Equipment			Finances						
		Access for Recess	Likeliness of Injury		Sufficiency for Acquisition			Sufficiency for Maintenance			
			Removable Equipment	Fixed Equipment	Yes, including SEN	Yes, except for SEN	No	Yes, including SEN	Yes, except for SEN	No
EuPEO Partnership	Min		1	1						
	Max		5	5						
	Mean		3,5 (unlikely)	3,6 (unlikely)						
	%	51,60%			41,9%	29,0%	29,0%	41,9%	22,6%	35,5%
Czech Republic	Min		1	1						
	Max		5	5						
	Mean		3,5 (unlikely)	3,3 (neutral)						
	%	100%			16,7%	16,7%	66,7%	33,3%	16,7%	50,0%
France	Min		1	2						
	Max		4	4						
	Mean		3,6 (unlikely)	3,6 (unlikely)						
	%	42,90%			28,6%	71,4%	0,0%	42,9%	42,9%	14,3%
Germany	Min		3	1						
	Max		5	5						
	Mean		3,75 (unlikely)	3,25 (neutral)						
	%	75			50,0%	0,0%	50,0%	25,0%	0,0%	75.0%
Ireland	Min		1	4						
	Max		4	5						
	Mean		2,67 (neutral)	4,33 (unlikely)						
	%	66,70%			33,3%	33,3%	33,3%	33,3%	0,0%	66,7%
Portugal	Min		2	2						
	Max		5	5						
	Mean		3,7 (unlikely)	3,3 (Neutral)						
	%	50%			66,7%	0,0%	33,3%	50,0%	16,7%	33,3%
Slovenia	Min		1	3						
	Max		4	5						
	Mean		3 (neutral)	4 (unlikely)						
	%	100%			33,3%	66,7%	0,0%	33,3%	66,7%	0,0%
Switzerland	Min		4	4						
	Max		5	5						
	Mean		4,5 (very unlikely)	4,5 (very unlikely)						
	%	50%			100%	0%	0%	100%	0%	0%

Indicator 4 | Education and Organisation of PE Teachers

The indicator 4 “Education and Organisation of Physical Education Teachers” allows the analysis of data on sub-indicator 4.1 “Teacher Education” and sub-indicator 4.2 “Teacher Workforce”. Germany reported regional data due to its regional administrative autonomy.

Table 20 reports data on the initial Physical Education Teacher Education (PETE) in relation to the developed professional competences and school placement. Czech Republic, Slovenia and Switzerland are the countries where the number of PETE ECTS is higher (300), representing five years of training. The mean within the EuPEO partnership is 231 ECTS, representing around four years of training.

Professional competences promoted at PETE were mostly focused on the teaching practices of planning, assessment, and intervention (88.9%), followed by research and innovation competences (61.1%). Class tutoring was the less prevalent PETE promoted competence (27.8%). PETE programmes in France, Portugal, Slovenia, and Switzerland promote the acquisition of professional competences on teaching practices,

research and innovation, school management, school sport coaching, class tutoring, organisation of community engagement activities.

School placement (table 20) is an important phase of the initial preparation of Physical Education teachers. This training phase is present in six out of seven countries and is offered mainly in a combination of a split and blocked format, always mentored at school level. Higher Education Institutions are responsible for the provision of school placements and the pedagogical responsibility lies mainly on the cooperating teacher from the school who mentors the pre-service teacher (except for France and Ireland).

Table 21 refers to the professional induction phase, referring to the period immediately after the initial preparation as a newly qualified teacher. Within the EuPEO countries, this phase is always formal either structured by law or guided by policy in all countries and has a mean duration of 12 months. The professional induction is compulsory by law in France, Germany, and Portugal. In Czech Republic and Slovenia, it is recommended, despite being guided by policy. Teachers tend to take full participation in the activities relative of the teaching profile and are mentored during the process (expect for Czech Republic). In Germany, the provision of the induction professional activities is promoted by National Training Institutions and the teacher´s role during this phase is variable within the country due to region-specific regulations.

Table 20 *- EuPEO pilot results: Teacher Education (PE specialists) – Initial preparation*

EuPEO Indicator 4: How is the PE teaching workforce educated and organised in schools to support pupil's school-based PA? EuPEO Sub-Indicator 4.1: Teacher Education (PE Specialists) Core EuPEO Tool: EuPEO Country Questionnaire (ECQ)													
EuPEO Countries	**Initial Preparation**												
	Programme Credits	**Developed Professional Competences**						**School Placement**					
	ECTS	**Teaching**	**Research**	**School Management**	**School Sports**	**Class Tutor**	**Community Engagement**	**Presence**	**ECTS**	**Split vs Blocked**	**Mentored**	**Pedagogical Responsibility**	**Providers**
EuPEO Partnership	231	88,9%	61,1%	38,9%	38,9%	27,8%	33,3%	Yes = 83,3% No = 16,7%	35,8	split: 46,7%, concentrated only at the final of the initial teacher education: 13,3%, combination: 40%	Yes= 80% No= 20%	Pre service teacher: 20% Cooperative teacher: 73,3% Teacher educator from university: 6,7% other: 16,7%	HEI: 88,9% NTI: 5,6%
Czech Republic	300	Yes	No	Yes	Yes	Yes	Yes	Yes	ND	A combination of both	Yes	Cooperative Teacher from the school	Higher Education Institutions (HEI)
France	120	Yes	Yes	Yes	Yes	Yes	Yes	Yes	8	A combination of both	Yes	Pre-service teacher	National training Institutions
Germany (n=12)	270	Yes = 10 | No =2	Yes = 7 | No =5	Yes = 1 | No =11	Yes = 1 | No =11	Yes = 1 | No =11	No	Yes	45	Split throught PETE=7 Concentrated (last Y)=2 combination of both = 1	Yes = 7 No = 3	The preservice teacher=1 Cooperative teacher =8 Teacher from HEI = 1	Higher Education Institutions (HEI)
Ireland	60	Yes	No	Yes	Yes	No	Yes	Yes	90	A combination of both	Yes	Pre-service teacher	Higher Education Institutions (HEI)
Portugal	270	Yes	Yes	Yes	Yes	Yes	Yes	Yes	48	A combination of both	Yes	Cooperative Teacher from the school	Higher Education Institutions (HEI)
Slovenia	300	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15	A combination of both	Yes	Coperative teacher from the school	Higher Education Institutions (HEI)
Switzerland	300	Yes	Yes	Yes	Yes	Yes	Yes	No	-	-	-	-	-

Table 21 - EuPEO pilot results: Teacher education (PE specialists) - induction phase

EuPEO Countries	EuPEO Indicator 4: How is the PE teaching workforce educated and organised in schools to support pupil's school-based PA? EuPEO Sub-Indicator 4.1: Teacher Education (PE Specialists) Core EuPEO Tool: EuPEO Country Questionnaire (ECQ) Induction										
	Compulsority		Structure			Duration (months)	Provision	Teacher Role	Mentored	Evaluation	
	Compulsory	Recommended	Law Structured	Policy Guided	Unstructured					Final Report	Observation
EuPEO Partnership	72,2%	16,7%	73,3%	26,7%	0,0%	12 months	HEI: 0% NTI: 58,8%, private corporations: 0%, others: 5,6%	takes full participation: 40%, takes only specific tasks (full workload): 13,3%, takes only specific tasks (reduced workload): 40%	77,80%	Yes=2 | No=1	Yes =9
Czech Republic		X		X		12 months	School	Takes full participation in the teaching profile	No	No	Yes
France	X		X			12 months	NA	Takes only specific tasks in the teaching profile (reduced pedagogical worload)	NA	NA	NA
Germany (n=12)	X		X	X		12 months	National Training Institutions	Takes full participation in the teaching profile =4 , Takes only specific tasks = 2, Takes only specific tasks with reduced workload =5	Yes	Yes =1	Yes =7
Ireland	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Portugal	X		X			12 months	School	Takes full participation in the teaching profile	Yes	Yes	Yes
Slovenia		X		X		NA	Ministery	NA	Yes	NA	NA
Switzerland	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

The annual participation in continuous professional development activities (table 22) in only compulsory in Portugal (25h/year) and Ireland (7h/year) with the training topics usually defined by the provider (five out of seven counties). Higher Education Institutions (77.8%) and the school-based continuous professional development (72.2%) are the main providers of continuous professional development opportunities for teachers.

Table 22 - EuPEO pilot results: Teacher education (PE specialists) - Continuous Professional Development

	EuPEO Indicator 4: How is the PE teaching workforce educated and organised in schools to support pupil's school-based PA? **EuPEO Sub-Indicator 4.1: Teacher Education (PE Specialists)** Core EuPEO Tool: EuPEO Country Questionnaire (ECQ)							
EuPEO Countries	**Continuous Professional Development**							
	Presence		**Topic Definition**	**Main Structure**				**Provision**
	Compulsory	**Hours**		**Short Courses**	**Workshop**	**Modules**	**Action -Research**	
EuPEO Partnership	16,7%	16 (mean)	by the provider: 76,5%, by the teacher: 5,9%, by the provider according to teachers's need: 41,2%, other: 5,6%	66,7%	66,7%	0,0%	0,0%	HEI: 77,8%, NTI: 44,4%, school-based CPD: 72,2%, private corporations: 33,3%
Czech Republic	No	-	By the provider	NA	NA	NA	NA	HEI, National training institution, Sport unions
France	No	-	By the provider	NA	NA	NA	NA	National training institution
Germany (n=12)	Yes= 1 | No =11	-	By the provider =10 By the provider according to the teachers' needs = 6	X	X			State institutions + Sport Associations
Ireland	Yes	7	By the provider and by the teacher		X			National training institution
Portugal	Yes	25	By the provider	X				Higher Education Insttitutions School-based CPD Private corporations
Slovenia	No	-	By the provider according to the teachers' needs	-	-	-	-	National training institution
Switzerland	No	-	-	-	-	-	-	HEI, National training institution, Sport unions

The sub-indicator 4.2 “characterisation of the Physical Education teacher´s workforce” is presented at table 23. This sub-indicator considers the country teachers’ general demographics by educational level, the school demographics (gender, career status, time dedication) and weekly workload (weekly lessons, class taught, class size, and non-teaching hours).

The minimum academic qualification within the EuPEO partnership is the master’s degree in four out of seven countries (Czech Republic, France, Portugal, Slovenia). In Ireland and Switzerland, the minimum qualification can be either the Bachelor of Education or Masters of Education.

General demographic data (table 23) on the number of specialist PE teachers by educational level was missing for all the participating countries due to the inexistence of national monitoring systems or to a different stratification of data nationally.

Table 23 - EuPEO pilot results: general PE teacher's demographics

EuPEO Indicator 4: How is the PE teaching workforce educated and organised in schools to support pupil's school-based PA? EuPEO Sub-Indicator 4.2: Teacher Workforce (PE Specialists) Core EuPEO Tool: EuPEO Country Questionnaire (ECQ), EuPEO School Questionnaire (ESQ)									
EuPEO Countries	General Demographics (ECQ)								
	Min. Acad. Qual.	Educational Level	Number						No Data Available
			0	1-1000	1001-2000	2001-5000	5001-10000	10000+	
EuPEO Parnership	Exclusivly Masters = 13 Bachelor of Sciences=4 Either Bachelor of Education or Master of Education =1	Primary Education							X
		Lower Secondary							X
		Upper Secondary							X
Czech Republic	Exclusively Masters	Primary Education							X
		Lower Secondary							X
		Upper Secondary							X
France	Exclusively Masters	Primary Education							X
		Lower Secondary							X
		Upper Secondary							X
Germany	Masters of Education = 8 Bachelor of Sciences = 3 Masters = 1	Primary Education							X
		Lower Secondary							X
		Upper Secondary							X
Ireland	Either Bachelor of Education or Masters of Education	Primary Education							X
		Lower Secondary							X
		Upper Secondary							X
Portugal	Exclusively Master of Education	Primary Education							X
		Lower Secondary							X
		Upper Secondary							X
Slovenia	Exclusively Master of Education	Primary Education							X
		Lower Secondary							X
		Upper Secondary							X
Switzerland	Either Bachelor of Education or Masters of Education	Primary Education							X
		Lower Secondary							X
		Upper Secondary							X

Table 24 reports the school demographics (gender, career status, time dedication) and weekly workload of teachers from the participant schools in each country, as reported by the heads of PE. Czech Republic, Germany and Slovenia refer an equal distribution of teacher by gender in their schools, although in France, Ireland, and Switzerland there are more women teaching Physical Education considering the EuPEO schools. In the Portuguese schools there are more males teaching Physical Education.

Table 24 - EuPEO pilot results: teacher workforce (Pe specialists) – general demographics

EuPEO Indicator 4: How is the PE teaching workforce educated and organised in schools to support pupil's school-based PA? EuPEO Sub-Indicator 4.2: Teacher Workforce (PE Specialists) Core EuPEO Tool: EuPEO School Questionnaire (ESQ)												
EuPEO Countries		School Demographics							Weekly Workload			
		Gender		Career Status			Time Dedication		Weekly Lessons	Classes Taught	Class Size*	Non-Teaching Hours
		Female	Male	Permanent	Temporary	Freelance	Full Time	Part Time				
EuPEO Parnership	Min	0	0	0	0	0	1	0	1	1	16	1
	Max	13	13	24	11	3	24	8	5	23	33	7
	Mean	4	5	7	1	0	7	1	4	6	25	5
Czech Republic	Min	0	0	0	0	0	1	0	2	2	1	2
	Max	6	5	9	2	0	11	1	22	13	30	20
	Mean	2	2	3	1	0	4	1	11	7	16	10
France	Min	1	1	1	0	0	3	0	1	4	6	3
	Max	4	3	6	2	3	5	3	5	23	35	7
	Mean	3	2	4	0	0	4	1	3	10	21	5
Germany	Min	3	2	5	0	0	4	1	6	3	10	0
	Max	13	11	24	1	0	14	6	8	6	30	20
	Mean	8	8	15	0	0	8	4	8	5	23	11
Ireland	Min	1	0	2	0	0	2	0	2	1	10	2
	Max	4	5	4	1	2	4	3	5	13	30	4
	Mean	2	2	3	0	1	3	1	4	6	26	3
Portugal	Min	1	2	6	0	0	6	0	2	2	12	4
	Max	13	13	22	11	2	24	1	5	6	35	7
	Mean	7	9	12	3	0	15	1	4	4	26	6
Slovenia	Min	2	2	3	0	0	3	1	2	3	8	4
	Max	3	3	5	3	3	4	3	5	8	20	7
	Mean	3	3	4	1	1	4	2	4	6	15	6
Switzerland	Min	7	1	6	1	0	2	6	2	7	NA	6
	Max	9	1	9	1	0	2	8	5	8	NA	7
	Mean	8	1	7,5	1	0	2	7	3,5	7,5	NA	6,5

Regarding the career status and time dedication of teachers in the EuPEO schools, teachers have mostly a permanent work contract status, supporting stability, context knowledge and experience of the PE teacher workforce. The full-time contracts are the norm across the countries, expect in Switzerland.

As for the weekly workload of teachers, the mean of weekly lessons taught by the teachers varies between three (France) and 11 (Czech Republic). The number of classes taught varies between four (Portugal) and 10 (France). Concerning the class size, the mean of pupils per class in the last year of compulsory education is 25 and among participating schools the number varies between 26 (Ireland and Portugal) and 15 (Slovenia). As for the non-teaching hours, the values reported by heads of Physical Education varies between three (Ireland) and 10 (Czech Republic).

Indicator 5 | Focus and Importance of Community Partnerships

The indicator 5 "focus and importance of public partnerships" allows the report of information on the sub-indicator 5.1. "focus and importance of public partnerships" and the sub-indicator 5.2. "focus and importance of private partnerships" as reported by the heads of Physical Education from the EuPEO schools.

As for the public partnerships (tables 25 and 26), the interaction between schools and the government, national governing bodies, between schools, research institutions and professional associations was analysed. The interactions between schools and sport organisations, parents or research institutions were considered by the EuPEO consortium as the focus of private partnerships (tables 27 and 28).

In relation to each form of cooperation, the head of Physical Education of each EuPEO school indicated the presence of different forms of cooperation in the school and its level importance. The level of importance was given on a 5-point Likert Scale (1-Not at all important, 2-Unimportant, 3-Neither important nor unimportant, 4-Important, 5-Very important).

The following topis resume the main results regarding the development of **public** community partnerships (tables 25 and 26).

Government

Government support (table 25) is provided mostly for Teacher CPD (highest percentage in participating schools for all EuPEO countries), PE facilities (four countries out of seven), PE Teacher Provision (three countries out of seven) and PE Equipment (countries two out of seven). The forms of cooperation provided least often in participating schools are for Support for Professional Experts Provision (five countries out of seven) and Active Transport (four countries out of seven).

From the perspective of the schools, the most important form of cooperation with the Government is for PE facilities (ranked highest in four countries: Germany, Ireland, Portugal, and Switzerland) and PE Equipment (ranked highest in four countries: France, Germany, Ireland, and Switzerland). As for the least important form of cooperation with the Government, schools referred the promotion of Active Transport (ranked lowest in three countries: France, Ireland, and Slovenia) and the Professional Experts Provision (ranked lowest in four countries: Germany, Portugal, Slovenia, and Switzerland).

Regional Governing Bodies (RGBs) and National Governing Bodies (NGBs)

RGB/NGB support (table 25) is provided mostly for Organising Extracurricular Sports Activities (highest percentage in participating schools in five countries out of seven). Support for Sports Talent Identification is the form of cooperation provided least often within the EuPEO participating schools (six countries out of seven).

From the perspective of the schools, the most important form of cooperation with RGB/NGB is for Organising Extracurricular Sports Activities (ranked highest in five countries: France, Germany, Ireland, Portugal, and Switzerland; but ranked lowest in Czech Republic). As for the least important form of cooperation with RGB/NGB, the schools referred the acquisition of human resources to Coach Pupils in PE (ranked lowest in four countries: Germany, Ireland, Portugal, and Switzerland; but ranked highest in Czech Republic and Slovenia) and Sports Talent Identification (ranked lowest in three countries: France, Portugal, and Switzerland; but ranked highest in Czech Republic and Slovenia).

Inter-School

Inter-School cooperation (table 25) exists mostly for school sports (highest percentage in participating schools in six countries out of seven). Cooperation for Resources is the form of inter-school cooperation with the lowest incidence (six countries out of seven).

From the perspective of the schools, the most important Inter-School cooperation for is for school sports (ranked highest in four countries: France, Portugal, Slovenia, and Switzerland). There is a diverse set of Inter-School cooperation forms identified by the schools as least important, with each item ranked lowest either once or twice in the seven participating countries.

High Education Institutions (HEI) and Research Centres

Cooperation with HEI and Research Centres (table 26) exists mostly for Initial Teacher Education (highest percentage in participating schools in six countries out of seven). Cooperation for Monitoring Extra-Curricular Activities and Settings, and Counselling (lowest percentage in participating schools in five countries out of seven) exists least often.

From the perspective of the schools, the most important form of cooperation with HEI and Research Centres is related with the Initial Teacher Education (ranked highest in four countries: Germany, Ireland, Portugal, and Switzerland). The least important form of cooperation with HEI and Research Centres is the Monitoring of Extra-Curricular Activities (ranked lowest in three countries: Germany, Portugal, and Slovenia) and Research (ranked lowest in three countries: Ireland, Slovenia, and Switzerland; but ranked highest in France).

Professional Associations

Cooperation with Professional Associations (table 26) exists mostly for participation in continuous professional development (CPD) actions (highest percentage in participating schools in all EuPEO countries). The cooperation for Monitoring/Evaluation of Physical Education is the least frequent form of cooperation (all EuPEO countries).

The most important cooperation with Professional Associations from the perspective of the schools is for CPD (ranked highest in five countries: France, Germany, Portugal, Slovenia, and Switzerland), whereas the least important is for Research (ranked lowest in three countries: Germany, Ireland, and Slovenia).

Table 25 - EuPEO pilot results: Public partnerships – Government, NGB, Inter-school cooperation

EuPEO Indicator 5: What partnerships do schools engage with to support pupils' school-based PA?																								
EuPEO Sub-Indicator 5.1: Focus and Importance of Public Community Partnerships																								
Core EuPEO Tool: EuPEO School Questionnaire (ESQ)																								
EuPEO Countries			Government						RGBs / NGBs						Inter-School								
			Teacher CPD	Active Transport	Profissional Experts Provision	PE Facilities	PE Equipment	PE Teacher Provision	Coaching Pupils in PE	Coaching Pupils in ECAS	Coaching or Organising SS	Award Coach Badges	Organizing ECAS	Sports Talent Identification	PE Curriculum	SS	OFPA	Teacher Provision	ITE	CPD	Resources	Equipment	Facilities
EuPEO Partnership	32 ESQ	Total Engagement	78,1%	9,4%	9,4%	56,3%	46,9%	40,6%	21,9%	25,0%	43,8%	25,0%	68,8%	9,4%	9,4%	78,1%	21,9%	25,0%	31,3%	40,6%	3,1%	21,9%	28,1%
		Min Importance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		Mean Importance	3,63	2,81	2,81	4,16	4,06	3,69	2,53	2,75	3	2,63	3,75	2,81	2,94	3,81	2,84	2,91	3,19	3,47	2,66	3,03	3,16
Czech Republic	6 ESQ	Total Engagement	83,3%	16,7%	0,0%	33,3%	33,3%	16,7%	33,3%	66,7%	50,0%	33,3%	83,3%	16,7%	16,7%	66,7%	0,0%	50,0%	50,0%	66,7%	0,0%	0,0%	0,0%
		Min Importance	1	1	1	1	1	1	1	3	1	1	3	1	2	2	2	2	2	2	2	2	2
		Max Importance	4	4	4	4	4	4	4	5	4	4	5	4	5	5	5	5	5	5	4	4	4
		Mean Importance	2,67	2,17	2,5	3,17	3	3,33	3,00	3,67	3,00	2,67	3,83	3,00	3,17	3,83	3,00	3,17	3,50	4,00	2,83	2,83	2,83
France	7 ESQ	Total Engagement	57,1%	0,0%	28,6%	57,1%	42,9%	28,6%	42,9%	14,3%	57,1%	14,3%	28,6%	0,0%	0,0%	85,7%	42,9%	0,0%	28,6%	14,3%	14,3%	14,3%	14,3%
		Min Importance	2	1	1	2	2	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1
		Max Importance	5	4	4	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	4	4
		Mean Importance	3,71	2,29	2,43	3,86	4,14	3,43	2,86	2,57	2,43	2,57	3,14	2,43	2,43	4	2,71	2,86	3,57	3,29	2,57	2,71	3,14
Germany	4 ESQ	Total Engagement	100%	0%	0%	75%	50%	0%	0%	0%	0%	0%	75%	25%	0%	50%	0%	25%	0%	25%	0%	25%	50%
		Min Importance	3	1	1	4	2	1	1	1	1	1	2	3	2	2	2	3	2	2	2	2	2
		Max Importance	4	4	4	5	5	4	3	3	4	4	5	5	4	4	4	4	4	5	4	5	5
		Mean Importance	3,75	2,75	2,5	4,75	4	2,5	2	2,25	2,5	2,25	4	3,5	2,75	2,75	2,5	3,5	2,75	3,5	2,75	3,75	3,75
Ireland	3 ESQ	Total Engagement	100,0%	0,0%	0,0%	0,0%	0,0%	33,3%	100,0%	33,3%	33,3%	33,3%	66,7%	33,3%	0,0%	100,0%	33,3%	33,3%	33,3%	100,0%	0,0%	0,0%	66,7%
		Min Importance	3	2	4	4	4	4	1	1	3	2	4	3	4	3	4	2	2	4	4	4	4
		Max Importance	4	4	5	5	5	5	4	4	4	4	5	5	4	4	4	4	4	4	5	5	5
		Mean Importance	3,67	3	4,33	4,67	4,67	4,33	2,33	2,33	3,67	3,33	4,33	4	4	3,67	4	3,33	3,33	4	4,33	4,33	4,67
Portugal	7 ESQ	Total Engagement	71,4%	14,3%	0,0%	71,4%	71,4%	71,4%	0,0%	28,6%	57,1%	28,6%	85,7%	0,0%	0,0%	28,6%	14,3%	0,0%	28,6%	14,3%	0,0%	28,6%	14,3%
		Min Importance	2	1	1	4	5	1	1	1	1	1	1	1	1	4	1	1	1	1	1	1	1
		Max Importance	5	5	5	5	5	5	4	4	4	5	4	5	4	5	5	4	5	5	5	5	5
		Mean Importance	4,14	3,29	3,00	4,71	4,43	3,86	2,14	2,71	3,43	2,71	4,29	2,29	2,57	4,29	2,71	2,00	3,00	2,86	2,00	2,71	2,71
Slovenia	3 ESQ	Total Engagement	66,7%	33,3%	0,0%	66,7%	33,3%	66,7%	33,3%	0,0%	33,3%	66,7%	66,7%	0,0%	33,3%	100,0%	33,3%	66,7%	33,3%	66,7%	0,0%	33,3%	33,3%
		Min Importance	1	3	3	3	4	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	5	4	4	5	5	5	5	4	4	4	4	4	5	5	5	5	5	5	3	4	4
		Mean Importance	3,67	3,33	3,33	4	4,33	5	3	2,67	2,67	2,33	2,67	3	2,67	3,33	2,67	3,33	2,67	3,33	2,33	2,33	2,33
Switzerland	2 ESQ	Total Engagement	100%	0%	50%	100%	100%	100%	50%	0%	50%	0%	100%	0%	50%	50%	50%	50%	50%	50%	0%	100%	100%
		Min Importance	4	3	2	4	4	4	1	2	3	2	3	2	4	4	2	2	2	4	1	3	3
		Max Importance	4	5	2	5	5	5	3	3	5	3	5	2	5	5	3	4	4	4	4	4	4
		Mean Importance	4,00	4,00	2,00	4,50	4,50	4,50	2,00	2,50	4,00	2,50	4,00	2,00	4,50	4,50	2,50	3,00	3,00	4,00	2,50	3,50	3,50

Table 26 - EuPEO pilot results: Public partnerships - High Education Institutions and Professional Associations

EuPEO Countries			EuPEO Indicator 5: What partnerships do schools engage with to support pupils' school-based PA? *EuPEO Sub-Indicator 5.1: Focus and Importance of Public Community Partnerships* *Core EuPEO Tool: EuPEO School Questionnaire (ESQ)*											
			HEI and Research Institutions						Professional Associations					
			ITE	CPD	Monitoring/E valuating PE	Monitoring/E valuating ECAS	Research	Counselling	ITE	CPD	Monitoring/E valuating PE	Monitoring/E valuating ECAS	Research	Counselling
EuPEO Partnership	32 ESQ	Total Engagement	84,4%	53,1%	28,1%	12,5%	43,8%	12,5%	46,9%	65,6%	6,3%	18,8%	25,0%	25,0%
		Min Importance	1	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	5	5	5	5	5	5	5	5	4	5	5	5
		Mean Importance	4,03	3,56	3,03	2,75	2,97	3,00	2,97	3,53	2,53	2,47	2,63	2,78
Czech Republic	6 ESQ	Total Engagement	100,0%	83,3%	33,3%	50,0%	83,3%	0,0%	50,0%	66,7%	0,0%	16,7%	16,7%	0,0%
		Min Importance	2	2	2	2	2	2	2	2	2	2	2	2
		Max Importance	5	5	5	5	5	4	5	5	4	4	4	4
		Mean Importance	4,00	4,00	3,17	3,33	3,17	3,00	3,67	3,67	2,83	2,83	2,83	2,83
France	7 ESQ	Total Engagement	28,6%	14,3%	0,0%	0,0%	14,3%	0,0%	42,9%	42,9%	0,0%	14,3%	0,0%	14,3%
		Min Importance	1	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	4	4	4	4	5	5	5	5	4	5	5	5
		Mean Importance	1,57	1,86	1,86	2	2,29	2,14	2,57	3,29	2,29	2,29	2,14	2,14
Germany	4 ESQ	Total Engagement	100%	0%	0%	0%	25%	0%	50%	75%	0%	0%	25%	25%
		Min Importance	4	3	2	2	2	3	1	1	1	1	1	1
		Max Importance	5	4	4	4	4	4	3	5	4	4	5	5
		Mean Importance	4,25	3,75	3,25	3	3,25	3,5	2	3	2,25	2,25	2,5	3
Ireland	3 ESQ	Total Engagement	66,7%	100,0%	33,3%	0,0%	66,7%	0,0%	66,7%	100,0%	33,3%	66,7%	33,3%	66,7%
		Min Importance	4	3	4	4	3	4	3	3	4	3	3	4
		Max Importance	5	4	4	4	4	5	5	4	4	4	4	5
		Mean Importance	4,33	3,67	4	4	3,67	4,33	4	3,67	4	3,67	3,33	4,33
Portugal	7 ESQ	Total Engagement	71,4%	28,6%	28,6%	0,0%	57,1%	14,3%	42,9%	57,1%	0,0%	14,3%	42,9%	28,6%
		Min Importance	4	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	5	5	5	4	5	5	5	5	5	5	5	5
		Mean Importance	4,57	2,86	2,86	2,00	3,00	2,57	3,43	3,86	2,29	2,00	2,86	2,43
Slovenia	3 ESQ	Total Engagement	100,0%	66,7%	0,0%	0,0%	66,7%	100,0%	66,7%	66,7%	33,3%	33,3%	33,3%	33,3%
		Min Importance	1	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	5	5	4	4	4	5	5	5	4	4	3	5
		Mean Importance	3,33	3,67	2,67	2,67	2,67	3,33	3,00	3,00	2,67	2,67	2,33	3,00
Switzerland	2 ESQ	Total Engagement	100%	50%	100%	50%	0%	0%	0%	100%	0%	0%	50%	50%
		Min Importance	5	4	3	2	2	2	1	4	1	1	1	1
		Max Importance	5	4	4	4	2	2	1	5	2	3	4	5
		Mean Importance	5,00	4,00	3,50	3,00	2,00	2,00	1,00	4,50	1,50	2,00	2,50	3,00

The following topis resume the main results regarding the development of **private** community partnerships (tables 27 and 28).

Sports Organisations

Cooperation with Sport Organisations (table 27) exists mostly for the Promotion of Sports Events (highest percentage in participating schools in five countries out of seven). Cooperation for SEN Sports Offer and Finances (lowest percentage in participating schools in five countries out of seven) exists least often.

From the perspective of the schools, the most important form of cooperation with Sports Organisations is for Facilities provision (ranked highest in four countries: Czech Republic, France, Germany, and Ireland). The least important form of cooperation with Sport Organisations is for Finances (ranked lowest in four countries: Czech Republic, Germany, Portugal, and Slovenia; but ranked highest in Ireland).

Parents

Cooperation with Parents (table 28) exists mostly for Health Promotion (highest percentage in participating schools in five countries out of seven). Cooperation for Sports Talent Identification (lowest percentage in participating schools in six countries out of seven) exists least often.

From the perspective of the schools, the most important form of cooperation with Parents is for Social Inclusion (ranked highest in four countries: Czech Republic, France, Slovenia, and Switzerland) and the least important is for Expert provision in PETE (ranked lowest in six countries: all countries except Portugal) and Co-Sponsor in PETE events (ranked lowest in all EuPEO countries).

HEI and Research Institutions

Cooperation with private HEI and Research Centres (table 28) exists mostly for Initial Teacher Education (highest percentage in participating schools in six countries out of seven). Cooperation for Monitoring/Evaluation of Physical Education (lowest percentage in participating schools in six countries out of seven) exists least often.

From the perspective of the schools, the most important form of cooperation with HEI and Research Centres is for Initial Teacher Education (ranked highest in three countries: Portugal, Slovenia, and Switzerland; but ranked lowest in France and Germany) and Research (ranked highest in three countries: Czech Republic, France, and Slovenia; but ranked lowest in Germany, Portugal, and Switzerland). The least important form of cooperation with HEI and Research Centres is for Monitoring/Evaluation of Physical Education (ranked lowest in five countries: Germany, Ireland, Portugal, Slovenia, and Switzerland).

Table 27 - EuPEO pilot results: Private partnerships - Sports Organisations

EuPEO Indicator 5: What partnerships do schools engage with to support pupils' school-based PA? EuPEO Sub-Indicator 5.2: Focus and Importance of Private Community Partnerships Core EuPEO Tool: EuPEO School Questionnaire (ESQ)										
EuPEO Countries			Sports Organisations							
			PE Teaching	Promotion of sports events	SEN Sports Offer	Health Promotion	Social Inclusion	CPD	Facilities	Equipment	Finances
EuPEO Partnership	32 ESQ	Total Engagement (%)	37,5%	68,8%	15,6%	31,3%	21,9%	25,0%	56,3%	37,5%	18,8%
		Min Importance	1	1	1	1	1	1	1	1	1
		Max Importance	5	5	5	5	5	5	5	5	5
		Mean Importance	2,78	3,47	2,94	3,28	3,25	2,94	3,66	3,38	2,69
Czech Republic	6 ESQ	Total Engagement (%)	66,7%	66,7%	16,7%	33,3%	16,7%	16,7%	50,0%	33,3%	16,7%
		Min Importance	1	3	1	1	1	1	1	1	1
		Max Importance	5	5	4	5	4	4	5	5	5
		Mean Importance	3,67	4,00	2,67	3,33	2,83	3,00	3,17	3,17	3,17
France	7 ESQ	Total Engagement (%)	14,3%	71,4%	42,9%	28,6%	14,3%	0,0%	71,4%	57,1%	57,1%
		Min Importance	1	1	1	1	1	1	1	1	1
		Max Importance	5	5	5	4	5	4	5	5	5
		Mean Importance	2,29	3,29	2,86	3,14	3,14	2,43	3,71	3,43	3
Germany	4 ESQ	Total Engagement (%)	50,0%	75,0%	0,0%	50,0%	0,0%	25,0%	75,0%	25,0%	0,0%
		Min Importance	2	1	2	3	3	3	4	1	1
		Max Importance	5	4	4	4	4	4	5	4	4
		Mean Importance	3,5	3,25	3	3,75	3,5	3,75	4,25	3,25	2,5
Ireland	3 ESQ	Total Engagement (%)	33,3%	100,0%	0,0%	33,3%	66,7%	66,7%	33,3%	33,3%	33,3%
		Min Importance	3	4	4	4	4	2	4	4	4
		Max Importance	4	5	5	5	5	4	5	5	5
		Mean Importance	3,67	4,33	4,33	4,33	4,33	3,33	4,67	4,33	4,67
Portugal	7 ESQ	Total Engagement (%)	28,6%	57,1%	14,3%	28,6%	28,6%	14,3%	42,9%	28,6%	0,0%
		Min Importance	1	1	1	1	1	1	1	1	1
		Max Importance	5	5	5	5	5	5	5	5	4
		Mean Importance	2,57	3,43	2,86	2,71	3	2,43	3,43	3,14	1,86
Slovenia	3 ESQ	Total Engagement (%)	66,7%	66,7%	0,0%	33,3%	33,3%	33,3%	33,3%	33,3%	0,0%
		Min Importance	1	1	1	1	1	1	1	1	1
		Max Importance	4	5	4	5	5	4	4	4	3
		Mean Importance	2	3	2,67	3,33	3,33	2,33	2,67	2,67	2
Switzerland	2 ESQ	Total Engagement (%)	0,0%	50,0%	0,0%	0,0%	0,0%	100,0%	100,0%	50,0%	0,0%
		Min Importance	1	1	1	2	3	5	4	4	1
		Max Importance	1	4	4	4	4	5	5	5	2
		Mean Importance	1,00	2,50	2,50	3,00	3,50	5,00	4,50	4,50	1,50

Table 28 - EuPEO pilot results: Private partnerships – Parents High Education Institutions

EuPEO Countries			EuPEO Indicator 5: What partnerships do schools engage with to support pupils' school-based PA? EuPEO Sub-Indicator 5.2: Focus and Importance of Private Community Partnerships Core EuPEO Tool: EuPEO School Questionnaire (ESQ)														
			Parents									HEI and Research Institutions					
			SEN Sports Offer	Participation in SS events	Participation in PE conferences	Expert in PETE	Co-Sponsor PETE events	Health Promotion	Social Inclusion	Active Transport	Financial Support	ITE	CPD	Monitoring / Evaluating PE	Monitoring / Evaluating ECAS	Research	Counselling
EuPEO Partnership	32 ESQ	Total Engagement (%)	15,6%	25,0%	15,6%	3,1%	3,1%	43,8%	25,0%	9,4%	18,8%	46,9%	37,5%	3,1%	6,3%	18,8%	9,4%
		Min Importance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5
		Mean Importance	2,66	3,03	2,72	2,28	2,31	3,03	3	2,94	2,75	2,84	2,72	2,25	2,25	2,5	2,44
Czech Republic	6 ESQ	Total Engagement (%)	16,7%	0,0%	0,0%	16,7%	16,7%	50,0%	16,7%	16,7%	0,0%	33,3%	50,0%	0,0%	16,7%	16,7%	0,0%
		Min Importance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	4	4	4	4	4	4	4	4	4	5	5	3	3	3	4
		Mean Importance	2,50	2,50	2,50	2,50	2,50	2,83	2,67	2,50	2,50	3,17	3,17	2,17	2,17	2,33	2,33
France	7 ESQ	Total Engagement (%)	28,6%	28,6%	0,0%	0,0%	0,0%	42,9%	14,3%	0,0%	14,3%	28,6%	14,3%	0,0%	0,0%	14,3%	0,0%
		Min Importance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	5	5	3	4	4	5	5	5	5	4	4	4	4	5	5
		Mean Importance	2,43	2,57	2	1,86	1,86	3,14	3,14	2,86	2,71	1,57	1,86	1,86	2	2,29	2,14
Germany	4 ESQ	Total Engagement (%)	0,0%	0,0%	75,0%	0,0%	0,0%	0,0%	0,0%	0,0%	50,0%	25,0%	0,0%	0,0%	0,0%	0,0%	0,0%
		Min Importance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	2	3	5	3	2	3	3	5	5	2	3	2	2	2	2
		Mean Importance	1,75	2,25	3,75	1,75	1,75	2,25	2,25	2,75	3	1,5	1,75	1,5	1,5	1,5	1,5
Ireland	3 ESQ	Total Engagement (%)	100,0%	33,3%	0,0%	0,0%	0,0%	100,0%	66,7%	0,0%	33,3%	66,7%	66,7%	0,0%	0,0%	0,0%	33,3%
		Min Importance	2	2	2	2	2	4	3	3	3	2	3	3	3	3	3
		Max Importance	5	5	4	4	4	5	5	4	4	5	4	4	4	4	5
		Mean Importance	3,67	3,67	3,33	3	3	4,33	4	3,33	3,33	3,67	3,67	3,67	3,33	3,67	4
Portugal	7 ESQ	Total Engagement (%)	28,6%	42,9%	14,3%	0,0%	0,0%	14,3%	14,3%	0,0%	0,0%	57,1%	14,3%	14,3%	14,3%	28,6%	0,0%
		Min Importance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		Max Importance	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4
		Mean Importance	3,14%	4,14%	3,14%	2,71%	2,86%	2,71%	2,71%	3,14%	2,57%	4,14	3,43	2,57	2,57	2,86	2,57
Slovenia	3 ESQ	Total Engagement (%)	0,0%	33,3%	33,3%	0,0%	0,0%	66,7%	33,3%	66,7%	33,3%	100,0%	66,7%	0,0%	0,0%	66,7%	66,7%
		Min Importance	1	2	2	2	2	2	2	2	2	1	1	1	1	1	1
		Max Importance	4	4	3	3	3	4	4	4	4	5	5	4	4	5	5
		Mean Importance	2,67	3	2,67	2,33	2,33	3,33	3,33	3,33	3	3,33	3,33	2,67	2,67	3,33	3,33
Switzerland	2 ESQ	Total Engagement (%)	0,0%	50,0%	0,0%	0,0%	0,0%	100,0%	100,0%	0,0%	50,0%	50,0%	0,0%	0,0%	0,0%	0,0%	0,0%
		Min Importance	2	2	1	1	1	3	4	2	2	1	1	1	1	1	1
		Max Importance	3	4	2	0%	2	4	4	4	3	4	2	2	2	2	2
		Mean Importance	2,50	3,00	1,50	1,50	1,50	3,50	4,00	3,00	2,50	2,50	1,50	1,50	1,50	1,50	1,50

Indicator 6 | Physical Education Structure in Educational Policy

Indicator 6 “Physical Education Structure in Educational Policy” reports information on sub-indicator 6.1. Physical education framing and status, sub-indicator 6.2. presence of a National Physical Education Policy, and sub-indicator 6.3. presence of a National External Learning Assessment System in Physical Education.

Table 29 reports data on the sub-indicator 6.1. “Physical Education framing and status”, including data from Germany by region (12 experts/PE representatives from 5 German regions). Physical Education is the more frequent designation of the subject, despite “Physical Education and Sport” or “School Sport” also being present in countries as France, Germany, Slovenia, and Switzerland.

Physical education is a subject where pupils must be successful to be approved and progress to the next educational level, mainly in Primary Education and Lower Secondary Education. The same principle is often not present in Early Childhood Education.

The National Physical Education representatives’ perceptions on the subject status in each education level was asked. From a global perspective, Physical Education was perceived as having an equal status within the national curriculum in the Primary Education (five out of seven countries), Lower (four out of seven countries) and Upper Secondary Education (three out of seven countries). Most Physical Education National representatives (five out of seven) consider that the subject has “no status” in Early Childhood Education level. France reported a highly negative perception about the Physical Education status in all educational levels (“no status”). Ireland also a negative perception in relation to the subject status in all educational levels (“no status” or “less status”). Portugal reported a sense of equality of status in all educational levels for Physical Education. Czech Republic, Germany and Slovenia reported an equal status for Physical Education, with exception of the Early Childhood Educational level (“no status”).

Germany is the only country where Physical Education is not a core curriculum subject in all education levels. Also, in Ireland Physical Education is not a core curriculum subject in Early Childhood Education and Upper Secondary Education.

The designers of the Physical Education curriculum usually are curriculum specialists and Physical Education specialists.

Table 29 - EuPEO pilot results: Physical Education framing and status.

EuPEO Indicator 6: To what extent is PE structured in Educational Policy?										
EuPEO Sub-Indicator 6.1: Framing and Status of PE										
Core EuPEO Tool: EuPEO Country Questionnaire (ECQ)										
EuPEO Countries		PE Name (translated)	High-Stakes PE	PE Status vs Other Subjects in School				PE as Core Curriculum Subject	PE National Curriculum	
				No Status	Less Status	Equal Status	Higher Status		Presence	Designers
EuPEO Partnership	Early Years		Yes=7 | No=11	5	-	2	-	5		
	Primary Education		Yes= 18| No=0	2	-	5	-	6		
	Lower Secondary		Yes= 18| No=0	1	2	4	-	6		
	Upper Secondary		Yes=17 | No=1	2	1	3	-	5		
Czech Republic	Early Years	-	No	X				Yes	Yes	Curriculum Experts
	Primary Education	Physical Education	No			X		Yes	Yes	Curriculum Experts
	Lower Secondary	Physical Education	Yes			X		Yes	Yes	PE Experts
	Upper Secondary	Physical Education	Yes			X		Yes	Yes	PE Experts
France	Early Years	Education physique et sportive	Yes	X				Yes	NA	l'inscpection générale sans prise en compte du point de vue des professeurs
	Primary Education	Education physique et sportive	Yes	X				Yes	NA	
	Lower Secondary	Education physique et sportive	Yes	X				Yes	NA	
	Upper Secondary	Education physique et sportive	Yes	X				Yes	NA	
Germany (n=12)	Early Years	Movement and Games	No	X				No	No	-
	Primary Education	School Sport	Yes			X		No	Yes	Curriculum Experts, PE Experts
	Lower Secondary	School Sport	Yes			X		No	Yes	Curriculum Experts, PE Experts
	Upper Secondary	School Sport	Yes			X		No	Yes	Curriculum Experts, PE Experts
Ireland	Early Years	Physical Education	No	X				No	Yes	PE curriculum expert, PE specialist
	Primary Education	Physical Education	Yes	X				Yes	Yes	PE curriculum expert, PE specialist
	Lower Secondary	Physical Education	Yes		X			Yes	Yes	PE curriculum expert, PE specialist
	Upper Secondary	Physical Education	No		X			No	Yes	PE curriculum expert, PE specialist
Portugal	Early Years	Physical Education	Yes			X		Yes	Yes	Generel Curriculum experts
	Primary Education	Physical Education	Yes			X		Yes	Yes	PE Curriculum experts
	Lower Secondary	Physical Education	Yes			X		Yes	Yes	PE Specialists
	Upper Secondary	Physical Education	Yes			X		Yes	Yes	Invited PE Teachers
Slovenia	Early Years	Movement	Yes	X				Yes	NA	PE curriculum expert, PE specialist
	Primary Education	Sports	Yes			X		Yes	NA	PE curriculum expert, PE specialist
	Lower Secondary	Physical Education	Yes			X		Yes	NA	PE curriculum expert, PE specialist
	Upper Secondary	Physical Education	Yes			X		Yes	NA	PE curriculum expert, PE specialist
Switzerland	Early Years	Education physique et sportive	Yes			X		Yes	NA	PE curriculum expert, PE specialist, Invited PE teachers
	Primary Education	Education physique	Yes			X		Yes	NA	PE curriculum expert, PE specialist, Invited PE teachers
	Lower Secondary	Education physique	Yes		X			Yes	NA	PE curriculum expert, PE specialist, Invited PE teachers
	Upper Secondary	Education physique et sport	Yes	X				Yes	NA	PE curriculum expert, PE specialist, Invited PE teachers

Table 30 reports data on sub-indicator 6.2. "the presence of a Physical Education National Policy" and the level of support by different policy actions. France, Portugal, and Slovenia reported the inexistence of any Physical Education National Policy (excluding the curriculum).

The publication of guidelines for facilities and equipment design, along with the definition of a legislation framework are the policy actions with the highest support within the EuPEO countries, followed by the existence of a webpage with documents and information for supporting the national strategy development. School performance evaluation in Physical Education and school sports, and existence of recommendations for cooperation with the health sector are the two forms of policy actions less supported by the existent Physical Education National Policies.

Table 30 - EuPEO pilot results: presence of a Physical Education National Policy.

EuPEO Indicator 6: To what extent is PE structured in Educational Policy? *EuPEO Sub-Indicator 6.2: Presence of a PE National Policy (or PE in National Policy)* *Core EuPEO Tool: EuPEO Country Questionnaire (ECQ)*										
EuPEO Countries		**PE Policy Level of Support**								
		CPD	**Professional Issues**	**Professional Network**	**Legislation Framework**	**EC PA and Sport**	**Recommended Cooperation w/ Health-Sector**	**Monitoring PE Learning Outcomes**	**Guidelines for Facilities and Equipment Design**	**School Performance Evaluation in PE and SS**
EuPEO Partnership	No policy available	3	3	3	3	3	3	4	3	3
	No Support	0	0	0	0	0	1	0	0	0
	Low Support	1	2	0	0	1	1	1	0	2
	Some Support	2	2	2	1	1	1	1	1	0
	High Support	1	0	2	3	2	1	1	3	2
Czech Republic	No policy available									
	No Support									
	Low Support		x					x		x
	Some Support	x		x	x					
	High Support					x	x		x	
France	No policy available	x	x	x	x	x	x	x	x	x
	No Support									
	Low Support									
	Some Support									
	High Support									
Germany (n=9)	No policy available							x		
	No Support						x			
	Low Support	x	x							x
	Some Support			x						
	High Support				x	x			x	
Ireland	No policy available									
	No Support									
	Low Support					x	x			
	Some Support		x						x	
	High Support	x		x	x			x		x
Portugal	No policy available	x	x	x	x	x	x	x	x	x
	No Support									
	Low Support									
	Some Support									
	High Support									
Slovenia	No policy available	x	x	x	x	x	x	x	x	x
	No Support									
	Low Support									
	Some Support									
	High Support									
Switzerland	No policy available									
	No Support									
	Low Support									
	Some Support	x	x			x	x	x		
	High Support			x	x				x	x

Table 31 reports on sub-indicator 6.3. “the presence of a National External Learning Assessment System” (NELAS) in the participating countries. To identify the presence of a NELAS within the educational system, each partner weighed on the following cumulative criteria: 1) External assessment system to the school; 2) Standardized assessment system (related to curriculum learning outcomes); 3) Implemented during the compulsory education; 4) External assessment can be implemented as a compulsory or elective measure.

Globally the existent NELAS focus mostly on the assessment of learning in the physical domain, followed by the cognitive. There is a NELAS in Czech Republic, Portugal, Slovenia, and Switzerland, with different approaches to the assessment of learning in Physical Education. The NELAS of Czech Republic focuses on the social and cognitive domains of learning, while Portuguese NELAS focuses only on physical competencies (physical activities and fitness), and the Slovenian NELAS is only focussed on the specific knowledge assessment.

Table 31 - EuPEO pilot results: Presence of a National External Assessment System

EuPEO Indicator 6: To what extent is PE structured in Educational Policy? **EuPEO Sub-Indicator 6.3: Presence of National External Learning Assessment System** Core EuPEO Tool: EuPEO Country Questionnaire (ECQ)					
EuPEO Countries		**NELAS**			
		Social	**Psychological**	**Physical**	**Cognitive**
EuPEO Partnership	Early Years	0	0	0	0
	Primary Education	0	0	1	0
	Lower Secondary	0	0	1	0
	Upper Secondary	2	2	2	2
Czech Republic	Early Years	yes	no	no	no
	Primary Education	yes	no	no	yes
	Lower Secondary	yes	no	no	yes
	Upper Secondary	yes	no	no	no
France	Early Years	no	no	no	no
	Primary Education	no	no	no	no
	Lower Secondary	no	no	no	no
	Upper Secondary	no	no	no	no
Germany	Early Years	no	no	no	no
	Primary Education	no	no	no	no
	Lower Secondary	no	no	no	no
	Upper Secondary	no	no	no	no
Ireland	Early Years	no	no	no	no
	Primary Education	no	no	no	no
	Lower Secondary	no	no	no	no
	Upper Secondary	no	no	no	no
Portugal	Early Years	no	no	no	no
	Primary Education	no	no	yes	no
	Lower Secondary	no	no	yes	no
	Upper Secondary	no	no	yes	no
Slovenia	Early Years	no	no	no	no
	Primary Education	no	no	no	no
	Lower Secondary	no	no	no	yes
	Upper Secondary	no	no	no	no
Switzerland	Early Years	yes	yes	yes	yes
	Primary Education	yes	yes	yes	yes
	Lower Secondary	yes	yes	yes	yes
	Upper Secondary	yes	yes	yes	yes

Czech Republic

Particularly testing 5th and 9th grade pupils, carried out by the Czech School Inspectorate, this includes questions concerning the relationship to movement.

Ireland

In Ireland, there was not a national evaluation system to track learning in PE across all or any domains in formal education, but in 2020 a State Examination at Senior Cycle in secondary schools [Upper Secondary Education] was implemented nation-wide after being piloted in selected schools, currently open for any school to run as high-stakes assessment.

Portugal

The external system is developed by the Educational Evaluation Institute (IAVE) with the direct purpose of monitoring the national curriculum, thus framed as a low-stakes assessment. In Portugal there is a NELAS in Primary Education (2nd grade) and Lower Secondary Education (8th grade) with the purpose of assessing the acquisition of fundamental movement skills (2nd grade) and competences across a range of Physical Activities and Sports (Physical Domain) (8th grade). In Primary Education, a specialist PE teacher, and the generalist teacher work together with the support of an external supervisor to assess pupil learning, while the PE specialist in the Lower Secondary Education is the responsible for the process with the support of the School Head of PE and an external supervisor. A global performance test (practical tasks) is proposed to assess motor competencies. The assessment of cognitive and psychological domains is inexistent.

In Portugal there is also a platform named FITescola® to assess the pupil health-related fitness levels at the national, school, class and individual levels. For this purpose, FITescola® integrates a battery of fitness tests divided into three areas, Aerobic Fitness, Body Composition and Muscular Fitness. It is applied at post-primary level to all school-aged children and adolescents from 5th to 12th grade (Lower to Upper Secondary Education). The platform serves a double propose of school internal monitoring and for an external assessment applied by researchers from the higher education institutions or national governing bodies (i.e. National Directorate of Education).

The Portuguese Physical Education Society and the Confederation of the Physical Education Teachers Associations frequently consider the data from the reports generated after the annual assessments for Physical Education advocacy.

Slovenia

In Slovenia, at the end of the nine-year primary education programme, divided into three-year periods, pupils' knowledge is assessed by the National Assessment of Knowledge (NAK). The NAK is a form of external assessment with rules, procedures, content, and criteria of assessment providing equal conditions of assessment for all pupils.

At the end of each three-year period, pupils can decide if they want to undergo the NAK voluntarily. Results of the assessment give additional information to schools, pupils and their parents on the pupils' knowledge and are low-stakes as they have no influence on the final grade in individual subjects or the pupils' general

achievement. At the end of final term in Year 9, a Final Examination of Knowledge of Pupils (FEKP) is compulsory for all pupils. Pupils take tests in Slovene, Mathematics and either a modern foreign language or another optional subject, chosen by the Minister. Among these subjects, PE can be included.

Switzerland

In Switzerland, the assessment is different across cantons and sometimes even in the schools. There is official assessment, but also quality Physical Education assessment using a "programme" called QIMS in German or QEPS in French (Quality Physical Education and Sport).

Recommendations from the pilot study

The Pilot of EuPEO Instruments was evaluated in terms of process by the EuPEO Partnership and the EuPEO Participants in June 2020. For this, the EuPEO coordination developed a "EuPEO MEA and TIM Pilot Evaluation Tool" for each National team to complete and to deliver to the respective national participants. This evaluation data was analysed at the project online meeting of 15th and 16th June 2020 and presented in table 32.

The EuPEO questionnaires and the application of the pilot versions of EuPEO tools - MEA and TIM were evaluated towards the definition of a final version.

Table 32 - Pilot evaluation dimensions, categories and guidelines.

Dimension	Category	Guideline
Data Collection	National Team recruitment and preparation of the participants	***Self-evaluation and consideration of the evaluation from the participants on the process of recruitment referring to:*** 1) clarity of the information provided to the participants and National Partner Schools for all the process, 2) delivery of the relevant documentation and codes, 3) management of the participants/National Partner Schools (and respective) contacts database and the ethical consent, 4) others to consider as relevant to the National Team.
	Participants perspective on the process of data input	***Consideration of the evaluation of the participants on the process of completing the tools, referring to:*** 1) the tool (ECQ, ESQ, EPQ, EuLAS-T) clarity and accessibility, 2) usefulness of the process for self-monitoring (i.e., what was the value-added to the PE awareness and understanding as relevant to the tool), 3) support from the National Team or National Partner School during the process, 4) others to consider as relevant to the National Team.
Data Treatment and Analysis	By the National Team	***Self-evaluation of the quality and relevance of data to describe at the national level the different dimensions of Quality Physical Education, referring to:*** 1) accessibility of the outputs from the Coordination Team, 2) quality and relevance of the results template (i.e. factsheet) considering each tool and the cross-over of the tools' results, 3) others to consider as relevant to the National Team.
	By the Participants	***Consideration of the evaluation by the participants on the feedback received at the immediate level, upon the completion of the tool (i.e. print versions of the answers) referring to:*** 1) usefulness and value-added of the print version to the current understanding and awareness of PE, 2) potential for future actions and directions based on the completed tool print version, 3) anticipation of a process to merge all relevant results (i.e. ESQ, EPQ and EuLAS-T) for a comprehensive view of the school/system, 4) awareness and usefulness of the EuPEO website as a resource, 5) others to consider as relevant to the National Team.

The key recommendation emanated by the pilot application of EuPEO MEA and TIM are organised in the following pages, considering the topic: 1) Data collection - Recruitment, 2) Data collection - Input, 3) Data Treatment and analysis. These are directed to the future National EuPEO coordinator. The current versions of IO3 EuPEO MEA and IO4 EuPEO TIM have integrated the elements noted below.

Manual for External Assessment (MEA)

Data collection – Recruitment

- Before participation begins, provide an evaluation template for the MEA instrument, and provide participants with prior access to the ECQ framework and questions.
- Meet with national participants(s) - PE National representatives - for a brief briefing on the project and clarification of doubts, clarification of objectives, possibilities for action based on the results and deadlines for participation.
- It will be helpful to add a user-friendly pdf file of questionnaire before starting to fulfil questionnaire.
- Allow joined fulfilment of the questionnaire (c.f. specialists panel).
- Paper and online versions of MEA should be available.

Data collection – Input

- Statistical data research on all items of the teacher workforce must be done by the national responsible within the European Physical Education Observatory.
- Some questions need to be evaluated on their contextual specificity and comparability.

Data Treatment and Analysis

- Consider the absence of data as a result itself. The absence of data should be reported and reflect by the national EuPEO coordinator. The lack of data points to flaws in the national systems implemented that can be solved.
- If there are no NELAS in your country, please prepare a short version (delete NELAS from the ECQ).
- Consider the Urban-rural typology of NUTS-3, common to all EU countries (eurostat) to distinguishing possible regional differences in outcomes (classification: predominantly urban regions; intermediate regions, close to a city; intermediate, remote regions; predominantly rural regions, close to a city; predominantly rural, remote regions.
- NUTS 3 variable would be created by the research team, during the data treatment, to objectively classify the schools as belonging to rural or urban areas, with the addition of knowing the region they belong.
- ECQ should be re-designed. This should allow national experts to describe some country specifics.

Toolkit for Internal Monitoring (TIM)

Data collection – Recruitment

- First you should contact the headmaster of the school to propose the school participation in the EuPEO.
- To facilitate the recruitment of participant teachers, allow the data assessment for the tests during the complete school year. All instruments should be introduced at the beginning of a school term. The teachers should have enough time to complete all data during one school term.
- It might be helpful to provide additional support to schools and teachers through telephone advice or a webinar, etc.
- With a perspective of the observatory expansion, structure a communication system that ensures easy availability for participation: 1) Defining protocols of contact (phone, mail…; School Board, coordination, teacher); 2) Regular and personal/face-to-face contact and fast response to the school are necessary, however, the communication should be kept to the minimum needed amount. Regular meetings would help to get the information and comment the different situation, correcting the difficulties from one to the other task. However, please consider that more communication than necessary would disturb the daily school routine; 3) A workshop for all teachers on how to use the instruments would be helpful, for example in the format of a webinar. Message clear and succinct.
- Clearly inform the computer support needs. Participants had difficulty in accessing digital support for answers in Physical Education classes.
- Define within your EuPEO National team a contact to support the participation of a certain number of participant schools.
- Provide online and paper format of the questionnaires (ESQ, EPQ, EuLAS-T).

Data collection – Input

- Clarify the possibility of requesting collaboration to the school board and other colleagues in the PE department to complete the EuPEO School Questionnaire (ESQ).
- Due to poor technical equipment at some schools, all instruments should be available online and on paper.
- Regarding the participation in the EuLAS -T, it might be helpful to have additional instruction videos or images of the tasks (especially for the shuttle run).
- Further hints and recommendations for conducting each task should be provided (EuLAS-T).
- Teachers should have been provided with a registration table containing the assessment descriptors. Make the registration sheet available in the TIM annex (EuLAS-T).
- It has been recommended to replace the descriptors with specific examples. For example, it is recommended to add a specific routine for the gymnastic test to increase comparability.

- Pupil's age and gender should be reported by the teacher in EuLAS-T. This information will be necessary to the measure cardiorespiratory fitness.
- Allow the competition of data throughout the school term and without a specific order (despite this, always consider the pupil code in the data input).

Data Treatment and Analysis

- The study results should be made available to the schools, as this was a major reason for teachers to participate in the study.
- A new contextual variable, common to all EU countries (eurostat), should be admitted distinguishing possible regional differences in outcomes (e.g. Urban-rural typology of NUTS-3).
- Regular National Team meetings would help to get the information and comment the different situation, correcting the difficulties from one to the other task.
- In the treatment of scalar variables such as SSTAPP1YESb we must create intervals (e.g. 100 to 150 min./wk).
- Perform factorial exploratory analysis. Calculate global physical self-perception score (EuLAS-P).
- Regarding EuLAS-T, each country should keep their reference tables and inform the coordination so harmonization of data can be performance in data treatment phase.
- There should be a summary report which compares the results of all participating countries. This report should be made available to all participating schools.
- Disseminate your infographics on websites or social networks. Design an infographic that summarizes all important results in 1-2 pages. Send a summarize report on the school results.

For more information on the implementation of MEA and TIM, please consult the final versions of IO3 - Manual for External Assessment and IO 4 -Toolkit for Internal Monitoring.

Recommendations for Future Applications

The testimonies of the participants on the EuPEO's International Multiplier Sport Event, delivered in a hybrid format, both from the project partners' presentations on their experience with developing and piloting the EuPEO's tools and from the representatives of the Physical Education international organisations who participated in the panel, raised some important themes to consider in the future decisions about the EuPEO implementation, namely:

- The EuPEO instruments' usability;
- The cultural linguistic adjustments;
- The meaning of the indicators to the field (i.e. schools, teachers, pupils);
- The observational data;
- The interaction with other PE institutions;
- The results exploitation.

As for the EuPEO instruments' usability, references were made to the fact that IO3 EuPEO MEA and IO4 EuPEO TIM questionnaires may still be too long, demanding considerable time to be answered. About this discussion, it runs the idea that clearer information must be delivered to the users, namely underlining the usefulness of the results for the teachers, schools, local, regional, national, and European levels, and that the data collection will only be done every three years, similarly to the PISA studies.

In relation to the cultural linguistic adjustments, some countries underline the difficulties of using equivalent semantics for the same issues. There is a need for further work on the national translations from the original version in English, namely by implementing ecological and professional translation processes as highlighted in IO3 EuPEO MEA.

Some users raised questions with the meaning of the different indicators to the professional field. The reflection on this pointed out the need to better explain that the EuPEO platform collects data from the macro, meso, micro and individual levels and not all this data is of interest to all levels. The participants also concluded that this must be better explained to the users, and also suggested to better disseminate the holistic view that they have to develop about quality PE, School Sport and Other Forms of School-Based Physical Activity.

Some participants underlined the importance of not restricting the data format to the written form, but to expand it with observational data, namely at the microlevel. This was recognised as very important to strengthen the data validity in the future, while at the same time requiring new development, validation and piloting processes.

Participants also mentioned the need to deepen the relationship with other European and international Physical Education associations. Some of the invited participants representing these organisations commented on their own experience on the improvement of monitoring systems and requested for a common and integrative effort between EUPEA and their associations.

Finally, from a more operational perspective, the participants highlighted the need to develop an integrated and automated process that facilitates the results' exploitation and dissemination at the various levels, European, national, regional, local, school and teachers/learners. Based on this the participants concluded on the value and need of follow-up project to develop the reporting conditions from the EuPEO Project.

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European Physical Education Observatory

Appendices

Appendix 1 | 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.

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.

Appendix 2 | **EuPEO Rationale**

Institution	*Publication*	*Year*	*Physical Education Monitoring*
EUPEA	Onofre et al. (2012) Holzweg et al. (2013a) Holzweg et al. (2013b)	2012 2013	The "European Physical Education Association" (EUPEA), finally, did a study about the situation of Physical Education at pre-school (kindergarten), primary and secondary school. The EUPEA group collected data about the actual situation of PE in national EU-member states and the estimated desirable situation for PE in Europe (Onofre, et al., 2012 a, b; Holzweg et al., 2013; 2014). The research consortium included scientists and PE experts from 21 EU member states/regions and Serbia (22). The EUPEA study was addressed to their National Physical Education Teacher Associations and cooperating research units as their "focal points"in the education sector of the respective EU-countries under review. Data were collected on name of the subject, status of the subject of PE, grading assessment, aims of the subject, accountability for the curricula of PE, time allocation, sport facilities, PE teacher education (PETE) and extra-curricular activities. Qualitative and quantitative items were reviewed, e.g., "average number of pupils per class" which vary between 16 and 30 (EU mean: 26). In 11 out of 21 EU-member states "exercise and health" is focused as a main aim of PE. When it comes to extra-curricular activities, in two-third of the EU-countries (14 out of 21) extra-curricular PA are not compulsory and in one half of all the countries, extra-curricular PA is assessed as an extension of PE. Only 13 of the 22 countries have extra-curricular PA regularly once a week (cf. Holzweg et al, 2014, p.65) and in three of the country's pupils have to pay extra-fees to participate in extra-curricular PA and sport.
Council of the European Union	Council Recommendation on Promoting Health-enhancing Physical Activity Across Setores 2013/0291 (NLE)	2013	The development, after the Lisbon Treaty, with the new sport paragraph in the years 2009 up to 2013 led to other essential EU-documents (e.g. the 2011 "Communication on Developing the European Dimension in Sport", the 2012 "European Parliament`s Resolution on the European Dimension in Sport" and "The Resolution of the Council on a European Union Work Plan for Sport 2011-2014"), which finally set up a second milestone for the promotion of EU PA GL: the "Council Recommendation on promoting **HEPA across sectors (2013)**, in August 2013. "**Recommendation 7** - Physical education at school has the potential to be an effective tool to increase awareness of the importance of HEPA, and schools can be easily and effectively targeted to implement activities in this regard (p.3)". The annex of this document provides on page 13 a total of 23 indicators for regular monitoring of the EU PA GL. Four out of this list of items (No. 13 to 16) focus on the education sector: "**Education**" (GL 21-24) 13. Physical education in primary and secondary schools (number of hours per school level; mandatory or optional; national or sub-national regulation). 14. Schemes for school-related physical activity promotion (existence of a national or sub-national scheme). 15. HEPA in training of Physical Education teachers (HEPA being a module in training of PE teachers at bachelor´s and/or master´s degree level – yes /no; mandatory/optional." (Annex, p.5).
UNESCO	Final Report of the 3rd World-wide survey of School Physical Education	2014	**This survey applies a wide range of Physical Education indicators:** "time allocation and status of PE, aims and objectives, delivery of quality items, monitoring quality assurance, resources, facilities, equipment, inclusiveness, partnership pathways with local grass-root sport organisations, equity, best practice examples, with a final "Physical Basic Needs Model" for implementation and evaluation (p. 98)." Although the range of indicators for monitoring are well-developed, the methodology of data collection and data analysis has been criticized not to be representative with an evidenced-based outcome for the countries or regions under review.

Institution	*Publication*	*Year*	*Physical Education Monitoring*
European Comission (EC)	Eurydice Report on Physical Education and Sport at School in Europe	2013	The range of indicators used and applied and reported on in the Eurydice Report (reference year 2011/2012) are: "national strategy, large-scale initiatives, monitoring national strategies, PE curriculum, content, aims, learning outcome, status of PE, health education, policy reasons, mandatory activities, exemptions, taught time of PE, pupils' assessment, teacher training, extra-curriculum with PA and sports, planed reforms." Some important outcomes regarding objectives of our application for the European Physical Education Observatory project (EuPEO) are given here: Only half of the education systems of EU28 have a national strategy for the promotion and development of PE, and two-thirds of EU28 have a large scale-initiative. "Health and healthy lifestyle are often emphasised in the national aim and learning outcome of Physical Education" (p.11). "The aims of national strategies may vary from one country to another" (p.14) and there exist "various ways of defining learning outcome in Physical Education at school. The difference between national aims and learning outcomes in Physical Education is not very clear-cut and distinguishing between them can be difficult" (p.18). "Many strategies (…) refer to the role of Physical Education and sport in promoting health and healthy lifestyle, as well as their broader contribution in physical, personal and social development" (p.14/15) of pupils. Even more substantial differences exist when comparing taught time of PE between EU-members states: it varies between 37 hours a school year in Ireland and 108 hours in France (p. 25 and figures 3.1 and 3.2. on page 28).
European Comission (EC)	Eurobarometer Report on Sport and Physical Activity	2014	The Eurobarometer Report on Sport and Physical Activity (2014) does not explicitly include PE and school sport (SS) as a part of PA and sport and the age range of people of the sample group does not cover children and adolescents in the age of 5 to 15, only in the age of 15 to 24. Therefore, some data reported on the workplace of schools for sport and PA are very marginal (5%, see page 42). However, activity scales for the group of young people (age 15 to 24) are alarming and can be verified for the younger age group of pupils with reference to other studies and surveys. For instance, data on "sitting time a usual day" in the category of for about 5 hrs. 31 min. up to 8hrs. 30 minutes reveals in the younger group (age 15-24) of 33% instead of 26% on average for all age groups. For the younger age group there exist some evidence by Eurobarometer data for an ambivalent development comparing data of 2002 respectively 2009 with data of the 2013 report: a small sample of the younger group did increase vigorous activities form 61 up to 90 minutes a week (22%) compared with only 11% in 2009, whereas another growing part of young people in that age group increased a sedentary lifestyle and became less active than their counterparts in 2009 and 2002.
EUC Expert Group HEPA	Recommendations to encourage PE in schools	2015	The "HEPA Working Group" already published in June 2015 their "Recommendations to encourage Physical Education in schools including motor skills in early childhood and to create valuable interactions with the sport sector, local authorities and the private sector." In top 2.9 of the document "monitoring of Physical Education" it is explicitly recommended: "(…) **Recommendation 15 - Monitoring of Physical Education:** It is considered important that Member States develop the necessary conditions to ensure Physical Education classes' quality and curriculum compliance. (…) National education coordinating bodies and schools should support the development and implementation of methods to ensure the compliance with and the high quality of the Physical Education curriculum." In the appendix of this HEPA working group document further details with outcome of studies about the 28 recommendations are reported. However, there is not any bibliographic note, nor any manual referenced, and no toolkit identified for a "monitoring study on Physical Education quality and curriculum compliance" (cf. HEPA Working Group,2015, p. 49). Furthermore, there are no entries documented in the larger chapter 5 on monitoring: "**5. Monitoring**" **Recommendation 27** - Effort should be encouraged to improve data collection on HEPA with objective measurements at the school level." No evidence was found to back up this recommendation. (EuPEO Project, 2017, p.17). **Recommendation 28** - The European Commission should report on the progress regarding the implementation of these recommendations. No evidence was found to back up this recommendation.

			6. Dissemination No recommendation" (HEPA Working Group, 2015, appendix, p. 75). Moreover, the Expert group HEPA document for "Coordination of the implementation of the Council Recommendation on HEPA", refers examples on cross-sectoral good practices to improve physical activity, by only by country (not transnational), very few concerning Physical Education, and anyone related with specific Physical Education monitoring systems (p.6) (EuPEO Project, 2017, p.17).
Institution	*Publication*	*Year*	*Physical Education Monitoring*
UNESCO	QPE Guidelines for Policy Makers	2015	The "UNESCO Quality PE Guide for Policy Makers" documents an inclusive approach (gender, disability, minority groups) with vision building on curriculum flexibility; community partnerships; monitoring and quality assurance; teacher education; facility, equipment, and resources. The guide will set benchmarks for national strategies of Quality Physical Education (QPE). The benchmarks should have six core principles as pillars: "teacher education; facility, equipment and resources; curriculum flexibility; community partnerships; monitoring and quality assurance; advocacy and communication (p. 23). ***For the pillar of "monitoring and quality assurance" it is stated:*** (…) "Policy implementation, and the delivery of QPE, should be supported by clear systems for monitoring and quality assurance, accompanied by support systems that assist teachers and schools in developing strengths and addressing weakness". (…) A key element of the monitoring and quality assurance process is adherence to the benchmarks of QPE and QPETE which are captured in this document" (p.46). As one essential benchmark "monitoring and evaluation" has been identified. In the annex 1 for minimal standards of benchmarks two items are finally stated in this document: "Adherence to the Core-Principles of QPE and/or QPETE, supported by regular self-assessment" (p.75). And: "Periodic review that involves monitoring/evaluation of curriculum and regular reporting to the national coordinating body" (p.75).
Rutten et al.; European commission and WHO (2015)	Factsheet "National implementation of the EU Physical Activity Guidelines"	2015	**Monitoring the Implementation of EU Physical Activity Guidelines in the EU 28 – School Sector and Status of PE (pp. 13-14)** Only in 8 countries of the 28 EU member states PE in primary schools is mandatory for more than 2 hrs. a week; in secondary schools only 6 countries provide more than 2 hrs. PE mandatory. Also, different kinds of PA in extra-curricular time e.g., "after-school HEPA promotion", commonly offered as School Sports activities, has not been implemented in about 60% of EU member states.
European Commission (EC)	Study of implementation of EU Physical Activity Guidelines	2016	There are conclusions to recommend for the future much more attention for monitoring the school and PE sector for HEPA in the education sector on regional and local level instead of national HEPA level. The final report refers that on a European level, collecting information on education indicators No. 13 to 16 (Education sector) may be difficult to gather as: ▪ "many activities are coordinated at the regional and local rather than the national level. ▪ activities often lie at the intersection of several sectors. ▪ both schools and higher education institutions are often independent regarding curriculum ▪ decisions" (Gelius, et al., 2016, p.66). There are four essential recommendations given for future monitoring work about the indicators of No. 13 to 16 (Education sector) in the final report of this study: "For future versions of the Monitoring Framework and the questionnaire, one might... • discuss whether and how to account for relevant activities at the regional and local level. • discuss how the number of Physical Education lessons can be reported in a cross-nationally comparable way.

	• discuss how to find a suitable way of obtaining data on curricula (both regarding Physical Education lessons and teacher's training). • consider providing more space in the questionnaire for countries to explain complex setups in the education sector" (Gelius, et al., 2016, p.66).

Institution	*Publication*	*Year*	*Quality Physical Education and Teacher Education*
European Comission	EU Physical Activity Guidelines	2008	"School-based Physical Education is effective in increasing levels of physical activity and improving physical fitness. However, to accomplish major health changes one hour of daily physical activity organised as play in the schoolyard or in Physical Education lessons is necessary." (EU PA GL, 2008, pp.23). "School-based Physical Education is the most widely available source to promote physical activities among young people. Therefore, every effort should be made to encourage schools to provide physical activities daily in all grades, inside or outside the curriculum and in cooperation with partners from the local community. (...)To maximise learning opportunities in Physical Education, a range of conditions needs to be met. (…) These include time in the school schedule, a reasonable class size, adequate facilities and equipment, a well-planned curriculum, appropriate assessment procedures, qualified teachers, and positive administrative support for networks linking stakeholders in the areas of physical activity and health care in the local community (e.g. sport clubs). (...) The role of Physical Education teachers in promoting physical activity among children and adolescents needs to be expanded in view of the increase in sedentary lifestyles, overweight and obesity. (...)The education and training of the teachers should provide them with the necessary expertise to give clear and precise messages to the pupils as well as to their parents, to raise awareness that physical activity is an essential requirement for health." (EU PA GL, 2008, p.23-24). ***EU Physical Activity Guidelines focadas nas necessidades de Políticas europeias no sector da educação:*** GDL21 - EU Member States should collect, summarise and evaluate national guidelines for physical activity addressed to Physical Education teachers and other actors in the development of children and youth." (EU PA GL, 2008, p.26). GDL 22 - As a second step, EU Member States could design health-enhancing Physical Education modules for the training of teachers in, respectively, kindergartens, primary schools and secondary schools. GDL23 - Information about the need for physical activity, the best way to introduce it in everyday life and changes in lifestyle should be available to Physical Education teachers, health professionals, trainers, managers of sport and leisure centres and media professionals in the course of their studies and/or professional training. GDL24 - Topics related to physical activity, health promotion and sports medicine should be integrated into the curricula of health professions in the EU.
ICSSPE	International Benchmarks for PE Systems	2010	The **International benchmarks for Physical Education** were developed by members of ICSSPE's International Committee of Sport Pedagogy, following intensive discussion and extensive consultation, during 2010-2012. It presents international criteria to appreciate the PE system level of progress (maturity) and macro-, meso- and micro-indicators dimensions (Policy, Curriculum, Schools, Teacher and Learners). The benchmark framework provides self-evaluation guideline indicators that can help to improve the practice of Physical Education and sport in the education system.
NASPE	NASPE Standarts	2011	NASPE Standards (2011) for the physical educated person and criteria or conditions to achieve these standards with opportunity to learn, appropriate instruction practice and pupil and programme assessment. **NASPE Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. **NASPE Standard 2**: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. **NASPE Standard 3:** Participates regularly in physical activity. **NASPE Standard 4:** Achieves and maintains a health-enhancing level of physical fitness. **NASPE Standard 5:** Exhibits responsible personal and social behaviour that respects self and others in physical activity settings. **NASPE Standard 6:** Values physical activity for health, enjoyment, challenge, self- expression, and/or social interaction.

Institution	*Publication*	*Year*	*Quality Physical Education and Teacher Education*
AIESEP	QPETE Position Statement	2014	**QPETE Position statement (2014) reporting on the 2013 specialist seminar on the relationship between QPE and QPETE, norms for ITT and expertise for PE teacher educators, as well as universities/schools' connections.** **AIESEP** defines **quality Physical Education**, at any level, as that which concerns the physical, affective, social and cognitive development of young people, exposing them to positive individual and collective learning experiences where they develop knowledge, skills and dispositions that allow them to be informed and responsible decision makers relative to engagement in physical activity and sport in their lives (p.3). (…) Ensuring the provision of quality learning experiences for this age group [early years] involves an extra level of complexity given the range of developmental stages encountered among children in the setting and the variety of settings involved (houses, crèches, schools, etc.). There is a need for [a] (…) standardisation in qualifications required for practice in early years settings (p. 3). AIESEP contends that **Physical Education modules should be mandatory for all preservice classroom teachers**. (…) It is important that time for Physical Education, and for the practice of teaching Physical Education, is allocated in each year of a programme (p.3). AIESEP maintains that it is incumbent upon **Physical Education teacher educators** to remain connected to teachers and schools. Effective Physical Education teacher education requires the creation of a series of systematic and sustainable collaborations that support the development of the subject of Physical Education and the work of Physical Education teachers in schools (p.4). AIESEP believes that Physical Education teacher educators have the required expertise to contribute to the facilitation of solutions to existing challenges such as the following (p.4): ▪ How to network effectively within and across the teacher education community to increase the status and value attributed to Physical Education within colleges and universities, relative to other subjects, and to become more competitive for research funding. ▪ How to assess the ability of programmes to graduate pupils who have an appropriate level of content knowledge and the ability to understand pedagogical content knowledge in context. ▪ How to respond appropriately to changing societal trends and government priorities while maintaining the quality and focus of Physical Education teacher education programmes. ▪ How to ensure Physical Education teacher educators are themselves lifelong learners, research active and critically engaged with changes in contemporary society, the needs and interests of young people and the realities of work in schools. ▪ How to ensure teacher educators are open to revising their programmes so that graduates possess skills which are relevant to contemporary society and adequate resilience to be change agents in their professional practice.

Institution	*Publication*	*Year*	*Quality Physical Education and Teacher Education*
EUPEA	EUPEA Report on Quality Physical Education	2014	***Conceptual framework (p.1)*** "(…) the monitoring of the Quality in Physical Education (QPE) in Europe is of high relevance. (…) [The categories Structure; Process and Product can be considered to QPE analysis]. These three different dimensions of QPE factors – structure quality, process quality and product quality - can impact on different levels of the educational system: the system level (or macro-level), the school level (or meso-level), and the classroom (or micro-level). At these three different levels, indicators represent structural conditions, process elements or products of these processes. Generally, structural aspects of QPE are situated mainly on the system and on the school level, whilst process aspects have their strongest impact on the school and classroom level. Finally, product quality can have implications on any of the three levels (p.1). ***Seminar Outcomes (p.5)*** "1. Quality of Physical Education (QPE) must be conceived as a multi-systemic phenomenon implying the consideration of the following levels: structure, process, and product. 2. At the structure level QPE must be represented by: a. The use of systematic school PE advocacy for the society in general, policymakers (government, parliament, political parties), head teachers or school principals (each school, principal´s associations), parents (individually, parents associations). b. The formal clarification of the PE conceptual orientation including together the ideas of the inclusive learning skills and learning to learn, with a positive ambiance, to promote physical literacy and health lifestyle based on physical activity and sport lifelong. c. The physical and emotional secureness of school and its surroundings. d. The existence of motivated and qualified /competent PE teachers (attending specific training in PE teaching master's degree). e. PETE that follows clear rules for induction teacher training (ITT), including the practicum and the probationary training, and that promote the integration between CPD (life-long learning programs) and the structured careers development. 3. At the process level QPE needs to be characterized by: a. The presence of formal curricula proposals, offering content diversity (including expressive activities), matching the local cultural interesting, based on teachers´ responsibility. b. PE lessons oriented to improve: a positive learning environment, the pupils' understanding, the challenge for all pupils and the learner's autonomy and responsibility. c. The PE delivered school must be autonomously and regularly evaluated involving as participants the teachers and the pupils, focused on the appreciation of the learning outcomes, and teacher evaluation. 4. At the product level QPE will be represented by: a. The existence of formal and systematic PE learning assessment, including physical fitness and values, mainly developed in a formative way, focused on PE competencies, grading the learning gains, assuring its meaningfulness."
UNESCO	QPE Guidelines for Policy Makers	2015	The "*UNESCO Quality PE Guide for Policy Makers*" documents an inclusive approach (gender, disability, minority groups) with vision building on curriculum flexibility; community partnerships; monitoring and quality assurance; teacher education; facility, equipment, and resources. The guide will set benchmarks for national strategies of Quality Physical Education (QPE). The benchmarks should have six core principles as pillars: teacher education; facility, equipment, and resources; curriculum flexibility; community partnerships; **monitoring** and quality assurance; advocacy and communication (see figure, p. 23). **Annex 1** "Benchmarks of quality Physical Education" (p. 74): Meeting the minimum standards; providing quality Physical Education; ensuring quality Physical Education teacher education". **Annex 2** "Framework documents related to the provision of inclusive quality Physical Education (p. 80 - 81).

Institution	*Publication*	*Year*	*Quality Physical Education and Teacher Education*
EUC Expert Group HEPA	Recommendations to encourage PE in schools	2015	**Recommendations to encourage Physical Education in schools, including motor skills in early childhood and to create valuable interactions with the sport sector, local authorities, and the private sector.** "article 165 of the Lisbon Treaty provided the basis to support and frame action in the field of sport, recognizing the educational and social relevance of sport in European societies. Member States are encouraged to take these recommendations (Lisbon Treaty) into consideration when defining new national strategies and curricular reforms to promote quality Physical Education, physical activity and sport participation among young people (Onofre and Repond, 2015; 26th EUPEA Forum)". "(…) **Recommendation 3 - Physical Education Curricular content:** (…) Physical Education should include a broad variety of different games, dance, sports, and physical exercises (…) (p.8)". "**Recommendation 5 & 6 - Physical Education ethical values and outdoor activities:** Physical education and extra-curricular activities should foster an ethical education by teaching values such as fair play, cooperation, equity, equality, integrity, peace, human rights, and respect of others' capabilities. Through sport participation, they should also develop relevant skills such as teamwork, social inclusion and leadership, avoiding sport stereotypes. (…) Along with extra-curricular activities, the Physical Education curriculum should instil lasting habits of moving regularly in outdoor settings (p.9)." "**Recommendation 7 - Physical Education and Health Education:** The Physical Education curriculum should include health education concepts like personal and social well-being, health promotion, and healthy lifestyles from a broader perspective beyond the practice of physical activity and sport. (…) Physical Education teachers should also cooperate closely with other disciplines in school to fully develop these concepts among the education community (p.10)." "**Recommendation 8 - Inclusive approach:** Everyone should be able to participate in Physical Education and extra-curricular activities through inclusive, differentiated and adapted methodologies and activities, including less active and less skilled children. Children with a disability or special educational needs should be offered adapted activities and not be excluded (p.10)." "**Recommendation 9 - Injury Prevention:** Planned and well-designed Physical Education classes should integrate safety strategies and prevention measures in order to reduce the odds of injury and improve risk management (p.11)." "**Recommendation 10 - Physical Education taught time:** Physical Activity Guidelines published by the World Health Organisation24 clearly stress that every child and young person (5-17 years) should engage in at least one hour of moderate to vigorous intensity physical activity every day to ensure physiological and psychological health benefits. (…) The minimum Physical Education taught time recommended during compulsory education period should be increased to at least 5 lessons per week (~ 5 hours). (p.13)" "**Recommendation 11 - Exemptions of PE:** Physical education is a necessary part of school curriculum, and exemptions should only be granted in extraordinary circumstances. In most cases, participation should be ensured with the use of inclusive, differentiated and adapted activities (p.13)." "**Recommendation 12 - Assessment in Physical Education:** Physical education should consider the possibility of including evaluation based on personal progress and achievements to complement both formative and summative methods. (…) Physical education teachers should provide effective and regular feedback, within defined learning outcomes (p.14)." "**Recommendation 13 - Physical Education Teachers:** Qualified and specialised PE teachers should be preferred at all educational levels. When not possible, as a minimum, qualified PE teachers (or certified coaches) should counsel and support general teachers (p.14)." "**Recommendation 15 - Monitoring of Physical Education:** It is considered important that Member States develop the necessary conditions to ensure Physical Education classes' quality and curriculum compliance. (…) National education coordinating bodies and schools should support the development and implementation of methods to ensure the compliance with and the high quality of the Physical Education curriculum (p.15)." "**16. Extra-curricular activities and activities outside Physical Education curriculum:** Schools, alone or accompanied by other relevant organisations should promote and increase the availability of physical activities outside Physical Education curriculum (e.g., physical activity and sport, active breaks) including the implementation of the active school concept."