



# European Physical Education Observatory

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## EuPEO Intellectual Output 1 Intermediate Report

*National Preliminary Results  
(Czech Republic)*

*English Version*

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## Technical Sheet

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# Introduction

The European Physical Education Association identified the diversity of Physical Education (PE), School Sports (SS) and other forms of school-based Physical Activity (PA) conditions within Europe and the importance of implementing a systematic monitoring for PE and HEPA as the European Physical Education Observatory (EuPEO). The EuPEO project is co-led by the Laboratory of Pedagogy, Faculty of Human Kinetics in the University of Lisbon and by the Portuguese Society of Physical Education, involving 12 partners and two observers from a total of nine countries.

The EuPEO project aims to implement a monitoring system by developing the EuPEO webpage, a manual for external monitoring (MEA) at Europe-wide country level, and a toolkit to prepare and provide internal self-monitoring (TIM) of quality PE and SS at the school level.

This intermediate report highlights the preliminary products of the activity developed during the first seven months of the project and aims to appreciate both the strengths and challenges in all dimensions contributing to Quality PE in the Czech Republic. Since January 2018, the European School Questionnaire (ESQ), the National External Assessment Systems (NELAS) inventory, and the European Country Questionnaire (ECQ) were prepared. The first step of this preparation was workshop-based and resulted in the framework dimensions for these instruments. The final framework is highly based on one adaptation of the UNESCO (2015) proposal for Quality Physical Education dimensions, all the researchers were involved in the discussion and definition of its' indicators for each instrument. The original English version of the ESQ, applied in the schools of each country, and answered by the Head of the Physical Education School Department, was translated into the mother language of the participating countries and tested to verify its ecological validity. The ECQ and NELAS questionnaires were only developed in an English version considering that the respondents were the project participants as national representatives with expert knowledge. The final versions of the questionnaires were digitised to an on-line format, using the Limesurvey software (version 2.65.0+170502).

The project and these instruments were submitted to the approval of the Portuguese National Data Protection Commission, and to the Ethics Commission of the coordinating institution (Faculdade de Motricidade Humana). Each questionnaire further includes an informed consent procedure. Particularly, for the ESQ application, an informing letter was written in English and translated to each national version, which was then sent to each school's principal and Head of PE.

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The collected data was first exported from Limesurvey to an excel format (version 15.17), and then to SPSS (version 23). A descriptive analyse of the different variables was run. The results were spread to the countries, which used them to develop this report.

To better understand the following analysis of the process and product of this first project phase, some contextual aspects of methodological implementation of our country must be raised.

There is no system such as NELAS in the Czech Republic, we do not have any national evaluation system that would be run and supervised by the Ministry of Education, Youth and Sports or the national Czech School Inspectorate. The area of the evaluation of the country regarding PE, sports and physical activities is very diversified and rather split in some areas. It is partly given by the historical and social context of the 40 years of the communist regime that we eventually eliminated. Schools can base their programs depending on their specificities when developing the School education programme, the Ministry only published a framework of education for individual levels of schooling. State schools are run by the Ministry of Education, Youth and Sports, but the providers are municipalities or regional authorities and therefore the approach of the 14 regions can differ in some aspects (e.g. financial support of extracurricular activities). The school management also plays its role depending on which activities they prefer for the pupils. Generally, schools have to carry quite a burden of heavy administration and are involved in a number of projects. Therefore, it was quite difficult to engage the schools into this project. We had to use our personal contacts in order to complete this project.

The current report is critical for the EuPEO future steps, namely as it enables a databased decision-making on the innovative EuPEO Pupils Questionnaire (EPQ), thus directly in the next work-package where the EuPEO MEA and TIM will be developed and piloted. The EPQ will essentially focus on the pupils' perceptions about the required learning outcomes and respective assessment processes, from what is identified as most common across the partners' countries in terms of "curriculum flexibility". Moreover, at this level, it is envisioned that the questionnaire addresses their perceptions about participation opportunities in SS and other forms of school-based PA, as well as on the "facilities, equipment and resources" as supporting infrastructures and policies that promote participation in all forms of school-based PA. The validation process of this questionnaire will result in a pupil-centred instrument to be part of the MEA and TIM in WP3.

# 1. The EuPEO Product – Initial Results

## Highlights:

- Nothing like NELAS exists in the Czech Republic. So the answers were in all questions “NO”.
- Compulsory education now starts at the age of five when a child must attend pre-school year in the kindergarten and this is free of charge. We have compulsory primary and lower secondary education till the 16 years. Data that were inserted into the tables are from the school year 2016/17. 91.1 % of schools are public. Distribution of students in that year was: 21.4 % in early childhood education, 33.5 % in primary education, 19.9 % in lower secondary education, and 25.3 % in upper secondary education. Then we had 48.7 % of girls, 2.1 % of immigrants and 6.6 % of student with special education needs (since that year we started with inclusion of these children into “regular” schools and thus it is registered). We do not register students with low SES and Roma students.
- We do not have PE national strategy.
- We approached 20 schools in three regions and gathered fully completed questionnaires from 14 schools. One school submitted not a fully completed questionnaire, unfortunately we cannot identify which school it is. Out of the 15 schools, 7 schools were from towns and 8 from villages. 13 schools were public (or state run) and 2 schools were private. All education levels of ISCED were represented. In total, there were 869 pupils, out of which there were 737 girls and 115 pupils with special needs. There is no migrant or Roma children at the addressed school, and as for SES, Czech schools do not need to identify such data (therefore data about these pupils might not be true).

## 1.1. NELAS

Due to the non-existence of NELAS in the Czech Republic, we could not complete the table properly.

*Table 1 - Key strengths and challenges of the NELAS*

Categories (Section)	Key Strengths	Key Challenges
<b>1. Physical</b>		
<b>2. Psychological</b>		
<b>3. Social</b>		
<b>4. Cognitive</b>		

## 1.2. ECQ

- There is no PE National Strategy in the Czech Republic.

- There is no national statistics on how many PE teachers there are at the schools as an educated teacher can teach anything according to Czech laws, therefore we cannot draw the number of PE teachers out of the number of teachers in total. Further, it was not easy to identify this from the number of graduates of PE study programs either as some graduates do not follow a teaching career. Further, should we include also primary school teachers who teach PE but are not PE specialists? We do not have national statistics according to gender and information about teachers working part-time or full-time.
- Teachers are obliged to have university education with a Master's degree starting already at the primary education level. They have to take practicum (school placement) at schools where they gain their first experience with teaching. The assistance for starting teachers is not run under any system. CPD exists and is provided by different institutions (national, regional, and private). A teacher is obliged to educate himself/herself continuously and it is in the school headmasters' responsibilities to identify how they meet this obligation.
- Each school prepares its school educational program based on the Framework educational program, and they can take the advantage of the benefits their facilities provide. School sport is not easy to define for some schools, however most frequently it is manifested as inter school competitions. Other forms of PA that are not included among school sports are provided at all schools.

### 1.2.1. PE National Strategy

*Table 2 - Key strengths and challenges of PE National Strategy at the Country level*

Categories (Section)	Key Strengths	Key Challenges
<b>1. Existence</b>		There is no PE National Strategy
<b>2. Support</b>		

### 1.2.2. Teacher Workforce

*Table 3 - Key strengths and challenges of Teacher Workforce at the Country level*

Categories (Section)	Key Strengths	Key Challenges
<b>1. Teacher Demographics</b>		Missing information about number of PE teachers, about their gender, about full/part time job, about age, experience.

### 1.2.3. Teacher Education

*Table 4 - Key strengths and challenges of Teacher Education at the Country level*

Categories (Section)	Key Strengths	Key Challenges
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<b>1. Initial Teacher Education</b>	PE teachers are educated to a higher level (master degree). All pre-service teachers attend teaching practice in schools.	Some rural schools may have problem to find suitable teacher.
<b>2. Induction</b>	Some schools help with induction.	It is not systematic.
<b>3. Continuous Professional Development</b>	Existence from different institutions (national, regional, private).	Summary of offer on the website would help. CPD is not mandatory for teachers' carrier.

### 1.2.4. Curriculum Flexibility

Table 5 - Key strengths and challenges of Curriculum Flexibility at the Country level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Physical Education</b>	National curriculum is developed by each school into school educational programme.	Each school can use advantage of its facilities.
<b>2. School Sports</b>	School Sports for some schools is not very clear what it means.	School Sports mostly focus on competition with little opportunities for participation.
<b>3. Other Forms of PA</b>	Other voluntary organised forms of PA not under SS are offered.	Possibility to perform various PA.

### 1.3. ESQ

- Regional governments help schools and this type of cooperation is mainly informal. There is strong cooperation between schools regarding sport competitions. Half of schools cooperate on local level with private sports clubs. There exist various purposes for partnership with sport organisations. More than 2/3 of schools cooperate with parents.
- Most schools have their own facilities with good polyvalence, safety standards, and standard equipment for sport. They also have enough money to maintain facilities.

Table 6 - Demographics of ESQ's Participating Schools by Educational Level, Context, Government Dependence, Student Population (global, PE and SS)

Educational Levels (ISCED)	Context	Government Dependence	School Population	PE Students	SS Students
(0)Early Years=3 (1)Primary=9 (2)Lower Secondary=8 (3)Upper Secondary=6	Urban=7  Rural=8	Public=13  Private=2	Total= 869 Girls=737 SEN=115 Low SES=93 Migrant=0 Roma=0	Total=804 Girls=680 SEN=43 Low SES=483 Migrant=3 Roma=39	Total=486 Girls=307 SEN=23 Low SES=16 Migrant=2 Roma=22

### 1.3.1. Community Partnerships

Table 7 – Key strengths and challenges of Community Partnerships at the School level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Public</b>	Regional government helps schools, this is mainly informal type of cooperation. There is strong cooperation between schools regarding competitions.	No active transport policy. No provision of professional experts. No provision of sport equipment. No monitoring/evaluation of PE from HEI.
<b>2. Private</b>	Half of schools cooperate on local level with sports clubs. There are various purposes for partnership with sport organisations. More than 70 % of schools cooperate with parents.	One third of schools use sport clubs facilities.

### 1.3.2. Facilities, Equipment and Resources

Table 8 - Key strengths and challenges of Facilities, Equipment and Resources at the School level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Facilities</b>	Most facilities are having good polyvalence. Half of the facilities are good (more outdoor).	No access to facilities before and after school for free play.
<b>2. Equipment</b>	Standard equipment for sport.	No access to sport equipment during recess.
<b>3. Finances</b>	Enough money to maintain facilities.	

### 1.3.3. Teacher Workforce

Table 9 - Key strengths and challenges of Teacher Workforce at the School level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Weekly workload</b>	PE teachers are to teach maximum 22 lessons per week.	PE lesson lasts 90 minutes (normally 45; so there are two consequent PE lesson once a week)
<b>2. Performed Roles</b>	PE teachers perform several duties within their jobs.	PE teachers do not have to do research or coach.
<b>3. Teacher Demographics</b>	More female PE teachers.	PE teachers works full time.

### 1.3.4. Teacher Education

Table 10 - Key strengths and challenges of Teacher Education at the School level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Continuous Professional Development</b>	The professional development is done by 2/3 of participated schools.	There should be offer of CPD on one webpage (or regional webpages).

### 1.3.5. Curriculum Flexibility

Table 11 - Key strengths and challenges of Curriculum Flexibility at the School level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Physical Education</b>	PA and sport related knowledge is taught only in 40 % of schools.	In most schools, there is no clear initial assessment
<b>2. School Sports</b>	Most schools provide school sports with various percentage of pupils involved.	SS mainly not paid by students
<b>3. Other Forms of PA</b>	50 % of schools offer after school activities	No recess activities in 2/3 of schools.

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## Conclusions

It is very difficult to compare such a number of countries, which have different documents, systems, customs, etc. according to one questionnaire.

The questionnaire is too long and too detailed and we can question whether all gathered information is useful. Some teachers completed the questionnaire with difficulties and if they had known what to expect, they would have declined the participation in the project.

Some items required strict answers, the option “I do not know” or “I do not want to respond” were not included.

After I received the notice that some schools did not complete the questionnaire, I did not know which school it was and it was difficult to find it. There was no clear code or identifier of the school associated with the particular questionnaire.

# Appendices

## ECQ Complete Results

Table 1 Czech Republic - Country context and characterization (data from 2016/17)

Variable		Number	Percent
Schools	Total	10656	100
	Public	9708	91.1
	Private	948	8.9
Students – type of education	Total	1,697,774	100
	Early childhood education	362,653	21.36
	Primary education	568,966	33.51
	Lower secondary education	337,222	19.86
	Upper secondary education	428,933	25.27
Students - distribution	Girls	826,317	48.67
	Special education needs	112,528	6.63
	Low socioeconomical status	Data not available	
	Immigrants	36,008	2.12
	Roma students	Data not available	

Table 2 Czech Republic – teacher education (Initial teacher education = ITE)

<b>Professional competences</b>	Presence
Teaching Practice (planning, assessment and intervention)]	YES
Research and innovation	NO
School intermediate management (PE department coordination; SS facilities and equipment coordination)	NO
School sports coaching	NO
Class tutoring	YES
School-based community engagement (parent-teacher meetings, school-based community activities)	NO
Other	NO
<b>School placement, internship</b>	
Do pre-service teachers have any teaching practice (school placement, practicum, internship) during Initial Teacher Education?	YES (4 ECTS; split throughout all the years of the ITE)
Is the pre-service teachers' teaching practice regularly supervised by a teacher educator/mentor specialist?	YES
Is the pre-service teachers' teaching practice paid for by the school?	YES
Who is legally responsible for the classes during the teaching practice period?	The cooperative teacher
<b>Providers and teacher educators' requirements</b>	
Higher education institution	YES
What is the minimum academic requirement to be a teacher educator for each of the relevant institutions providing PETE courses (for HEI)?	PhD degree

Table 3 Czech Republic – Teacher education – Induction

<b>Presence, legal status, providers</b>	Presence
Is there an induction phase for PE teachers in your country?	NO

Table 4 Czech Republic – Teacher education – Continuous professional development

<b>Presence, legal status, providers</b>	Presence
Is there a CPD offered to in-service PE teachers in your country?	YES
Is CPD mandatory for in-service PE teachers?	NO
Is CPD provided by HEI?	YES
Is CPD provided by professional schools?	YES
Is CPD provided by National training institution linked to the Ministry of Education?	YES
Is CPD provided by school-based CPD providers?	YES
Is CPD provided by private corporation?	YES

Table 5 Czech Republic – Curriculum flexibility – PE – Curriculum organization

<b>Education levels</b>	Number of students per class in the compulsory education levels
Kindergarten	24
Elementary school	30
Middle school	30
High school	30

Table 6 Czech Republic – Core curriculum and its regulation, PE

<b>Level of regulation</b>	Presence
Core level	YES
District level	NO
School level	YES
<b>Compulsory PE</b>	
Kindergarten	NO
Elementary school	YES
Middle school	YES
High school	YES
Responsibility for the compulsory PE curriculum conception/construction	School PE teachers
General level of the PE curriculum	Country

Table 7 Czech Republic – PE – contents (Req. = required; Opt. = optional); assessment; learning outcomes

<b>Content</b>	<b>Early childhood education</b>	<b>Primary education</b>	<b>Lower secondary education</b>	<b>Upper secondary education</b>
Fundamental movement skills	Req.	Req.	Req.	Req.
Fitness level	Req.	Req.	Req.	Req.

Athletics	Req.	Req.	Req.	Req.
Games	Absent	Req.	Req.	Req.
Cycling	Absent	Absent	Absent	Absent
Combat	Absent	Opt.	Req.	Req.
Dance	Req.	Req.	Req.	Opt.
Winter sports	Absent	Opt.	Opt.	Opt.
Gymnastics	Absent	Req.	Req.	Req.
Outdoor and adventure	Absent	Req.	Req.	Req.
Racket sports	Absent	Opt.	Opt.	Req.
Skating	Absent	Opt.	Opt.	Absent
Swimming	Absent	Req.	Opt.	Req.
Traditional games	Req.	Req.	Req.	Req.
PA and sport related knowledge	Absent	Req.	Req.	Req.
Health-related fitness knowledge	Req.	Req.	Req.	Req.
Personal and social competences	Req.	Req.	Req.	Req.
<b>Assessment and grading</b>				
Compulsory grading	NO	YES	YES	YES
Based on national guidelines	NO	NO	NO	NO
Equity between PE and other subjects	NO	NO	NO	NO
PE examined at state level	NO	NO	NO	NO
<b>Learning outcomes:</b> Importance of main aims of the PE curriculum (1-least important to 5-most important)				
Recreation	1	1	2	2
Exercise and health	5	5	5	5
Learning PA	5	5	5	5
Sport competition	1	1	2	2
Social and personal development	5	3	3	3

Table 8 Czech Republic – Curriculum flexibility

<b>Learning outcomes</b>	Presence
Is the PE curriculum linked with lifelong learning outcomes nationally defined?	NO
Are there clear PE learning outcomes within compulsory education?	NO
In the compulsory PE curriculum (centralized curriculum) who regulates the learning outcomes for PE?	External Educational Bodies
Name of PE subjects	Physical education = tělesná výchova
<b>Pedagogical principles</b>	
Inclusion of pedagogical principles in the PE curriculum	NO
Developmentally appropriate content	YES
Focusing on the learning	NO
Emphasizing multiculturalism and/or gender equity	NO
Inclusion	NO
Health oriented	YES
Holistic personality development	NO
Reflectiveness	NO
Psychologically and physically safe learning environment	YES
Multilateral development	YES
Inclusion of all students with special needs	NO

Table 9 Czech Republic – Curriculum flexibility – Allocated time

Education level	Hours per week for all subjects	Minutes per week for PE
Kindergarten	20	300
Elementary school	24	120
Middle school	31	120
High school	33	120

Table 10 Czech Republic – Curriculum flexibility – School sport

<b>Questions</b>	Presence
Is there a programme or specific curriculum for school sports?	NO
Is school sport a compulsory provision?	NO
Is school sport state-funded?	NO
Is there a national governing body for School Sport?	NO
What competition level are present in the school sport?	Local, Regional, National
Can all students participate in the competition?	NO
Are there Paralympic Sport activities and competitions in the School Sports?	YES
The best three sports on national level?	Athletics, soccer, volleyball
Is there data on School Sports participation at the national level?	NO



Table 11 Czech Republic – Curriculum flexibility – Other forms of PA

Questions	Presence
Is ECPA compulsory?	NO
The name of ECPA for each school level:	Sport games (the same on each level)

## ESQ Complete Results

Table 1 Czech Republic – School context and characterization

Schools		Number	Percent	
Type	Total	15	100	
	Public	13	86.67	
	Private	2	13.33	
Context	Urban	7	46.67	
	Rural	8	53.33	
<b>Students</b>				
		<b>Total</b>	<b>Participating in PE</b>	<b>Participating in SS</b>
Distribution	Total	867	804	486
	Girls	737	680	307
	Special education needs	115	43	23
	Low socioeconomical status	93	484	16
	Immigrants	3	3	2
	Roma students	39	39	22

Table 2 Czech Republic – Community partnership (public, government)

Presence	
<b>Question 1 – CPD</b>	
Support regarding CPD	40% YES (20% from regional government; 26.7% regarding sport)
Type of cooperation	80% Informal (regarding education: 26.7% and regarding sport: 26.7%)
Purpose of cooperation	75% expertise/research support in education; 50% expertise/research support in sport
Frequency of cooperation	40% half a year and 60% one year (education, and the same in sport)
Importance	For 16.7% very important and for 83.3% important
<b>Question 2 – Active transport policy</b>	
Support, existence	NO
<b>Question 3 – Experts provision</b>	
Is there provision of experts for school PE?	NO
<b>Question 4 – Provision of PE facilities</b>	
Support	6.7% YES
Type of cooperation	From local government; informal; education and sport domain
Purpose of cooperation	Logistics support (staff, facilities, support)
Frequency of cooperation	Half a year
Importance	Important
<b>Question 5 – Provision of sport equipment</b>	
Support – provision of sport equipment	NO
<b>Question 6 – provision of PE teacher</b>	
Support	6.7% YES
Type of cooperation	From regional government (sport domain); informal

Purpose of cooperation	Expertise/research support
Frequency of cooperation	Half a year
Importance	Important

Table 3 Czech Republic – Community partnership (Public; National Governing bodies)

<b>SUPPORT</b>	<b>Presence</b>
Coaching pupils during PE class time?	26.7% YES
Coaching pupils during extracurricular activities?	46.7% YES
Designing PE curriculum elements?	6.7% YES
Coaching or organising SS activities?	40% YES
Awarding coaching badges to school staff/pupils?	20% YES
Organizing extracurricular activities/events?	53.3% YES
Providing talent identification programme in your school?	20% YES
Importance	33.3% very important 13.3% important 40% neither important nor unimportant 13.3% unimportant

Table 4 Czech Republic – Community partnership (Public; inter-school)

<b>PARTNERSHIP</b>	<b>Presence</b>
Cooperation among schools	60% YES
Type of cooperation	22.2% PE curriculum 100% SS – competitions, coaching 33.3% other forms of PA 44.4% teacher provision 33.3% initial teacher education 44.4% CPD 33.3% equipment 22.2% facilities
Importance	20% very important 53.3% important 26.7% neither important nor unimportant

Table 5 Czech Republic – Community partnership (Public; HEI and Research Centres)

<b>PARTNERSHIP</b>	<b>Presence</b>
Cooperation with HEI and Research Centres	33.3% YES
Type of cooperation	80% providing CPD 20% monitoring/evaluation of PE teaching 40% research 40% school community guidance/counselling
Importance	6.7% very important 46.7% important 33.3% neither important nor unimportant 13.3% unimportant

Table 6 Czech Republic – Community partnership (Public; Professional associations)

<b>PARTNERSHIP</b>	<b>Presence</b>
Cooperation with national PE association	60% YES
Type of cooperation	11.1% school placement and other forms of practicum 33.3% provision CPD for PE teachers 22.2% monitoring/evaluation of PE teaching 22.2% monitoring/evaluation of extra-curricular settings 33.3% school community guidance/counselling
Importance	40% important 53.3% neither important nor unimportant 6.7% unimportant

Table 7 Czech Republic – Community partnership (Private; Sports organisations)

<b>PARTNERSHIP</b>	<b>Presence</b>
Cooperation with sport organisations	53.3% YES
Type of cooperation	87.5% mainly local 12.5% mainly regional
Partner of sport organization partnership	53.3% sport clubs 6.7% regional school sport organization 6.7% city/sport council
Purpose of partnership	25% teaching at school/PE class 25% training/coaching of a school sport squad 25% promotion of sports competition/events 37.5% youth sport affiliation in the club community 37.5% health promotion 12.5% social inclusion 37.5% provision of CPD for PE teachers 50% provision of facilities 25% provision of sports equipment 12.5% financial support
Importance	13.3% very important 40% important 40% neither important nor unimportant 6.7% unimportant

Table 8 Czech Republic – Community partnership (Private; Corporate)

<b>PARTNERSHIP</b>	<b>Presence</b>
Cooperation with corporate	13.3% YES
Type of cooperation	50% mainly local 50% mainly regional
Corporate partner for:	6.7% health organizations 6.7% food 6.7% sports equipment and facilities 6.7% sport events 13.3% information and communication technology enterprises
Purpose of partnership	6.7% teaching at school/PE class

	13.3% promotion of sports competition/events 6.7% youth sport affiliation in the club community 13.3% health promotion 6.7% social inclusion
Importance	6.7% very important 33.3% important 40% neither important nor unimportant 13.3% unimportant 6.7% not at all important

Table 9 Czech Republic – Community partnership (Private; Parents)

<b>PARTNERSHIP</b>	<b>Presence</b>
Cooperation with parents	73.3% YES
Type of cooperation	90.9% mainly individual 54.5% mainly local parents' association
Setting of parental involvement	81.2% single school 27.3% local community-based school PE
Purpose of partnership	20% coach of a school sport squad 6.7% special kind of sport offer to SEN students 13.3% participation in school sport festivals 13.3% co-sponsor of any PETE conferences/workshops 13.3% Youth sport affiliation in the club community 33.3% health promotion 26.7% social inclusion 20% active transport 33.3% promotion of financial support
Importance	40% very important 53.3% important 6.7% neither important nor unimportant

Table 10 Czech Republic – Community partnership (Private; HEI and Research Centres)

<b>PARTNERSHIP</b>	<b>Presence</b>
Cooperation between HEI and Research Centres	13.3% YES
Type of cooperation	50% provision of initial teacher education 50% provision of CPD 50% research 50% school community guidance/counselling
Importance	26.7% important 40% neither important nor unimportant 26.7% unimportant 6.7% not at all important

Table 11 Czech Republic – Facilities, equipment and resources (facilities are dedicated both to PE and school sport; there is no distinction)

Type	Number - mean	Number - median	Square meters - mean	Square meters – median
Indoor facilities	1.67	2.0	450	320
Outdoor facilities	1.33	1.0	2202	1225

Table 12 Czech Republic – Facilities, equipment and resources – frequency

Questions	Presence
Does the school surroundings have safety and regulated ways of active transport?	33.3% YES
Does the school use other facilities locally outsourced?	46.7% YES (in average 1.5 indoor facilities with 377 square meters in average; in average 1.29 outdoor with 2986 square meters in average)
Does the school own dedicated facilities for free play?	66.7% YES (in average 0.90 indoor facilities with 188 square meters in average; in average 1.7 outdoor facilities with 2131 square meters in average)
Does the school own facilities to accommodate active transport?	66.7% YES

Table 13 Czech Republic – Facilities, equipment and resource – polyvalence

Percent	Polyvalence of owned indoor spaces	Polyvalence of owned outdoor spaces	Polyvalence of outsourced indoor spaces	Polyvalence of outsourced outdoor spaces
No polyvalence	13.3	20.0	20	13.3
Limited polyvalence	26.7	6.7	20	6.7
Some polyvalence	26.7	40	33.3	46.7
High polyvalence	33.3	33.3	20	33.3

Table 14 Czech Republic – Facilities, equipment and resources – access

Questions	Answers
Can the pupils use the school owned outdoor PE and SS facilities during the recess?	6.7% YES to all 26.7% YES to some
- Is this monitored?	80% YES
Can pupils use the school own and indoor PE and SS facilities during the recess?	6.7% YES to all 13.3% YES to some
- Is this monitored?	20% YES
Can the pupils use the school owned indoor PE and SS facilities out of school time (before or after)?	6.7% YES to all 26.6% YES to some
- Is this monitored?	60% YES
Can the pupils use the school owned outdoor PE and SS facilities out of school time (before or after)?	33.3% YES to all 26.7% YES to some
- Is this monitored	22.2% YES
Can the pupils use the school owned free play facilities out of school time (before or after)?	13.3% YES to all 20% YES to some

- Is this monitored?	20% YES
Can the pupils use the showering and clothes changing facilities during the school day?	86.7% YES
- Is this monitored?	30.8% YES
Does the school allow pupils to use sport equipment during the recess?	21.4% YES
<b>Rate the level of accessibility to SEN pupils:</b>	
INDOOR	40% without architectural 46.7% aid required to overcome architectural barriers 13.3% insuperable architectural barriers
OUTDOOR	86.7% without architectural 13.3% aid required to overcome architectural barriers
FREE PLAY	86.7% without architectural 13.3% aid required to overcome architectural barriers
SHOWERING AND CLOTHES CHANGING	40% without architectural 53.3% aid required to overcome architectural barriers 6.7% insuperable architectural barriers

Table 15 Czech Republic – Facilities, equipment and resources – Safety and health

Questions	Answers
How easy it is for teachers and students to communicate in the indoor facilities, considering its level of acoustic?	6.7% very difficult 33.3% difficult 40% neither difficult nor easy 20% easy
How easy it is for teachers and students to communicate in the outdoor facilities, considering its level of acoustic?	20% difficult 53.3% neither difficult nor easy 26.7% easy
How likely is an injury to occur during PE and SS activities due to the kind of sport floor installed in indoor facilities?	40% neither difficult nor easy 40% easy 20% very easy
How likely is an injury to occur during PE and SS activities due to the kind of sport floor installed in outdoor facilities?	6.7% difficult 53.3% neither difficult nor easy 20% easy 20% very easy
How likely is an injury to occur during PE and SS activities due to the state of conservation of the indoor facilities?	53.3% neither difficult nor easy 26.7% easy 20% very easy
How likely is an injury to occur during PE and SS activities due to the state of conservation of the outdoor facilities?	53.3% neither difficult nor easy 33.3% easy 13.3% very easy
How likely is an injury to occur during PE and SS due to the level of maintenance of the sport equipment?	28.6% neutral 50% unlikely 21.4% very unlikely

Table 16 Czech Republic – Facilities, equipment and resources – Diversity and adequacy

Statement	Percent
School has excellent standard level of sport equipment for all curricula contents and extracurricular activities	13.3% YES
School has standard equipment according to suggested list of sport equipment	80% YES
School does not have standard equipment according to suggested list of sport equipment	6.7% YES

Table 17 Czech Republic – Facilities, equipment and resource – budget

Questions	Answers
Does the budget for PE and SS enable school to acquire adequate and accessible equipment and adapt facilities for all including SEN pupils?	28.6% YES 64.3% partly 7.1% NO
Does the budget provided to PE and SS enable school to maintain adequate and accessible equipment and facilities for all including SEN pupils?	21.4% YES 71.4% partly 7.1% NO

Table 18 Czech Republic – teacher weekly workload – PE time (median)

	Lessons per week	Minutes per week – PE	Minutes per week -SS	Number of classes
Median (min;max)	21 (4;22)	450 (90;990)	60 (0;495)	5 (2;10)
Mean (SD)	16.29 (6.9)	585 (390,7)	94.62 (137.3)	5.5 (2.8)

Table 19 Czech Republic – teacher weekly workload, duties

Number of students in typical PE class	Median (Mean)	Minimum	Maximum
Early childhood education	14.5 (14)	14	30
Primary education	22 (22)	14	32
Lower secondary education	23.5 (24.4)	20	35
Upper secondary education	22 (18.5)	20	35
SS activities and time for other duties			
How many SS activities is the PE teacher required to deliver?	1 (2.21)	0	10
How many hours per week are foreseen for other duties in the teacher's workload?	6 (8.14)	0	20

Table 20 Czech Republic – Weekly workload – teachers duties

Type of duties	Answer
Teaching practice (planning, assessment and intervention)	85.7% YES
Research and innovation	21.4% YES
School middle management (PE department coordination, PE & SS facilities and equipment coordination)	85.7% YES
School sports coaching	28.6% YES
Class tutoring	57.1% YES
School-based community engagement (parent-teacher meetings, school-based community activities)	64.3% YES



Table 21 Czech Republic – Teacher demographics

	<b>Mean (SD)</b>	<b>Median (min;max)</b>
<b>Number of PE teachers</b>	7.43 (13.04)	3 (2;52)
- Male	2.86 (4.31)	1.5 (0;17)
- Female	4.57 (8.91)	2.0 (1;35)
<b>Career status</b>		
- Permanent	6.5 (11.41)	3 (0;45)
- Contract	0.93 (1.9)	0 (0;7)
- Freelance	0.21 (0.80)	0 (0;3)
- Full-time	9.57 (12.28)	3.5 (2; 45)
- Part-time	1.5 (4.05)	0 (0;14)
Did the full-time PE teachers participate in CPD specific to PE?		64.3% YES 35.7% partly

Table 22 Czech Republic – Curriculum flexibility – PE contents

<b>Content</b>	<b>Percent</b>
Fundamental movement skills	100% YES
Fitness levels	92.9% YES
Athletics	100% YES
Games	92.9% YES
Cycling	28.6% YES
Combat	21.4% YES
Dance	50% YES
Winter sports	78.6% YES
Gymnastics	100% YES
Outdoor and adventure	14.3% YES
Racket sports	71.4% YES
Skating sports	50% YES
Swimming	71.4% YES
Traditional games	100% YES
PA and sport related knowledge	42.9% YES
Health-related fitness knowledge	50% YES
Personal and social competences	71.4% YES

Table 23 Czech Republic – Curriculum flexibility – assessment, outcomes, trips

<b>Questions: PE assessment and grading</b>	<b>Answers</b>
In your school are there PE assessment criteria?	71.4% YES 28.6% partly
Is there a clear school-based set of guidelines for PE summative assessment?	70% YES 30% partly
Is there a clear school-based set of guidelines for PE formative assessment?	100% YES
Is there a clear school-based set of guidelines for PE initial assessment?	30% YES 70% partly
Who is responsible to design the PE assessment criteria?	50% PE teachers 50% PE department
Do the students participate in the PE assessment process?	20% Yes, informative process

	70% Yes, both informative and summative process
Is the assessment data regularly shared with students' parents/legal guardians?	90% YES
<b>Learning outcomes</b>	
Does the school state specific learning outcomes in PE?	78.6% YES 21.4% partly
- The learning outcomes are mostly defined:	9.1% by student progression 27.3% a combination of two 63.6% all
- The learning outcomes focus on:	9.1% some PE contents 90.9% diverse PE contents
<b>Field trips</b>	
Does your school organize field trips as part of the PE curriculum?	14.3% never 71.4% occasionally (1-2) 14.3% regularly (>3)
<b>Responsibility</b>	
Who is the responsible for the PE schedule in your school?	92.9% teachers in school 7.1% ministry

Table 24 Czech Republic – Curriculum flexibility – PE allocated time

Allocated time to PE	Mean minutes per week (SD)	Mean weekly sessions (SD)
Early childhood education	83.46 (106.25)	6.54 (16.18)
Primary education	120.42 (95.5)	10.08 (25.28)
Lower secondary education	124.23 (87.08)	9.23 (24.33)
Upper secondary education	67.5 (55.94)	9.45 (26.73)

Table 25 Czech Republic- Curriculum flexibility – SS time, activities, provision

Questions	Answers
Does your school provide School Sports (in addition to physical education)?	78.6% YES
Do the pupils have to pay to participate in the school sport offer?	54.4% not at all 27.3% yes, for some activities 18.2% yes, for all the activities
What is the percentage of pupils involved?	19.64% (mean value) (14.78 standard deviation)
Does the school have a significant participation in School Sports from the following groups?	
- girls	36.4% YES
- special education needs	36.4% YES
- low SES	18.2% YES
- immigrant	100% NO
- roma students	9.1% YES
<b>Provision</b>	
	<b>MEAN (SD)</b>
Amount of SS (times a week)	4.09 (4.04)
Amount of SS (minutes per week)	181.36 (121.20)
Number of SS activities	3.82 (2.68)

<b>Providers</b>	<b>Percent</b>
School sport coach	9.1% YES
Out of school sport coach	45.5% YES
PE teacher	81.8% YES
Other subject teacher	45.5% YES
Other community based non-qualified people	18.2% YES
<b>SS competitions</b>	
<b>SS competitions</b>	<b>Answer</b>
Does the school participate in inter-school competitions?	92.9% YES
How many competitions per year?	9.08 (mean); 5.77 (SD)
<b>Organization</b>	
- during the school week on school time	100% YES
- during the school week out of school time	23.1% YES
- during the weekend	7.7% YES
What is the highest level of SS in which your school competes?	7.7% local 69.2% regional 23.1% national
Does the school have high-performance students participating in school sport competitions?	46.2% YES

Table 26 Czech Republic – Curriculum flexibility – Other forms of PA

<b>Questions</b>	<b>Answers</b>
<b>RECESS</b>	
Is Physical Activity used in other subjects to promote/facilitate learning?	14.3% yes, as a school policy 57.1% yes, by some teachers
Does your school implement recess activities?	28.6% YES
- Who supervises it?	28.6% no supervision 7.1% assistant 7.1% PE teachers 57.1% other subjects teacher
Mean minutes of active recess per day	24.17 (32.04 SD)
Mean minutes of self-organized recess per day	67.69 (133.11 SD)
<b>After-school activities</b>	
Does your school provide after-school activities involving the school pupils?	50% YES
Does your school provide after-school PA and Sports (in addition to physical education and school sports)?	71.4% YES
- How often (mean times a week)?	2.4 (1.67 SD)
Provided by out of SS coach	20% YES
Provided by PE teachers	100% YES
Provided by other subject teachers	40% YES
Provided by other community-based non-qualified people	20% YES
<b>Other types of activities</b>	
Does the school provide other types of after-school activities?	85.7% YES
- Religious or spiritual	33.3% YES
- Cultural	100% YES
- Civic	33.3% YES
How often (mean times a week)?	3.5 (3.56 SD)
Provided by PE teachers	16.7% YES

Provided by other subject teachers	83.3% YES
Provided other community-based people	50% YES
<b>Active transport/commute</b>	
Does your school promote active transport to and from school?	35.7% YES
Does the school formally organize active transport (walking, cycling)?	60% YES
Does the school formally provide information about the benefits of active transport to the students?	100% YES
Does the school collect data on pupils who use active transport to/from school?	40% YES