



European Physical Education Observatory

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EuPEO Intellectual Output 1 Intermediate Report

*National Preliminary Results
(Switzerland)*

Technical Sheet

Title:

Authors: Rose-Marie Repond, Ruedi Schmid

Project Coordinator: Marcos Onofre

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

Website: WWW.EUPEO.COM

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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 Switzerland. 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, that was then sent to each school's principal and Head of PE.

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.

The current report is critical for the EuPEO future steps, namely as it enables a data-based 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

Switzerland is a country with 4 national languages, different cultures, it means that the school systems are different as well. The 26 cantons are autonomous when it goes on education. But for the ECQ presents a overview of the school in Switzerland. Concerning the NELAS, the assessment may differ from one canton to the other ones. There are some official assessment programs .

For the schools, the rules differ as well from one canton to the other ones. The right to question the school and the students is given by the government of the canton – the minister of education of the canton.

The schools participating are official public schools, open to all the children. The compulsory age for the children to go to school is between 15 and 16 years old. Very often the young people are following the schools until 18 or 19 years old or they are doing a vocational school, either full time or part time.

1.1. NELAS

1.1.1. Sampling

Table 1 - Key challenges and recommendations on the NELAS Sampling process

Elements	Key Challenges	Recommendations towards WP3 (MEA and TIM)
Process existent	Difference in the cantons , sometimes in the schools	Contact the cantonal physical education office or the responsible for the PE in the canton
		Check the recommendations of the Conference of the Education Ministers from Switzerland

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

1.1.2. Data Analysis

Table 2 - Key challenges and recommendations on the NELAS Application process

Elements	Key Challenges	Recommendations towards WP3 (MEA and TIM)
Diversity , difficult to control and have the complete information	The examples are from different sources: the Swiss observatory for physical activity, the QIM's program, the cantonal offices of sport	Take contact with the cantonal office of sport and 2 different schools in the cantons to collect some good examples and an overview of the country

Together with the Confederation, the EDK (The Swiss conference of the cantonal ministers of education) runs the Swiss education monitoring. Based on the resulting education report published once every four

years, the federal authorities concerned and the EDK work out joint targets for education in Switzerland. Each then implements these targets in their respective area of responsibility.

1.1.3. Data Analysis

Table 3 - Key challenges and recommendations on the NELAS Data Analysis process

Elements	Key Challenges	Recommendations towards WP3 (MEA and TIM)
There is not a national instrument to analyse the data	The evaluation is based on the outcomes, the instruments differ from one canton to the other one, to one level to the others. For the last compulsory school 25 cantons are using marks, one evaluation on a notebook for PE.	As the majority get marks – we could compare the value given by students from one canton to 3 other ones. We could add the comparison of value for the canton in which the mark contributes to the total mean and is or not eliminatory to pass to the next level.

Differences in the different cantons.

Kindergarten: 24 out of 26 cantons – more formative than summative.

Primary school: 6 cantons appreciation, 20 cantons marks.

Secondary school: assessment and marks in 25 cantons out of 26. The 26 has a notebook with evaluation.

Upper secondary school: 25 out of 26 cantons – marks - the 26 has a notebook with evaluation.

2.1. EuPEO Country Questionnaire (ECQ)

1.1.1. Sampling

Table 4 - Key challenges and recommendations on the ECQ Sampling process

Elements	Key Challenges	Recommendations towards WP3 (MEA and TIM)
26 cantons, 4 national languages, 2 official national curricula	In each cantons there is an office or service of Sport, we could also work with the Association of PE in each canton.	The national assembly of SVSS – Swiss national association of PE could be the occasion for getting more precise information.
		The statistics are not open to any one – Example: questions concerning foreigners are not accessible to the teachers in the schools.

The time allocated for PE is in the constitution in Switzerland. At the national level, PE is part of the The Federal Department of Defence, Civil Protection and Sport.

1.1.2. Application

Table 5 - Key challenges and recommendations on the ECQ Application process

Elements	Key Challenges	Recommendations towards WP3 (MEA and TIM)
Different canons, languages, curricula	We'll need at least two questionnaire for the country when it goes on curricula.	It would be a possibility – include a field to identify the language, the

		curricula – choosing to main curricula, in German and in French
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The cantons are autonomous and have a minister of Education. The minister of Education in the cantons are responsible for the application of PE in the schools.

1.1.3. Data Analysis

Table 6 - Key challenges and recommendations on the ECQ Data Analysis process

Elements	Key Challenges	Recommendations towards WP3 (MEA and TIM)
Data from different cantons	The data should be merged as a single country	To have an picture of the 26 cantons we could treat 6 cantons – 3 German, 2 French, 1 Italian- to respect the representation of the country.

Switzerland is a confederation – the states are autonomous for the Education but depends from the central government concerning the time allocated and the curricula for PE. But the organisation and the autonomies of the schools differ from one canton to the other ones. There is no umbrella control about the content, but about the time yes. Beside this the Swiss National Observatory for PA and Sport includes the monitoring of PE .

1.2. ESQ

The questionnaire revealed that the participating schools are overall well supported by the government, mainly on a financial basis, sometimes lacking personal support however. The facilities and equipment they have at hand represent a very high standard, even though some facilities need renovation in order to ensure safety long-termly. Concerning the workload and further education of PE teachers, the schools reported an adequate weekly workload with spare time to include other duties and continuous professional development in their working time. Furthermore, the schools already offer a very broad range of taught contents in PE classes. However, some niche sports could still be better include, adding to the diversity of the curriculum that PE students encounter in Switzerland.

Table 7 - Demographics of ESQ's Participating Schools by Educational Level, Context, Government Dependence, Student Population (global, PE and SS)

Educational Levels (ISCED)		Context		Government Dependence	
(0)Early Years	0	Urban	7	Public	15
(1)Primary	0	Rural	9	Private	1
(2)Lower Secondary	15				
(3)Upper Secondary	4				
School Population		PE Students		SS Students	
Total	460 ± 438	Total	459 ± 439	Total	65 ± 73
Girls	241 ± 219	Girls	239 ± 220	Girls	38 ± 46
SEN	23 ± 26	SEN	22 ± 26	SEN	1 ± 3
Low SES	50 ± 52	Low SES	50 ± 52	Low SES	9 ± 15

Migrant	85 ± 86	Migrant	82 ± 88	Migrant	11 ± 16
Roma	0 ± 1	Roma	0 ± 1	Roma	0 ± 0

1.2.1. Community Partnerships

Table 8 – Key strengths and challenges of Community Partnerships at the School level

Categories (Section)	Key Strengths	Key Challenges
1. Public	<p>10 out of 16 schools receive governmental support to further upskill their PE teachers. Most of this support is of financial nature and the majority of it happens on a formal basis via fixed contracts.</p> <p>Many schools are supported by national governing bodies in providing a diverse supply of sportive activities in an around the scholarly environment.</p> <p>Nearly half of the schools cooperate with Higher Education Institutes, as well as with the national PE association.</p>	<p>None of the questioned schools are provided professional experts to support their physical education. Additionally, the majority of schools indicated that they receive governmental support neither for PE-facilities, nor -equipment. The inter-scholarly cooperation is very sparse, even though over 40% ranked importance of partnerships between schools as high.</p>
2. Private	<p>Private cooperation via regional sport clubs provide schools with additional facilities and sports equipment.</p> <p>Some schools even involve parents in supporting their school sport.</p>	<p>Only a minority cooperates with private sport clubs.</p> <p>All the parents participating in the design and implementation of physical education seem to do so on their own initiative, without having any local parents' associations.</p>

1.2.2. Facilities, Equipment and Resources

Table 9 - Key strengths and challenges of Facilities, Equipment and Resources at the School level

Categories (Section)	Key Strengths	Key Challenges
1. Facilities	<p>All of the schools have multiple indoor and outdoor facilities of considerable sizes and polyvalence at their disposal. The majority additionally encourages active transport by providing the needed facilities and regulated safety surroundings.</p>	<p>School-owned facilities may be used by the pupils in their recess or out of school time, this usage however happens in most cases unsupervised.</p> <p>Half of the schools indicated that their facilities are difficult to be accessed by impaired students.</p> <p>A considerable amount of schools moreover indicated that an injury happening due to the state of conservation of their indoor and outdoor sport facilities is very likely.</p>
2. Equipment	<p>Overall, the equipment is on a very high level regarding adequacy, diversity and maintenance.</p>	-
3. Finances	<p>The given budget allows for an adequate conservation and expansion of equipment on a high level.</p>	<p>The financial support for maintenance of a safe surrounding doesn't seem to be enough. A major rebuilding to make all</p>

		sport courts and adjacent facilities accessible for impaired students often couldn't be implied and it can be expected that this is due to a lack of money.
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1.2.3. Teacher Workforce

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

Categories (Section)	Key Strengths	Key Challenges
1. Weekly workload	A standard class encloses from 12 to 25 pupils and teachers are given around 11 hours a week to perform other duties. Overall, the workload isn't too high and allows for a diverse engagement of the teacher.	Most PE teachers aren't required to deliver any school sport activities.
2. Performed Roles	Planning of practice and the coordination of facilities and equipment happens for all schools in joint agreement of all PE teachers.	Research and innovation, as well as the planning of schools-based community activities is not happening for all schools on a coordinated basis between all PE teachers.
3. Teacher Demographics	An average school employs around 7 PE teachers, of which half are female. Most teachers are employed on a permanent basis and about half of them work only part-time.	-

1.2.4. Teacher Education

Table 11 - Key strengths and challenges of Teacher Education at the School level

Categories (Section)	Key Strengths	Key Challenges
1. Continuous Professional Development	Most schools are supported by the government to promote CPD of their PE teachers and many higher educating institutes, as well as school cooperation provide CPD for PE teachers.	-

1.2.5. Curriculum Flexibility

Table 12 - Key strengths and challenges of Curriculum Flexibility at the School level

Categories (Section)	Key Strengths	Key Challenges
1. Physical Education	Pupils encounter in most schools a wide range of taught contents. Very strongly represented are lessons dealing with movement skills, fitness levels, athletics, games, dancing, gymnastics, racket sports, personal and social competences.	Only a few schools to none include cycling, combat, outdoor adventure or skating sports in their spectrum of taught topics. Many schools are missing a complete set of guidelines for the screening of PE

	<p>Assessment and grading of students is overall very well regulated.</p> <p>All schools organize regular field trips as part of their PE curriculum.</p>	<p>initial assessment and only half of the schools regularly share their assessment data with students or parents.</p> <p>Only one fourth has specifically defined learning outcomes for their PE classes.</p>
2. School Sports	<p>In addition to PE, most schools provide further school sport activities, mostly for free and generally taught by the PE teachers themselves.</p> <p>Furthermore, most schools take part in inter-school competitions and some even have high-performance students participating in school sport competitions.</p>	<p>Not a great percentage of pupils engage in the additionally offered sport activities.</p>
3. Other Forms of PA	<p>Physical activity is used in many schools by other subjects' teachers to facilitate learning.</p> <p>Some schools provide information about active transport and some even collect data on pupils who use active transport.</p>	<p>Only a few schools offer activities in recess time and most of what exists is unsupervised.</p> <p>The offer of after-schools activities is not very commonly seen.</p> <p>Many schools promote active transport to and from the school but none formally organize active transport.</p>

Conclusions

It is striking that even though in an overall good shape, many facilities need maintenance to ensure their safety and accessibility to impaired students. It is highly recommended that schools are helped, especially in funding money, to visualize this undertaking.

Although many schools ranked the importance of inter-scholar cooperation as high, not many schools profit from such collaborations. The possibility to organize and coordinate inter-scholar collaborations on a nationally comprehensive basis presents itself.

It is worth considering if schools should be encouraged to organize supervision of pupils using their facilities out of school time, especially on lower secondary education levels.

Clear and complete guidelines on the (initial) assessment of PE should exist for all schools and it could be advantageous if those guidelines were harmonized on a national or at least regional basis between schools.

A topic that is mostly neglected by all questioned schools is the engagement in research and innovation which should however be highly promoted.

Appendices

ECQ Résultats complets

INTRODUCTION

		Country Laped***			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Switzerland	1	100,0	100,0	100,0

COUNTRY CONTEXT AND CHARACTERIZATION

CEL[1]_Compulsory Education levels [Earlychildhoodeducation]

		Frequency	Percent	Valid Percent	Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Compulsory	1	100,0	100,0	100,0

CEL[2]_Compulsory Education levels [Primaryeducation]

		Frequency	Percent	Valid Percent	Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Compulsory	1	100,0	100,0	100,0

CEL[3]_Compulsory Education levels [Lowersecondaryeducation]

		Frequency	Percent	Valid Percent	Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Compulsory	1	100,0	100,0	100,0

CEL[4]_Compulsory Education levels [Uppersecondaryeducation]

		Frequency	Percent	Valid Percent	Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Not compulsory	1	100,0	100,0	100,0

NS[1]_Number of Schools [Number]

		Frequency	Percent	Valid Percent	Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	13218	1	100,0	100,0	100,0

BSGDS[1]_Breakdown of School Government Dependence Status [Public]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11792	1	100,0	100,0	100,0

**BSGDS[2]_Breakdown of School Government Dependence Status [Private
or Government Sponsored]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1426	1	100,0	100,0	100,0

NDS[0]_Number and Distribution of Students [Total number]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1302559	1	100,0	100,0	100,0

NDS[1]_Number and Distribution of Students [Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	170758	1	100,0	100,0	100,0

NDS[2]_Number and Distribution of Students [Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	486813	1	100,0	100,0	100,0

NDS[3]_Number and Distribution of Students [Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	247539	1	100,0	100,0	100,0

NDS[4]_Number and Distribution of Students [Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	365559	1	100,0	100,0	100,0

NDS[5]_Number and Distribution of Students [Girls]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	628252	1	100,0	100,0	100,0

NDS[6]_Number and Distribution of Students [Special Education Needs]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31440	1	100,0	100,0	100,0

**NDS[7]_Number and Distribution of
Students [Low Socioeconomical Status]**

		Frequency	Percent
Missing	999	1	100,0

NDS[8]_Number and Distribution of Students [Immigrant]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	360618	1	100,0	100,0	100,0

**NDS[9]_Number and Distribution of
Students [roma students]**

		Frequency	Percent
Missing	999	1	100,0

PHYSICAL EDUCATION NATIONAL STRATEGY | EXISTENCE

PENSE1_1. Is there a National Strategy for Physical Education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

PENSE1YESa_a) If YES, who is responsible for its design and monitoring?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	1	100,0	100,0	100,0

PENSE1YESa[other]_a) If YES, who is responsible for its design and monitoring? [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cantons	1	100,0	100,0	100,0

PHYSICAL EDUCATION NATIONAL STRATEGY | SUPPORT

PENSL1[1]_1. In your opinion, kind of supports for enacting National strategy for physical education development and promotion? [Continuing professional development]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium Support	1	100,0	100,0	100,0

PENSL1[2]_1. In your opinion, kind of supports for enacting National strategy for physical education development and promotion? [Consultations about professional's issues]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium Support	1	100,0	100,0	100,0

PENSL1[3]_1. In your opinion, kind of supports for enacting National strategy for physical education development and promotion? [Web platform with documents and information for supporting National strategy development]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Support	1	100,0	100,0	100,0

PENSL1[4]_1. In your opinion, kind of supports for enacting National strategy for physical education development and promotion? [Development of legislation framework]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high support	1	100,0	100,0	100,0

PENSL1[5]_1. In your opinion, kind of supports for enacting National strategy for physical education development and promotion? [Scheme for enhancing of extracurricular physical activities and sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium Support	1	100,0	100,0	100,0

PENSL1[6]_1. In your opinion, kind of supports for enacting National strategy for physical education development and promotion? [Recommendations for cooperation with health sector]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium Support	1	100,0	100,0	100,0

PENSL1[7]_1. In your opinion, kind of supports for enacting National strategy for physical education development and promotion? [Monitoring system about learning outcomes]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium Support	1	100,0	100,0	100,0

PENSL1[8]_1. In your opinion, kind of supports for enacting National strategy for physical education development and promotion? [Guidelines for designing school sport halls and improvements in sport equipment and infrastructure]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high support	1	100,0	100,0	100,0

PENSL1[9]_1. In your opinion, kind of supports for enacting National strategy for physical education development and promotion? [Evaluation system for schools about performance and development of PE and SS]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Support	1	100,0	100,0	100,0

PENSL1others123a[1]_a) If you know other levels of support, please provide more detailed answers: [Other 1]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	QEPS - quality physical education	1	100,0	100,0	100,0

PENSL1others123a[2]_a) If you know other levels of support, please provide more detailed answers: [Other 2]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Swiss observatory for physical activity and sport	1	100,0	100,0	100,0

PENSL1others123a[3]_a) If you know other levels of support, please provide more detailed answers: [Other 3]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	100,0	100,0	100,0

PENSL1others123b[1]_b) In case you indicated other types of support for the development of a PE National strategy, please assess the level of support to each type with following grades: 0 = Not Present, 1 = very low support, 2 = low support, 3 = medium support, 4 = high support, 5 = very high support. [Other 1]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low support	1	100,0	100,0	100,0

PENSL1others123b[2]_b) In case you indicated other types of support for the development of a PE National strategy, please assess the level of support to each type with following grades: 0 = Not Present, 1 = very low support, 2 = low support, 3 = medium support, 4 = high support, 5 = very high support. [Other 2]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium Support	1	100,0	100,0	100,0

PENSL1others123b[3]_b) In case you indicated other types of support for the development of a PE National strategy, please assess the level of support to each type with following grades: 0 = Not Present, 1 = very low support, 2 = low support, 3 = medium support, 4 = high support, 5 = very high support. [Other 3]

		Frequency	Percent
Missing	System	1	100,0

TEACHER WORKFORCE | TEACHER DEMOGRAPHICS | Number, distribution

TDN1[1]_1. How many PE teachers are there in the country? [Number of PE teachers in the country]

		Frequency	Percent
Missing	999	1	100,0

TDD1a[1]_1. What is the PE teachers' distribution according to: a)

Gender [Male]

		Frequency	Percent
Missing	999	1	100,0

TDD1a[2]_1. What is the PE teachers' distribution according to: a)

Gender [Female]

		Frequency	Percent
Missing	999	1	100,0

TDD1b[1]_b) Career Status [Permanent]

		Frequency	Percent
Missing	999	1	100,0

TDD1b[2]_b) Career Status [Contract]

		Frequency	Percent
Missing	999	1	100,0

TDD1b[3]_b) Career Status [Freelance]

		Frequency	Percent
Missing	999	1	100,0

TDD1c[1]_c) Time [Full-Time]

		Frequency	Percent
Missing	999	1	100,0

TDD1c[2]_c) Time [Part-Time]

		Frequency	Percent
Missing	999	1	100,0

TDD1d[1]_d) Degree [Bachelor's degree]

		Frequency	Percent
Missing	999	1	100,0

TDD1d[2]_d) Degree [Masters degree]

		Frequency	Percent
Missing	999	1	100,0

TDD1d[3]_d) Degree [PhD]

		Frequency	Percent
Missing	999	1	100,0

TDD1e[1]_e) Years of Age [20-30]

		Frequency	Percent
Missing	999	1	100,0

TDD1e[2]_e) Years of Age [30-40]

		Frequency	Percent
Missing	999	1	100,0

TDD1e[3]_e) Years of Age [40-50]

		Frequency	Percent
Missing	999	1	100,0

TDD1e[4]_e) Years of Age [50-60]

		Frequency	Percent
Missing	999	1	100,0

TDD1e[5]_e) Years of Age [Over 60]

		Frequency	Percent
Missing	999	1	100,0

**TDD1f[1]_f) Years of Experience [less than
1]**

		Frequency	Percent
Missing	999	1	100,0

TDD1f[2]_f) Years of Experience [1-10]

		Frequency	Percent
Missing	999	1	100,0

TDD1f[3]_f) Years of Experience [10-20]

		Frequency	Percent
Missing	999	1	100,0

TDD1f[4]_f) Years of Experience [20-30]

		Frequency	Percent
Missing	999	1	100,0

TDD1f[5]_f) Years of Experience [30-40]

		Frequency	Percent
Missing	999	1	100,0

**TDD1f[6]_f) Years of Experience [more than
40]**

		Frequency	Percent
Missing	999	1	100,0

TEACHER EDUCATION | INITIAL TEACHER EDUCATION | Professional/academic qualifications

ITEOPAQ1_1. What is the required education level for PE teachers entering the profession?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor or Master	1	100,0	100,0	100,0

ITEOPAQ2[1]_2. What is the total volume of ECTS for a PE teacher education programme? [Minimum of ECTS]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	300	1	100,0	100,0	100,0

TEACHER EDUCATION | INITIAL TEACHER EDUCATION | Professional competences

ITEPC1[1]_1. What are the expected professional competences at the end of initial teacher education? [Teaching Practice (planning, assessment and intervention)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

ITEPC1[2]_1. What are the expected professional competences at the end of initial teacher education? [Research and Innovation]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

ITEPC1[3]_1. What are the expected professional competences at the end of initial teacher education? [School intermediate management (PE department coordination, PE & SS facilities and equipment coordination)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

ITEPC1[4]_1. What are the expected professional competences at the end of initial teacher education? [School sports coaching]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

ITEPC1[5]_1. What are the expected professional competences at the end of initial teacher education? [Class tutoring]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

ITEPC1[6]_1. What are the expected professional competences at the end of initial teacher education? [School-based community engagement (parent-teacher meetings, school-based community activities)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

ITEPC1[other]_1. What are the expected professional competences at the end of initial teacher education? [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

TEACHER EDUCATION | INITIAL TEACHER EDUCATION | School Placement, internship

ITEIP1_1. Do pre-service teachers have any teaching practice (school placement, practicum, internship) during Initial Teacher Education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

ITEIP1a[1]_If YES, please provide a more detailed answer to each subquestion: a) What is the total volume of the teaching practice in PETE? [minimum of ECTS]

		Frequency	Percent
Missing	System	1	100,0

ITEIP1b_b) How is the teaching practice organized?

		Frequency	Percent
Missing	System	1	100,0

ITEIP1c_c) Is the pre-service teachers' teaching practice regularly supervised by a teacher educator/mentor specialist?

		Frequency	Percent
Missing	System	1	100,0

ITEIP1d_d) Is the pre-service teachers' teaching practice paid for by the school?

		Frequency	Percent
Missing	System	1	100,0

ITEIP1e[1]_e) Who is legally responsible for the classes during the teaching practice period? [The cooperative teacher]

		Frequency	Percent
Missing	System	1	100,0

ITEIP1e[2]_e) Who is legally responsible for the classes during the teaching practice period? [The pre-service teacher]

		Frequency	Percent
Missing	System	1	100,0

ITEIP1e[4_e] Who is legally responsible for the classes during the teaching practice period? [The School]

		Frequency	Percent
Missing	System	1	100,0

ITEIP1e[3_e] Who is legally responsible for the classes during the teaching practice period? [The University]

		Frequency	Percent
Missing	System	1	100,0

TEACHER EDUCATION | INITIAL TEACHER EDUCATION | Providers and Teacher Educators' Requirements

ITETER1[1]_1. Who is in charge of Initial Teacher Education? [Higher Education Institutions (HEI)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

ITETER1[2]_1. Who is in charge of Initial Teacher Education? [Professional Schools]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

ITETER1[3]_1. Who is in charge of Initial Teacher Education? [National Training Institutions (affected to the Ministry of Education)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

ITETER1[4]_1. Who is in charge of Initial Teacher Education? [Private corporations]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

ITETER1[other]_1. Who is in charge of Initial Teacher Education? [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Haute Ecole pédagogique après l'université	1	100,0	100,0	100,0

ITETER2[1]_2. What is the minimum academic requirement to be a teacher educator for each of the relevant institutions providing PETE courses (for each option)? [Higher Education Institutions (HEI)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master degree	1	100,0	100,0	100,0

ITETER2[2]_2. What is the minimum academic requirement to be a teacher educator for each of the relevant institutions providing PETE courses (for each option)? [Professional Schools]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master degree	1	100,0	100,0	100,0

ITETER2[3]_2. What is the minimum academic requirement to be a teacher educator for each of the relevant institutions providing PETE courses (for each option)? [National Training Institutions (affected to the Ministry of Education)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master degree	1	100,0	100,0	100,0

ITETER2[4]_2. What is the minimum academic requirement to be a teacher educator for each of the relevant institutions providing PETE courses (for each option)? [Private corporations]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	other	1	100,0	100,0	100,0

TEACHER EDUCATION | INDUCTION | Presence, legal status, providers

IPLSP1_1. Is there an induction phase for PE teachers in your country?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

IPLSP1a[1]_If YES, please provide a more detailed answer to each subquestion: a) How long does the induction phase

last? [months]

		Frequency	Percent
Missing	System	1	100,0

IPLSP1b[1]_b) Who is in charge for the induction phase? [Higher Education Institutions (HEI)]

		Frequency	Percent
Missing	System	1	100,0

IPLSP1b[2]_b) Who is in charge for the induction phase? [Professional Schools]

		Frequency	Percent
Missing	System	1	100,0

IPLSP1b[3]_b) Who is in charge for the induction phase? [National training institutions (affected to the Ministry of Education)]

		Frequency	Percent
Missing	System	1	100,0

IPLSP1b[4]_b) Who is in charge for the induction phase? [Private corporations]

		Frequency	Percent
Missing	System	1	100,0

IPLSP1b[other]_b) Who is in charge for the induction phase? [Other]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100,0	100,0	100,0

IPLSP1c_c) What statement best describes the role of the teacher during the induction phase?

		Frequency	Percent
Missing	System	1	100,0

IPLSP1c[other]_c) What statement best describes the role of the teacher during the induction phase? [Other]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100,0	100,0	100,0

IPLSP1d_d) Is there a mentorship process along the induction period?

		Frequency	Percent
Missing	System	1	100,0

IPLSP1dYESi_If YES, please provide a more detailed answer, each subquestion. i. Person in Charge of the mentoring:

		Frequency	Percent
Missing	System	1	100,0

IPLSP1dYESi[other]_If YES, please provide a more detailed answer, each subquestion. i. Person in Charge of the mentoring: [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	100,0	100,0	100,0

IPLSP1dYESii[1]_ii. Final summative testing of the candidate: [No final summative testing]

		Frequency	Percent
Missing	System	1	100,0

IPLSP1dYESii[2]_ii. Final summative testing of the candidate: [Final Report]

		Frequency	Percent
Missing	System	1	100,0

IPLSP1dYESii[3]_ii. Final summative testing of the candidate: [Observation of teaching practice]

		Frequency	Percent
Missing	System	1	100,0

IPLSP1dYESii[other]_ii. Final summative testing of the candidate: [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	100,0	100,0	100,0

TEACHER EDUCATION | CONTINUOUS PROFESSIONAL DEVELOPMENT | Presence, Legal Status, Providers

CPDP1_1. Is there a CPD offered to in-service PE teachers in your country?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

CPDLS1_1. Is CPD mandatory for in-service PE teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

CPDLS1YESa[1]_If YES, please provide a more detailed answer to each subquestion below: a) How many compulsory CPD hours per year? [Hours]

		Frequency	Percent
Missing	System	1	100,0

CPDLSYESb_b) How are the CPD topics defined?

		Frequency	Percent
Missing	System	1	100,0

CPDLSYESc[1]_c) What are the CPD formats? [Short courses]

		Frequency	Percent
Missing	System	1	100,0

CPDLSYESc[2]_c) What are the CPD formats? [Workshop]

		Frequency	Percent
Missing	System	1	100,0

CPDLSYESc[4]_c) What are the CPD formats?

[HEI modules]

		Frequency	Percent
Missing	System	1	100,0

CPDLSYESc[3]_c) What are the CPD formats?

[Action-research]

		Frequency	Percent
Missing	System	1	100,0

CPDLSYESc[other]_c) What are the CPD formats? [Other]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100,0	100,0	100,0

CPDPr1[1]_1. Who is providing CPD for PE teachers? [Higher Education

Institutions (HEI)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

CPDPr1[2]_1. Who is providing CPD for PE teachers? [Professional

Schools]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

CPDPr1[3]_1. Who is providing CPD for PE teachers? [National training institutions (linked to the Ministry of Education)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

CPDPr1[4]_1. Who is providing CPD for PE teachers? [School-based

CPD providers]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

CPDPr1[5]_1. Who is providing CPD for PE teachers? [Private corporations]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

CPDPr1[other]_1. Who is providing CPD for PE teachers? [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Association professionnelle	1	100,0	100,0	100,0

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Curriculum Organization

PECO1[1]_1. Legislated number of students per class in the compulsory education levels: Please write your answer(s) here. [Kindergarten]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	1	100,0	100,0	100,0

PECO1[2]_1. Legislated number of students per class in the compulsory education levels: Please write your answer(s) here. [Elementary School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	1	100,0	100,0	100,0

PECO1[3]_1. Legislated number of students per class in the compulsory education levels: Please write your answer(s) here. [Middle School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	1	100,0	100,0	100,0

PECO1[4]_1. Legislated number of students per class in the compulsory education levels: Please write your answer(s) here. [High School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	1	100,0	100,0	100,0

PECO2_2. Is there a core curriculum in your country?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

PECO3[1]_3. How many curriculum regulation levels are in your country?

[Core level]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PECO3[2]_3. How many curriculum regulation levels are in your country?

[District level]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid chosen	1	100,0	100,0	100,0

PECO3[3]_3. How many curriculum regulation levels are in your country?

[School level]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid chosen	1	100,0	100,0	100,0

PECO4_4. Does Physical Education belong to the core curriculum in your country?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	100,0	100,0	100,0

PECO5[1]_5. In which school levels is PE compulsory? [Kindergarten]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid chosen	1	100,0	100,0	100,0

PECO5[2]_5. In which school levels is PE compulsory? [Elementary School]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid chosen	1	100,0	100,0	100,0

PECO5[3]_5. In which school levels is PE compulsory? [Middle School]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid chosen	1	100,0	100,0	100,0

PECO5[4]_5. In which school levels is PE compulsory?				[High School]	
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PECO6_6. Who is responsible for the compulsory PE Curriculum Conception/Construction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Country Specialists	1	100,0	100,0	100,0

PECO6[other]_6. Who is responsible for the compulsory PE Curriculum Conception/Construction? [Other]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	100,0	100,0	100,0

PECO7_7. What is the general level of the PE Curriculum?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	State	1	100,0	100,0	100,0

PECO7[other]_7. What is the general level of the PE Curriculum? [Other]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	100,0	100,0	100,0

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Contents

**PEC1[1_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Fundamental Movement Skills][Early
childhood education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

**PEC1[1_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Fundamental Movement Skills][Primary
education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

**PEC1[1_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Fundamental Movement Skills][Lower
secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

**PEC1[1_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Fundamental Movement Skills][Upper
secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[2_1]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Fitness levels][Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[2_2]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Fitness levels][Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[2_3]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Fitness levels][Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[2_4]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Fitness levels][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[3_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Athletics (running, throws, jumps)][Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[3_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Athletics (running, throws, jumps)][Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[3_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Athletics (running, throws, jumps)][Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[3_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Athletics (running, throws, jumps)][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[4_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Games (Football, Rugby, Basketball...)]**[Early childhood education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[4_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Games (Football, Rugby, Basketball...)]**[Primary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[4_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Games (Football, Rugby, Basketball...)]**[Lower secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[4_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Games (Football, Rugby, Basketball...)]**[Upper secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[5_1]_1. Considering each ISCED 0-3*, what are the main PE content?
 Please consider the answer alternatives that follow: "required", "optional" or
 "absent" for each content. To fill the table cells select and drag the answer
 that you think is most appropriate. [Cycling (Downhill, Road

Cycling...)] [Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absent	1	100,0	100,0	100,0

PEC1[5_2]_1. Considering each ISCED 0-3*, what are the main PE content?
 Please consider the answer alternatives that follow: "required", "optional" or
 "absent" for each content. To fill the table cells select and drag the answer
 that you think is most appropriate. [Cycling (Downhill, Road

Cycling...)] [Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[5_3]_1. Considering each ISCED 0-3*, what are the main PE content?
 Please consider the answer alternatives that follow: "required", "optional" or
 "absent" for each content. To fill the table cells select and drag the answer
 that you think is most appropriate. [Cycling (Downhill, Road

Cycling...)] [Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[5_4]_1. Considering each ISCED 0-3*, what are the main PE content?
 Please consider the answer alternatives that follow: "required", "optional" or
 "absent" for each content. To fill the table cells select and drag the answer
 that you think is most appropriate. [Cycling (Downhill, Road

Cycling...)] [Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[6_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Combat (Judo, Olympic

Wrestling...)][Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[6_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Combat (Judo, Olympic

Wrestling...)][Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[6_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Combat (Judo, Olympic

Wrestling...)][Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[6_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Combat (Judo, Olympic

Wrestling...)][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[7_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Dance (Social, Folklore, Contemporary...)]**[Early childhood education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[7_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Dance (Social, Folklore, Contemporary...)]**[Primary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[7_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Dance (Social, Folklore, Contemporary...)]**[Lower secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[7_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Dance (Social, Folklore, Contemporary...)]**[Upper secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[8_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Winter Sports (snowboarding, Alpine skiing/boarding, cross country skiing, ice skating, ice hockey)][Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[8_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Winter Sports (snowboarding, Alpine skiing/boarding, cross country skiing, ice skating, ice hockey)][Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[8_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Winter Sports (snowboarding, Alpine skiing/boarding, cross country skiing, ice skating, ice hockey)][Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[8_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Winter Sports (snowboarding, Alpine skiing/boarding, cross country skiing, ice skating, ice hockey)][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

**PEC1[9_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Gymnastics (Acrobatics, Tumbling,
..)]****[Early childhood education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

**PEC1[9_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Gymnastics (Acrobatics, Tumbling,
..)]****[Primary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

**PEC1[9_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Gymnastics (Acrobatics, Tumbling,
..)]****[Lower secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

**PEC1[9_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Gymnastics (Acrobatics, Tumbling,
..)]****[Upper secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

**PEC1[10_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Outdoor and adventure (Climbing,
Kayaking/Canoeing, Surfing....)][Early childhood education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absent	1	100,0	100,0	100,0

**PEC1[10_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Outdoor and adventure (Climbing,
Kayaking/Canoeing, Surfing....)][Primary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

**PEC1[10_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Outdoor and adventure (Climbing,
Kayaking/Canoeing, Surfing....)][Lower secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

**PEC1[10_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Outdoor and adventure (Climbing,
Kayaking/Canoeing, Surfing....)][Upper secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[11_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Racket Sports (Badminton,
Tennis...)]**[Early childhood education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absent	1	100,0	100,0	100,0

PEC1[11_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Racket Sports (Badminton,
Tennis...)]**[Primary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[11_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Racket Sports (Badminton,
Tennis...)]**[Lower secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[11_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Racket Sports (Badminton,
Tennis...)]**[Upper secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[12_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Skating Sports (Inline skating, Skateboarding...)] [Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absent	1	100,0	100,0	100,0

PEC1[12_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Skating Sports (Inline skating, Skateboarding...)] [Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[12_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Skating Sports (Inline skating, Skateboarding...)] [Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[12_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Skating Sports (Inline skating, Skateboarding...)] [Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

**PEC1[13_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Swimming (Synchronized, Water
Safety...)]**[Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

**PEC1[13_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Swimming (Synchronized, Water
Safety...)]**[Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

**PEC1[13_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Swimming (Synchronized, Water
Safety...)]**[Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

**PEC1[13_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or
"absent" for each content. To fill the table cells select and drag the answer
that you think is most appropriate. [Swimming (Synchronized, Water
Safety...)]**[Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[14_1]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Traditional Games (Child games...)]**[Early childhood education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[14_2]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Traditional Games (Child games...)]**[Primary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[14_3]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Traditional Games (Child games...)]**[Lower secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[14_4]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Traditional Games (Child games...)]**[Upper secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[15_1]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [PA and Sport-related knowledge][Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absent	1	100,0	100,0	100,0

PEC1[15_2]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [PA and Sport-related knowledge][Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[15_3]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [PA and Sport-related knowledge][Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[15_4]_1. Considering each ISCED 0-3*, what are the main PE content?
Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [PA and Sport-related knowledge][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[16_1]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Health-Related Fitness knowledge][Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Optional	1	100,0	100,0	100,0

PEC1[16_2]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Health-Related Fitness knowledge][Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[16_3]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Health-Related Fitness knowledge][Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[16_4]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Health-Related Fitness knowledge][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[17_1]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Personal and Social competences (positive attitudes, teamwork, responsibility, civic engagement...)]**[Early childhood education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[17_2]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Personal and Social competences (positive attitudes, teamwork, responsibility, civic engagement...)]**[Primary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[17_3]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Personal and Social competences (positive attitudes, teamwork, responsibility, civic engagement...)]**[Lower secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC1[17_4]_1. Considering each ISCED 0-3*, what are the main PE content? Please consider the answer alternatives that follow: "required", "optional" or "absent" for each content. To fill the table cells select and drag the answer that you think is most appropriate. [Personal and Social competences (positive attitudes, teamwork, responsibility, civic engagement...)] [Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required	1	100,0	100,0	100,0

PEC2_2. In the compulsory PE curriculum (centralized curriculum) who regulates the content?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government	1	100,0	100,0	100,0

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Assessment and Grading

PEAG1[1]_1. Compulsory Assessment? [Kindergarten]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

PEAG1[2]_1. Compulsory Assessment? [Elementary School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEAG1[3]_1. Compulsory Assessment? [Middle School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEAG1[4]_1. Compulsory Assessment? [High School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEAG2_2. Is there a clear national set of guidelines for PE assessment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

PEAG2YESa[1]_a) If YES, please provide additional information on what type of assesment has national based guidelines: [Summative]

		Frequency	Percent
Missing	System	1	100,0

PEAG2YESa[2]_a) If YES, please provide additional information on what type of assesment has national based guidelines: [Formative]

		Frequency	Percent
Missing	System	1	100,0

PEAG2YESa[3]_a) If YES, please provide additional information on what type of assesment has national based guidelines: [Baseline]

		Frequency	Percent
Missing	System	1	100,0

PEAG3[1]_3. Is there equity in the assessment status between PE and other subjects? [Kindergarten]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

PEAG3[2]_3. Is there equity in the assessment status between PE and other subjects? [Elementary School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	1	100,0	100,0	100,0

PEAG3[3]_3. Is there equity in the assessment status between PE and other subjects? [Middle School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

PEAG3[4]_3. Is there equity in the assessment status between PE and other subjects? [High School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	1	100,0	100,0	100,0

PEAG4_4. Is PE assessment required for pupil progression?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

PEAG5_5. Is PE examined at state level?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

PEAG5YESa_a) If YES, what is the exam accounted for?

		Frequency	Percent
Missing	System	1	100,0

**PEAG5YESb[1]_b) Main parameters
considered in the statewide
assessment: [Fundamental Movement Skills]**

		Frequency	Percent
Missing	System	1	100,0

**PEAG5YESb[2]_b) Main parameters
considered in the statewide
assessment: [Physical Fitness]**

		Frequency	Percent
Missing	System	1	100,0

**PEAG5YESb[3]_b) Main parameters
considered in the statewide
assessment: [Specialised Sport
Performance]**

		Frequency	Percent
Missing	System	1	100,0

**PEAG5YESb[4]_b) Main parameters
considered in the statewide
assessment: [Cognitive-Emotional-Social
development]**

		Frequency	Percent
Missing	System	1	100,0

**PEAG5YESb[5]_b) Main parameters
considered in the statewide
assessment: [Sports and PA Knowledge and
Understanding]**

		Frequency	Percent
Missing	System	1	100,0

**PEAG5YESb[6]_b) Main parameters
considered in the statewide
assessment: [Diverse Physical Activities
Learning]**

		Frequency	Percent
Missing	System	1	100,0

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Learning Outcomes

**PELO1[1_1]_1. What are the main aims of the PE curriculum? Please
range from the most to the least important aim for each UNESCO ISCED
0-3. (1-least important to 5-most important) [Recreation][Early childhood**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	100,0	100,0	100,0

**PELO1[1_2]_1. What are the main aims of the PE curriculum? Please
range from the most to the least important aim for each UNESCO ISCED
0-3. (1-least important to 5-most important) [Recreation][Primary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	100,0	100,0	100,0

**PELO1[1_3]_1. What are the main aims of the PE curriculum? Please range from
the most to the least important aim for each UNESCO ISCED 0-3. (1-least important
to 5-most important) [Recreation][Lower secondary education]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least important	1	100,0	100,0	100,0

PELO1[1_4]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Recreation][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	100,0	100,0	100,0

PELO1[2_1]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Exercise and Health][Early childhood Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	100,0	100,0	100,0

PELO1[2_2]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Exercise and Health][Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	100,0	100,0	100,0

PELO1[2_3]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Exercise and Health][Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	100,0	100,0	100,0

PELO1[2_4]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Exercise and Health][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	100,0	100,0	100,0

PELO1[4_1]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Learning Physical Activities][Early childhood Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	most important	1	100,0	100,0	100,0

PELO1[4_2]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Learning Physical Activities][Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	most important	1	100,0	100,0	100,0

PELO1[4_3]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Learning Physical Activities][Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	most important	1	100,0	100,0	100,0

PELO1[4_4]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Learning Physical Activities][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	most important	1	100,0	100,0	100,0

PELO1[5_1]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Sport Competition][Early childhood Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least important	1	100,0	100,0	100,0

PELO1[5_2]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Sport Competition][Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least important	1	100,0	100,0	100,0

PELO1[5_3]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Sport Competition][Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	100,0	100,0	100,0

PELO1[5_4]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED 0-3. (1-least important to 5-most important) [Sport Competition][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least important	1	100,0	100,0	100,0

PELO1[6_1]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED

0-3. (1-least important to 5-most important) [Social and Personal Development][Early childhood Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	100,0	100,0	100,0

PELO1[6_2]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED

0-3. (1-least important to 5-most important) [Social and Personal Development][Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	100,0	100,0	100,0

PELO1[6_3]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED

0-3. (1-least important to 5-most important) [Social and Personal Development][Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	100,0	100,0	100,0

PELO1[6_4]_1. What are the main aims of the PE curriculum? Please range from the most to the least important aim for each UNESCO ISCED

0-3. (1-least important to 5-most important) [Social and Personal Development][Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	100,0	100,0	100,0

PELO1othera_a) Other PE aim not mentioned:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100,0	100,0	100,0

PELO1otherb[1]_b) Classify (1-least important to 5-most important): [Other Aim:]

	Frequency	Percent
Missing System	1	100,0

PELO2_2. Is the PE curriculum explicitly linked to lifelong learning outcomes nationally defined?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	100,0	100,0	100,0

PELO2YESa[1]_a) If YES, please specify for each level (UNESCO ISCED 0-3): [Early childhood education]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	100,0	100,0	100,0

PELO2YESa[2]_a) If YES, please specify for each level (UNESCO ISCED 0-3): [Primary education]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	100,0	100,0	100,0

PELO2YESa[3]_a) If YES, please specify for each level (UNESCO ISCED 0-3): [Lower secondary education]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	100,0	100,0	100,0

PELO2YESa[4]_a) If YES, please specify for each level (UNESCO ISCED

0-3): [Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

PELO3_3. Are there clear PE learning outcomes within compulsory education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

PELO3YESa[1]_a) If YES, please specify for each level (UNESCO ISCED

0-3): [Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

PELO3YESa[2]_a) If YES, please specify for each level (UNESCO ISCED

0-3): [Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

PELO3YESa[3]_a) If YES, please specify for each level (UNESCO ISCED

0-3): [Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

PELO3YESa[4]_a) If YES, please specify for each level (UNESCO ISCED

0-3): [Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

PELO4[1]_4. In the compulsory PE curriculum (centralized curriculum) who regulates the learning outcomes for PE? [Government]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PELO4[2]_4. In the compulsory PE curriculum (centralized curriculum) who regulates the learning outcomes for PE? [External Educational Bodies]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

PELO4[4]_4. In the compulsory PE curriculum (centralized curriculum) who regulates the learning outcomes for PE? [Local Authorities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

PELO4[3]_4. In the compulsory PE curriculum (centralized curriculum) who regulates the learning outcomes for PE? [Schools]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

PELO4[5]_4. In the compulsory PE curriculum (centralized curriculum) who regulates the learning outcomes for PE? [Teachers]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

PELO4[6]_4. In the compulsory PE curriculum (centralized curriculum) who regulates the learning outcomes for PE? [Students]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Subject Name

PESN1[1]_1. What is the name for the PE subject in each of the following contexts?

Please write your answer(s) here. [Kindergarten]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	éducation physique	1	100,0	100,0	100,0

PESN1[2]_1. What is the name for the PE subject in each of the following contexts?

Please write your answer(s) here. [Elementary School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	éducation physique	1	100,0	100,0	100,0

PESN1[3]_1. What is the name for the PE subject in each of the following contexts?

Please write your answer(s) here. [Middle School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	éducation physique	1	100,0	100,0	100,0

PESN1[4]_1. What is the name for the PE subject in each of the following contexts? Please write your answer(s) here. [High School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	éducation physique et sport	1	100,0	100,0	100,0

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Pedagogical principles

PEPP1_1. Does the PE curriculum include pedagogical principles suggesting the appropriate pedagogical environment at school PE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

PEPP2[1]_2. Please mark if the following pedagogical principles are explicit in your national curriculum: [Developmentally appropriate content (or age appropriateness)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEPP2[2]_2. Please mark if the following pedagogical principles are explicit in your national curriculum: [Focusing on the learning]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEPP2[3]_2. Please mark if the following pedagogical principles are explicit in your national curriculum: [Emphasizing multiculturalism and/or gender equity]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEPP2[4]_2. Please mark if the following pedagogical principles are explicit in your national curriculum: [Inclusion]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEPP2[5]_2. Please mark if the following pedagogical principles are explicit in your national curriculum: [Health oriented]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEPP2[6]_2. Please mark if the following pedagogical principles are explicit in your national curriculum: [Holistic personality development focused]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEPP2[7]_2. Please mark if the following pedagogical principles are explicit in your national curriculum: [Reflectiveness]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not chosen	1	100,0	100,0	100,0

PEPP2[8]_2. Please mark if the following pedagogical principles are explicit in your national curriculum: [Psychologically and physically safe learning environment]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEPP2[9]_2. Please mark if the following pedagogical principles are explicit in your national curriculum: [Multilateral development]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

PEPP2[other]_2. Please mark if the following pedagogical principles are explicit in your national curriculum: [Other]

		Frequency	Percent
Missing	System	1	100,0

PEPP3_3. Does the PE curriculum support the inclusion of all students with special needs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Allocated Time

PEAT1[1]_1. Hours per week for all the subjects. Please write your answer(s) here: [Kindergarten]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	100,0	100,0	100,0

PEAT1[2]_1. Hours per week for all the subjects. Please write your answer(s) here: [Elementary School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27	1	100,0	100,0	100,0

PEAT1[3]_1. Hours per week for all the subjects. Please write your answer(s) here: [Middle School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	100,0	100,0	100,0

PEAT1[4]_1. Hours per week for all the subjects. Please write your answer(s) here: [High School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22	1	100,0	100,0	100,0

PEAT2[1]_2. What is the required or recommended time (minutes per week) allocation for PE in your country? Please write your answer(s)

here: [Kindergarten]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	180	1	100,0	100,0	100,0

PEAT2[2]_2. What is the required or recommended time (minutes per week) allocation for PE in your country? Please write your answer(s)

here: [Elementary School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	180	1	100,0	100,0	100,0

PEAT2[3]_2. What is the required or recommended time (minutes per week) allocation for PE in your country? Please write your answer(s)

here: [Middle School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	180	1	100,0	100,0	100,0

PEAT2[4]_2. What is the required or recommended time (minutes per week) allocation for PE in your country? Please write your answer(s)

here: [High School]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	180	1	100,0	100,0	100,0

CURRICULUM FLEXIBILITY | SPORT SCHOOL| Organization

SSO1_1. Is there a programme or specific curriculum for school sports?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

SSO2_2. Is school sport a compulsory provision?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

SSO3_3. Is school sport state-funded?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

SSO4_4. Is there a national governing body for School Sport?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

SSO4YESa_a) If YES, who regulates it?

		Frequency	Percent
Missing	System	1	100,0

SSO4YESa[other]_a) If YES, who regulates it? [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	100,0	100,0	100,0

CURRICULUM FLEXIBILITY | SPORT SCHOOL| Competition

SSC1[1]_1. What competition levels are present in the School Sport? [Local]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

SSC1[2]_1. What competition levels are present in the School**Sport? [Regional]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

SSC1[3]_1. What competition levels are present in the School**Sport? [National]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

SSC1[4]_1. What competition levels are present in the School**Sport? [International]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chosen	1	100,0	100,0	100,0

SSC2_2. Can all students participate in the competition (including SEN and high-performance athletes)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

SSC2NOa[1]_a) If NO, which groups? [Special Education Needs]

		Frequency	Percent
Missing	System	1	100,0

SSC2NOa[2]_a) If NO, which groups? [High Performance]

		Frequency	Percent
Missing	System	1	100,0

SSC2NOa[3]_a) If NO, which groups? [Federated Athletes]

		Frequency	Percent
Missing	System	1	100,0

SSC2NOa[other]_a) If NO, which groups? [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	100,0	100,0	100,0

SSC3_3. Are there Paralympic Sport activities and competitions in the School Sports?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

SSC4[1]_4. What are the first three sports with the best competitive record at national level? [1°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	jeux d'équipe	1	100,0	100,0	100,0

SSC4[2]_4. What are the first three sports with the best competitive record at national level? [2°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	natation	1	100,0	100,0	100,0

SSC4[3]_4. What are the first three sports with the best competitive record at national level? [3°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	orientation	1	100,0	100,0	100,0

CURRICULUM FLEXIBILITY | SPORT SCHOOL| Participation

SSP1_1. Is there data on School Sports participation at the national level?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	100,0	100,0	100,0

SSP1YESa[1]_If YES, can you provide further details on: a) Number of activities [Number of activities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	100,0	100,0	100,0

SSP1YESb[1_1]_b) At the national level, what are the first three activities with the: [highest number of schools involved?][1°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	handball	1	100,0	100,0	100,0

SSP1YESb[1_2]_b) At the national level, what are the first three activities with the: [highest number of schools involved?][2°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	gymnastique	1	100,0	100,0	100,0

SSP1YESb[1_3]_b) At the national level, what are the first three activities with the: [highest number of schools involved?][3°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	orientation	1	100,0	100,0	100,0

SSP1YESb[2_1_b) At the national level, what are the first three activities with the: [highest number of teams/groups involved?][1°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	handball	1	100,0	100,0	100,0

SSP1YESb[2_2_b) At the national level, what are the first three activities with the: [highest number of teams/groups involved?][2°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	gymnastique	1	100,0	100,0	100,0

SSP1YESb[2_3_b) At the national level, what are the first three activities with the: [highest number of teams/groups involved?][3°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	orientation	1	100,0	100,0	100,0

SSP1YESb[3_1_b) At the national level, what are the first three activities with the: [highest number of students involved?][1°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	handball	1	100,0	100,0	100,0

SSP1YESb[3_2_b) At the national level, what are the first three activities with the: [highest number of students involved?][2°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	gymnastique	1	100,0	100,0	100,0

SSP1YESb[3_3_b) At the national level, what are the first three activities with the: [highest number of students involved?][3°]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	orientation	1	100,0	100,0	100,0

SSP1YESc[1_c] Total number of schools

involved: [Number of Schools involved]

		Frequency	Percent
Missing	System	1	100,0

SSP1YESd[1_d] Total Number teams/groups

involved: [Total Number of teams/groups involved]

		Frequency	Percent
Missing	System	1	100,0

SSP1YESe[1_e] Total Number of students involved: [Total number of students involved]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3000	1	100,0	100,0	100,0

CURRICULUM FLEXIBILITY | OTHER FORMS OF FA | After school extracurricular

OFPAAS1_1. Is ECPA compulsory?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	100,0	100,0	100,0

OFPAAS2[1]_2. What is the name given to Extracurricular Physical Activity (ECPA) for each school level (ISCED 0-3) ? [Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sport scolaire 2	1	100,0	100,0	100,0

OFPAAS2[2]_2. What is the name given to Extracurricular Physical Activity (ECPA) for each school level (ISCED 0-3) ? [Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sport scolaire 2	1	100,0	100,0	100,0

OFPAAS2[3]_2. What is the name given to Extracurricular Physical Activity (ECPA) for each school level (ISCED 0-3) ? [Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sport scolaire 2	1	100,0	100,0	100,0

OFPAAS2[4]_2. What is the name given to Extracurricular Physical Activity (ECPA) for each school level (ISCED 0-3) ? [Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sport scolaire 2	1	100,0	100,0	100,0

OFPAAS3[1]_3. What is the total ECPA hours per week for each school level (ISCED 0-3)? [Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	100,0	100,0	100,0

OFPAAS3[4]_3. What is the total ECPA hours per week for each school level (ISCED 0-3)? [Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	100,0	100,0	100,0

OFPAAS3[3]_3. What is the total ECPA hours per week for each school level (ISCED 0-3)? [Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	100,0	100,0	100,0

OFPAAS3[2]_3. What is the total ECPA hours per week for each school level (ISCED 0-3)? [Upper secondary education]

Insert here complete		Frequency outputs	Percent	Valid Percent	Cumulative Percent
Valid	6	1	100,0	100,0	100,0

ESQ Résultats complets

Descriptive data analysis of ESQ

Absolute and Relative Frequencies were used for nominal and ordinal data

Parametric Descriptive (Mean, SD, Max and Min) for discrete data

INTRODUCTION

Frequency Table

Questionnaire state Laped***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Complete	16	100,0	100,0	100,0

ICF_ Informed Consent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I accept	16	100,0	100,0	100,0

SCHOOL CONTEXT AND CHARACTERIZATION

ELC[1]_Educational Levels Covered by the School [Early childhood education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not existing	16	100,0	100,0	100,0

ELC[2]_Educational Levels Covered by the School [Primary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not existing	16	100,0	100,0	100,0

ELC[3]_Educational Levels Covered by the School [Lower secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Existing	15	93,8	93,8	93,8
	Not existing	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

ELC[4]_Educational Levels Covered by the School [Upper secondary education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Existing	4	25,0	25,0	25,0
	Not existing	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

SC_School Context

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban or Suburban	7	43,8	43,8	43,8
	Rural	9	56,3	56,3	100,0
	Total	16	100,0	100,0	

GDS_Government dependence status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	15	93,8	93,8	93,8
	Private	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NDS[1]_Number and distribution of students of school [Total number]	16	139	1500	460,31	438,405

NDS[2]_Number and distribution of students of school [Girls]	16	67	780	241,19	218,510
NDS[3]_Number and distribution of students of school [Students with Special Needs]	16	0	100	22,69	26,053
NDS[4]_Number and distribution of students of school [Students from an low socioeconomic status]	16	0	200	50,31	51,686
NDS[5]_Number and distribution of students of school [Immigrant Students]	16	0	250	85,13	86,106
NDS[6]_Number and distribution of students of school [Roma Students]	16	0	3	,19	,750
NDSPPE[1]_Number and Distribution of Students participating in Physical Education [Total number]	16	139	1500	459,44	438,685
NDSPPE[2]_Number and Distribution of Students participating in Physical Education [Girls]	16	67	780	238,94	219,674
NDSPPE[3]_Number and Distribution of Students participating in Physical Education [Students with Special Needs]	16	0	100	21,94	26,496
NDSPPE[4]_Number and Distribution of Students participating in Physical Education [Students from an low socioeconomic status]	16	0	200	50,31	51,686
NDSPPE[5]_Number and Distribution of Students participating in Physical Education [Immigrant Students]	16	0	250	82,31	88,043

NDSPPE[6]_Number and Distribution of Students participating in Physical Education [Roma Students]	16	0	3	,19	,750
NDSPSS[1]_Number and Distribution of Students participating in School Sport [Total number]	16	0	200	65,12	73,034
NDSPSS[2]_Number and Distribution of Students participating in School Sport [Girls]	16	0	150	37,50	45,706
NDSPSS[3]_Number and Distribution of Students participating in School Sport [Students with Special Needs]	16	0	10	1,13	2,754
NDSPSS[4]_Number and Distribution of Students participating in School Sport [Students from an low socioeconomic status]	16	0	50	9,25	15,080
NDSPSS[5]_Number and Distribution of Students participating in School Sport [Immigrant Students]	16	0	50	11,00	16,310
NDSPSS[6]_Number and Distribution of Students participating in School Sport [Roma Students]	16	0	0	,00	,000
Valid N (listwise)	16				

COMMUNITY PARTNERSHIPS | PUBLIC | Government

Frequency Table

QUESTION - 1

CPPG1_Does the school receive governmental support to improve the experience of students in Physical Education and School Sport in respect of the following: 1.

Continuing Professional Development for PE teachers?

Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Yes	10	62,5	62,5	62,5
	No	6	37,5	37,5	100,0
	Total	16	100,0	100,0	

MATRIX - 1

CPPG1YESa[1_1]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Level of cooperation][Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mainly from local government	1	6,3	14,3	14,3
	Mainly from regional government	1	6,3	14,3	28,6
	Mainly from national governemnet	5	31,3	71,4	100,0
	Total	7	43,8	100,0	
Missing	999	3	18,8		
	System	6	37,5		
	Total	9	56,3		
Total		16	100,0		

CPPG1YESa[1_2]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Level of cooperation][Health]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mainly from regional government	1	6,3	33,3	33,3
	Mainly from national governemnet	2	12,5	66,7	100,0
	Total	3	18,8	100,0	
Missing	999	3	18,8		
	System	10	62,5		
	Total	13	81,3		
Total		16	100,0		

CPPG1YESa[1_3]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Level of cooperation][Social Work]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mainly from local government	1	6,3	33,3	33,3

	Mainly from regional government	1	6,3	33,3	66,7
	Mainly from national governemnet	1	6,3	33,3	100,0
	Total	3	18,8	100,0	
Missing	999	3	18,8		
	System	10	62,5		
	Total	13	81,3		
Total		16	100,0		

CPPG1YESa[1_4]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Level of cooperation][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mainly from regional government	2	12,5	40,0	40,0
	Mainly from national governemnet	2	12,5	40,0	80,0
	Mainly from national governing bodies	1	6,3	20,0	100,0
	Total	5	31,3	100,0	
Missing	999	3	18,8		
	System	8	50,0		
	Total	11	68,8		
Total		16	100,0		

CPPG1YESa[2_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Type of cooperation][Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Formal (contract)	5	31,3	62,5	62,5
	Informal (no contract)	3	18,8	37,5	100,0
	Total	8	50,0	100,0	
Missing	999	1	6,3		
	System	7	43,8		
	Total	8	50,0		
Total		16	100,0		

CPPG1YESa[2_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Type of cooperation][Health]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Formal (contract)	2	12,5	100,0	100,0
Missing	999	1	6,3		
	System	13	81,3		
	Total	14	87,5		
Total		16	100,0		

CPPG1YESa[2_3]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Type of cooperation][Social Work]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Formal (contract)	2	12,5	100,0	100,0
Missing	999	1	6,3		
	System	13	81,3		
	Total	14	87,5		
Total		16	100,0		

CPPG1YESa[2_4]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Type of cooperation][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Formal (contract)	5	31,3	71,4	71,4
	Informal (no contract)	2	12,5	28,6	100,0
	Total	7	43,8	100,0	
Missing	999	1	6,3		
	System	8	50,0		
	Total	9	56,3		
Total		16	100,0		

CPPG1YESa[3_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Purposes of cooperation][Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Financial support	5	31,3	62,5	62,5
	Expertise/research support	3	18,8	37,5	100,0

Total		8	50,0	100,0	
Missing	999	1	6,3		
	System	7	43,8		
	Total	8	50,0		
Total		16	100,0		

CPPG1YESa[3_2]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Purposes of cooperation][Health]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Financial support	2	12,5	66,7	66,7
	Expertise/research support	1	6,3	33,3	100,0
	Total	3	18,8	100,0	
Missing	999	1	6,3		
	System	12	75,0		
	Total	13	81,3		
Total		16	100,0		

CPPG1YESa[3_3]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Purposes of cooperation][Social Work]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Financial support	2	12,5	66,7	66,7
	Expertise/research support	1	6,3	33,3	100,0
	Total	3	18,8	100,0	
Missing	999	1	6,3		
	System	12	75,0		
	Total	13	81,3		
Total		16	100,0		

CPPG1YESa[3_4]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Purposes of cooperation][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Financial support	3	18,8	42,9	42,9
	Expertise/research support	2	12,5	28,6	71,4
	Monitoring/evaluation support	2	12,5	28,6	100,0
	Total	7	43,8	100,0	
Missing	999	1	6,3		
	System	8	50,0		

Total	9	56,3	
Total	16	100,0	

CPPG1YESa[4_1_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Frequency of cooperation meetings][Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	2	12,5	33,3	33,3
	Half a year	2	12,5	33,3	66,7
	One year	2	12,5	33,3	100,0
	Total	6	37,5	100,0	
Missing	999	4	25,0		
	System	6	37,5		
	Total	10	62,5		
Total		16	100,0		

CPPG1YESa[4_2_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Frequency of cooperation meetings][Health]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	2	12,5	66,7	66,7
	Half a year	1	6,3	33,3	100,0
	Total	3	18,8	100,0	
Missing	999	4	25,0		
	System	9	56,3		
	Total	13	81,3		
Total		16	100,0		

CPPG1YESa[4_3_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion: [Frequency of cooperation meetings][Social Work]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	2	12,5	66,7	66,7
	Quarterly	1	6,3	33,3	100,0
	Total	3	18,8	100,0	
Missing	999	4	25,0		
	System	9	56,3		
	Total	13	81,3		
Total		16	100,0		

CPPG1YESa[4_4_a] If YES, please provide a more detailed answer, by choosing the option

that applies to each subquestion: [Frequency of cooperation meetings][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	2	12,5	66,7	66,7
	One year	1	6,3	33,3	100,0
	Total	3	18,8	100,0	
Missing	999	4	25,0		
	System	9	56,3		
	Total	13	81,3		
Total		16	100,0		

CPPG1YESb[1_b] Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of government cooperation. [Importance of governmental cooperation]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	12,5	20,0	20,0
	Important	8	50,0	80,0	100,0
	Total	10	62,5	100,0	
Missing	System	6	37,5		
Total		16	100,0		

QUESTION - 2

CPPG2_2. Active Transport Policy and/or programmes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25,0	25,0	25,0
	No	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

MATRIX - 2

CPPG2YESa[1_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Education]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[1_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Health]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[1_3]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Social Work]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[1_4]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Sport]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[2_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Education]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[2_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Health]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[2_3]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Social Work]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[2_4]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Sport]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[3_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Education]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[3_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Health]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[3_3]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Social Work]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[3_4]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Sport]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[4_1_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Education]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[4_2_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Health]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[4_3_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Social Work]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESa[4_4_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Sport]

		Frequency	Percent
Missing	999	4	25,0
	System	12	75,0
	Total	16	100,0

CPPG2YESb[1]_b) Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of government cooperation. [Importance of governmental cooperation]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Important	3	18,8	75,0	75,0
	Neither important nor unimportant	1	6,3	25,0	100,0
	Total	4	25,0	100,0	
Missing	System	12	75,0		
Total		16	100,0		

Frequency Table

QUESTION - 3

CPPG3_3. Provision of Professional Experts (e.g. dieticians, physician, rescue staff) for school PE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	100,0	100,0	100,0

MATRIX - 3

CPPG3YESa[1_1]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Education]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[1_2]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Health]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[1_3]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Social Work]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[1_4]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Sport]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[2_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Education]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[2_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Health]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[2_3]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Social Work]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[2_4]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Sport]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[3_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Education]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[3_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Health]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[3_3]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Social Work]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[3_4]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Sport]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[4_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Education]

		Frequency	Percent
Missing	System	16	100,0

CPPG3YESa[4_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Health]

		Frequency	Percent
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Missing	System	Frequency	Percent
		16	100,0

CPPG3YESa[4_3]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Social Work]

Missing	System	Frequency	Percent
		16	100,0

CPPG3YESa[4_4]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Sport]

Missing	System	Frequency	Percent
		16	100,0

CPPG3YESb[1]_b) Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of government cooperation. [Importance of governmental cooperation]

Missing	System	Frequency	Percent
		16	100,0

QUESTION - 4

Frequency Table

CPPG4_4. Provision of physical education facilities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	31,3	31,3	31,3
	No	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

MATRIX - 4

CPPG4YESa[1_1]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mainly from local government	1	6,3	100,0	100,0
Missing	System	15	93,8		
Total		16	100,0		

CPPG4YESa[1_2]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Health]

		Frequency	Percent
Missing	System	16	100,0

CPPG4YESa[1_3]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Social work]

		Frequency	Percent
Missing	System	16	100,0

CPPG4YESa[1_4]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mainly from local government	4	25,0	100,0	100,0
Missing	System	12	75,0		
Total		16	100,0		

CPPG4YESa[2_1]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Education]

		Frequency	Percent
Missing	System	16	100,0

CPPG4YESa[2_2]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Health]

		Frequency	Percent
Missing	System	16	100,0

CPPG4YESa[2_3]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Social work]

		Frequency	Percent
Missing	System	16	100,0

CPPG4YESa[2_4]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Formal (contract)	4	25,0	80,0	80,0
	Informal (no contract)	1	6,3	20,0	100,0
	Total	5	31,3	100,0	
Missing	System	11	68,8		
Total		16	100,0		

CPPG4YESa[3_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Education]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG4YESa[3_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Health]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG4YESa[3_3]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Social work]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG4YESa[3_4]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monitoring/evaluation support	1	6,3	25,0	25,0
	Logistics support (staff/facilities/support)	3	18,8	75,0	100,0
	Total	4	25,0	100,0	
Missing	999	1	6,3		
	System	11	68,8		
	Total	12	75,0		
Total		16	100,0		

CPPG4YESa[4_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Education]

		Frequency	Percent
Missing	System	16	100,0

CPPG4YESa[4_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Health]

		Frequency	Percent
Missing	System	16	100,0

CPPG4YESa[4_3_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Social work]

		Frequency	Percent
Missing	System	16	100,0

CPPG4YESa[4_4_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	3	18,8	60,0	60,0
	Half a year	2	12,5	40,0	100,0
	Total	5	31,3	100,0	
Missing	System	11	68,8		
Total		16	100,0		

CPPG4YESb[1_b] Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of government cooperation. [Importance of governmental cooperation]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	18,8	60,0	60,0
	Important	2	12,5	40,0	100,0
	Total	5	31,3	100,0	
Missing	System	11	68,8		
Total		16	100,0		

Frequency Table

QUESTION 5

CPPG5_5. Provision of sports equipment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	37,5	37,5	37,5
	No	10	62,5	62,5	100,0
	Total	16	100,0	100,0	

MATRIX - 5

CPPG5YESa[1_1]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mainly from local government	1	6,3	100,0	100,0
Missing	999	1	6,3		
	System	14	87,5		
	Total	15	93,8		
Total		16	100,0		

CPPG5YESa[1_2]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Health]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG5YESa[1_3]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Social Work]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG5YESa[1_4]_a) If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mainly from local government	2	12,5	50,0	50,0
	Mainly from regional government	1	6,3	25,0	75,0
	Mainly from national governemnet	1	6,3	25,0	100,0
	Total	4	25,0	100,0	
Missing	999	1	6,3		

System	11	68,8		
Total	12	75,0		
Total	16	100,0		

CPPG5YESa[2_1_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Education]

		Frequency	Percent
Missing	999	2	12,5
	System	14	87,5
	Total	16	100,0

CPPG5YESa[2_2_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Health]

		Frequency	Percent
Missing	999	2	12,5
	System	14	87,5
	Total	16	100,0

CPPG5YESa[2_3_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Social Work]

		Frequency	Percent
Missing	999	2	12,5
	System	14	87,5
	Total	16	100,0

CPPG5YESa[2_4_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Formal (contract)	4	25,0	100,0	100,0
Missing	999	2	12,5		
	System	10	62,5		
	Total	12	75,0		
Total		16	100,0		

CPPG5YESa[3_1_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Education]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG5YESa[3_2_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Health]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG5YESa[3_3_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Social Work]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG5YESa[3_4_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Financial support	3	18,8	60,0	60,0
	Logistics support (staff/facilities/support)	2	12,5	40,0	100,0
	Total	5	31,3	100,0	
Missing	999	1	6,3		
	System	10	62,5		
	Total	11	68,8		
Total		16	100,0		

CPPG5YESa[4_1_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Education]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG5YESa[4_2_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Health]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG5YESa[4_3_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Social Work]

		Frequency	Percent
Missing	999	1	6,3
	System	15	93,8
	Total	16	100,0

CPPG5YESa[4_4_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Sport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	1	6,3	20,0	20,0
	Half a year	3	18,8	60,0	80,0
	One year	1	6,3	20,0	100,0
	Total	5	31,3	100,0	
Missing	999	1	6,3		
	System	10	62,5		
	Total	11	68,8		

Total	16	100,0	
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CPPG5YESb[1_b] Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of government cooperation. [Importance of governmental cooperation]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	5	31,3	83,3	83,3
	Important	1	6,3	16,7	100,0
	Total	6	37,5	100,0	
Missing	System	10	62,5		
Total		16	100,0		

Frequency Table

QUESTION 6

CPPG6_6. Physical Education teacher provision?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	100,0	100,0	100,0

MATRIX - 6

CPPG6YESa[1_1_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Education]

		Frequency	Percent
Missing	System	16	100,0

CPPG6YESa[1_2_a] If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Level of cooperation][Sport]

		Frequency	Percent
Missing	System	16	100,0

CPPG6YESa[2_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Education]

		Frequency	Percent
Missing	System	16	100,0

CPPG6YESa[2_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Type of cooperation][Sport]

		Frequency	Percent
Missing	System	16	100,0

CPPG6YESa[3_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Education]

		Frequency	Percent
Missing	System	16	100,0

CPPG6YESa[3_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Purposes of cooperation][Sport]

		Frequency	Percent
Missing	System	16	100,0

CPPG6YESa[4_1]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Education]

		Frequency	Percent
Missing	System	16	100,0

CPPG6YESa[4_2]_a If YES, please provide a more detailed answer, by choosing the option that applies to each subquestion. [Frequency of cooperation meetings][Sport]

		Frequency	Percent
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Missing	System	16	100,0
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CPPG6YESb[1_b] Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of government cooperation. [Importance of governmental cooperation]

		Frequency	Percent
Missing	System	16	100,0

COMMUNITY PARTNERSHIPS | PUBLIC | National Governing Bodies

Frequency Table

CPPNGB1[1]_1. Do National Governing Bodies provide support to improve the students' experience of Physical Education and School Sport in respect of the following? [Coaching pupils during PE class time?]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25,0	25,0	25,0
	No	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

CPPNGB1[2]_1. Do National Governing Bodies provide support to improve the students' experience of Physical Education and School Sport in respect of the following? [Coaching pupils during extracurricular activities?]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	31,3	31,3	31,3
	No	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

CPPNGB1[3]_1. Do National Governing Bodies provide support to improve the students' experience of Physical Education and School Sport in respect of the following? [Designing PE curriculum elements?]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	37,5	37,5	37,5
	No	10	62,5	62,5	100,0
	Total	16	100,0	100,0	

CPPNGB1[4]_1. Do National Governing Bodies provide support to improve the students' experience of Physical Education and School Sport in respect of the following? [Coaching or organising school sport activities?]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	50,0	50,0	50,0
	No	8	50,0	50,0	100,0
	Total	16	100,0	100,0	

CPPNGB1[5]_1. Do National Governing Bodies provide support to improve the students' experience of Physical Education and School Sport in respect of the following? [Awarding coaching badges to school staff/pupils?]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	18,8	18,8	18,8
	No	13	81,3	81,3	100,0
	Total	16	100,0	100,0	

CPPNGB1[6]_1. Do National Governing Bodies provide support to improve the students' experience of Physical Education and School Sport in respect of the following? [Organizing extracurricular activities / events?]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	68,8	68,8	68,8
	No	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

CPPNGB1[7]_1. Do National Governing Bodies provide support to improve the students' experience of Physical Education and School Sport in respect of the following? [Providing Talent Identification programmes in your school?]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	6,3	6,3	6,3
	No	15	93,8	93,8	100,0
	Total	16	100,0	100,0	

CPPNGB2[1]_2. Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of National Governing Bodies Cooperation. [Importance of National Governmental Bodies cooperation]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	18,8	18,8	18,8
	Important	8	50,0	50,0	68,8
	Neither important nor unimportant	4	25,0	25,0	93,8
	Unimportant	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

COMMUNITY PARTNERSHIPS | PUBLIC | Inter-School

Frequency Table

CPPI1_1. Does the school regularly cooperate with other schools to improve the students' experience of Physical Education and School Sport ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	12,5	12,5	12,5
	No	14	87,5	87,5	100,0
	Total	16	100,0	100,0	

CPPI1YESa[1]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of the inter-school cooperation: [Physical Education Curriculum (e.g. documents, joint teaching, joint assessment)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPI1YESa[2]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of the inter-school cooperation: [School Sports (e.g. games, meetings, competitions, coaching)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		

Total	16	100,0		
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CPPIS1YESa[3]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus of the inter-school cooperation: [Other forms of Physical Activity (e.g. active transport, field trips)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPIS1YESa[4]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus of the inter-school cooperation: [Teacher Provision (e.g. cooperation of teachers in other school)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPIS1YESa[5]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus of the inter-school cooperation: [Initial Teacher Education (e.g. supervision)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPIS1YESa[6]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus of the inter-school cooperation: [Continuous Professional Development (e.g. meetings, training)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPIS1YESa[7]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus of the inter-school cooperation: [Resources (e.g. financial)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	50,0	50,0
	Not chosen	1	6,3	50,0	100,0
	Total	2	12,5	100,0	
Missing	System	14	87,5		
Total		16	100,0		

CPPIS1YESa[8]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus of the inter-school cooperation: [Equipments]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	50,0	50,0
	Not chosen	1	6,3	50,0	100,0
	Total	2	12,5	100,0	
Missing	System	14	87,5		
Total		16	100,0		

CPPIS1YESa[9]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus of the inter-school cooperation: [Facilities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	50,0	50,0
	Not chosen	1	6,3	50,0	100,0
	Total	2	12,5	100,0	
Missing	System	14	87,5		
Total		16	100,0		

CPPIS2[1]_2. Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of inter-school partnerships. [Importance of inter-school partnerships]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Important	7	43,8	43,8	43,8
	Neither important nor unimportant	7	43,8	43,8	87,5
	Unimportant	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

COMMUNITY PARTNERSHIPS | PUBLIC | Higher Education Institutes and Research Centres

Frequency Table

CPPHEI1_1. Does the school regularly cooperate with Higher Education Institutes (HEI) and Research Centers to improve the students' experience of Physical Education and School Sport ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	43,8	43,8	43,8
	No	9	56,3	56,3	100,0
Total		16	100,0	100,0	

CPPHEI1YESa[1]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of HEI and School cooperation: [Provision of Initial Teacher Education (School Placement and other forms of Practicum)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	7	43,8	100,0	100,0
Missing	System	9	56,3		
Total		16	100,0		

CPPHEI1YESa[2]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of HEI and School cooperation: [Provision CPD for PE teachers]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	6	37,5	85,7	85,7
	Not chosen	1	6,3	14,3	100,0
	Total	7	43,8	100,0	
Missing	System	9	56,3		
Total		16	100,0		

CPPHEI1YESa[3]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of HEI and School cooperation: [Monitoring/evaluation of PE teaching]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	28,6	28,6
	Not chosen	5	31,3	71,4	100,0
	Total	7	43,8	100,0	
Missing	System	9	56,3		
Total		16	100,0		

CPPHE1YESa[4]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of HEI and School cooperation: [Monitoring/evaluation of extra-curricular settings]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	14,3	14,3
	Not chosen	6	37,5	85,7	100,0
	Total	7	43,8	100,0	
Missing	System	9	56,3		
Total		16	100,0		

CPPHE1YESa[5]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of HEI and School cooperation: [Research]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	14,3	14,3
	Not chosen	6	37,5	85,7	100,0
	Total	7	43,8	100,0	
Missing	System	9	56,3		
Total		16	100,0		

CPPHE1YESa[6]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of HEI and School cooperation: [School community guidance/counseling]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	28,6	28,6
	Not chosen	5	31,3	71,4	100,0
	Total	7	43,8	100,0	
Missing	System	9	56,3		
Total		16	100,0		

CPPHEI2[1]_2. Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of including High Education Institutions (HEI) as partners: [Importance of including HEI as partners]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	12,5	12,5	12,5
	Important	6	37,5	37,5	50,0
	Neither important nor unimportant	3	18,8	18,8	68,8
	Unimportant	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

COMMUNITY PARTNERSHIPS | PUBLIC | Professional Associations

Frequency Table

CPPPA1_1. Does the school regularly cooperate with the national PE association to improve the students' experience of Physical Education and School Sport ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	43,8	43,8	43,8
	No	9	56,3	56,3	100,0
	Total	16	100,0	100,0	

CPPPA1YESa[1]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus on the school and professional associations cooperation: [Provision of Initial Teacher Education (School Placement and other forms of Practicum)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	5	31,3	71,4	71,4
	Not chosen	2	12,5	28,6	100,0
	Total	7	43,8	100,0	
Missing	System	9	56,3		
Total		16	100,0		

CPPPA1YESa[2]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus on the school and professional associations cooperation: [Provision CPD for PE teachers]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	7	43,8	100,0	100,0
Missing	System	9	56,3		
Total		16	100,0		

CPPPA1YESa[3]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus on the school and professional associations cooperation:

[Monitoring/evaluation of PE teaching]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	14,3	14,3
	Not chosen	6	37,5	85,7	100,0
	Total	7	43,8	100,0	
Missing	System	9	56,3		
Total		16	100,0		

CPPPA1YESa[4]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus on the school and professional associations cooperation:

[Monitoring/evaluation of extra-curricular settings]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	7	43,8	100,0	100,0
Missing	System	9	56,3		
Total		16	100,0		

CPPPA1YESa[5]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus on the school and professional associations cooperation: **[Research]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	14,3	14,3
	Not chosen	6	37,5	85,7	100,0
	Total	7	43,8	100,0	
Missing	System	9	56,3		
Total		16	100,0		

CPPPA1YESa[6]_a If YES, please provide a more detailed answer, by choosing the options that reflect the focus on the school and professional associations cooperation: **[School community guidance/counseling]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	14,3	14,3
	Not chosen	6	37,5	85,7	100,0
	Total	7	43,8	100,0	
Missing	System	9	56,3		
Total		16	100,0		

CPPPA2[1]_2. Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of including Professional Associations as partners: [Importance of including Professional Associations as partners]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	4	25,0	25,0	25,0
	Important	6	37,5	37,5	62,5
	Neither important nor unimportant	4	25,0	25,0	87,5
	Unimportant	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

COMMUNITY PARTNERSHIPS | Private | Sports Organisations

Frequency Table

CPPrSO1_1. Does the school regularly cooperate with private sports clubs or associations to improve the Physical Education and School Sport students' experience?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	18,8	18,8	18,8
	No	13	81,3	81,3	100,0
	Total	16	100,0	100,0	

CPPrSO1YESa[1]_If YES, please provide a more detailed answer. a) Level of sport organization partnership: [Mainly local]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESa[2]_If YES, please provide a more detailed answer. a) Level of sport organization**partnership: [Mainly regional]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	33,3	33,3
	Not chosen	2	12,5	66,7	100,0
	Total	3	18,8	100,0	
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESa[3]_If YES, please provide a more detailed answer. a) Level of sport organization**partnership: [Mainly national]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESa[4]_If YES, please provide a more detailed answer. a) Level of sport organization**partnership: [Mainly international]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESb[1]_b) Partner of sport organization partnership: [Sport Clubs]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESb[2]_b) Partner of sport organization partnership: [Sport Academies]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESb[3]_b) Partner of sport organization partnership: [Community-based school PE board]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESb[4]_b) Partner of sport organization partnership: [Regional School Sport Organization]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESb[5]_b) Partner of sport organization partnership: [School Sport Federation]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESb[6]_b) Partner of sport organization partnership: [City/Sport Council]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	33,3	33,3
	Not chosen	2	12,5	66,7	100,0
	Total	3	18,8	100,0	
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[1]_c) Purposes of partnerships: [Teaching at school/PE class]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[2]_c) Purposes of partnerships: [Training/coaching of a school sport squad]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[3]_c Purposes of partnerships: [Promotion of sports competition/events]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	33,3	33,3
	Not chosen	2	12,5	66,7	100,0
	Total	3	18,8	100,0	
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[4]_c Purposes of partnerships: [Special kinds of sport offer to special education needs]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	33,3	33,3
	Not chosen	2	12,5	66,7	100,0
	Total	3	18,8	100,0	
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[5]_c Purposes of partnerships: [Youth sport affiliation in the club community]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[6]_c Purposes of partnerships: [Health promotion]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		

Total		16	100,0		
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CPPrSO1YESc[7]_c) Purposes of partnerships: [Social inclusion]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[8]_c) Purposes of partnerships: [Provision of CPD for PE teachers]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[9]_c) Purposes of partnerships: [Provision of CPD for school sport coaches]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[10]_c) Purposes of partnerships: [Provision of facilities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[11]_c) Purposes of partnerships: [Provision of sports equipment]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	33,3	33,3
	Not chosen	2	12,5	66,7	100,0
Total		3	18,8	100,0	

Missing	System	13	81,3		
Total		16	100,0		

CPPrSO1YESc[12]_c) Purposes of partnerships: [Financial support]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	3	18,8	100,0	100,0
Missing	System	13	81,3		
Total		16	100,0		

CPPrSO2[1]_2. Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of sport club partnership involvement: [Importance of sport club partnership involvement]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	6,3	6,3	6,3
	Important	6	37,5	37,5	43,8
	Neither important nor unimportant	7	43,8	43,8	87,5
	Unimportant	2	12,5	12,5	100,0
Total		16	100,0	100,0	

COMMUNITY PARTNERSHIPS | PRIVATE | Corporate

Frequency Table

CPPrC1_1. Does the school regularly cooperate with any private industry/agencies to improve the students' experience of Physical Education and School Sport ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	100,0	100,0	100,0

CPPrC1YESa[1]_If YES, please provide a more

detailed answer. a) Level of corporate

partner: [Mainly local]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESa[2]_If YES, please provide a more detailed answer. a) Level of corporate partner: [Mainly regional]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESa[3]_If YES, please provide a more detailed answer. a) Level of corporate partner: [Mainly national]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESa[4]_If YES, please provide a more detailed answer. a) Level of corporate partner: [Mainly international]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESb[1]_b) Corporate partner for: [Teaching recruitment enterprises]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESb[2]_b) Corporate partner for: [Insurance enterprises]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESb[3]_b) Corporate partner for: [Health organizations]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESb[4]_b) Corporate partner for: [Food]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESb[5]_b) Corporate partner for: [Sports equipment and facilities]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESb[6]_b Corporate partner for: [Sport events]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESb[7]_b Corporate partner for: [Wholesale enterprises]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESb[8]_b Corporate partner for: [Information and communication technology enterprises]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[1]_c Purposes of partnerships: [Teaching at school/PE class]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[2]_c Purposes of partnerships: [Training/coaching of a school sport squad]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[3]_c Purposes of partnerships: [Promotion of sports competition/events]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[4]_c Purposes of partnerships: [Special kinds of sport offer to special education needs]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[5]_c) Purposes of partnerships: [Youth sport affiliation in the club community]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[6]_c) Purposes of partnerships: [Health promotion]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[7]_c) Purposes of partnerships: [Social inclusion]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[8]_c) Purposes of partnerships: [Provision of CPD for PE teachers]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[9]_c) Purposes of partnerships: [Provision of CPD for school sport coaches]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[10]_c) Purposes of partnerships: [Provision of facilities]

		Frequency	Percent
Missing	System	16	100,0

CPPrC1YESc[11]_c) Purposes of partnerships: [Provision of sports equipment]

		Frequency	Percent
Missing	System	16	100,0

**CPPrC1YESc[12]_c) Purposes of
partnerships: [Financial support]**

		Frequency	Percent
Missing	System	16	100,0

**CPPrC2[1]_2. Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the
importance of corporate involvement and support: [Importance of corporate involvement and support]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither important nor unimportant	6	37,5	37,5	37,5
	Unimportant	8	50,0	50,0	87,5
	Not at all important	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

COMMUNITY PARTNERSHIPS | PRIVATE | Parents

Frequency Table

**CPPrP1_1. Does the school regularly cooperate with parents to improve the students'
experience of Physical Education and School Sport?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	12,5	12,5	12,5
	No	14	87,5	87,5	100,0
	Total	16	100,0	100,0	

**CPPrP1YESa[1]_If YES, please provide a more detailed answer. a) Level of parental
involvement: [Mainly individual parents]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
	Total	16	100,0		

**CPPrP1YESa[2]_If YES, please provide a more detailed answer. a) Level of parental
involvement: [Mainly local parents' association]**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESa[3]_If YES, please provide a more detailed answer. a) Level of parental involvement: [Mainly regional]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESa[4]_If YES, please provide a more detailed answer. a) Level of parental involvement: [Mainly national parents' association]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESb[1]_b) Setting of parental involvement/participation: [Single school]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	50,0	50,0
	Not chosen	1	6,3	50,0	100,0
	Total	2	12,5	100,0	
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESb[2]_b) Setting of parental involvement/participation: [Local community-based school PE]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESb[3]_b) Setting of parental involvement/participation: [Regional school sport organization]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESb[4]_b) Setting of parental involvement/participation: [School sport federation]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESb[5]_b) Setting of parental involvement/participation: [City/sport council]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESc[1]_c) Purposes of partnership: [Coach of a school sport squad]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESc[2]_c) Purposes of partnership: [Special kinds of sport offer to special education needs]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESc[3]_c) Purposes of partnership: [Participation in school sport festivals]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		

Total		16	100,0		
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CPPrP1YESc[4]_c) Purposes of partnership: [Participant in PE school conferences]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESc[5]_c) Purposes of partnership: [Expert for regular PETE further education units]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESc[6]_c) Purposes of partnership: [Co-sponsor of any PETE conferences/workshops]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESc[7]_c) Purposes of partnership: [Youth sport affiliation in the club community]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESc[8]_c) Purposes of partnership: [Health promotion]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESc[9]_c) Purposes of partnership: [Social inclusion]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESc[10]_c) Purposes of partnership: [Active transport]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP1YESc[11]_c) Purposes of partnership: [Promotion of financial support]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

CPPrP2[1]_2. Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of parents involvement and support: [Importance of parents involvement and support]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	6,3	6,3	6,3
	Important	3	18,8	18,8	25,0
	Neither important nor unimportant	8	50,0	50,0	75,0
	Unimportant	3	18,8	18,8	93,8
	Not at all important	1	6,3	6,3	100,0
Total		16	100,0	100,0	

COMMUNITY PARTNERSHIPS | PRIVATE | High Education Institutions and Research Centres

Frequency Table

CPPrHEI1_1. Does the school regularly cooperate with private Higher Education Institutes (HEI) and Research Centers to improve the students' experience of Physical Education and School Sport ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25,0	25,0	25,0
	No	12	75,0	75,0	100,0
Total		16	100,0	100,0	

CPPrHEI1YESa[1]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of school and HEI cooperation: [Provision of Initial Teacher Education (School Placement and other forms of Practicum)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	4	25,0	100,0	100,0
Missing	System	12	75,0		
Total		16	100,0		

CPPrHEI1YESa[2]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of school and HEI cooperation: [Provision of CPD for PE teachers]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	3	18,8	75,0	75,0
	Not chosen	1	6,3	25,0	100,0
	Total	4	25,0	100,0	
Missing	System	12	75,0		
Total		16	100,0		

CPPrHEI1YESa[3]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of school and HEI cooperation: [Monitoring/evaluation of PE teaching]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	50,0	50,0
	Not chosen	2	12,5	50,0	100,0
	Total	4	25,0	100,0	
Missing	System	12	75,0		
Total		16	100,0		

CPPrHEI1YESa[4]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of school and HEI cooperation: [Monitoring/evaluation of extra-curricular settings]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	25,0	25,0
	Not chosen	3	18,8	75,0	100,0
	Total	4	25,0	100,0	
Missing	System	12	75,0		
Total		16	100,0		

CPPrHEI1YESa[5]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of school and HEI cooperation: [Research]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	25,0	25,0
	Not chosen	3	18,8	75,0	100,0
	Total	4	25,0	100,0	
Missing	System	12	75,0		
Total		16	100,0		

CPPrHEI1YESa[6]_a) If YES, please provide a more detailed answer, by choosing the options that reflect the focus of school and HEI cooperation: [School community guidance/counseling]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	50,0	50,0
	Not chosen	2	12,5	50,0	100,0
	Total	4	25,0	100,0	
Missing	System	12	75,0		
Total		16	100,0		

CPPrHEI2[1]_2. Please consider a 5 point Likert Scale (1- Very important to 5 - Not at all important) to rank the importance of Higher Education Institutes (HEI) and Research Centers involvement: [Importance of including higher education institute/research]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Important	5	31,3	31,3	31,3
	Neither important nor unimportant	5	31,3	31,3	62,5

Unimportant	5	31,3	31,3	93,8
Not at all important	1	6,3	6,3	100,0
Total	16	100,0	100,0	

FACILITIES, EQUIPAMENT and RESOURCES | FACILITIES | Adequacy

		Statistics			
		FERFA1a[1_2]_1. Considering the facilities that the school owns, please answer the following: a) How many and how much square meters of dedicated facilities for PE and SS does the school have? [Interior Facilities][Number]	FERFA1a[2_1]_1. Considering the facilities that the school owns, please answer the following: a) How many and how much square meters of dedicated facilities for PE and SS does the school have? [Outdoor Facilities][Number]	FERFA1a[2_2]_1. Considering the facilities that the school owns, please answer the following: a) How many and how much square meters of dedicated facilities for PE and SS does the school have? [Outdoor Facilities][Square meters (m2)]	
N	Valid	16	15	16	14
	Missing	0	1	0	2
Mean		3,44	939,80	2,44	3446,43
Median		3,00	850,00	2,00	3300,00
Mode		2	264 ^a	1	0 ^a
Minimum		1	264	0	0
Maximum		8	2000	8	7000
Percentiles	25	2,00	450,00	1,00	950,00
	50	3,00	850,00	2,00	3300,00
	75	4,75	1300,00	3,00	6100,00

a. Multiple modes exist. The smallest value is shown

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
FERFA1a[1_1]_1. Considering the facilities that the school owns, please answer the following: a) How many and how much square meters of dedicated facilities for PE and SS does the school have? [Interior Facilities][Number]	16	1	8	3,44	1,825
FERFA1a[1_2]_1. Considering the facilities that the school owns, please answer the following: a) How many and how much square meters of dedicated facilities for PE and SS does the school have? [Interior Facilities][Square meters (m2)]	15	264	2000	939,80	554,202
FERFA1a[2_1]_1. Considering the facilities that the school owns, please answer the following: a) How many and how much square meters of dedicated facilities for PE and SS does the school have? [Outdoor Facilities][Number]	16	0	8	2,44	1,965
FERFA1a[2_2]_1. Considering the facilities that the school owns, please answer the following: a) How many and how much square meters of dedicated facilities for PE and SS does the school have? [Outdoor Facilities][Square meters (m2)]	14	0	7000	3446,43	2572,821
Valid N (listwise)	13				

Frequency Table

FERFA2_2. Does the school surroundings have safety and regulated ways of active transport (e.g. cycleways, peddybus)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	56,3	56,3	56,3
	No	7	43,8	43,8	100,0
	Total	16	100,0	100,0	

FERFA3_3. Does the school use other facilities locally outsourced?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	62,5	62,5	62,5
	No	6	37,5	37,5	100,0
	Total	16	100,0	100,0	

Descriptives

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
FERFA3YESa[1_1]_a) If YES, How many and how much square meters of dedicated facilities for PE and SS does the school have? [Interior Facilities][Number]	10	0	1	,40	,516
FERFA3YESa[1_2]_a) If YES, How many and how much square meters of dedicated facilities for PE and SS does the school have? [Interior Facilities][Square meters (m2)]	10	0	1000	170,00	325,918
FERFA3YESa[2_1]_a) If YES, How many and how much square meters of dedicated facilities for PE and SS does the school have? [Outdoor Facilities][Number]	10	0	3	1,10	,994

FERFA3YESa[2_2]_a) If YES, How many and how much square meters of dedicated facilities for PE and SS does the school have? [Outdoor Facilities][Square meters (m2)]	10	0	16000	5100,00	6190,495
Valid N (listwise)	10				

Frequencies

FERFA4_4. Does the school own dedicated facilities for free play (e.g. playground)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25,0	25,0	25,0
	No	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

Frequencies

		Statistics			
		FERFA4YESa[1_1]	FERFA4YESa[1_2]	FERFA4YESa[2_1]	FERFA4YESa[2_2]
		_a) If YES, how many and how much square meters (m2) of free play facilities? [Interior Facilities][Number]	_a) If YES, how many and how much square meters (m2) of free play facilities? [Interior Facilities][square meters (m2)]	_a) If YES, how many and how much square meters (m2) of free play facilities? [Outdoor Facilities][Number]	_a) If YES, how many and how much square meters (m2) of free play facilities? [Outdoor Facilities][square meters (m2)]
N	Valid	4	4	4	4
	Missing	12	12	12	12
Mean		,50	37,50	1,00	356,25
Median		,00	,00	1,00	212,50
Mode		0	0	1	0 ^a
Minimum		0	0	0	0
Maximum		2	150	2	1000
Percentiles	25	,00	,00	,25	5,00
	50	,00	,00	1,00	212,50
	75	1,50	112,50	1,75	851,25

a. Multiple modes exist. The smallest value is shown

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
FERFA4YESa[1_1]_a) If YES, how many and how much square meters (m2) of free play facilities? [Interior Facilities][Number]	4	0	2	,50	1,000
FERFA4YESa[1_2]_a) If YES, how many and how much square meters (m2) of free play facilities? [Interior Facilities][square meters (m2)]	4	0	150	37,50	75,000
FERFA4YESa[2_1]_a) If YES, how many and how much square meters (m2) of free play facilities? [Outdoor Facilities][Number]	4	0	2	1,00	,816
FERFA4YESa[2_2]_a) If YES, how many and how much square meters (m2) of free play facilities? [Outdoor Facilities][square meters (m2)]	4	0	1000	356,25	467,892
Valid N (listwise)	4				

FERFA5_5. Does the school own facilities to accommodate active transport (e.g. bike parking, lockers)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	93,8	93,8	93,8
	No	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

FACILITIES, EQUIPMENT AND RESOURCES | FACILITIES | Polyvalence

Frequency Table

FERFP1[1]_1. Considering the owned indoor spaces, how do you rate their overall polyvalence? (where “no polyvalence” = one space allows teaching one content and “complete polyvalence” = one space allows teaching the full range of content) [Owned indoor s

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Limited polyvalence	1	6,3	6,3	6,3
	Some polyvalence	1	6,3	6,3	12,5
	High polyvalence	13	81,3	81,3	93,8
	Complete polyvalence	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

FERFP2[1]_2. Considering the owned outdoor spaces, how do you rate their overall polyvalence? (where “no polyvalence” = one space allows teaching one content and “complete polyvalence” = one space allows teaching the full range of content) [Owned outdoor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Limited polyvalence	1	6,3	6,3	6,3
	Some polyvalence	4	25,0	25,0	31,3
	High polyvalence	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

FERFP3[1]_3. Considering the outsourced indoor spaces, how do you rate their overall polyvalence? (where “no polyvalence” = one space allows teaching one content and “complete polyvalence” = one space allows teaching the full range of content) [Outsource

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No polyvalence	1	6,3	7,7	7,7
	Limited polyvalence	1	6,3	7,7	15,4
	Some polyvalence	3	18,8	23,1	38,5
	High polyvalence	8	50,0	61,5	100,0
	Total	13	81,3	100,0	
Missing	System	3	18,8		
Total		16	100,0		

FERFP4[1]_4. Considering the outsourced outdoor spaces, how do you rate their overall polyvalence? (where “no polyvalence” = one space allows teaching one content and “complete polyvalence” = one space allows teaching the full range of content) [Outsourc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No polyvalence	1	6,3	6,3	6,3
	Limited polyvalence	2	12,5	12,5	18,8
	Some polyvalence	6	37,5	37,5	56,3
	High polyvalence	6	37,5	37,5	93,8
	Complete polyvalence	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

FACILITIES, EQUIPMENT AND RESOURCES | FACILITIES | Access to facilities

Frequency Table

FERAF1_1. Can the pupils use the school owned outdoor PE and SS facilities during the recess?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes to all	4	25,0	25,0	25,0
	Yes to some	10	62,5	62,5	87,5
	No	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

FERAF1YESa_a) If YES, is this monitored?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25,0	28,6	28,6
	No	10	62,5	71,4	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		
Total		16	100,0		

FERAF2_2. Can pupils use the school own and indoor PE and SS facilities during the recess?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes to all	2	12,5	12,5	12,5
	Yes to some	3	18,8	18,8	31,3
	No	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

FERAF2YESa_a) If YES, is this monitored?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	12,5	40,0	40,0
	No	3	18,8	60,0	100,0
	Total	5	31,3	100,0	
Missing	System	11	68,8		
Total		16	100,0		

**FERAF3_3. Can the pupils use the school owned indoor PE and SS facilities out of school time
(before or after)?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes to all	3	18,8	18,8	18,8
	Yes to some	2	12,5	12,5	31,3
	No	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

FERAF3YESa_a) If YES, is this monitored?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	6,3	20,0	20,0
	No	4	25,0	80,0	100,0
	Total	5	31,3	100,0	
Missing	System	11	68,8		
Total		16	100,0		

**FERAF4_4. Can the pupils use the school owned outdoor PE and SS facilities out of school time
(before or after)?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes to all	8	50,0	50,0	50,0
	Yes to some	5	31,3	31,3	81,3
	No	3	18,8	18,8	100,0
	Total	16	100,0	100,0	

FERAF4YESa_a) If YES, is this monitored?

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	No	13	81,3	100,0	100,0
Missing	System	3	18,8		
Total		16	100,0		

**FERAF5_5. Can the pupils use the school owned free play facilities out of school time
(before or after)?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes to all	16	100,0	100,0	100,0

FERAF5YESa_a) If YES, is this monitored?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	100,0	100,0	100,0

**FERAF6_6. Can the pupils use the showering and clothes changing facilities during the
school day?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	62,5	62,5	62,5
	No	6	37,5	37,5	100,0
Total		16	100,0	100,0	

FERAF6YESa_a) If YES, is this monitored?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	62,5	100,0	100,0
Missing	System	6	37,5		
Total		16	100,0		

**FERAF7[1]_7. Considering the school owned, indoor, outdoor, free play, and showering and clothes changing
facilities, how do you rate their level of accessibility to special education needs pupils (namely those with
locomotor impairments)? [Indoor]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Without architectural barriers	7	43,8	43,8	43,8
	Aid reequired to overcome architectural barriers	8	50,0	50,0	93,8
	Insuperable architectural barriers	1	6,3	6,3	100,0

Total	16	100,0	100,0
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FERAF7[2]_7. Considering the school owned, indoor, outdoor, free play, and showering and clothes changing facilities, how do you rate their level of accessibility to special education needs pupils (namely those with locomotor impairments)? [Outdoor]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Without architectural barriers	12	75,0	75,0	75,0
	Aid reequired to overcome architectural barriers	3	18,8	18,8	93,8
	Insuperable architectural barriers	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

FERAF7[3]_7. Considering the school owned, indoor, outdoor, free play, and showering and clothes changing facilities, how do you rate their level of accessibility to special education needs pupils (namely those with locomotor impairments)? [Free Play]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Without architectural barriers	13	81,3	81,3	81,3
	Aid reequired to overcome architectural barriers	2	12,5	12,5	93,8
	Insuperable architectural barriers	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

FERAF7[4]_7. Considering the school owned, indoor, outdoor, free play, and showering and clothes changing facilities, how do you rate their level of accessibility to special education needs pupils (namely those with locomotor impairments)? [Showering and

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Without architectural barriers	7	43,8	43,8	43,8
	Aid reequired to overcome architectural barriers	7	43,8	43,8	87,5
	Insuperable architectural barriers	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

Frequency Table

FERSH1[1]_1. In your opinion, how easy it is for teachers and students to communicate in the indoor facilities, considering its level of acoustic? [Communicate in the indoor facilities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Difficult	1	6,3	6,3	6,3
	Neither difficult nor easy	5	31,3	31,3	37,5
	Easy	10	62,5	62,5	100,0
	Total	16	100,0	100,0	

FERSH2[1]_2. In your opinion, how easy it is for teachers and students to communicate in the outdoor facilities, considering its level of acoustic? [Communicate in the outdoor facilities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Difficult	3	18,8	18,8	18,8
	Neither difficult nor easy	5	31,3	31,3	50,0
	Easy	7	43,8	43,8	93,8
	Very easy	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

FERSH3[1]_3. How likely is an injury to occur during PE and SS activities due to the kind of sport floor installed in: [Indoor PE and SS facilities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither difficult nor easy	5	31,3	31,3	31,3
	Easy	8	50,0	50,0	81,3
	Very easy	3	18,8	18,8	100,0
	Total	16	100,0	100,0	

FERSH3[2]_3. How likely is an injury to occur during PE and SS activities due to the kind of sport floor installed in: [Outdoor PE and SS facilities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Difficult	1	6,3	6,3	6,3
	Neither difficult nor easy	9	56,3	56,3	62,5
	Easy	4	25,0	25,0	87,5

Very easy	2	12,5	12,5	100,0
Total	16	100,0	100,0	

FERSH4[1]_4. How likely is an injury to occur during PE and SS activities due to the state of conservation of

the: [Indoor PE and SS facilities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Difficult	2	12,5	12,5	12,5
	Neither difficult nor easy	4	25,0	25,0	37,5
	Easy	4	25,0	25,0	62,5
	Very easy	6	37,5	37,5	100,0
	Total	16	100,0	100,0	

FERSH4[2]_4. How likely is an injury to occur during PE and SS activities due to the state of conservation of

the: [Outdoor PE and SS facilities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Difficult	1	6,3	6,3	6,3
	Neither difficult nor easy	7	43,8	43,8	50,0
	Easy	4	25,0	25,0	75,0
	Very easy	4	25,0	25,0	100,0
	Total	16	100,0	100,0	

FACILITIES, EQUIPMENT AND RESOURCES | EQUIPAMENT | Diversity and Adequacy

FEREDA1_1. Please assess the level of adequacy of equipment at your school:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School has superb standard level of sport equip/ for all curricula & extracurricular activities, including for SEN	6	37,5	37,5	37,5
	School has excellent standard level of sport equipm/ for all curricula contents and extracurricular activities	5	31,3	31,3	68,8
	School has standard equipment according to suggested list of sport equipment	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

FACILITIES, EQUIPMENT AND RESOURCES | EQUIPAMENT | Access**FEREA1_1. Does the school allow pupils to use sport equipment during the recess?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	56,3	56,3	56,3
	No	7	43,8	43,8	100,0
	Total	16	100,0	100,0	

FACILITIES, EQUIPMENT AND RESOURCES | EQUIPAMENT | Safety and Health**FERES1[1]_1. How likely is an injury to occur during PE and SS due to the level of maintenance of the sport equipment? [Possibility of injury]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	12,5	12,5	12,5
	Unlikely	8	50,0	50,0	62,5
	Very unlikely'	6	37,5	37,5	100,0
	Total	16	100,0	100,0	

FACILITIES, EQUIPMENT AND RESOURCES | EQUIPAMENT | Application of Available Budget**FERFAB1_1. Does the budget for PE and SS enable school to acquire adequate and accessible equipment and adapt facilities for all including SEN pupils?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	75,0	75,0	75,0
	Partly	4	25,0	25,0	100,0
	Total	16	100,0	100,0	

FERFAB2_2. Does the budget provided to PE and SS enable school to maintain adequate and accessible equipment and facilities for all including SEN pupils?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	81,3	81,3	81,3
	Partly	3	18,8	18,8	100,0
	Total	16	100,0	100,0	

TEACHER WORKFORCE | WEEKLY WORKLOAD | PE time, classes, students, ss activities and time for other duties

		Statistics			
		TWWWPET1[1]_1 . How many lessons is the PE teacher required to deliver per week? [Lessons number per week]	TWWWPET2[1]_2 . For how long is the PE teacher required to teach per week? [Minutes per week]	TWWWPET3[1]_3 . For how long is the PE teacher required to provide for School Sport activities? [Minutes per week]	TWWWWC1[1]_1. How many classes does the PE teacher teach? [Number of classes]
N	Valid	16	15	16	16
	Missing	0	1	0	0
Mean		14,75	641,67	291,88	4,81
Median		11,00	405,00	157,50	4,00
Mode		9	270 ^a	0	3
Std. Deviation		8,560	401,687	394,186	2,562
Minimum		5	225	0	1
Maximum		28	1260	1215	9
Percentiles	25	9,00	270,00	,00	3,00
	50	11,00	405,00	157,50	4,00
	75	25,75	1170,00	472,50	8,00

		Statistics			
		TWWWWS1[1_1]_1. How many students in typical class - minimum and maximum number? [Early childhood education][Minimum m]	TWWWWS1[1_2]_1. How many students in typical class - minimum and maximum number? [Early childhood education][Maximum m]	TWWWWS1[2_1]_1. How many students in typical class - minimum and maximum number? [Primary education][Minimum m]	TWWWWS1[2_2]_1. How many students in typical class - minimum and maximum number? [Primary education][Maximum m]

N	Valid	16	16	16	16
	Missing	0	0	0	0
Mean		12,50	21,06	13,94	21,31
Median		14,50	24,00	16,00	24,00
Mode		15 ^a	25	16	24 ^a
Std. Deviation		5,391	8,169	5,543	8,163
Minimum		1	1	1	1
Maximum		20	28	20	28
Percentiles	25	10,50	20,50	12,00	21,00
	50	14,50	24,00	16,00	24,00
	75	16,00	25,00	17,75	25,00

Statistics

TWWWS1[3_1]_1. How many students in typical class - minimum and maximum number? [Lower secondary education][Minimu m]	TWWWS1[3_2]_1. How many students in typical class - minimum and maximum number? [Lower secondary education][Maximu m]	TWWWS1[4_1]_1. How many students in typical class - minimum and maximum number? [Upper secondary education][Minimu m]	TWWWS1[4_2]_1. How many students in typical class - minimum and maximum number? [Upper secondary education][Maximu m]
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N	Valid	16	16	16	16
	Missing	0	0	0	0
Mean		14,25	24,88	12,38	22,56
Median		14,50	25,00	12,00	24,00
Mode		12	25	12	24
Std. Deviation		2,769	1,500	5,097	6,175
Minimum		10	22	1	1
Maximum		20	28	20	28
Percentiles	25	12,00	24,00	12,00	22,00
	50	14,50	25,00	12,00	24,00
	75	16,00	26,00	16,00	25,00

Statistics

TWWWS1[1]_1. How many School Sport activities is the PE teacher required to deliver? [Number of activities]	TWWWTOD1[1]_1. How many hours per week are foreseen for other duties in the teacher's workload? [Hours]
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N	Valid	16	16
	Missing	0	0
Mean		,25	10,50

Median		,00	9,00
Mode		0	2 ^a
Std. Deviation		,683	9,395
Minimum		0	2
Maximum		2	30
Percentiles	25	,00	3,00
	50	,00	9,00
	75	,00	17,75

a. Multiple modes exist. The smallest value is shown

TEACHER WORKFORCE | PERFORMED ROLES | Number of Duties

Frequency Table

TWPRND1[1]_1. What duties are developed considering all the school PE teachers? [Teaching Practice (planning, assessment and intervention)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	16	100,0	100,0	100,0

TWPRND1[2]_1. What duties are developed considering all the school PE teachers? [Research and Innovation]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	12,5	12,5
	Not chosen	14	87,5	87,5	100,0
Total		16	100,0	100,0	

TWPRND1[3]_1. What duties are developed considering all the school PE teachers? [School middle management (PE department coordination, PE & SS facilities and equipment coordination)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	16	100,0	100,0	100,0

TWPRND1[4]_1. What duties are developed considering all the school PE teachers? [School Sports coaching]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	5	31,3	31,3	31,3

Not chosen	11	68,8	68,8	100,0
Total	16	100,0	100,0	

TWPRND1[5]_1. What duties are developed considering all the school PE teachers? [Class tutoring]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	8	50,0	50,0	50,0
	Not chosen	8	50,0	50,0	100,0
	Total	16	100,0	100,0	

TWPRND1[6]_1. What duties are developed considering all the school PE teachers? [School-based community engagement (parent-teacher meetings, school-based community activities)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	8	50,0	50,0	50,0
	Not chosen	8	50,0	50,0	100,0
	Total	16	100,0	100,0	

Descriptives

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
TWWWPET1[1]_1. How many lessons is the PE teacher required to deliver per week? [Lessons number per week]	16	5	28	14,75	8,560
TWWWPET2[1]_2. For how long is the PE teacher required to teach per week? [Minutes per week]	15	225	1260	641,67	401,687
TWWWPET3[1]_3. For how long is the PE teacher required to provide for School Sport activities? [Minutes per week]	16	0	1215	291,88	394,186
TWWWC1[1]_1. How many classes does the PE teacher teach? [Number of classes]	16	1	9	4,81	2,562

TWWWS1[1_1]_1. How many students in typical class - minimum and maximum number? [Early childhood education][Minimum]	16	1	20	12,50	5,391
TWWWS1[1_2]_1. How many students in typical class - minimum and maximum number? [Early childhood education][Maximum]	16	1	28	21,06	8,169
TWWWS1[2_1]_1. How many students in typical class - minimum and maximum number? [Primary education][Minimum]	16	1	20	13,94	5,543
TWWWS1[2_2]_1. How many students in typical class - minimum and maximum number? [Primary education][Maximum]	16	1	28	21,31	8,163
TWWWS1[3_1]_1. How many students in typical class - minimum and maximum number? [Lower secondary education][Minimum]	16	10	20	14,25	2,769
TWWWS1[3_2]_1. How many students in typical class - minimum and maximum number? [Lower secondary education][Maximum]	16	22	28	24,88	1,500
TWWWS1[4_1]_1. How many students in typical class - minimum and maximum number? [Upper secondary education][Minimum]	16	1	20	12,38	5,097
TWWWS1[4_2]_1. How many students in typical class - minimum and maximum number? [Upper secondary education][Maximum]	16	1	28	22,56	6,175

TWWWSS1[1]_1. How many School Sport activities is the PE teacher required to deliver? [Number of activities]	16	0	2	,25	,683
TWWWTOD1[1]_1. How many hours per week are foreseen for other duties in the teacher's workload? [Hours]	16	2	30	10,50	9,395
Valid N (listwise)	15				

TEACHER WORKFORCE | PERFORMED ROLES | Number of Duties

Frequencies

		Statistics			
		TWTDN1[1]_1. How many PE teachers does the school have? [Number of PE teachers]	TWTDD1a[1]_1. What is the school PE teachers' distribution according to: a) gender [Male]	TWTDD1a[2]_1. What is the school PE teachers' distribution according to: a) gender [Female]	TWTDD1b[1]_b) Career Status [Permane nt]
N	Valid	16	16	16	16
	Missing	0	0	0	0
Mean		7,13	4,00	3,13	6,75
Median		5,00	3,00	2,50	5,00
Mode		5	2	1 ^a	4 ^a
Std. Deviation		4,225	2,503	2,156	4,123
Minimum		3	1	1	3
Maximum		16	9	8	16
Percentiles	25	4,00	2,00	1,25	4,00
	50	5,00	3,00	2,50	5,00
	75	10,00	5,75	4,75	8,00

		Statistics			
		TWTDD1b[2]_b) Career Status [Contract]	TWTDD1b[3]_b) Career Status [Freelance]	TWTDD1c[1]_c) Time [Full-time]	TWTDD1c[2]_c) Time [Part-time]
N	Valid	16	16	16	16
	Missing	0	0	0	0
Mean		,38	,13	4,25	5,13
Median		,00	,00	3,00	4,50
Mode		0	0	0 ^a	1 ^a
Std. Deviation		,719	,500	7,066	3,284
Minimum		0	0	0	1
Maximum		2	2	30	12
Percentiles	25	,00	,00	1,25	3,00
	50	,00	,00	3,00	4,50
	75	,75	,00	4,00	7,75

a. Multiple modes exist. The smallest value is shown

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TWTDN1[1]_1. How many PE teachers does the school have? [Number of PE teachers]	16	3	16	7,13	4,225
TWTDD1a[1]_1. What is the school PE teachers' distribution according to: a) gender [Male]	16	1	9	4,00	2,503
TWTDD1a[2]_1. What is the school PE teachers' distribution according to: a) gender [Female]	16	1	8	3,12	2,156
TWTDD1b[1]_b) Career Status [Permanent]	16	3	16	6,75	4,123
TWTDD1b[2]_b) Career Status [Contract]	16	0	2	,37	,719
TWTDD1b[3]_b) Career Status [Freelance]	16	0	2	,13	,500
TWTDD1c[1]_c) Time [Full-time]	16	0	30	4,25	7,066
TWTDD1c[2]_c) Time [Part-time]	16	1	12	5,12	3,284
Valid N (listwise)	16				

TEACHER WORKFORCE| CONTINUOUS PROFESSIONAL DEVELOPMENT | Participation

Frequencies

TECPDP1_1. Did the full-time PE teachers participate in CPD specific to PE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	56,3	56,3	56,3
	Partly	7	43,8	43,8	100,0
	Total	16	100,0	100,0	

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Contents

Frequency Table

CFPEC1[1]_1. In your school what are the taught PE contents? [Fundamental Movement Skills]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	16	100,0	100,0	100,0

CFPEC1[2]_1. In your school what are the taught PE contents? [Fitness levels]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	15	93,8	93,8	93,8
	Not chosen	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

CFPEC1[3]_1. In your school what are the taught PE contents? [Athletics (running, throws, jumps)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	14	87,5	87,5	87,5
	Not chosen	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

CFPEC1[4]_1. In your school what are the taught PE contents? [Games (Football, Rugby, Basketball...)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	16	100,0	100,0	100,0

CFPEC1[5]_1. In your school what are the taught PE contents? [Cycling (Downhill, Road Cycling...)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	16	100,0	100,0	100,0

CFPEC1[6]_1. In your school what are the taught PE contents? [Combat (Judo, Olympic Wrestling...)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	12,5	12,5
	Not chosen	14	87,5	87,5	100,0
	Total	16	100,0	100,0	

**CFPEC1[7]_1. In your school what are the taught PE contents? [Dance (Social, Folklore,
Contemporary...)]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	14	87,5	87,5	87,5
	Not chosen	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

**CFPEC1[8]_1. In your school what are the taught PE contents? [Winter Sports
(snowboarding, Alpine skiing/boardng, cross country skiing, ice skating, ice hockey)]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	10	62,5	62,5	62,5
	Not chosen	6	37,5	37,5	100,0
	Total	16	100,0	100,0	

**CFPEC1[9]_1. In your school what are the taught PE contents? [Gymnastics (Acrobatics,
Tumbling, ..)]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	16	100,0	100,0	100,0

**CFPEC1[10]_1. In your school what are the taught PE contents? [Outdoor and adventure
(Climbing, Kayaking/Canoeing, Surfing...)]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	4	25,0	25,0	25,0
	Not chosen	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

**CFPEC1[11]_1. In your school what are the taught PE contents? [Racket Sports (Badminton,
Tennis...)]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	15	93,8	93,8	93,8
	Not chosen	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

CFPEC1[12]_1. In your school what are the taught PE contents? [Skating Sports (Inline skating, Skateboarding...)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	3	18,8	18,8	18,8
	Not chosen	13	81,3	81,3	100,0
	Total	16	100,0	100,0	

CFPEC1[13]_1. In your school what are the taught PE contents? [Swimming (Synchronized, Water Safety...)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	8	50,0	50,0	50,0
	Not chosen	8	50,0	50,0	100,0
	Total	16	100,0	100,0	

CFPEC1[14]_1. In your school what are the taught PE contents? [Traditional Games (Playground games...)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	15	93,8	93,8	93,8
	Not chosen	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

CFPEC1[15]_1. In your school what are the taught PE contents? [PA and Sport-related knowledge]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	9	56,3	56,3	56,3
	Not chosen	7	43,8	43,8	100,0
	Total	16	100,0	100,0	

CFPEC1[16]_1. In your school what are the taught PE contents? [Health-Related Fitness knowledge]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	11	68,8	68,8	68,8
	Not chosen	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

CFPEC1[17]_1. In your school what are the taught PE contents? [Personal and Social competences (positive attitudes, teamwork, responsibility, civic engagement....)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	11	68,8	68,8	68,8
	Not chosen	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Assessment and Grading

Frequency Table

PEAG1_1. In your school are there PE assessment criteria?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	87,5	87,5	87,5
	Partly	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

PEAG1YESa_If YES, please provide a more detailed answer to the following subquestions:**a) Is there a clear school-based set of guidelines for PE summative assessment?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	75,0	85,7	85,7
	Partly	2	12,5	14,3	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		
Total		16	100,0		

PEAG1YESb_b) Is there a clear school-based set of guidelines for PE formative assessment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25,0	28,6	28,6
	Partly	10	62,5	71,4	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		

Total	16	100,0		
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PEAG1YESc_c) Is there a clear school-based set of guidelines for PE initial assessment [screening]?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Partly	14	87,5	100,0	100,0
Missing	System	2	12,5		
Total		16	100,0		

PEAG1YESd_d) In the school, who is responsible to design the PE assessment criteria?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25,0	28,6	28,6
	Partly	10	62,5	71,4	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		
Total		16	100,0		

PEAG1YESe_e) Do the students participate in the PE assessment process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, in the sumative process	3	18,8	21,4	21,4
	Yes, both informative and sumative process	4	25,0	28,6	50,0
	No	7	43,8	50,0	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		
Total		16	100,0		

PEAG1YESf_f) Is the assessment data regularly shared with students' parents/legal guardians?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	43,8	50,0	50,0
	Partly	7	43,8	50,0	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		
Total		16	100,0		

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Learning Outcomes**PELO1_1. Does the school state specific learning outcomes in PE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25,0	25,0	25,0
	Partly	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

PELO1YESa_If YES, please provide further details in the following subquestions. a) The**Learning Outcomes are mostly defined:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	By criteria	4	25,0	100,0	100,0
Missing	System	12	75,0		
Total		16	100,0		

PELO1YESb_b) The Learning Outcomes focus on:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diverse PE contents	4	25,0	100,0	100,0
Missing	System	12	75,0		
Total		16	100,0		

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Field Trips

PEFT1_1. Does your school organize field trips as part of the PE curriculum?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally (1 or 2 per year)	13	81,3	81,3	81,3
	Regularly (3 or more per year)	3	18,8	18,8	100,0
Total		16	100,0	100,0	

CURRICULUM FLEXIBILITY | PHYSICAL EDUCATION | Allocated Time

Frequencies

		Statistics			
		PEAT1[1_1]_1. W hat are the timetabled hours for PE in your school? [Minutes per week][Early childhood education]	PEAT1[1_2]_1. W hat are the timetabled hours for PE in your school? [Minutes per week][Primary education]	PEAT1[1_3]_1. W hat are the timetabled hours for PE in your school? [Minutes per week][Lower secondary education]	PEAT1[1_4]_1. W hat are the timetabled hours for PE in your school? [Minutes per week][Upper secondary education]
N	Valid	12	12	14	11
	Missing	4	4	2	5
Mean		31,25	36,25	255,36	88,64
Median		,00	,00	235,00	,00
Mode		0	0	400	0
Std. Deviation		48,903	54,819	118,427	126,730
Minimum		0	0	120	0
Maximum		135	135	400	400
Percentiles	25	,00	,00	131,25	,00
	50	,00	,00	235,00	,00
	75	82,50	90,00	400,00	135,00

		Statistics			
		PEAT1[2_1]_1. Wha t are the timetabled hours for PE in your school? [Weekly sessions][Early childhood education]	PEAT1[2_2]_1. Wha t are the timetabled hours for PE in your school? [Weekly sessions][Primary education]	PEAT1[2_3]_1. Wha t are the timetabled hours for PE in your school? [Weekly sessions][Lower secondary education]	PEAT1[2_4]_1. Wha t are the timetabled hours for PE in your school? [Weekly sessions][Upper secondary education]

N	Valid	11	11	15	13
	Missing	5	5	1	3
Mean		,82	1,00	8,13	5,00
Median		,00	,00	6,00	3,00
Mode		0	0	3	0
Std. Deviation		1,250	1,414	6,675	8,042
Minimum		0	0	2	0
Maximum		3	3	26	26
Percentiles	25	,00	,00	3,00	,00
	50	,00	,00	6,00	3,00
	75	2,00	3,00	12,00	6,50

PEAT2_2. Who is the responsible for the PE schedule in your school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	11	68,8	68,8	68,8
	School specific committee	2	12,5	12,5	81,3
	School board	2	12,5	12,5	93,8
	Ministry	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

Descriptives

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
PEAT1[1_1]_1. What are the timetabled hours for PE in your school? [Minutes per week][Early childhood education]	12	0	135	31,25	48,903
PEAT1[1_2]_1. What are the timetabled hours for PE in your school? [Minutes per week][Primary education]	12	0	135	36,25	54,819
PEAT1[1_3]_1. What are the timetabled hours for PE in your school? [Minutes per week][Lower secondary education]	14	120	400	255,36	118,427

PEAT1[1_4]_1. What are the timetabled hours for PE in your school? [Minutes per week][Upper secondary education]	11	0	400	88,64	126,730
PEAT1[2_1]_1. What are the timetabled hours for PE in your school? [Weekly sessions][Early childhood education]	11	0	3	,82	1,250
PEAT1[2_2]_1. What are the timetabled hours for PE in your school? [Weekly sessions][Primary education]	11	0	3	1,00	1,414
PEAT1[2_3]_1. What are the timetabled hours for PE in your school? [Weekly sessions][Lower secondary education]	15	2	26	8,13	6,675
PEAT1[2_4]_1. What are the timetabled hours for PE in your school? [Weekly sessions][Upper secondary education]	13	0	26	5,00	8,042
Valid N (listwise)	11				

CURRICULUM FLEXIBILITY | SCHOOL SPORT | time, activities, provision

Frequency Table

SSPTAPP1_1. Does your school provide School Sports (in addition to physical education)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	62,5	62,5	62,5
	No	6	37,5	37,5	100,0
	Total	16	100,0	100,0	

SSPTAPP1YESa_If YES, please provide further details in the following subquestions: a) Do the pupils have to pay to participate in the school sport offer?

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Not at all	7	43,8	70,0	70,0
	Yes, for some activities	2	12,5	20,0	90,0
	Yes, for all the activities	1	6,3	10,0	100,0
	Total	10	62,5	100,0	
Missing	System	6	37,5		
Total		16	100,0		

SSPTAPP1YESb[1]_b) What is the percentage (%) of pupils involved? [%]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	6,3	10,0	10,0
	8	1	6,3	10,0	20,0
	10	1	6,3	10,0	30,0
	13	1	6,3	10,0	40,0
	15	2	12,5	20,0	60,0
	20	2	12,5	20,0	80,0
	30	1	6,3	10,0	90,0
	70	1	6,3	10,0	100,0
	Total	10	62,5	100,0	
Missing	System	6	37,5		
Total		16	100,0		

Descriptives

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
SSPTAPP1YESb[1]_b) What is the percentage (%) of pupils involved? [%]	10	5	70	20,60	18,751
Valid N (listwise)	10				

Frequency Table

SSPTAPP1YESc[1]_c) Does the school have a significant participation in School Sports from the following groups? (Girls; Special Needs Students; Low socioeconomical Status; immigrant; Roma) [Girls]

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Yes	4	25,0	40,0	40,0
	No	6	37,5	60,0	100,0
	Total	10	62,5	100,0	
Missing	System	6	37,5		
Total		16	100,0		

SSPTAPP1YESc[2]_c) Does the school have a significant participation in School Sports from the following groups? (Girls; Special Needs Students; Low socioeconomical Status; immigrant; Roma) [Special Education Needs]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	62,5	100,0	100,0
Missing	System	6	37,5		
Total		16	100,0		

SSPTAPP1YESc[3]_c) Does the school have a significant participation in School Sports from the following groups? (Girls; Special Needs Students; Low socioeconomical Status; immigrant; Roma) [Low SES]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	62,5	100,0	100,0
Missing	System	6	37,5		
Total		16	100,0		

SSPTAPP1YESc[4]_c) Does the school have a significant participation in School Sports from the following groups? (Girls; Special Needs Students; Low socioeconomical Status; immigrant; Roma) [Immigrant]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	62,5	100,0	100,0
Missing	System	6	37,5		
Total		16	100,0		

SSPTAPP1YESc[5]_c) Does the school have a significant participation in School Sports from the following groups? (Girls; Special Needs Students; Low socioeconomical Status; immigrant; Roma) [Roma]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	62,5	100,0	100,0
Missing	System	6	37,5		

Total		16	100,0		
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SSPTAPP1YESd[1_d] Which is the amount of SS in your school? [Times a week]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	18,8	30,0	30,0
	2	2	12,5	20,0	50,0
	9	1	6,3	10,0	60,0
	10	1	6,3	10,0	70,0
	12	1	6,3	10,0	80,0
	15	2	12,5	20,0	100,0
	Total	10	62,5	100,0	
	Missing	System	6	37,5	
Total		16	100,0		

SSPTAPP1YESd[2_d] Which is the amount of SS in your school? [Minutes per week]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	6,3	10,0	10,0
	80	1	6,3	10,0	20,0
	90	3	18,8	30,0	50,0
	400	1	6,3	10,0	60,0
	405	1	6,3	10,0	70,0
	540	1	6,3	10,0	80,0
	675	1	6,3	10,0	90,0
	900	1	6,3	10,0	100,0
	Total	10	62,5	100,0	
	Missing	System	6	37,5	
Total		16	100,0		

SSPTAPPYESf[1_f] How many activities does your school offer? [Number of activities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	6,3	10,0	10,0
	1	2	12,5	20,0	30,0
	2	1	6,3	10,0	40,0
	3	1	6,3	10,0	50,0
	4	1	6,3	10,0	60,0

	10	1	6,3	10,0	70,0
	12	1	6,3	10,0	80,0
	15	1	6,3	10,0	90,0
	20	1	6,3	10,0	100,0
	Total	10	62,5	100,0	
Missing	System	6	37,5		
Total		16	100,0		

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SSPTAPP1YESd[1]_d) Which is the amount of SS in your school? [Times a week]	10	1	15	6,80	5,996
SSPTAPP1YESd[2]_d) Which is the amount of SS in your school? [Minutes per week]	10	45	900	331,50	300,934
SSPTAPPYESf[1]_f) How many activities does your school offer? [Number of activities]	10	0	20	6,80	6,973
Valid N (listwise)	10				

Frequency Table

SSPTAPPYESg[1]_g) Considering all school sport activities' offer, who are their providers? [School sport coach]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	10,0	10,0
	Not chosen	9	56,3	90,0	100,0
	Total	10	62,5	100,0	
Missing	System	6	37,5		
Total		16	100,0		

SSPTAPPYESg[2]_g) Considering all school sport activities' offer, who are their providers? [Out of school sport coach]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	3	18,8	30,0	30,0

	Not chosen	7	43,8	70,0	100,0
	Total	10	62,5	100,0	
Missing	System	6	37,5		
Total		16	100,0		

SSPTAPPYESg[3]_g) Considering all school sport activities' offer, who are their providers? [PE teacher]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	9	56,3	90,0	90,0
	Not chosen	1	6,3	10,0	100,0
	Total	10	62,5	100,0	
Missing	System	6	37,5		
Total		16	100,0		

SSPTAPPYESg[4]_g) Considering all school sport activities' offer, who are their providers? [Other subject teacher]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	10,0	10,0
	Not chosen	9	56,3	90,0	100,0
	Total	10	62,5	100,0	
Missing	System	6	37,5		
Total		16	100,0		

SSPTAPPYESg[5]_g) Considering all school sport activities' offer, who are their providers? [Other community-based non-qualified people]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	10,0	10,0
	Not chosen	9	56,3	90,0	100,0
	Total	10	62,5	100,0	
Missing	System	6	37,5		
Total		16	100,0		

CURRICULUM FLEXIBILITY | SCHOOL SPORT | Competition

SSC1_1. Does the school participate in inter-school competitions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	87,5	87,5	87,5
	No	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SSC1YESa[1]_If YES, please provide further details in the following subquestions. a) How many competitions per year? [Number of competitions]	14	1	5	2,79	1,311
Valid N (listwise)	14				

SSC1YESb[1]_b) When are the competitions held? [During the school week on school time]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	7	43,8	50,0	50,0
	Not chosen	7	43,8	50,0	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		
Total		16	100,0		

SSC1YESb[2]_b) When are the competitions held? [During the school week out of school time]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	8	50,0	57,1	57,1
	Not chosen	6	37,5	42,9	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		
Total		16	100,0		

SSC1YESb[3]_b) When are the competitions held? [During the weekend]

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Chosen	3	18,8	21,4	21,4
	Not chosen	11	68,8	78,6	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		
Total		16	100,0		

SSC1YESc_c) What is the highest level of school sports in which your school competes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regional	2	12,5	14,3	14,3
	National	12	75,0	85,7	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		
Total		16	100,0		

SSC1YESe_e) Does the school have high-performance students participating in school sport competitions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	62,5	71,4	71,4
	No	4	25,0	28,6	100,0
	Total	14	87,5	100,0	
Missing	System	2	12,5		
Total		16	100,0		

CURRICULUM FLEXIBILITY | OTHER FORMS of PHYSICAL ACTIVITY | Physically Active Learning

Frequency Table

OFPPAL1_1. Is Physical Activity used in other subjects to promote/facilitate learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, by some teachers	11	68,8	68,8	68,8
	No	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

CURRICULUM FLEXIBILITY | OTHER FORMS of PHYSICAL ACTIVITY | Recess**OPPAR1_1. Does your school implement recess activities?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	37,5	37,5	37,5
	No	10	62,5	62,5	100,0
	Total	16	100,0	100,0	

OFPAR1YESa_If YES, please provide further details in the following subquestions: a) Who supervises it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No supervision	12	75,0	75,0	75,0
	PE teacher	1	6,3	6,3	81,3
	Other subjects teacher	3	18,8	18,8	100,0
	Total	16	100,0	100,0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
OFPARYESb[1]_b) Approximately, what is the recess time per day (minutes)? [Minutes of active recess]	10	0	50	8,00	17,512
OFPARYESb[2]_b) Approximately, what is the recess time per day (minutes)? [Self-organized recess]	14	0	900	110,00	237,228
Valid N (listwise)	10				

CURRICULUM FLEXIBILITY | OTHER FORMS of PHYSICAL ACTIVITY | After School - AKA

OFPAAS1_1. Does your school provide after-school activities involving the school pupils?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	12,5	12,5	12,5
	No	14	87,5	87,5	100,0
	Total	16	100,0	100,0	

OFPAASYESa_If YES, please provide further details in the following subquestion: a) Does your school provide after-school PA and Sports (in addition to physical education and school sports)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

Statistics

OFPAASYESai[1]_If YES, please provide further details in the following subquestions: i. How often ? [Times a week]

N	Valid	2
	Missing	14
Mean		15,00
Median		15,00
Mode		15
Std. Deviation		,000
Minimum		15
Maximum		15
Percentiles	25	15,00
	50	15,00
	75	15,00

Descriptives

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
OFPAASYESai[1]_If YES, please provide further details in the following subquestions: i. How often ? [Times a week]	2	15	15	15,00	,000
Valid N (listwise)	2				

Frequency Table

OFPAASYESaiii[1]_iii. Considering all the activities' offer, who are their providers? [School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

OFPAASYESaiii[2]_iii. Considering all the activities' offer, who are their providers? [Out of school sport coach]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

OFPAASYESaiii[3]_iii. Considering all the activities' offer, who are their providers? [PE teacher]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	50,0	50,0
	Not chosen	1	6,3	50,0	100,0
	Total	2	12,5	100,0	
Missing	System	14	87,5		
Total		16	100,0		

OFPAASYESaiii[4]_iii. Considering all the activities' offer, who are their providers? [Other subject teacher]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	50,0	50,0
	Not chosen	1	6,3	50,0	100,0
	Total	2	12,5	100,0	
Missing	System	14	87,5		
Total		16	100,0		

OFPAASYESaiii[5]_iii. Considering all the activities' offer, who are their providers? [Other community-based non-qualified people]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	2	12,5	100,0	100,0
Missing	System	14	87,5		
Total		16	100,0		

OFPAASYESb_b) Does the school provide other types of after-school activities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	6,3	50,0	50,0
	No	1	6,3	50,0	100,0
	Total	2	12,5	100,0	
Missing	System	14	87,5		
Total		16	100,0		

OFPAASYESbi[1]_If YES please provide further details in the following subquestions: i.
What types? [Religious or Spiritual]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	100,0	100,0
Missing	System	15	93,8		
Total		16	100,0		

OFPAASYESbi[2]_If YES please provide further details in the following subquestions: i.
What types? [Cultural]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	100,0	100,0
Missing	System	15	93,8		
Total		16	100,0		

OFPAASYESbi[3]_If YES please provide further details in the following subquestions: i.
What types? [Civic]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	100,0	100,0
Missing	System	15	93,8		
Total		16	100,0		

Statistics

OFPAAS1YESbii[1]_ii. How often ? [Times a week]

N	Valid	1
	Missing	15
Mean		3,00
Median		3,00
Mode		3
Minimum		3
Maximum		3
Percentiles	25	3,00
	50	3,00
	75	3,00

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
OFPAAS1YESbiv[1]_ii. How often ? [Times a week]	1	3	3	3,00	.
Valid N (listwise)	1				

OFPAAS1YESbiv[1]_iv. Considering all the activities' offer, who are their providers? [PE teacher]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	1	6,3	100,0	100,0
Missing	System	15	93,8		
Total		16	100,0		

OFPAAS1YESbiv[2]_iv. Considering all the activities' offer, who are their providers? [Other subject teacher]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not chosen	1	6,3	100,0	100,0
Missing	System	15	93,8		
Total		16	100,0		

OFPAAS1YESbiv[3]_iv. Considering all the activities' offer, who are their providers? [Other community-based people]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chosen	1	6,3	100,0	100,0
Missing	System	15	93,8		
Total		16	100,0		

CURRICULUM FLEXIBILITY | OTHER FORMS of PHYSICAL ACTIVITY | Active Transport/commute

Frequency Table

OFPAAT1_1. Does your school promote active transport to and from school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25,0	25,0	25,0
	No	12	75,0	75,0	100,0
Total		16	100,0	100,0	

OFPAAT1YESa_If YES, please provide further details in the following subquestions: a) Does the school formally organize active transport (walking, cycling)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	25,0	100,0	100,0
Missing	System	12	75,0		
Total		16	100,0		

OFPAAT1YESb_b) Does the school formally provide information about the benefits of active transport to the students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	18,8	75,0	75,0
	No	1	6,3	25,0	100,0
	Total	4	25,0	100,0	
Missing	System	12	75,0		
Total		16	100,0		

OFPAAT1YESc_c) Does the school collect data on pupils who use active transport to/from school ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	12,5	50,0	50,0
	No	2	12,5	50,0	100,0
	Total	4	25,0	100,0	
Missing	System	12	75,0		
Total		16	100,0		