



# European Physical Education Observatory

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## EuPEO Intellectual Output 1 Intermediate Report

*National Preliminary Results  
(Portugal)*

*English Version*

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## Technical Sheet

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

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

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

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

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# Introduction

The European Physical Education Association 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 Health-Enhancing PA 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<sup>1</sup>.

The EuPEO project aims to implement a monitoring system by developing an online platform ([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 Physical Education and School Sports 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 Physical Education in each partner country.

## *Characterisation of Physical Education in Portugal*

The network of public schools covers all regions of the country, while foreseeing the existence of private schools which, eventually, may receive state funding when it is recognised that they are covering a gap in the public-school network.

School facilities have been being requalified. However, we suspect that it is likely to be found some inequity among schools in the large urban centres and inlands, regarding facilities and equipment adequacy. Inlands desertification is a current matter of concern.

Portugal does not have a concerted strategy for the development of school Physical Education. For over 30 years, the publication of the National Curriculum of Physical Education has served the purpose of concerting a strategy for the development of the subject, uncovering indirectly the considerable variation among schools regarding practices, organisation, facilities, equipment adequacy, etc.

The average age of the teacher workforce is high, which, in tandem with the overlapping of diverse functions and roles, with the bureaucratisation of the teacher's work, among other questions related with work conditions and career progression, has negatively contributed to the health, wellbeing, and satisfaction of these professionals.

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<sup>1</sup> Portugal, France, Ireland, Germany, Netherlands, Czech Republic, Slovenia, Hungary, and Switzerland.

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Portugal is in the third year of state-wide assessment of learning in Physical Education. In 2016/17 the tests started in 2<sup>nd</sup> class (midway of primary education); in 2017/18 the tests were applied to 2<sup>nd</sup> class and 8<sup>th</sup> class (midway of elementary education); and for the current school-year of 2018/19 the tests are ensured for 2<sup>nd</sup> class and 5<sup>th</sup> class (beginning of elementary education).

The subject has a National Curriculum for more than 30 years, which needs revisions of content and specific outcomes. Every educational level, from Kindergarten to Secondary, has programmatic references for Physical Education. The post-primary curriculum (5-12 class) was revised at the beginning of the 21<sup>st</sup> century and, despite being official at the national level, it allows from its inception the possibility of adaptation to regional/local contexts, framing as eclectic, open, prescriptive and flexible.

At the beginning of 2017, the Ministry of Education of the XXI<sup>st</sup> Constitutional Government, promoted the curriculum adequation to the 21<sup>st</sup> century demands by upholding a set of measures and initiatives which converge to the construction of an inclusive school, as well as to the development of quality learning experiences as effective responses to the educational needs of all students. To do so, two laws were published: the 55/2018 of 6<sup>th</sup> July which establishes the curriculum organisation principles in basic and secondary education, and the 54/2018 of 6<sup>th</sup> July which establishes the law regimen of inclusive education. During 2017, a Student Profile for Compulsory Education was established, framed by the 21<sup>st</sup> century skills and which constitutes as reference for the decision-making process of educational stakeholders at the level of school establishments and governing bodies responsible for policy making. In tandem, the national curriculum was reorganised grounded on the current syllabuses, establishing the “essential learning” to be achieved in each of the 12 years of compulsory education. These measures support the autonomous and flexible management of the curriculum as instrument to be developed locally, with the participation of students, families and community.

After six years of public discussion, the recent measures returned a statutory equality to Physical Education (reassigning curriculum time, formal grading fully accounted for higher education) relative to the other national curriculum subjects. In this process, the national professional associations of Physical Education (Portuguese Society of Physical Education – SPEF (in the Portuguese acronym) - and National Council of Professional Associations of Physical Education (CNAPEF in the Portuguese acronym) had a relevant role of clarification for the society and policy-makers.

School Sports and Extracurricular Physical Activities in school are overseen by the Ministry of Education. Currently, there are measures in place to promote active commute and remodelling of school spaces.

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# 1. EuPEO Product – Initial Results

## 1.1. EuPEO National External Learning Assessment Systems (NELAS)

### NELAS | Highlights of Results

Identify and justify to ME and other bodies with responsibility to define strategies of educational evaluation the need to adapt external evaluation instruments (other than the “tuning tests”), towards collecting data about the psychological, social and cognitive domain.

Can FitEscola be taken as an external evaluation system? If so, Portugal has a Health-Related Fitness evaluation system for all post-primary students. The system allows the longitudinal evaluation over 7 years of post-primary education (grades 5-12).

The “tuning tests”, to be conducted at the end of grades 2, 5 and 8, refer to the Essential Learning established in the Law 55/2018 of July 6<sup>th</sup>, in number 2 of article 17, and allow:

- a) To follow the curriculum development, in the different curriculum areas, providing regular information on the educational system;
- b) Provide detailed information about student performance to the School, teachers, students, and their parents;
- c) Promote timely pedagogical intervention, towards the needs of every student.

Particularly for Primary Education, the “tuning tests” have allowed to indirectly identify school organisation issues which affect the quality of Physical Education provided by the school. Its timely identification by the ME has allowed the reframing of school curriculum projects towards the creation of conditions that promote effective quality physical education (improvement of equipment and resources, training of the school workforce, support to projects, etc).

In the current external evaluation system, there is not yet reference to Secondary Education. Its existence will be an important step in this regard.

Only the psychomotor domain is assessed in the “tuning tests”. In the Primary Education, the fundamental motor competences of locomotor and object control domains are assessed along with games. In the 3<sup>rd</sup> cycle (grade 8), the subarea of sports and physical activities and the component of aerobic health-related fitness are assessed. The 2<sup>nd</sup> cycle (grade 5) will be conducted at the end of the current school-year (2018/19).

Table 1 – Strengths and main challenges of NELAS

Categories (Section)	Strengths	Main Challenges
<b>1. Physical</b>	<ul style="list-style-type: none"> <li>▪ Test batteries to assess the development of health-related fitness for all post-primary education (grades 5-12) – aerobic endurance, body composition, muscular condition</li> <li>▪ Existence of global PE tests with formative dimension for grades 2 and 8.</li> <li>▪ In 2018/2019 grades 2 and 5 will be assessed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Include all educational levels in the evaluation system, focusing the last year of compulsory education (grade 12).</li> <li>▪ Include other subdomains (rhythmic and aesthetic activities, outdoor and adventure activities, swimming, etc).</li> <li>▪ Train Primary level external evaluators.</li> <li>▪ Increase the reliability of the system.</li> </ul>
<b>2. Psychological</b>	It is not present.	<ul style="list-style-type: none"> <li>▪ Among the elements of the Portuguese team, there is no agreement on the relevance of including the psychological domain in the external evaluation.</li> <li>▪ Physical self-concept and Physical competence, among other psychological aspects, predictive of attitudes and dispositions towards movement and, particularly, within PE have been highlighted in research as important.</li> <li>▪ There are validated instruments for the Portuguese school population (e.g. Faria, 2005; Martins, 2015)</li> <li>▪ The assessment of the psychological domain might not make sense for external evaluation educational “tuning tests”, but instead be part of assessment by professional associations, research centres and higher education institutions.</li> </ul>
<b>3. Social</b>	It is not present.	<ul style="list-style-type: none"> <li>▪ Among the elements of the Portuguese team, there is no agreement on the relevance of including the social domain in the external evaluation.</li> <li>▪ The assessment of the social domain might not make sense for external evaluation educational “tuning tests”, but instead be part of assessment by professional associations, research centres and higher education institutions. <ul style="list-style-type: none"> <li>- Inclusion and cooperation behaviours among peers;</li> </ul> </li> </ul>
<b>4. Cognitive</b>	It is not present.	<ul style="list-style-type: none"> <li>▪ To include the assessment of cognitive aspects relative to the sports and physical</li> </ul>



		activities domain, Portugal will need to refer to the objectives of the PE curriculum, as well as the essential competences for each school year (Essential Learning document) and to the student profile at the end of compulsory education.
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## 1.2. EuPEO Country Questionnaire (ECQ)

### Country Characterisation

In Portugal, the Law number 176/2012 of August 2<sup>nd</sup> establishes the compulsory school registry and attendance for all students between 6 and 18 years old, or until 18 years old. The registry and attendance of pre-school education is not compulsory, but the Portuguese State is promoting the broadening of offer at this level.

The Portuguese State ensures the creation and maintenance of a public-school network which is organised in school clusters. The public-school network, foreseen in the Law number 46/86 of October 14<sup>th</sup>, allows that the students attend, within the same cluster, all educational levels from ISCED 0-3 and ensures a rational distribution of resources, along with coherence, equity, and social-territorial cohesion. The Law of Basis of the Educational System recognises, nonetheless, the existence of private and cooperative institutions as expression of the freedom to learn, to teach and of choice.

There are 13.986 school establishments state-wide (10.160 public and 3.826 private). The number of students enrolled in the educational system is 2.027.483. However, in ISCED 0-3 there are 1.664.785 students. There are 259.850 students in pre-school education (15,6%) - ISCED 0 -; 408.041 in primary education (24,5%) - ISCED 1 -; 605.356 in 2<sup>nd</sup> and 3<sup>rd</sup> cycles (36,4%) - ISCED 2 - and 391.538 in Secondary (23,5%) - ISCED 3. As regards students distribution, in ISCED 0-3, 804.898 (48,3%) are girls; 282.051 (16,9 %) have SEN, with educational support foreseen in Law number 3/2018 of January 7<sup>th</sup> (until 2017/2018)<sup>2</sup>; 517.392 (31,1 %) from low social-economic status<sup>3</sup>; 51.128<sup>4</sup> (3,1%) from the traveller community; and 12.963 (0,8 %) from the roma community.

<sup>2</sup>From 2018/2019, the **Law number 54/2018 of July 6<sup>th</sup>** is in place, replacing Law number 3/2018 of January 7th. The Law number 54/2018 establishes the principles and norms to ensure inclusion, as a process that seeks to address the diversity of needs and potential of all and every student, through the increase of participation in the teaching and learning process and into the life of educational community (point 1, article 1).

<sup>3</sup> Number of students in the public Education who benefit from social-economical support or subsidised meals..

<sup>4</sup> Continental Portugal.

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## ECQ | Highlights of Results

There is no National Physical Education Strategy (NPES). Despite the Physical Education curriculum does not constitute a strategy, these are indeed very detailed and address all critical questions for the development of school Physical Education. On the other hand, we consider that, in Portugal, there is a strategy for the development of School Sports (2017-2021) and a National Strategy for the Promotion of Physical Activity (2016), which, in the case of the former, might need monitoring.

The perception of the representatives of SPEF is that, for this curricular area and regarding the development of a national strategy, the government provides an “average” support to continuous professional development of teachers, to the development of the legislation framework and to the promotion of school-based physical activity and sports.

The Physical Education teacher education is perceived with quality. However, aspects such as the conceptual clarification, conceptions among PETE institutions and the promotion of the critical role of school placement for the development of future teachers, need to be promoted. The Physical Education teachers are considered specialists and complete their initial education with acquired competences in areas of teaching organisation and management (planning, pedagogical intervention, assessment); educational research; school middle management; school sports coaching; and community engagement.

The professional induction, despite being a professional socialisation stage established by law and intended to have a structured provision, does not occur systematically and depends on the school initiative and organisation in which the beginning teacher is placed.

The offer of continuous professional Development programmes for Physical Education teachers is broad. The teachers can attend accredited training by the Portuguese Institute of Youth and Sports and those that occur in accredited training centres by the Scientific-Pedagogical Council for Teachers Continuous Professional Development. Only these are accounted for the compulsory 25 hours per year of training.

During 2017/2018, legislative actions were taken to return the equity status between Physical Education and the remaining subjects (reassignment of minimum subject time for 2<sup>nd</sup> and 4<sup>rd</sup> cycles and formal grading recognition for the secondary education diploma and access to higher education). Primary level Physical Education teaching still is a priority intervention area and one of the main challenges. The difficulties of generalist teachers to teach Physical Education are known. As such, the inclusion of specialist Physical Education teachers in co-teaching might be a strategy in the primary education for the subject development, the improvement of vertical articulation between educational levels, and reciprocal training.

School Sports is under the responsibility of the ME, possessing financial resources and logistical support suited for the development of competitions and sports events. School Sports activities are embedded in most of the Physical Education teacher's workload, without the possibility of a teacher from another subject to provide these activities in the school context.

In Portugal, the extracurricular activities programme, approved by law, allows primary schools (grades 1-4) to offer activities **which complement compulsory Physical Education**. In the remaining educational levels, this purpose, in public schools, is usually achieved by School Sports.

### 1.2.1. National Physical Education Strategy

Table 2 – Strengths and main challenges for the theme “National Physical Education Strategy” at country level.

Categories (Section)	Strengths	Main Challenges
<b>1. Existence</b>	-----	<ul style="list-style-type: none"> <li>▪ There is no strategy.</li> </ul>
<b>2. Support</b>	<ul style="list-style-type: none"> <li>▪ The perception of the SPEF representatives is that there is an “average” level of support from the Portuguese Government to the development of a national PE strategy as regards to: continuous professional development, legislative development, definition of plans for the promotion of physical activity and extracurricular sports, and in the development of external evaluation to monitor student learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is considered that there is a low support as regards to consultancy and recommendations for cooperation with the health sector.</li> <li>▪ There is no internal evaluation system (School level) on the development of learning in PE and SS.</li> <li>▪ The creation of recommendations for the development of PETE programmes, development of a promotion plan for the clarification of PE importance towards the public opinion, creation of an external evaluation system on the PE pedagogical quality.</li> </ul>

### 1.2.2. Teacher Workforce

Table 3 – Strengths and main challenges for the theme “Teacher Workforce” at country level

Categories (Section)	Strengths	Main Challenges
<b>1. Demographic Data</b>	<ul style="list-style-type: none"> <li>▪ Existence of 7.955 PE teachers, of which 5.145 (64,8%) are male and 3.533 (35,2%) are female.</li> </ul>	<ul style="list-style-type: none"> <li>▪ For the 260 and 620 teaching groups there is a considerable amount of missing information: career, academic qualification, age range, and years of service range.</li> </ul>

### 1.2.3. Teacher Education

Table 4 – Strengths and main challenges for the theme “Teacher Education” at country level

Categories (Section)	Strengths	Main Challenges
<b>1. Initial Teacher Education</b>	<ul style="list-style-type: none"> <li>▪ PE teachers need to obtain a minimum of 270ECTS during the PETE programme, and required to successfully complete a School placement period of a minimum of 48 ECTS from the total.</li> <li>▪ During the PETE programme’s School placement period, the candidates are not paid income, with the cooperating teacher taking all legal responsibility for the class.</li> <li>▪ Currently, the minimum academic qualification to teach is a master’s degree in teaching PE.</li> <li>▪ It is expectable that a PE teacher has acquired competences of: teaching Practice, School innovation and research, school middle management, School sports coaching, and Community engagement.</li> <li>▪ PETE provision is assigned to higher Education institutions with a minimum qualification of bachelor’s degree. However, currently and increasingly, most PETE lecturers are qualified at PhD level.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Deepening relationships between higher education institutions and with scientific and professional associations to enhance the relationship of PETE with the real context.</li> <li>▪ Within PETE, to promote the value of school placement.</li> <li>▪ Promote contact with School (e.g. field work, lesson observation, etc) over the 5 years of PETE.</li> <li>▪ Promote the increase/sustainability of protocols that improve the cooperation between higher Education institutions and the school.</li> <li>▪ Recognise the work of the direct cooperants (university tutor and cooperant teacher), assigning additional rights for the role they take (e.g. reduction of teaching load).</li> </ul>
<b>2. Professional Induction</b>	<ul style="list-style-type: none"> <li>▪ By law, there is a formal and structured induction period which lasts 12 months in the first year of teaching, where the teacher develops all expected roles.</li> <li>▪ The inductee teacher is mentored by a department colleague, by principle with more experience. Usually, this goes to the Head of department.</li> <li>▪ The assessment of the induction period comprises a final report and systematic observation of teaching practice.</li> <li>▪ The School where the teacher is placed is responsible to provide the induction period and structure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Induction tends to occur casually and informally, or not at all, despite being stated by law.</li> <li>▪ The professional induction processes hold relevance for the School organisation and for the teacher in the induction period, in the sense that they allow the appropriation of norms, beliefs and behaviour patterns in the profession and, particularly, in the organisation. They should occur more frequently and systematically in practice.</li> </ul>
<b>3. Continuous Professional Development</b>	<ul style="list-style-type: none"> <li>▪ There is ongoing offer for teachers nationally (by DGE; SPEF; IPDJ; specialised training agencies); regional (by school training centres); and locally (by school internal offer).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alert for the need to take real training needs of teachers, calling them to participate in the definition of contents and themes, foregrounded by teaching evaluation. Research shows that the training contents and themes are usually</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The attendance and completion of the training courses/programmes is compulsory (at 25 hours/year) and accounts for career progression.</li> <li>▪ Any institution certified by the Scientific-Pedagogical Council for Teachers Continuous Professional Development may implement training activities as teachers CPD.</li> </ul>	<p>set up by the institution/CPD provider instead of chosen by the teachers.</p> <ul style="list-style-type: none"> <li>▪ Promote the design, implementation and evaluation of the CPD workshop formats, action-research or others that occur in the work context and that imply the active participation of diverse members of the educational community.</li> <li>▪ Retrieve information about PE teacher's needs.</li> <li>▪ Design a regional plan, that is broad enough but that considers the real training needs of teachers.</li> <li>▪ Promote peer/reciprocal training within the School context, as a model that not only allows to acquire and update competences, but also that allows to develop a collective identity, sense of belonging and collegiality among peers.</li> </ul>
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### 1.2.4. Curriculum Flexibility

*Table 5 – Strengths and main challenges for the theme “Curriculum Flexibility” at country level*

Categories (Section)	Strengths	Main Challenges
<b>1. Physical Education</b>	<ul style="list-style-type: none"> <li>▪ PE is compulsory in all educational levels from ISCED 0-3.</li> <li>▪ The maximum number of students per class is 25 in pre-school; 26 in primary and 2<sup>nd</sup> cycle; and 30 in 3<sup>rd</sup> cycle and Secondary.</li> <li>▪ PE is included in the national educational curriculum, which is regulated at central level by the Ministry of Education and at local level by the school cluster.</li> <li>▪ There is a national PE curriculum (National Programmes of Physical Education - PNEF) and each School cluster is expected to create, locally, its curricular project of PE according to the methodological guidelines of the national curriculum.</li> <li>▪ The PNEF provide reference norms for summative assessment and general guidelines for formative assessment (initial and continuous).</li> <li>▪ The PNEF are flexible, complete, open and eclectic. They ensure homogeneity at a national level (General Objectives), while respecting contextual singularities to allow the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Need to update the current PNEF as regards to contents and specific objectives, and definition of objectives for each educational level on “Knowledge” area.</li> <li>▪ Promote research on PE didactics, assessment and curricular development with longitudinal studies.</li> <li>▪ Recognise and disseminate good practices in assessment and curriculum development, or others.</li> <li>▪ Broaden the learning domains included in external evaluation of PE. All learning outcomes currently evaluated pertain to the physical domain.</li> <li>▪ Promote co-teaching projects at primary level between generalists and PE specialists of the same school cluster. The quality and actual provision of PE in primary Education should be kept as an area of concern.</li> </ul>

	<p>learning of culturally and locally relevant activities.</p> <ul style="list-style-type: none"> <li>▪ Contents are centrally regulated by the ME.</li> <li>▪ Assessment of learning is compulsory for all educational levels - ISCED 0-3.</li> <li>▪ The equity of the PE subject status was repositioned with the formal recognition of student achievement in Secondary education from 2018/2019 (Law number 55/2018 of July 6th).</li> <li>▪ Student achievement is required for yearly progression in all educational levels and addressed by the external evaluation at grades 2, 5 and 8 for formative purposes.</li> <li>▪ Government and schools regulate the learning products.</li> <li>▪ Learning of subjects, health and exercise are, in general, the most considered aims for school PE.</li> <li>▪ At lower ages, (pre-school and primary), personal and social Development through Physical activity is most important.</li> <li>▪ Recreation and play are taken as critical for pre-school Education. This aim loses relevance across the educational levels in favour of learning, exercise and health.</li> <li>▪ PE learning achievement at the end of compulsory Education is clearly established in all educational levels.</li> <li>▪ The pedagogical principles underlying the PE curriculum are of developmental appropriateness to the students' stage (or age); focus on learning, inclusion; health-oriented; reflection, psychologically and physically healthy learning environments; and holistic development.</li> <li>▪ During compulsory education, Portuguese students have between 24 (ISCED 1) and 25 (ISCED 2-3) of curricular activities. 150 weekly minutes are allocated at a minimum for PE (ISCED 2-3). In ISCED 0-1, the allocated time is variable among schools, considering that it is timetabled for the "Expressions" area (including music, drama, dance, and PE).</li> </ul>	
<b>2. School Sports</b>	<ul style="list-style-type: none"> <li>▪ Portugal has a programme and regulations (general and specifics) for SS and schools are required to provide those activities to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alert to the necessity of the SS-GBE to monitor aspects related to organisation, participation and competition in SS.</li> </ul>

	<p>students who wish to enrol, including those with SEN.</p> <ul style="list-style-type: none"> <li>▪ SS is state-funded and there is a team in the General Board of Education (GBE) (central body belonging to the ME) with specific responsibilities for PE and SS.</li> <li>▪ All competitive levels are made available (Local, Regional, National, and International).</li> </ul>	<p>Current SS participation data are non-existent or outdated.</p> <ul style="list-style-type: none"> <li>▪ Alert to the relevance of SS participation data from minority groups (SEN, high-performing student-athletes, girls, travellers, roma, low SES) to the future given the current social and cultural characteristics (SS as an inclusion pathway).</li> </ul>
<p><b>3. Other Forms of Physical Activity</b></p>	<ul style="list-style-type: none"> <li>▪ Extra-curricular activities are made available in schools, as complement to PE, as elective for students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supervise the existence of human resources with academic qualification as stated in law (minimum of bachelor's degree in Sports).</li> </ul> <p><b>Note:</b> There is anecdotal perception that the organisation of the activities and the quality of the pedagogical intervention is very diverse across schools as regards to ECA.</p>

### 1.3. EuPEO School Questionnaire (ESQ)

#### ESQ | Highlights of Results

The participants consider that there is cooperation from government and administration bodies regarding the organisation of School Sports, recruitment and placement of teaching staff (Physical Education) and physical activities technicians; as well as on the maintenance of facilities and logistic support. The cooperation between schools is perceived as “very important” or “important”, as well as with higher education and research institutions. On the other hand, the participating schools perceive that there is a lack of cooperation between their school and government as regards to the promotion of conditions for active transportation. The cooperation with other schools as regards to sharing of facilities/equipment and peer-observation is non-existent, and there is lack of significant participation with the associative life despite the perception of being “important”.

The community partnerships with sports organisation occur for the promotion of sports activities and sharing of facilities. Among the participating schools there is no significant cooperation with parents, despite being considered “important” or “very important”.

The participating schools consider possessing facilities and equipment suited to cater all Physical Education curriculum. Concerning the polyvalence of spaces, the outdoor spaces seem to present less conditions compared to the indoor ones. However, the outdoor spaces are indicated as better accessible to SEN students. As for health



and safety, the schools considered that there is “strong likelihood” of injury due to the floor or maintenance of facilities.

The participating schools confirmed that, nationally, the current issues are moto for public discussion on the teacher workforce: diversity of roles of teachers, and the high workload of teaching and non-teaching duties. The teachers continuously engage with continuous professional development, even though, in the last years, it has been lost the effect in career progression (as component of teaching performance evaluation). The number of female Physical Education teachers is only a third of the overall workforce.

Among participating schools, it is perceived the promotion of eclecticism of learning. As precluded in PNEF, the “Knowledge” and “Health-Related Fitness” areas are developed within the practical sessions for the “Physical Activities” area.

The establishment of assessment criteria and use of normative references or others, is present in the sampled schools. This is a responsibility of the Physical Education Department.

Schools provide clear guidelines for summative assessment and, in some cases, for the formative assessment. The active participation from students and sharing of information with their guardians needs to be promoted.

The timetabling of the subject is out of control of the Physical Education Department, which might be harmful to a more suited approach to students needs when designing the timetable.

The participation in School Sports is “low”, and it can be “very low” to “non-existent” when considering the target groups (travellers and roma). Girls have a “satisfactory” level of participation. Despite the data regarding School Sports participation, most schools “regularly” participate in School Sports competitions. This co-curricular offer is free for students in public schools and fee-paying in total or partially for students in private schools.

*Table 6 – Demographic data of ESQ participating schools, by educational levels, context, Government dependence, and student population (global, PE, SS)*

<b>Educational Levels (ISCED)</b>	<b>Context</b>	<b>Government Dependence</b>	<b>Student Population (average)</b>	<b>Student Population in PE (average)</b>	<b>Student Population in SS (average)</b>
Pre-school = 3 1 <sup>st</sup> Cycle = 3 2 <sup>nd</sup> - 3 <sup>rd</sup> Cycle = 5 Secondary = 6	Urban = 6 Rural = 0	Public = 4 Private = 2	Total = 1586 (±752.233)  Girls = 564 (±535.327)  SEN = 29 (±34.988)  Low SES = 78 (±154.804)  Travellers = 74 (±177.931)  Roma = n.d	Total= 1468 (±584.210)  Girls = 503 (±442.132)  SEN = 12 (±13.880)  Low SES = 77 (±152.009)  Travellers = 48 (±112.620)  Roma = n.d	Total= 188 (±134.641)  Girls = 90 (±90.288)  SEN = 7 (±11.726)  Low SES = n.d  Travellers = 5 (±12.580)  Roma = n.d



### 1.3.1. Community Partnerships

Table 7 – Strengths and main challenges for the theme “Community Partnerships” at school level

Categories (Section)	Strengths	Main Challenges
<b>1. Public</b>	<ul style="list-style-type: none"> <li>▪ Central Government and national administration bodies formally cooperate with schools in recruitment and placement of teachers (education sector) and Physical activities technicians (sports sector), as well as in the maintenance of facilities and logistic support.</li> <li>▪ 83,3 % of participating schools consider that the national administration bodies support School Sports events. The same is not true for extra-curricular activities as 66,7% consider that the support is non-existent.</li> <li>▪ 66,7% cooperation between schools occurs at the SS level (e.g. competitions, meetings, etc).</li> <li>▪ School-cooperation is perceived as “very important” (50%) or “important” (50%).</li> <li>▪ Cooperation with higher Education and research institutions is perceived as “very important” (66,7 %) or “important” (33,3%). 50% of schools affirm that there is cooperation with these institutions, out of which 50% state that it is for school placement in PETE and continuous professional development purposes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 83,3% of the schools state that there is no support from Government as regards to continuous professional development.</li> <li>▪ There is no cooperation between the schools and the Government to promote active transportation or for specialists linking in with PE (e.g. nurses, nutritionists, basic life supporters).</li> <li>▪ Only 33,3% refers the informal cooperation with local authorities to make available facilities and monitor PE and SS, within the sports sector.</li> <li>▪ 33,3% refer the formal cooperation at a yearly basis with the Government for sports equipment.</li> <li>▪ The cooperation between schools regarding the sharing of resources and peer observation is non-existent. The cooperation at this level for continuous professional development is low (33%).</li> <li>▪ Among the participating schools, there is no cooperation with professional associations (33,3%). However, this is “very important” (16,7%) or “important” (83,3%).</li> </ul>
<b>2. Private</b>	<ul style="list-style-type: none"> <li>▪ 50,0 % confirms the cooperation with sports associations at regional or local level, with the purpose to promote sports events or health promotion. 66,7% of these partnerships include the sharing of facilities or equipment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The cooperation for continuous professional development was never considered. Stronger bridges among teachers, coaches and exercise professionals are needed?</li> <li>▪ The cooperation with enterprises is only stated by one School towards sports promotion.</li> <li>▪ Among the participating schools there is no cooperation with students’ guardians (33,3%), despite being considered</li> </ul>

		“important” (50%) or “very important” (33,3%).
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### 1.3.2. Facilities, equipment and resources

Table 8 – Strengths and main challenges for the theme “Facilities, Equipment and Resources” at school level

Categories (Section)	Strengths	Main Challenges
<b>1. Facilities</b>	<ul style="list-style-type: none"> <li>▪ On average, schools have 2 indoor facilities and 2 outdoor facilities.</li> <li>▪ 66,7% uses the facilities shared at local level, which enables opportunities for increased relationships between schools, local sports clubs, or local authorities.</li> <li>▪ All schools consider that they have conditions to accommodate active transportation (bicycle parking, locker rooms).</li> <li>▪ 66,7% of the participating schools refer that the indoor PE and SS facilities have polyvalence with 50% stating it is high and 16,7% stating it is complete. Only one school referred to have a limited degree of polyvalence.</li> <li>▪ When students can use the indoor facilities for recess (50%), these are always monitored. Even outsider of their school timetable, the students may use indoor spaces in 66,7% of the schools, always with supervision.</li> <li>▪ Free-play spaces do not possess barriers to SEM students in 83,3% of the schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 66,7% of the participating schools consider that the surrounding environment does not offer safety conditions for active transportation.</li> <li>▪ 50% of schools do not have active recess playgrounds.</li> <li>▪ As regards to the polyvalence of outdoor spaces, it is observed that these are at lesser level than the indoor ones (66,7% have “some polyvalence” and 33,3% have “limited polyvalence”).</li> <li>▪ The outdoor or indoor spaces which are outsourced from schools, are considered to have “limited” to “none” polyvalence.</li> <li>▪ Despite all students have access to the outdoor facilities, the recess activities are never monitored by an adult in 66,7% of schools. The same is true for the activities outside of students’ timetable.</li> <li>▪ Students get to use recess spaces out of the school hours, yet without monitoring.</li> <li>▪ In 83,3% of schools, students cannot use washing rooms during school day.</li> <li>▪ The indoor spaces have more physical barriers (66,7% require help from others for SEM students to overcome the barriers) than the outdoor ones (16,7% require help and 83,3% do not have barriers).</li> <li>▪ 66,6 % of participating schools refer that it is “easy” (33,3%) or “very easy” (33,3%) for an injury to occur due to the floor condition or maintenance of indoor spaces.</li> <li>▪ 83,3 % of participating schools refer that it would be “easy” (33,3%) or “very easy” (50,0%) for an injury to occur due to the conditions of indoor spaces. 66,7% refer the same for the conditions of outdoor spaces (50,0% “very easy” and 16,7% “easy”)</li> </ul>

<b>2. Equipment</b>	<ul style="list-style-type: none"> <li>▪ 66,7 % consider that the School has an excellent standard equipment to provide curriculum and extra-curricular activities.</li> <li>▪ 83,3% allow their students to use the PE and SS equipment.</li> <li>▪ The likelihood of injury for an injury to occur due to the equipment maintenance conditions is “unlikely” (33,3%) or “very unlikely” (33,3%).</li> </ul>	<ul style="list-style-type: none"> <li>▪ How to make the equipment suited for SEN, particularly to those with locomotor impairment?</li> </ul>
<b>3. Financial Resources</b>	-----	No conclusive data

### 1.3.3. Teacher Workforce

Table 9 – Strengths and main challenges for the theme “Teacher Workforce” at school level

Categories (Section)	Strengths	Main Challenges
<b>1. Weekly Workload</b>	<ul style="list-style-type: none"> <li>▪ Workload of teaching hours or SS teams is different among teachers (e.g. career stage; accumulation of managerial roles; part-time).</li> </ul> <p><b>Average among participating schools:</b></p> <ul style="list-style-type: none"> <li>- 12,67 (± 9,09) weekly PE lessons</li> <li>- 755,83 (± 470,60) weekly minutes</li> <li>- 5,50 classes per teacher</li> <li>- 305,00 (± 157,50) weekly SS minutes</li> <li>- 8,00 (± 6,06) weekly hours for other roles</li> </ul>	<ul style="list-style-type: none"> <li>▪ High workload of Portuguese teachers, with a diverse distribution of roles (teaching, middle management, project development, SS coaching), might be compromising the health, wellbeing and satisfaction in the profession.</li> <li>▪ It could be interesting to include the sense of satisfaction with the work conditions.</li> <li>▪ High number of students per class. One aspect which will have a negative impact in inclusion of SEN students considering the lack of teaching and non-teaching staff in schools.</li> </ul>
<b>2. Roles</b>	<ul style="list-style-type: none"> <li>▪ All schools state that their teachers have teaching, middle management and SS coaching roles.</li> <li>▪ Participation with Community engagement activities is considered by 83,3% of schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research and innovation are not perceived as a role of school PE teachers (100%) in the participating schools.</li> <li>▪ The roles of educational tutoring are only equated as part of the PE teacher role in 33,3% of schools.</li> </ul>
<b>3. Teachers Demographics</b>	<p><b>Average among participating schools:</b></p> <p>Number of PE teachers: 11.33</p> <ul style="list-style-type: none"> <li>- Men: 7,50</li> <li>- women: 3,83</li> <li>- Permanent: 9,33</li> <li>- Fixed-Term: 2,00</li> <li>- Full-Time: 10,00</li> <li>- Part-Time: 0,17</li> </ul> <ul style="list-style-type: none"> <li>▪ The PE Departments, comprising permanent teachers, tend to show more stability over time, which is relevant to establish a collective</li> </ul>	<ul style="list-style-type: none"> <li>▪ The average number of female teachers is only half of the total number of PE teachers in the schools, representing the national data (c.f. ECQ teacher workforce demographics).</li> </ul>

	identity and for the subject development in the school cluster.	
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### 1.3.4. Teacher Education

Table 10 – Strengths and main challenges for the theme “Teacher Education” at school level

Categories (Section)	Strengths	Main Challenges
<b>1. Continuous Professional Development</b>	<ul style="list-style-type: none"> <li>The sum of continuous professional development concurs for career progression. Despite the teaching career being frozen, full-time teachers in the sampled schools keep participating in CPD.</li> </ul>	<ul style="list-style-type: none"> <li>Promote peer-training in the school context.</li> </ul>

### 1.3.5. Curriculum Flexibility

Table 11 – Strengths and main challenges for the theme “Curriculum Flexibility” at school level

Categories (Section)	Strengths	Main Challenges
<b>1. Physical Education</b>	<ul style="list-style-type: none"> <li>Health-Related Fitness; Collective Games; Dance; Gymnastics; Racquet Games are common contents across schools.</li> <li>Athletics is taught in 83,3% of schools.</li> <li>Knowledge about Physical activity and health is taught in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>Combat Sports and Fundamental Movement Skills are taught in 66,7% of the schools.</li> <li>Cycling is not taught in schools.</li> <li>Skating and Adventure Activities are only taught in 33,3% of the schools.</li> <li>Winter Sports are not taught in schools as the country has no steady geographical conditions.</li> </ul>
<i>Assessment</i>	<ul style="list-style-type: none"> <li>All schools have clear assessment criteria and guidelines for summative assessment.</li> <li>83,3% establishes guidelines for formative assessment (continuous and initial).</li> <li>It is considered that students participate in the assessment process. 50,0% of schools refer that students participate in both formative and summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>In 66,7% of schools, students guardians are not regularly informed of their students learning assessment.</li> </ul>

<p>Learning Outcomes</p> <p>Physical Education Field Trips</p> <p>Timetable</p>	<ul style="list-style-type: none"> <li>▪ The PE Department is responsible to define the assessment criteria in all schools.</li> <li>▪ The learning outcomes focus on a wide range of contents (eclecticism of learning).</li> <li>▪ All schools organised field trips as part of their PE Project (66,7% 1 or 2x year).</li> </ul> <p><b>Average, (median) of time; average of weekly sessions per educational level:</b></p> <ul style="list-style-type: none"> <li>- Pre-School: 48,33 (45) min; /1x</li> <li>- Primary: 73,75 (75) min. /1,5x</li> <li>- 2<sup>nd</sup> e 3<sup>rd</sup> Cycles: 138 (135) min. / 2x</li> <li>- Secondary: 200 (180) min. /2x</li> </ul>	<ul style="list-style-type: none"> <li>▪ Currently, all educational levels have 150 minutes of minimum time.</li> <li>▪ The responsible teachers for the school timetable belong to a working group in 50% of the schools or to the Executive Board (33,3%). The non-existence of PE teachers in these groups on EB might determine a subject-time organisation which is not the best suited for student learning and needs.</li> </ul>
<p><b>2. School Sports</b></p>	<ul style="list-style-type: none"> <li>▪ All schools provide SS activities, as complement to PE.</li> <li>▪ The public schools provide free SS to all students. Among the private schools, students pay part or whole of the SS activities in which they participate.</li> <li>▪ 66,7% of schools refer that Girls have a significant participation in SS.</li> <li>▪ The PE teachers are responsible for all SS provision in all schools.</li> <li>▪ All schools participate in SS competitions (average: 25 events per year <math>\pm</math> 14,5). 83,3% of these competitions occur at the weekend.</li> <li>▪ 50,0% of schools have participated in International SS competitions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The average number of students in SS is low (14%, <math>\pm</math> 5,55).</li> <li>▪ The participation of minority groups, relative to their total number, is residual for SEN, low SES and traveller, and non-existent for roma.</li> </ul>
<p><b>3. Other Forms of Physical Activity</b></p>	<ul style="list-style-type: none"> <li>▪ 83,3% of schools provide extra-curricular activities, out of which 33,3% are physical activities and sports adding to PE and SS. These ECAs are of the PE teacher responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 66,7% of schools state that they do not use physical activity as learning method in other subjects.</li> <li>▪ In 50% of schools there is no monitoring of recess activities.</li> <li>▪ 50,0% of schools refer the existence of active transportation, despite only 16,7% formally organising them.</li> </ul>

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## Conclusions

Currently, Portugal is at the beginning of an external learning assessment system in Physical Education. At a National level there is considerable experience in the application of standardized test batteries in the scope of Physical Fitness assessment, first with the application of the Fitnessgram Programme and more recently with the creation of FitEscola, a Portuguese assessment system that enables internal and external monitoring of the development of Physical fitness (aerobic and muscular) and body composition of children and adolescents between 10 and 18 years of age. This programme aims to build capacity of schools in the internal monitoring of results (school) and feeds a national database that can be used by Higher Education Institutions, Research Centres or the Ministry of Education, in order to develop studies that inform the participants within the school community and the development of policy actions.

The benchmarks in Physical Education, to be achieved at the end of the 2nd, 5th and 8th school years, are based on the “Essential Learning” Curriculum reform as defined in Law-Decree 55/2018 of July 6, no. 2 of Article 17, and enable the curriculum development by providing regular information to the education system through monitoring; provide detailed information about student performance to all stakeholders in the school community; and to foster a timely pedagogical intervention, addressed to the difficulties identified for each student.

In Portugal there is not a National Strategy for the Development of Physical Education. Although Physical Education National Curriculum cannot be considered a national strategy, it is very detailed and covers all core issues related to the development of physical education in schools (assessment, planning, facilities and equipment, etc.). The overall Government support for the development of strategies to facilitate the creation of this National Strategy is considered by the Portuguese Society of Physical Education as being medium. Particularly, it is perceived that the government should play a more active role in consulting; in the provision of recommendations for cooperation with the health sector; supporting the development of an internal monitoring system for the development of learning in physical education and in school sports; in the conception of recommendations for the development of programs for the training of Physical Education teachers; and in planning to promote and clarify the importance of PE, aimed at the public opinion and in the establishment of a system for evaluating the quality of pedagogical intervention in PE.

Physical Education Teacher Education Programs are perceived as having general quality standards. The provision of continuous professional development (CPD) programmes is vast and their attendance is compulsory for career progression. However, there is a need to adapt the contents, structures and typologies of training to the real needs of teachers, so it can serve the purpose of promoting quality pedagogical intervention.

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Legislative measures were taken during the 2017/2018 academic year which returned the equity of status between PE and other national curriculum subjects [by resetting the PE allocated time to primary school level (grade 5 and grade 6) and lower education level; and accounting for the PE grade to the access to higher education], emphasizing the school-based curricular autonomy and flexibilization and the inclusion of all students.

School Sport can only be taught by PE teachers and is under the administration of the Ministry of Education through the School Sports Office. The support for its development is considered high, however, it needs monitoring. The promotion of physical activity in schools has been supported during the last decade (e.g. remodelling of school playgrounds, extracurricular Physical Activities); however, in parallel, we need to disseminate other complementary strategies to promote curricular and extracurricular physical activity, such as active learning and active transportation.

Cooperation between schools, between schools and parents, schools and higher education institutions and with PE professional associations, although understood by the participants as "important", needs to be strengthened effectively.

Portuguese Physical Education teachers have a diverse set of functions within the school organization (organization and management of teaching, School Sport training, Intermediate management, community relations). The role of research and innovation is not seen by the participants as Physical Education teacher function. Teachers regularly attend continuing education courses in their area of specialization.

In the area of curriculum flexibility, the participating schools refer practices of learning assessment and content organization coherent with the PE National Curriculum guidelines. Participation in School Sport is low and in relation to minority target groups (immigrants, Roma students) participation may be very low or non-existent. Despite the data on participation, all schools often participate in School Sport competitions.

The offer of extracurricular activities is diversified. In the primary school (grade 1 to grade 4) the offer of extracurricular physical activity is free in public education (similar to School Sport in other education levels).