



# European Physical Education Observatory

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## EuPEO Contribution intellectuelle (IO1) Rapport intermédiaire

*Résultats nationaux préliminaires  
(Suisse)*

## Fiche technique

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Pour de plus amples informations concernant le projet EuPEO, consultez les liens suivants :

Website: [www.EuPEO.com](http://www.EuPEO.com)

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# Introduction

L'Association européenne d'éducation physique a identifié la diversité de l'éducation physique (EP), des sports scolaires (SS) et d'autres formes d'activité physique (AP) en Europe et l'importance de mettre en place un Observatoire d'Education Physique (EuPEO). Le projet EuPEO est co-dirigé par le Laboratoire de pédagogie, Faculté de motricité humaine de l'Université de Lisbonne et par la Société portugaise d'éducation physique, impliquant 12 partenaires et deux observateurs de neuf pays au total.

Le projet EuPEO vise à mettre en place un système de suivi (observatoire) en développant la page Web EuPEO, un manuel de surveillance (monitorage) externe au niveau européen et une boîte à outils pour préparer et fournir un auto-évaluation interne de la qualité de l'EP et du SS au niveau de l'école.

Ce rapport intermédiaire met en évidence les produits préliminaires de l'activité développée au cours des sept premiers mois du projet et vise à apprécier à la fois les forces et les défis dans toutes les dimensions contribuant à la qualité de l'EP en Suisse. Depuis janvier 2018, le questionnaire sur les écoles européennes (ESQ), l'inventaire des systèmes nationaux d'évaluation externe (NELAS) et le questionnaire sur les pays européens (ECQ) ont été préparés.

La première étape de cette préparation était basée sur les ateliers et a permis l'établissement du cadre des instruments. Le cadre final est fortement basé sur une adaptation de la proposition de l'UNESCO (2015) relative aux dimensions de l'éducation physique de qualité. Tous les chercheurs ont participé à la discussion et à la définition des indicateurs pour chaque dimension.

La version anglaise originale de l'ESQ, appliquée dans les écoles de chaque pays et à laquelle a répondu le « chef de file » de l'EP des écoles, a été traduite dans la langue des pays participants et testée pour vérifier sa validité écologique. Les questionnaires ECQ et NELAS n'ont été développés que dans la version anglaise, les personnes interrogées étant les participants au projet en tant que représentants nationaux ; tous pouvaient répondre en anglais. Les versions finales des questionnaires ont été numérisées dans un format en ligne, en utilisant le logiciel Limesurvey (version 2.65.0 + 170502).

Le projet et ces instruments ont été soumis à l'approbation de la Commission nationale portugaise de protection des données et à la commission d'éthique de l'institution coordinatrice (Faculdade de Motricidade Humana). Chaque questionnaire comprend également une procédure de consentement. En particulier, pour l'application ESQ, une lettre d'information a été rédigée en anglais et traduite dans chaque langue nationale, puis envoyée au responsable de l'éducation physique de l'école.

Les données collectées ont d'abord été exportées de Limesurvey vers un format Excel (version 15.17), puis vers SPSS (version 23). Une analyse descriptive des différentes variables a été effectuée. Les résultats ont été partagés avec les différents pays qui les ont utilisés pour élaborer ce rapport.

Pour mieux comprendre l'analyse du processus et du produit de cette première phase de projet, certains aspects contextuels de la mise en œuvre méthodologique de notre pays doivent être précisés.

Le présent rapport est essentiel pour les futures étapes d'EuPEO ; il permet de préparer et décider les données du questionnaire destiné aux élèves d'EuPEO (EPQ), questionnaire qui fait partie de la prochaine étape du travail (Workpaket) dans laquelle les MEE et TIM seront élaborés et pilotés.

L'EPQ se concentrera essentiellement sur les perceptions des élèves concernant les résultats d'apprentissage requis et les processus d'évaluation. De plus, à ce niveau, il est envisagé que le questionnaire aborde leurs perceptions sur les possibilités de participation aux SS et aux autres formes d'AP en milieu scolaire, ainsi que sur les « installations, équipements et ressources » en tant qu'infrastructures et politiques de soutien à la participation à toutes les formes d'AP en milieu scolaire. Le processus de validation de ce questionnaire se traduira par

un instrument centré sur l'élève faisant partie du MEA et du TIM dans le WP3 (paquet de travail no.3).

# 1. Le produit en EuPEO – Résultats préliminaires

## 1.1. NELAS

### 1.1.1. Echantillonnage

Tableau 1 – Points forts et recommandations concernant le processus d'échantillonnage de NELAS

Eléments	Points forts	Recommandations towards WP3 (MEA and TIM)
Le processus existe	Différence entre les cantons, parfois aussi entre les écoles	Contacter le responsable cantonal de l'éducation physique et du sport scolaire – office ou service cantonal du sport.
		Consulter les recommandations de la conférence des directeurs cantonaux de l'instruction publique (CDIP)

En Suisse l'évaluation diffère d'un canton à l'autre, parfois même d'une école à l'autre dans certains cantons. L'évaluation de la qualité de l'EP utilise également un programme appelé QEPS (Qualité de l'enseignement de l'éducation physique et Sport).

Tableau 2 – Points forts et recommandations concernant le processus d'application de NELAS

Eléments	Points forts	Recommandations pour le paquet de travail 3 (MEA and TIM)
Très diversifié, difficile de contrôler et de comparer, les informations ne sont pas regroupées au plan national.	QEP's, les offices cantonaux du sport : Les exemples sont de sources différentes. L'Observatoire Suisse de l'Activité Physique et du Sport, le programme QEPS, les offices cantonaux du sport.	Prendre contact avec l'office ou le service cantonal du sport, deux écoles différentes dans les cantons pour rassembler de bons exemples et avoir une vue d'ensemble de la diversité du pays.

La Confédération et la Conférence des directeurs de l'Education publique (CDIP) conduisent le monitoring suisse de l'éducation. Basé sur le résultat du rapport sur l'éducation, publié tous les quatre ans, les autorités fédérales concernées et la CDIP collaborent pour fixer les objectifs de l'éducation en Suisse. Chacun est chargé ensuite d'implémenter ces objectifs dans son domaine respectif.

## 1.1.2. Analyse des données

Table 3 – Points forts et recommandations concernant le processus d’analyse des données de NELAS.

Eléments	Points forts	Recommandations pour le paquet de travail 3 (MEA and TIM)
Il n’existe pas un outil d’analyse des données nationales.	L’évaluation est basée sur les résultats, les instruments diffèrent d’un canton à l’autre, également d’un degré à l’autre. Pour la dernière année scolaire obligatoire, 25 cantons utilisent des notes et un canton (VD) des évaluations commentées dans un carnet d’éducation physique.	Comme la majorité des cantons utilisent des notes, il serait possible d’évaluer ce que pensent les élèves, on pourrait comparer 3 cantons et évaluer le canton qui utilise des évaluations écrites. Une comparaison entre les deux manières d’évaluer pourrait être intéressante. Il serait aussi intéressant de comparer les cantons dans lesquels les notes sont éliminatoires ou non .

Différences dans les différents cantons.

Jardin d’enfants : 24 sur 26 cantons – plutôt formatif que sommatif

Ecole primaire : 6 cantons utilisent des appréciations, 20 cantons utilisent les notes

Ecole secondaire : Evaluation et notes : dans 25 cantons sur 26 . le 26<sup>e</sup> (VD) utilise un carnet d’appréciation.

## 2.1. EuPEO - Questionnaire du pays (ECQ)

### 1.1.3. Echantillonnage

Tableau 4 – Points forts et recommandations concernant le processus d’échantillonnage ECQ.

Eléments	Points forts	Recommandations towards WP3 (MEA and TIM)
26 cantons, 4 langues nationales, 2 curricula officiels.	Dans chaque canton existe un office ou service des sports. Nous pourrions aussi coopérer avec les associations cantonales d’éducation physique (membres de l’ASEP).	L’assemblée Générale de l’Association Suisse d’Education Physique pourrait être le lieu et l’occasion d’obtenir des informations plus précises des différents cantons.
		Certaines statistiques ne sont pas ouvertes au public Par exemple les enseignants dans les écoles n’ont pas toujours accès aux informations privées concernant les élèves (par exemple passeport – étranger ?).

Le temps alloué à l’éducation physique est garanti dans la Constitution helvétique. Au niveau national, l’éducation physique dépend du département de la protection de la population, de la défense et du sport.

La réalisation et l’éducation dépendent des cantons et de leur ministère de l’éducation.

### 1.1.4. Application

Tableau 5 – Points forts et recommandations concernant le processus d'application ECQ.

Éléments	Points forts	Recommandations towards WP3 (MEA and TIM)
L'application diffère selon les cantons, les langues et les curricula	Nous aurons besoin de deux questionnaires lorsqu'il s'agira d'analyser les curricula.	Une possibilité serait de faire un questionnaire mais d'ajouter une rubrique permettant d'indiquer à quel curriculum on fait référence. Également d'indiquer quelle est la langue parlée dans le canton des personnes qui répondent.

Les cantons sont autonomes en matière d'éducation. Ils ont tous un ministre de l'éducation. Le ministre de l'éducation est responsable de l'application des règles fédérales – 3 heures d'éducation physique à tous les degrés.

### 1.1.5. Analyse des données

Tableau 6 – Points forts et recommandations fondées sur le processus d'analyse des données d'ECQ.

Éléments	Points forts	Recommandations towards WP3 (MEA and TIM)
Données de différents cantons	Les données de la Suisse doivent être réunies pour représenter le pays en une fois.	Pour avoir une image assez précise du pays, on pourrait prendre 3 cantons germanophones, deux cantons francophones, un canton italophone. Cela représente en gros la répartition de la population suisse.

La Suisse est une confédération. Les cantons sont autonomes en question d'éducation mais dépendent du gouvernement central quant au temps alloué à l'éducation physique et au curriculum d'EP. Mais l'organisation et l'autonomie des écoles diffèrent d'un canton à l'autre. Il n'y a pas de contrôle national quant au contenu enseigné, mais le temps d'enseignement est contrôlé et obligatoire. A part cela, l'Observatoire National Suisse d'activité physique et de sport inclut le monitoring de l'éducation physique.

## 1.2. EuPEO (ESQ) Questionnaire EuPEO des Ecoles

### 1.2.1 Echantillonnage

Le questionnaire montre que les écoles sont bien soutenues par le gouvernement, en particulier financièrement; parfois le personnel pourrait être mieux pris en considération. Les infrastructures et équipements sont de haut standard, ce qui n'empêche pas quelques renovations et un entretien du matériel pour garantir la sécurité à long terme. Concernant la charge de travail, les écoles rapportent un temps identique pour les maîtres d'éducation physique et les autres enseignants, leur cahier des charges comprenant du temps réservé pour les autres tâches (matériel, organisation, camps) et la



formation continue. Les écoles offrent un très large choix d'activités comprises dans l'enseignement. Il serait cependant possible que certains sports de niche soient inclus, ajoutant à la diversité du curriculum suivi par les étudiants.

Tableau 7 – Démographie des écoles participant à l'ESQ, classes par niveau d'éducation, contexte environnemental, lien avec le gouvernement, nombre d'étudiants (globale, EP, sport scolaire)

<b>Niveau d'éducation</b>		<b>Contexte</b>		<b>Dépendance gouvernementale</b>	
(0)Jardin d'enfants	0	Urbain	7	Public Privé	15
(1)Primaire	0	Rural	9		1
(2)Secondaire inférieur	15				
(3)Secondaire supérieur	4				
<b>Population scolaire</b>		<b>Etudiants dans les classes de PE</b>		<b>SS Students</b>	
Total	460 ± 438	Total	459 ± 439	Total	65 ± 73
Filles	241 ± 219	Filles	239 ± 220	Filles	38 ± 46
Personnes ayant des besoins spécifiques	23 ± 26	Personnes ayant des besoins spécifiques	22 ± 26	Personnes ayant des besoins spécifiques	1 ± 3
Classe sociale défavorisée	50 ± 52	Classe sociale défavorisée	50 ± 52	Classe sociale défavorisée	9 ± 15
Migrant	85 ± 86	Migrant	82 ± 88	Migrant	11 ± 16
Roma	0 ± 1	Roma	0 ± 1	Roma	0 ± 0

### 1.2.1. Partenariat avec les collectivités

Tableau 8 – Points forts et défis des partenariats avec les collectivités au niveau scolaire

<b>Catégories (Section)</b>	<b>Points forts</b>	<b>Défis</b>
<b>1. Publique</b>	10 des 16 écoles bénéficient d'un soutien gouvernemental pour améliorer les compétences en matière de formation professionnelle. La majeure partie de ce soutien est de nature financière et se fait de manière formelle via des contrats fixes. De nombreuses écoles bénéficient du soutien des gouvernements à différents niveaux, mettant à disposition différents compléments d'activités ou de matériel pour augmenter les possibilités de l'école. Près de la moitié des écoles coopèrent avec des hautes écoles ou universités, ainsi qu'avec l'Association Suisse d'Education Physique.	Aucune des écoles interrogées ne fournissent des experts pour soutenir l'enseignement de l'EP. D'autres parts, la majorité des écoles mentionnent qu'elles ne reçoivent pas de soutien financier ni pour les équipements ni pour les infrastructures. La coopération interscolaire est très rare même si 40% des écoles place le partenariat entre écoles à un haut niveau d'importance.
<b>2. Privée</b>	Des coopérations privées avec des clubs régionaux offrent aux écoles des infrastructures et équipements supplémentaires. Certaines écoles engagent également des parents pour collaborer dans le cadre du sport scolaire facultatif.	Seule une minorité des écoles collaborent avec des clubs sportifs. Tous les parents participant à l'élaboration et à l'implémentation de l'éducation physique semblent le faire de leur propre initiative, sans qu'aucune association locale de parents n'existe.

## 1.2.2. Infrastructures, équipement et ressources

Table 9 -Points forts et défis – Infrastructure , équipement et ressources au niveau de l'école

Catégories (Section)	Points forts	Défis
<b>1. Infrastructures</b>	Toutes les écoles ont à disposition de multiples infrastructures intérieures et extérieures, de dimensions considérables, polyvalentes. La majorité des écoles encourage également des transports actifs mettant les infrastructures nécessaires à disposition et en garantissant un environnement sécurisé.	Les infrastructures des écoles peuvent être utilisées par les élèves. Durant les récréations ou en dehors du temps scolaire, l'utilisation n'est pas possible ou n'est pas supervisée. La moitié des écoles mentionnent la difficulté d'accès à leurs infrastructures par les personnes en situation de handicap. Un nombre d'écoles assez importants mentionnent le risque de blessure dû à l'état des infrastructures.
<b>2. Equipement</b>	Généralement, les infrastructures, les équipements et le matériel sont de très haut niveau qu'il s'agisse d'adéquation, de diversité et de maintenance	Le défi est le développement dans les zones rurales.
<b>3. Finances</b>	Les budgets sont adaptés au maintien et au développement d'équipement de haut niveau.	Le support financier pour la maintenance d'un environnement sécuritaire semble tout de même lacunaire. Une reconstruction majeure des places de sport et des infrastructures scolaires ne sont pas toutes réalisées pour donner accès aux étudiants à besoins spécifiques. Cela pourrait être dû à un manque de ressources.

## 1.2.3. Corps enseignant /professoral

Table 10 – Points forts et défis – Corps enseignant au niveau de l'école

Catégories (Section)	Points forts	Défis
<b>1. Charge hebdomadaire</b>	Une classe standard comprend de 12 à 25 élèves. Les enseignants ont généralement 11 heures par semaine pour accomplir les tâches annexes. En général, la charge de travail n'est pas trop élevée et laisse aux enseignants le loisir de s'engager dans d'autres activités.	La plupart des maîtres d'éducation physique ne s'engagent pas pour le sport scolaire facultatif.
<b>2. Description de la tâche</b>	Planification des pratiques et coordination des activités, organisation des salles et équipement pour toutes les	La recherche et l'innovation, la planification d'activités avec les collectivités publiques ne sont pas organisées dans toutes les écoles. La

	classes, en accord avec tous les enseignants d'EP.	coordination entre les maîtres d'EP dans ces domaines demande à être développée.
<b>3. Démographie des enseignants</b>	Selon la taille de l'école le nombre d'enseignants diffèrent. Une école de taille moyenne (environ 50 classes) emploie 7 enseignants, le genre est également réparti entre hommes et femmes. _Les enseignants sont employés à plein temps ou à temps partiel (environ 50 %).	-

### 1.2.4. Formation des enseignants

Tableau 11 – Points forts et défis -Formation des enseignants au niveau de l'école

Categories (Section)	Points forts	Défis
<b>1. Formation continue</b>	La plupart des écoles ont un support du gouvernement pour promouvoir la formation continue des maîtres d'éducation physique. De nombreuses universités ou hautes écoles proposent des cours de formation continue pour les enseignants d'EP.	Etablir un suivi des cours suivis par les enseignants voire une obligation de suivre un cours de formation continue régulièrement.

### 1.2.5. Curriculum Flexibility

Table 12 – Points forts et défis – Flexibilité du curriculum – au niveau de l'école

Catégories (Section)	Points forts	Défis
<b>1. Education physique (et sport)</b>	Les élèves bénéficient d'un large éventail d'activités enseignées. Les leçons traitant de compétences motrices, fitness, athlétisme, jeux, danses, gymnastique, sports de raquette, compétences personnelles et sociales sont les plus courantes. L'évaluation et la notation des étudiants sont en général très bien régulées. Toutes les écoles organisent des camps de sport intégrées dans le programme (curriculum) d'éducation physique.	Seules quelques écoles ou parfois aucune dans certaines régions, incluent le vélo, les sports de combat, les aventures extérieures, les différents patinages dans le cadre de leur enseignement. Un grand nombre d'écoles n'ont pas de lignes directrices complètes ni de processus de sélection pour l'évaluation initiale de l'éducation physique et seule la moitié des écoles partagent les évaluations avec les étudiants ou les parents. Seul un quart des écoles a défini précisément les objectifs d'apprentissage des classes d'EP.
<b>2. Sport scolaire facultatif</b>	En plus de l'éducation physique, la plupart des écoles offrent un programme d'activités physiques et de sport scolaire, généralement gratuitement et le plus souvent enseignés par les maîtres d'éducation physique eux-mêmes.	Le pourcentage des élèves engagés dans le sport scolaire facultatif n'est pas assez élevé.

	En plus, la plupart des écoles prennent part aux compétitions interscolaires et certaines écoles ont des sportifs de haut niveau qui participent aux compétitions scolaires.	
<b>3. Autres forms d'activités physiques</b>	<p>L'activité physique est utilisée pour l'enseignement en mouvement dans d'autres sujets que l'éducation physique pour faciliter l'apprentissage.</p> <p>Quelques écoles offrent des informations concernant le transport actif et certaines écoles collectent les données concernant les transports actifs de leurs élèves.</p>	<p>Seules quelques écoles offrent des activités durant les récréations ; celles qui en offrent assurent également la supervision des activités.</p> <p>L'offre des activités extrascolaire n'est pas toujours très visible. Plusieurs écoles promeuvent les transports actifs pour aller à l'école et rentrer de l'école, mais très peu organisent un transport actif.</p>

## Conclusions

Il est frappant de constater que, même si globalement les infrastructures sont en bon état , plusieurs d'entre elles nécessitent un entretien suivi afin d'assurer la sécurité l'accessibilité des élèves en situation de handicap. Il est vivement recommandé d'aider les écoles, en particulier à trouver des fonds, pour qu'elles puissent visualiser et réaliser ces tâches.

Bien que de nombreuses écoles placent la coopération entre les écoles dans les priorités, peu d'elles profitent vraiment d'une telle collaboration. La possibilité d'organiser et de coordonner les collaborations interscolaires à un niveau national existe.

Il vaut la peine de considérer d'organiser la supervision des élèves qui utilisent les infrastructures de l'école en dehors du temps scolaire particulièrement au niveau secondaire inférieur.

Des directives claires et complètes sur l'évaluation (initiale) de l'EP devraient exister pour toutes les écoles et il pourrait être avantageux que ces directives soient harmonisées au niveau national ou au moins régional entre les écoles.

L'un des sujets les plus négligés par toutes les écoles interrogées est l'engagement dans la recherche et l'innovation, qui devrait cependant être fortement encouragé.

L'échantillonnage des écoles n'est pas suffisant pour obtenir des résultats significatifs. Il est aussi à remarquer quelques paradoxes qui mériteraient d'être traités et questionnés.

# 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

**PENSLS1others123b[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

**PENSLS1others123b[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

**PENSLS1others123b[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

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

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

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

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

<b>PECO7[other]_7. What is the general level of the PE Curriculum? [Other]</b>					
		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**

		Education]			Cumulative
		Frequency	Percent	Valid Percent	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**

		education]			Cumulative
		Frequency	Percent	Valid Percent	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		

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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

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**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	16	100,0
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**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]**

		Frequency	Percent
Missing	System	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]**

		Frequency	Percent
Missing	System	16	100,0

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**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]**

		Frequency	Percent
Missing	System	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		

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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		

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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]**

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		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]**

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		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

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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	

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## 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 <sup>a</sup>	1	0 <sup>a</sup>
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 <sup>a</sup>
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 <sup>a</sup>	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 <sup>a</sup>	25	16	24 <sup>a</sup>
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]
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]
N	Valid	16	16
	Missing	0	0
Mean		,25	10,50

Median		,00	9,00
Mode		0	2 <sup>a</sup>
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 <sup>a</sup>	4 <sup>a</sup>
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 <sup>a</sup>	1 <sup>a</sup>
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

**OFAPAL1\_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 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[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		