



EUPEA



**World Survey of Physical Education - Experts Meeting
21 March 2019,
UNESCO Headquarters (room VIII),**

**The European Physical Education Observatory
(EuPEO) project as Good Practice for PE quality
monitoring collaboration**

ONOFRE, M.; COSTA, J.; SCHEUER, C.; HOLZWEG, M.; ROLAND, N.; REYOND, R-M.; GREGOR, J.;
VAISCKOVCA, J.; CREMONESI, B.; CHAMBERS, F.; CSÁNYI, T.; STEPHANIE, D.; FERRO, N.; CAROLO,
D.; O'BRIEN, W.; DAHL, S.; MARTINS, J.; QUITERO, A.; MARTINS, M.J.; SCHMIDT, R.;
FAHLENBOCK, M. & MOELLENBECK, D.



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European Physical Education Observatory **EuPEO**

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Overview

1. Antecedents of the EuPEO
2. EuPEO – The European Physical Education Observatory
3. Outlook





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Antecedents of the EuPEO

As Quality Physical Education (QPE) is a widely discussed topic, there are several inspiring sources about indicators for QPE:

- Statements from significant institutions and organizations
- Former EUPEA experience in European PE surveys
- The deliberations from the EUPEA/UNESCO Seminar on QPE

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Statements from significant institutions and organizations

Next to 2011

- **EU Physical Activity Guidelines (2008)**: physical activities on a daily basis in all grades, enough time in the school schedule, reasonable class size, adequate facilities and equipment, qualified teachers, ...
- **ICSSPE (International Council of Sport Science and Physical Education): International Benchmarks for PE Systems (2010)** with criteria to appreciate the PE system level of progress (maturity) and macro-, meso- and micro-indicators dimensions (Policy, Curriculum, Schools, Teacher and Learners).
- **NASPE (American National Association for Sport and Physical Education): NASPE Standards (2011)** for the physical educated person and criteria or conditions to achieve these standards with opportunity to learn, appropriate instruction practice and student and program assessment.

Onofre, M., Holzweg, M., Roland, R-M., Schmidt, S., Scheuer, C. (2018) EUPEA/UNESCO Seminar on Quality Physical Education Report - Paris, April 9-22, 4th edition from <http://www.eu-peo.com/wp-content/uploads/2018/04/2018-04-22-4th-edition-UNESCO-04.pdf>



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Statements from significant institutions and organizations **EUPEA**

Next to 2014

- **AIESP (Association Internationale des Écoles Supérieures de Education Physique): QPETE Position statement (2014)** reporting on the 2014 specialist seminar on the relationship between QPE and QPETE, norms for ITT and expertise for PE teacher educators as well as universities/schools connections.
- **UNESCO: QPE Guidelines for Policy Makers (2015)**
- **EUC Expert Group "Health-enhancing physical activity": Recommendations to encourage physical education in schools, including motor skills in early childhood (2015)**

Otafoffe, M., Hebrang, M., Ripstein, R., M., Schmidt, S., & Schwaiblmair, F. (2014). EUPEA/UNESCO Commission Quality Physical Education Report - Paris, April 4th. 22.47 retrieved from <http://www.eupea.eu/pe/wp-content/uploads/2015/07/25-05-2015-PE-Report-on-QPE-Seminar-UNESCO.pdf>

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European PE surveys conducted by EUPEA **EUPEA**

EUPEA research on a physically well educated person **Top five ranking**

- To encourage the adoption of active and healthy lifestyles
- To develop a feeling of personal wellbeing/wellness
- To inculcate a sense of important values in sport (fair play, solidarity...)
- To develop a broad repertoire of movement competence
- To provide opportunities for all pupils to learn and achieve, regardless of ability, gender or social and cultural background

The aims of Physical Education – Comparison from priorities adopted by PE teachers in 14 European countries

Fisher, R., Dinić, J., & Ripstein, R. M. (Eds.). (2011). *IN PHYSICAL EDUCATION: A Contemporary Issue*. In Hardman, K. & Green, G. (Eds.). *Contemporary issues in Physical Education*. Oxford: Meyer & Meyer.

The aims and learning outcomes prioritized by teachers demonstrate that the important factors for them are the adaptation of a balanced and active life with good habits.

The BIPED project: a European Physical Education Observatory to monitor Physical Education in Europe - Dr. Claude Schwaiblmair, President of BIPED European Physical Education Observatory **EUPEA** Budapest, November 15th-16th 2018 HIPE2018

European PE surveys conducted by EUPEA **EUPEA**

Main Antecedent

What do we know about the European PE reality?

Physical education and school sport in Europe: From individual reality to collective desirability

The BIPED project: a European Physical Education Observatory to monitor Physical Education in Europe - Dr. Claude Schwaiblmair, President of BIPED European Physical Education Observatory **EUPEA** Budapest, November 15th-16th 2018 HIPE2018

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Physical education and sport in Europe: From individual reality to collective desirability

21 Countries (representatives from national associations)

Mixed Questionnaire focused on:
What do we have in our country?
What do we desire for Europe?

Descriptive Statistics

Ho L'usage, M., Ouyfi, M., Ruyndt, R.M., Schwan, C. (2011). School sport in Europe: a cross-country study of European schools. (EUREA). Sportwissenschaft, 41(1), 2-24.
Martens, A., Ho L'usage, M., Schwan, C., Ruyndt, R.M., Girma, C., Ouyfi, M. (2016). European school sports in Europe: a cross-country study. International Journal of Sport Studies, 14(1), 65-78.
Ouyfi, M., Martens, A., Martens, A.R., Ho L'usage, M., Ruyndt, R.M., Schwan, C. (2012a). Physical education in Europe: From individual reality to collective desirability (part 1). International Journal of Physical Education, 9(2), 11-35.
Ouyfi, M., Martens, A., Martens, A.R., Ho L'usage, M., Ruyndt, R.M., Schwan, C. (2012b). Physical education in Europe: From individual reality to collective desirability (part 2). International Journal of Physical Education, 9(3), 17-31.



The BIPED project: a European Physical Education Observatory to monitor Physical Education in Europe - Dr. Claude Schwan, President of BIPED

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Bulletin, November 15th 16th 2018

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EUPEA questionnaire on PE in Europe 2015

Context

- EUPEA study "Physical education and school sport in Europe: From individual reality to collective desirability" from 2011
- Report on EUPEA Seminar on Quality Physical Education at UNESCO in Paris 2014



Objective

- Getting an overview of the actual situation of PE in Europe
- Collect more precise information on curricular aspects considering QPE based on the EUPEA report on QPE
- Further input for the EUPEA project "Monitoring the Quality in PE in Europe: the project of the Observatory"

The BIPED project: a European Physical Education Observatory to monitor Physical Education in Europe - Dr. Claude Schwan, President of BIPED

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EUPEA/UNESCO Seminar on QPE **EUPEA**

EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014

1. Quality of Physical Education (QPE) must be conceived as a multi-systemic phenomena implying the consideration of the following levels: **structure, process and product**

2. At the **structure** level QPE must be represented by:

- The use of **systematic School PE advocacy** for the society in general, policymakers (government, parliament, political parties), head teachers or school principals (each school, principals' associations), parents (individually, parents' associations)
- The formal clarification of the PE conceptual orientation including together the ideas of the **Inclusive learning skills and learning to learn**, within a **positive ambiance**, in order to **promote physical literacy and a healthy lifestyle based on physical activity and sport** life-long
- The physical and emotional **security** of the school and its surroundings
- The existence of **motivated and qualified/competent PE teachers** (attending specific training in a PE teaching master degree).
- PETE that follows clear rules** for ITT qualification (including the practicum and probationary training) and that promote the integration between CPD (Life-long learning programs) and the structured careers development

Ouyfi, M., Ho L'usage, M., Ruyndt, R.M., Schwan, C. (2014). EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014. Retrieved from <http://www.eupea.com/wp-content/uploads/2015/05/25-2014-EUPEA-Report-on-QPE-Seminar-UNESCO.pdf>

The BIPED project: a European Physical Education Observatory to monitor Physical Education in Europe - Dr. Claude Schwan, President of BIPED

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EUPEA/UNESCO Seminar on QPE **EUPEA**

EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014

3. At the **process** level QPE needs to be characterized by:

- The presence of **formal curricula proposals**, offering **content diversity** (including expressive activities), matching the **local cultural interesting**, based on teachers' collegiality in decision-making
- PE lessons oriented to improve: a **positive learning environment**, the **students' understanding**, the **challenge for all students** and the **learners' autonomy and responsibility**
- The PE delivered school must be **autonomously and regularly evaluated** involving as participants the teachers and the students, focused on the appreciation of the learning outcomes, and the teachers evaluation

4. At the **product** level QPE will be represented by:

- The existence of **formal and systematic PE learning assessment**, including **physical fitness and values**, mainly developed in a **formative way**, focused on **PE competencies**, grading the learning gains, assuring its meaningfulness

Ouyfi, M., Ho L'usage, M., Ruyndt, R.M., Schwan, C. (2014). EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014. Retrieved from <http://www.eupea.com/wp-content/uploads/2015/05/25-2014-EUPEA-Report-on-QPE-Seminar-UNESCO.pdf>

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EUPEA questionnaire on PE in Europe 2015

- Questionnaire with 5 parts
 - PE in the educational system: 6 items
 - Formal issues of the curriculum in elementary school: 14 items
 - Objectives, content and assessment issues of the curriculum in elementary school: 7 items
 - Formal issues of the curriculum in secondary school: 14 items
 - Objectives, content and assessment issues of the curriculum in secondary school: 7 items
- Sent to 48 Members/Contacts in 39 countries
- Received 23 answers from 19 countries

ALB, BEL, CZE, ENG, FRA, GER, GRE, HUN, IRL, ITA, LUX, NED, POL, POR, SCO, SRB, SLO, SPA, SWE









Statements from significant institutions and organizations EUPEA

Overview from the perspective of PE teacher associations

Country / Region	Document	Document type
United States NASPE	<ul style="list-style-type: none"> Physical Education is Critical to Educating the Whole Child What Constitute a Quality Physical Education Program? 	Position statement
United Kingdom aPE	<ul style="list-style-type: none"> Quality of Teaching Health Position Paper 	Recommendations Position paper
Germany DSLJ	<ul style="list-style-type: none"> Memorandum on Physical Education and School Sports adopted by DGB, DStJ and die in September 2009 	Memorandum
Ireland IPPEA	<ul style="list-style-type: none"> Quality Physical Education in their Irish Primary School Curricula 	Policy Document
Switzerland SVSS	<ul style="list-style-type: none"> Implementation of a national instrument for observation of PE 	Implementation document
Europe EUPEA	<ul style="list-style-type: none"> Code of Ethics & Good Practice Guide for PE Physical Education Guideline EUPEA principles Declaration of Madrid 	Guidelines Principles Declaration


Schwarz, C., & Holweg, M. (Eds.). Quality in physical education: an overview from the perspective of physical education teacher associations. In C. Schwarz, B. A. H. B. M. Holweg. *Physical Education Quality Management and Teaching* (pp. 27-3). Upp. Berlin.







Overview EUPEA

1. Introduction
2. Antecedents of the EuPEO
3. **EuPEO – A European Physical Education Observatory**
4. Outlook








The EuPEO project: a European Physical Education Observatory to monitor Physical Education in Europe - Dr. Claude Schaefer, President of IUPSA

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Rationale (1)


- The role of Physical Education has been highlighted as an essential part of the promotion of healthy lifestyles and well-being within the educational sector (e.g. HEPA Working Group/EC, 2015)
- There are strong evidences about what PE quality is (e.g. UNESCO, 2015)
- PE and School Sport are differently organized and have different conditions of development between continents, countries and regions (Hardman, 2000, 2001, 2003; Pihlse & Gerber, 2003; Onofre et al., 2012; UNESCO, 2014)
- There exist few monitoring systems for health benefits and the related quality assurance of PE, SS and PA at school (Gerlius et al., 2016)



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Rationale (2)

- Despite their lower number, some of the national examples of PE and SS monitoring deserve to be considered as inspiring experiences
- There is no evidence about the similitude and differences between the parameters and criteria used by this national systems
- Europe deserves a systematic mechanism of PE and SS monitoring process in order to harmonize the conditions of its educational offer for the promotion of an active and healthy lifestyle and citizenship
- By the existing trend of decentralization of the European educational systems, schools need to develop their own tools to control the quality of PE, SS and PA development referencing them to regional, country and European levels



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For this, we needed:

- Indicators for Quality Physical Education (QPE)
- A systematic process of data collection, analysis and feedback recommendations
- The logistics (human resources and facilities) to assure this process



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Indicators for PE and SS quality

- Teachers (qualification, age, other characteristics)
- Facilities (accessibility, quality and maintenance)
- Timetables (total time allocated, weekly distribution of the curricular load, etc.)
- Curricular processes (constraints, problems and difficulties of implementation of the national PE curriculum, etc.)
- Assessment processes (parameters and criteria for students' grading, evaluation protocols, constraints to the implementation of the reference standards for success, etc.)
- ...



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Initial general aim of EuPEO

To develop an European monitoring system for PE, SS and PA, and its context of implementation (curricula, teacher training, logistics, learning outcomes, active school, active learning, etc.)


Initial Specific aims EuPEO

At the local, national, regional and European levels:

- to identify the conditions of the implementation and outcomes of Physical Education (PE) and School Sport (SS), and
- to obtain evidence to develop proposals and advocate for the improvement of QPE and QSS



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EuPEO recent history (1)

- The FMH/University of Lisbon, was charged of the project coordination, in a close cooperation with SPEF and EUPEA
- The Executive Committee of EUPEA challenged the different European PE associations (EUPEA members) to joint this project in cooperation with research institutions in PE and Sport
- Furthermore, the idea is also to profound the cooperation between research institutions and professional organisations within each European country.

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EuPEO recent history (2)

- We also intend to facilitate the collaboration between the EUPEA members, namely within and between its regional groups.
- The partners met in Lisbon in October 2016 to design the project, considering the operational capacity of each partner (real collaborative engagement)
- Since then, an application for the Erasmus Plus call in the Sport chapter in 2017 was prepared
- The project was selected for funding in August 2017
- The project started with a Kick-off meeting in Lisbon in January 2018

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EuPEO recent history (3)

Project coordinator

- Faculdade de Motricidade Humana/Universidade de Lisboa (Portugal)

Project partners (7 countries, 11 partners)

- European Physical Education Association (Switzerland)
- Sociedade Portuguesa de Educação Física (Portugal)
- Willibald Gellert Institute (Germany)
- Deutscher Sportlehrerverband (Germany)
- Federal Institute of Sport/Bern University of applied sciences (Switzerland)
- Swiss National Physical Education Association (Switzerland)
- Faculty of Sport/University of Ljubljana (Slovenia)
- Faculty of Physical Culture/Univerzita Palackého v Olomouci (Czech Republic)
- Hungarian School Sport Federation (Hungary)
- Syndicat National de l'Education Physique (France)
- School of Education/University College Cork (Ireland)




Associated partners (1 country, 3 partners)

- Koninklijke Vereniging voor Lichamelijke Opvoeding (Netherlands)
- Muller Institute (Netherlands)
- University of Münster (Germany)

Project period
1st January 2018 - 31st December 2020

Project Reference
590560-EPP-1-2017-1-PT-S-PO-S-CP




Co-funding
383.893 €

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EuPEO recent history (3)


	ASSESSMENT DIMENSIONS	RESULT
EuPEO Assessment	Relevance of the project	28 points (out of 30 possible)
	Quality of the project design and implementation	18 (out of 20 possible)
	Quality of the project team and the cooperation arrangements	18 (out of 20 possible)
	Impact and dissemination	26 (out of 30 possible)
	General evaluation	90 (out of 100 possible)

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Operational aims of the EuPEO project
 Develop the instruments, by identifying, collecting and integrating valid existing instruments (parameters, criteria, and procedures) to produce

- A **Manual for External Assessment (MEA)** will correspond to the rules for using the final platform at the national level, constituted by two questionnaires (to schools and pupils) and by a PE learning outcomes and Physical Aptitude assessment system.
- A **Toolkit for Internal Monitoring (TIM)** will be composed by a set of instructions concerning the QPE manual indicators to be used within each school as a monitoring procedure and to inform the improvement of those indicators.



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1st Transnational Project Meeting, Lisbon, 24-26 January 2018

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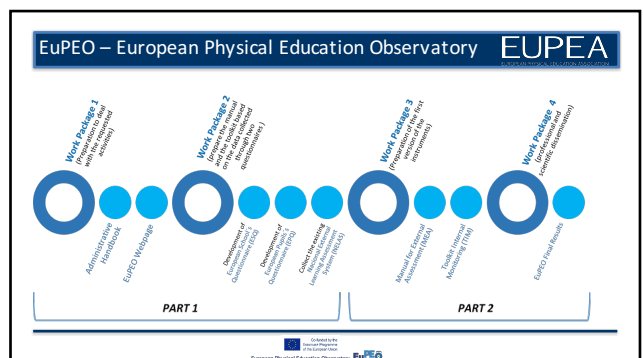
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Part One of the EuPEO project
Development/collecting of information to build the instruments **MEA** and **TIM** by:

- **European School's Questionnaire (ESQ)** (online, based on revised literature)
- Content analysis of existing **National External Learning Assessment Systems (NELAS)**
- **European Pupils' Questionnaire (EPQ)** (online, based on the ESQ and NELAS analysis)

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Part Two of the EuPEO project
Considering the results of part one (European report on ESQ, NELAS, EPQ):

- Collectively the partners will develop the **MEA** and **TIM**
- Some countries will test the instruments in pilot studies:
 - Manual of PE Monitoring and Evaluation in a pilot of selected EU-countries of the North, South, West and East on national, regional and local level in each of the selected countries
 - Toolkit for PE teachers in a pilot at different education and school levels in local communities in each of the same selected EU-countries

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Already delivered EuPEO project outputs:

The Framework for Quality PE, SS and PA based on the Unesco suggestions:

- PE National Strategy
- Community Partnerships (Public and Private)
- Facilities, Equipment and Resources
- Teacher Workforce
- Teacher Education
- Curriculum Flexibility

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Already delivered EuPEO project outputs:




Based on the Framework for Quality PE, SS and PA, 4 on-line questionnaires were developed

- **European School's Questionnaire (ESQ)** (Mainly closed question to be answered by the PE School coordinator)
- **European Country's Questionnaire (ECQ)** (Mainly closed question to be answered by the representative of the PE national/regional association)
- **National External Learning Assessment (NELAS)** (Open questions to be answered by the representative of the PE national/regional association)
- **European Pupils' Questionnaire** (Mainly closed question to be answered by the Pupils of the last compulsory school year)

In 7 languages: English, French, German, Magyar, Czech, Slovenian, Portuguese.

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Instrument	NELAS	ECQ	ESQ	EPQ
<i>EuPEO Framework Dimension</i>				
PE National Strategy		X		
Curriculum	X	X	X	X
Resources			X	X
Teacher Workforce		X	X	
Teacher Education		X	X	
National PE Strategy		X		
Partnerships			X	

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PE National Strategy	1. Existence	1. Existence	ECQ
	2. Support	1. Kind and Level of Support	ECQ

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Community Partnerships	1. Public	1. Government	ESQ
		2. National Governing Bodies	ESQ
		3. Inter-school	ESQ
		4. Higher Education Institutes and Research Centre	ESQ; EPQ
		5. Professional Associations	ESQ
	2. Private	1. Sports Organisations	ESQ; EPQ
		2. Corporate	ESQ
		3. Parents	ESQ; EPQ
		4. Higher Education Institutes and Research Centre	ESQ

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Facilities, Equipment and Resources	1. Facilities	0. Pupils' Perception of Satisfaction	EPQ
		1. Adequacy	ESQ
		2. Polyvalence	ESQ
		3. Access to facilities	ESQ
		4. Safety and Health	ESQ
	2. Equipment	0. Pupils' Perception of Satisfaction	EPQ
		1. Diversity and Adequacy	ESQ
		2. Access	ESQ; EPQ
		3. Safety and Health	ESQ
	3. Finances	1. Application of Available Budget	ESQ

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Facilities, Equipment and Resources	4. Learning Conditions	1. Physical Education Time	EPQ
		2. Pupils satisfaction with student/teacher ratio and student/spaceratio	EPQ
		3. Features and Satisfaction with Physical Education Teacher Profile.	EPQ

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Teacher Workforce	1. Weekly Workload	1. PE Time	ESQ	
		2. Classes	ESQ	
		3. Students	ESQ	
		4. SS Activities	ESQ	
		5. Time for other duties	ESQ	
	2. Performed Roles	1. Number of duties	ESQ	
		3. Teacher Demographics	ESQ	
			1. Number	ESQ
			2. Distribution	ESQ

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Teacher Education	1. Initial Teacher Education	1. Professional/Academic Qualifications	ECQ
		2. Professional Competences	ECQ
		3. School Placement/Internships/Practicum	ECQ
		4. Providers and Teacher Educators' Requirements	ECQ
	2. Induction	1. Presence	ECQ
		2. Legal Status	ECQ
		3. Providers	ECQ
	3. Continuous Professional Development	1. Presence	ECQ
		2. Legal Status	ECQ
		3. Providers	ECQ
		4. Participation	ESQ

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Curriculum Flexibility	1. Physical Education	1. Curriculum Organisation	ECQ
		2. Contents	ESQ; EPQ
		3. Assessment and Grading	ESQ; EPQ
		4. Learning Outcomes	ESQ; EPQ
		5. Subject Name	ECQ
		6. Field Trips	ESQ; EPQ
		7. Pedagogical Principles	ECQ; EPQ
		8. Allocated Time	ESQ
	2. School Sports	0. General Satisfaction with School Sports	EPQ
		1. Organisation	ECQ
		2. Time, activities, provision, participation	ESQ; EPQ
		3. Competition	ESQ; EPQ
	3. Other Forms of Physical Activity	1. Physically Active Learning	ESQ; EPQ
		2. Recess – Active and Self	ESQ; EPQ
		3. After-School - AKA. Extracurricular	ESQ; EPQ
		4. Active Transport/Commute	ESQ; EPQ

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Based on the Physical Literacy construct from the Australian Sports Commission (2017) adopted by the PHYLIT Erasmus Plus Project (integrated in the Curriculum Flexibility dimension)	1. Physical Dimension	NELAS
	2. Psychological Domain	NELAS
	3. Social Domain	NELAS
	4. Cognitive Domains	NELAS

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Already delivered EuPEO project outputs:



EuPEO Intellectual Output 1:
[Intermediate Report. National Preliminary Results](#)


EuPEO Intellectual Output 2:
[Intermediate Report. European Preliminary Results](#)

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EuPEO Outlook EUPEA

Immediate EuPEO outputs (TPM2: Paris (France), March 22nd-24th 2019)

- Collective adjustment of the instruments ECO, ESQ, EPQ and NELAS based on the suggestion included in the National and European Intermediate Reports
- Proposal of the structure, content and functionality of the MEA and TIM




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Upcoming EuPEO outputs

- **EuPEO Intellectual Output 3: A Manual for External Assessment (MEA)** final platform at the national level: three questionnaires (to schools and pupils) and a PE learning outcomes and Physical Aptitude assessment system, after **testing and validation by a pilot**.
- **EuPEO Intellectual Output 4: Toolkit for Internal Monitoring (TIM)** QPE manual indicators to be used within each school as a monitoring procedure, after **testing and validation by a pilot**
- **EuPEO Intellectual Output 5: Final Report**



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Next Transnational Project Meetings (TPM)

- **TPM 3:** Ljubljana (Slovenia), September 2019
- **TPM 4:** Münster (Germany), March 2020
- **TPM 5:** Magglingen (Switzerland), July 2020
- **Multiplier Sport Event / Presentation of EuPEO:** Lisbon (Portugal), October 2020, connected to the 31st EUPEA Forum



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