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# META-ANALYSIS OF THE SURVEY

European Physical Activity Label for Schools

HSSF



YOUTH SPORT TRUST  
INTERNATIONAL



Univerza v Ljubljani



## Introduction

The main goal of the EU-PALS project at operational level is to develop a label that is evaluating the schools' relation towards sport and physical activity, and which is applicable in all EU countries. This label should involve indicators from three neighbouring fields (hereinafter also referred to as "dimensions"):

1. Physical education in schools (educational course, part of the curriculum),
2. Extracurricular physical activity programs with focus on health-enhancing physical activity – hereinafter: HEPA - organised in or by the schools themselves and
3. School sport (competitive and non-competitive sport activities and events).

Previously EUPEA sent out a questionnaire the aim of which was to get all the necessary information about member countries' educational systems, school physical education characteristics, and if relevant all the best practices of existing labels related to this topic.

The aim of the meta-analysis is analysis of the related regulation and policies in those EUPEA countries which have filled the questionnaire. Mainstream, whether indicators of such labels are reflecting on the HEPA indicators (or HEPA-related policies) as detailed in the Council Recommendation on promoting HEPA across sectors, conclusions to be drawn from HEPA indicators into public education. Recognizing best practices for future integration in the EU-PALS label.

## Methods

The questionnaire was designed previously at the first EU-PALS workshop in London. After some modifications by the partners the questionnaire was sent out by EUPEA to the member states. In the first part of the questionnaire we asked the member countries about already existing labels and quality mark systems. The second part of the questions concentrated on school physical education systems, HEPA and school sport dimension. N=10 countries sent back the filled surveys.

## Results

### First part: Labels and quality mark systems

We can find labels/quality mark systems regarding sport and physical education in 3 European countries: England, Ireland, and Luxembourg.

In England there are three labels in this topic, the Youth Sport Trust Quality Mark, School Games Kitemark and the afPE Quality Mark.

Association for Physical Education (afPE) Quality Mark is awarded either working towards, quality mark or quality mark with distinction. This QM is based on self-evaluation and then validation, and inspection daily visit and evidence presented at the validation panel. This QM recognises through a succinct self-review and evaluation process, the strength and quality of physical education and sport in schools

The Quality Mark of Youth Sport Trust is an online self-review tool which provides schools with a nationally recognised badge of excellence for PE and school sports. The tool supports schools to audit their PE provision and identify priorities for their development plan.



School Games Kitemark is awarded either platinum, gold, silver or bronze against set criteria.

In Luxembourg “Clever Move” campaign’s main goal is to provide additional daily PA time of 15-20 minutes for students during instruction time, by implementing one or more of the following activities during classroom lessons in other subjects than PE: Active learning, Time for relaxation and loosening, Dynamic sitting, Active areas in the classroom, Active breaks, Active home work. To receive the label, a school must adhere to the following:

- 3/4 of the teachers engage in 15-20 additional PA time during instruction time
- The school ensures the right for PA to all the students (PE, active breaks, ...)
- The topic Active schools is discussed in staff consultations on a regular basis

The assessment is provided by a self-evaluation of the school. The network of participating schools is open for all primary schools in Luxembourg. Schools receive the label in a physical form, in order that it can be presented in their school. Furthermore, the schools are named on the website of the label. The network of participating schools is open for all primary schools in Luxembourg. The communication between schools and the SCRIPT is provided via e-mail and the “Clever move”-website ([clevermove.lu](http://clevermove.lu)). A delegate of the SCRIPT is currently presenting the initiative in primary schools in Luxembourg. At the moment, the sustainability of the program is questioned, as there is no strong follow-up assured by the SCRIPT.

In Ireland the “Active School Flag” initiative is awarded to schools that ‘strive to achieve a physically educated and physical active school community. This non-competitive whole school initiative, funded by the Department of Education and Healthy Ireland has the support of many national agencies. The ASF process has 4 component parts: Physical Education/Physical Activity/Partnerships/Active School Week. The application process has 2 parts: *Self-Evaluation and Success Criteria*. SE: Schools self-evaluate their provision at the start of the ASF process across 3 different areas: Physical Education/Physical Activity/Partnerships. Schools are asked to answer a series of questions on each topic, designed to promote whole staff discussion. Prompt questions are provided to generate whole staff discussion. At the end of each section school rate their provision as: An Area of Strength/Satisfactory/Room to Improve/Requires Immediate Attention. SC: ASF success criteria are provided for each of the 4 core sections of the process: Physical Education/Physical Activity/Partnerships/Active School Week. Schools must be able to say yes to all the ASF success criteria prior to applying for the ASF. Their work must be documented on their school website as evidence.

The ASF success criteria ensure that schools have definite targets to work towards and that the ASF process is both transparent and fair.

At the point in time when the school can say YES to all of the ASF success criteria they submit their online application form.

The ASF screening committee (4 members with a strong educational/Physical Education background) review each submitted application form and view the associated school website. If they are confident that the school is fulfilling all the ASF success criteria an ASF accreditor is appointed to the school. If the application form or website lacks detail they will ‘Request Further Information’. If insufficient development work has taken place to fulfil the ASF success criteria the screening committee will issue a ‘Request for Further Development’.



ASF has a panel of 25 ASF accreditors that visit schools approved by the screening. The purpose of the visit is threefold:

- A) To verify that the school is meeting all the success criteria
- B) To affirm the efforts of everyone involved with the process
- C) To offer suggestions for future development

Schools must re-apply every 3 years to maintain ASF status. ASF has a lot of qualitative feedback on file from schools about the perceived benefits of the ASF process to their school. These are wide ranging including:

- Strengthened, more balanced PE curriculum
- Fitter, more active, happier children
- Improved focus and concentration
- Strengthened school-home and school-community links

Presently a research team from DCU/UL/Mary Immaculate College are researching:

- The motivations to engage with the ASF
- The barriers that makes ASF difficult to achieve
- The perceived benefits to the school of the ASF process.

## Second part: Physical Education, HEPA, School Sport

### Physical Education

Czech Republic: In the Czech Republic the Ministry of Education, Youth and Sport defines the Framework Education Programme based on which each school prepares/design/construct their own School Education Programme. Responsible for the School Education Programme is the principal of the school, and from time to time they revise it. In the thematic chapters are activities affecting health, activities affecting the level of physical skills, and activities promoting physical learning (Remedial physical education – some elements are applied during mandatory PE). The curriculum is rather content based. There is wide range of activities, mainly sports games (basketball, volleyball, football, and floorball), movement games, gymnastics, athletics and other activities based on school conditions (facilities or PE teacher specialist). E.g., one school has got a swimming pool which can be used in PE lessons. Twice a year, there is only numeric evaluation from 1-5 (one is the best mark; but mostly teachers give 1-3, rarely 4-5) and it is very dependent on PE teacher. He/she can have his/her own system of pupils' assessment, either based on active participation or physical fitness testing or managing certain physical skills (e.g. climbing, basketball ...).

England: In England the schools follow the National Curriculum (NC), designed by the Department for Education (DfE). The curriculum content was revised in 2014, and in 2000 before that. The DfE takes advice from key partners – Youth Sport Trust/afPE/National Association of Teachers of Dancing (NATD), regarding content. It is a National Curriculum for all but split into Key Stages with different content: Foundation Stage (3- to 5-year olds), Key Stage 1 (5 to 7-year olds), Key Stage 2 (7-11), Key Stage 3 (11-14), Key Stage 4 (14-16), Key Stage 5 (16-18) – OPTIONAL. No centralised assessment model – this was disbanded in 2014. Schools are free to select and design their own assessment models. For recording and reporting processes at end of Key Stage 1 and 2 children are either below, working towards, working at, working above, or greater depth! Schools are expected to demonstrate with evidence, their assessment of pupils' progress. Schools have internal monitoring systems for recording



pupil progress. The curriculum is more outcome based now, but a skeleton curriculum allows schools to design their own bespoke curriculum, based on needs of pupils. Only compulsory standardised assessment is the GCSE and A level qualifications taken at the end of year 11 and year 13 respectively. However, not all pupils have to take these; they opt to do so. Summative assessments are up to the school: no standardisation.

Finland: National board of education is responsible for elaborating and revising the core curriculum. The content of education is regulated in 2 levels: National frame and local school curriculum. There is no standardized, course-specific criteria system for all school levels. The curriculum is content based. In the PE curriculum content swimming is the only sport that is mentioned. Fundamental movement skills are in focus. The assessment is numeric.

France: In France there is a national level curriculum, but the skill levels are general for the primary and the lower secondary school. The skill must to be defined by the PE in their school in link with the general skill. The new curriculum consists of 3 parts. The first one is the the general skill for all the knowledge in the school. There are 5 areas: languages to think and communicate; methods and tools for learning; the formation of the person and citizen; natural systems and technical systems; the representations of the world and the activity. The second one is how the PE contributes to these 5 targets. The third point is what is the PE and the target of the PE. This third part describes the targeted skills, the resources mobilized by student (knowledge, skills, methods) and the progressivity of marks. The curriculum is content based, and the assessment of PE is diverse.

Greece: The regulatory documents defining the content of the education are: 1) Unified Cross-Curricular Framework (DEPPS) and 2) Analytical curriculum (APS). The Pedagogical Institute (PI) is responsible for the preparation of regulatory documents. The latest revision was made in 2003. There is no stable revision framework. Greece has a National Unified Cross-Curricular Framework (DEPPS) (1st level), National Analytical curriculum for each lesson (APS) (2nd level with detailed content). There isn't a standardized criteria system for assessment. There are guidelines how to evaluate students based on participation, physical condition, skill level and knowledge. For course monitoring purposes, the classroom course calendar is used to monitor the progress of subjects. The structure of the Core Curriculum, is based upon the positive effect of Physical Education on the development of the human organism. The thematic chapters/ sectors structuring the Core Curriculum are psychomotor sector, emotional field, cognitive sector. Inclusiveness, equality and promotion of Health and lifelong physical activation are basic principles of the Core Curriculum. The curricula is content based. There is central assessment in PE. In primary school, evaluation is a key element of the pedagogical process, but it functions more as a means of feedback to the pupil and less as a means of achieving the goals or comparing students with each other. Assessment in Physical Education aims primarily at controlling the level of learning of motor-sports skills acquired by students and less in athletic. In secondary school Students are assessed based on the following criteria:

- the assimilation of content and the learning of sporting skills
- the effort, interest and general behaviour of the lesson
- their physical condition
- their knowledge of sporting issues

The curriculum content of this level displays the following activities and sports in primary education: Psychomotor treatment, Musical kinetics, Exercise Games, Greek Traditional Dances, Swimming, Basketball, Handball, Football, Volleyball, Track & field, Gymnastics. The curriculum content of this



level displays the following activities and sports in secondary education: Greek Traditional Dances, Swimming, Basketball, Handball, Football, Volleyball, Track & field, Gymnastics, Projects.

Ireland: The nature of primary education in Ireland is the holistic development of children. The Department of Education and Skills carry out external evaluations which are of a whole school nature and at times are curricular based. The content of education is regulated by National Core Curriculum at primary level in Ireland; divided in to 4 levels based on age group of children. As for assessment there are guidelines set out by the National Council for Curriculum and Assessment as well as templates for grade reporting. The Primary School Physical Education Curriculum (1999) and Guidelines (1999) describe the core PE curriculum. It is divided into 6 strands (athletics, gymnastics, games, outdoor and adventure activities, aquatics and dance). The strands are subdivided into strand units. The Teacher Guidelines provide further support to the teacher on school and class planning and delivering the PE curriculum.

Luxembourg: In Luxembourg does not exist any general or core curriculum for all the subjects, in order that there are only subject-specific curricula, which are compulsory for the entire school system. On the subject level, Physical Education has solely a centralized national core curriculum in elementary education. In secondary education, there is a centralized frame curriculum for Physical Education and schools must develop their own school-based curricula, following the frame of the core curriculum. This school-based curriculum is elaborated by the Physical Education teachers of the respective Physical Education school departments and reflects the specific situation and characteristics of the school, regarding infrastructure, environment, school population, etc. Central assessment in education: *Basic Motor Qualifications* (MOBAQ). This concept attempts to analyze the status of basic motor competences in the sense of physical and motor competency of Luxembourgish students, to detect students that need specific support to be able to participate in the culture of movement. Being part of the national action plan and influencing physical education issues in schools by its implementation followed by interventions on the school level, MOBAQ will stimulate both the quality of teaching physical education at school and the general status of the basic motor qualifications of Luxembourgish students. At this stage, a test battery for first and third graders have been implemented successfully on a mandatory level and a test battery for fifth graders is in a development phase.

Scotland: All documents defining the content of education are set by the Scottish Government and are shared with practitioners and local authorities via Education Scotland (the national education agency in Scotland). There has been continue engagement related to CfE and shaping of the curriculum is on-going. There are guidance/documentation from Scottish Government/Education Scotland in relation to CfE however, each local authority (there are 32 in Scotland) and each school (approx. 4000 covering primary and secondary in the state sector) can deliver the curriculum to meet the needs of their learners using a flexible approach rather than a prescriptive one. They are using Benchmarks for all curricular areas. In PE the Benchmarks are used for teachers and learners to be able to understand which level the child has achieved. They have Early Level, First Level, Second Level, Third Level and Fourth Level. Children have 12 years within BGE in which to achieve a level – this is done holistically. CfE has 8 curricular area and PE is part of Health and wellbeing. Within PE learners have a range of opportunities to work through the Experiences and Outcomes (Es & Os) to achieve a level, set out in the Benchmarks. However, this is flexible to the needs of learners and the context of the school, so a range of approaches are taken. The flexibility of CfE means that curriculum is predominantly outcomes based (Es & Os) however, some practitioners may utilize a content-based approach at some points.

Sweden: The regulatory documents are the school law, monitored by the government through the parliament, and the curriculum, developed by the National school agency working for the government. The school law changes are irregularly when there is a need and a majority is for a change. The



curriculum also changes irregularly. The National Curriculum is divided into two parts. Lgr 11 covers education from year 0-9 and after school activities, and Lgy 11 covers upper secondary. Both starts with the school's value base and its mission. The curriculum is more outcome based. The assessment is text based until fifth grade and after that letter based. The only standardized test is a swim test in year five. No activities are mentioned in the PE curriculum except swimming, dance, nature and outdoor life.

Switzerland: Together with the Confederation, the EDK (The Swiss conference of the cantonal ministers of education) runs the Swiss education monitoring. Based on the resulting education report published once every four years, the federal authorities concerned and the EDK work out joint targets for education in Switzerland. Each then implements these targets in their respective area of responsibility. 3 different National core curriculums: French, German and Italian. Cantonal rules of application – 2nd level with detailed content – and local school specificities. Assessment is different in each Canton. Kindergarten: 24 out of 26 cantons – more formative than summative. Primary school: 6 cantons appreciation, 20 cantons marks. Secondary school: assessment and marks in 25 cantons out of 26. Upper secondary school: 25 out of 26 cantons – marks - the 26 has a notebook with evaluation. The curriculum is both outcome and content-based too. In PE curriculum appears movement education, track and fields, gymnastic, acrobatic, games, orienteering, swimming, skiing (depending in which canton), dancing, - some differences according to the different cantons – environments (mountains, cities, lakes).

Slovenia: The content of education is defined in the National Core Curriculum which only includes the names of subjects per grade and their number. The content of each subject is then defined in National Frame Curriculums (e.g. Physical Education Curriculum). The curriculum is elaborated by the National Education Institute of the Republic of Slovenia and it is revised according to needs (for example, if the Ministry of Education, Science and Sport decides to introduce one hour of foreign language in grades 1-3). There is no regular schedule for revision. The PE curriculum was last revised in 2013 but the last major revision was in 1998. Currently, no major revision is scheduled in the next years. The common contents of the curriculum are uniform, but schools are autonomous to add additional contents. In regard of PE, the bilingual Italian and Hungarian schools can have one hour of PE per week less than other schools due to additional time, devoted to Italian and Hungarian language, respectively. The curriculum is regulated on three levels: National Core Curriculum, National Frame Curriculum and School Curriculum. The core curriculum includes only quantitative information on the number of hours of each subject and the distribution of subjects in different grades. It is the National Frame Curriculums which are very detailed and structured.

The National Frame PE Curriculum is divided in three triennia, grades 1-3, 4-6 and 7-9. For each triennia includes operational goals, practical and theoretical contents, and minimum standards. The curriculum also includes subject-specific didactic recommendations regarding planning and implementation of activities, evaluation, safety, individualization and differentiation, motivation, cross curricular teaching, sport days, and school in nature. There is a national external evaluation system in place which takes place every year but not all the subjects are evaluated each year. The minister each year decides which three subjects are going to be evaluated externally. In PE, the external evaluation focuses only on theoretical contents of PE and does not evaluate the outcomes of practical competencies (e.g. developed sport skills). The assessment in PE is text-based evaluation in grades 1 to 3 and numeric in all other grades. Activities, contents, sports which appear in the PE curriculum: Dominant: general fitness, track and field athletics, gymnastics with rhythmical expression, dance, basketball, volleyball, football, handball, swimming and water activities, skiing and other winter activities, hiking. Other:



fitness, aerobics, yoga, table tennis, badminton, tennis, combat sports, grass hockey, in-line rollerblading, skating, climbing.

#### HEPA

Czech Republic: Nothing really structured, but from time to time there are some events that support PA. During totality regime there was unified system but since educational reform schools are relatively independent in the content and how it is taught. No recommendation they must meet. It is up to the principal and teachers if they want to organize extracurricular activities because it is also dependent on the financial situation of each school.

England: Schools in England put on a menu of activities that run before school, at break and lunchtimes and after school. A specific example of a school day is one that runs from 7:45am – 5:30pm (St John's RC Primary School, Manchester). This gives the possibility of 4 and half hours of daily physical activity in addition to curriculum PE lessons. Schools work with local sports clubs to find appropriate pathways for children. This can also be done through the Local Authority too.

Finland: Finnish Schools on the Move is a national action programme aiming to establish a physically active culture in Finnish comprehensive schools. Schools and municipalities participating in the programme implement their own individual plans to increase physical activity during the school day. Finnish Schools on the Move programme is one of the key projects in the field of knowledge and education in the Government Programme of Finland. The goal of the government is that "the Schools on the Move project will be expanded across the country to ensure one hour of physical activity each day". The Schools on the Move programme is carried out by the Finnish National Board of Education and the Ministry of Education and Culture. The programme is financed with lottery funding and coordinated by the LIKES Research Centre for Sport and Health Sciences. Finnish Schools on the Move programme started with a pilot phase (2010-2012). In May 2017, more than 90% of municipalities and 80% of comprehensive schools (2 000 schools) are involved in the programme.

France: No structured initiative. No national recommendations or guidelines.

Greece: There are no official structured practices. All activities come from individual actions of Physical Education teachers. There are no well-structured guidelines concerning this issue except for some general references. There are limited opportunities. The curricula don't help or promote but, also, most teachers are reluctant or reserved to do so.

Ireland: In schools, the Irish Primary Curriculum (1999) expects teachers to 'include' Sport Ireland and National Governing Bodies for sports also have policies of inclusion and specific organisations support inclusive policies and practices related to sport and physical activity e.g. CARA Adapted Physical Activity Centre. However, there is no formal system attached to schools as sports/after school activities depends on the voluntary contribution of teachers. While the curriculum expects the generalist class teacher to teach all subjects of the curriculum, it also recommends professional support in PE by coaches to support the class teacher teach PE. There is a large range of practices of the larger national governing bodies providing coaches with no fee to schools regularly. The coach teacher relationship can vary. This practice occurs during PE class time rather than after school sport. Coaches are predominantly from the games strand as they are the sports with the greatest capacity and financial support.

Luxembourg: No structured initiative. Schools can have a local sport association, providing extracurricular physical activities in the form of e.g. after school clubs. These local sport associations are members of LASEP on primary school level (approx. 65% of the schools are member) and of LASEL at secondary school level (100% of schools are member).



Scotland: This type of work is undertaken by Sportscotland and the Active Schools programme. CFE does refer to extra-curricular PA but this would come under the remit of Active Schools staff rather than teaching staff.

Sweden: There are national recommendations to HEPA but there are no governmental. There is a well built up structure for this, which has been modified and modernized in the past 30 years, but the core question is how to attract leaders, i.e. PE teachers, who are no longer getting paid to do the work behind it. Also, the bureaucratic burden is steadily increasing making the PE teachers turn away from a task that was natural for any PE teacher some years ago.

Switzerland: There is a structured initiative called Youth and sport (Jugend und Sport).

Slovenia: All the schools are obliged to organise extracurricular activities in different areas. All the schools in Slovenia organise PA extracurricular activities but it is an autonomous decision of each school. Extracurricular activities in schools are regulated by financing. The school receives public funding for 2 hours per class per week. These extracurricular activities have to be free of charge for the pupils but include extracurricular sporting activities as well as language courses, technical courses, etc.

### School Sport

Czech Republic: Olympics of children and youth; Sport league of Elementary schools – Ministry of School CUP (in seven disciplines). Other specific competitions – oriented only on one sport: McDonald Cup (football), Secondary school athletic cup etc. organised by Association of School Sport Clubs.

England: England have the School Games network. This is level 1 (intra school), level 2 (inter-school in your area), level 3 (inter-borough in your region) and level 4 (inter-region in your country). In the case of volunteering each school operates its own leadership and volunteering system from key stage 2 onwards. As part of the school games network, there are School Games Crews, Sports Ambassadors and a National Volunteer Programme.

Finland: In Finland there is school sport association. The Finnish School Sport Federation and its partners organize exercising and sports competitions in different parts of Finland. They are aimed at pupils of comprehensive schools and upper secondary schools, as well as members of the Trade Union of Education in Finland OAJ outside school hours. They want to offer positive, sportive experiences for the whole school community. Every year they organize Power Mover dance and exercise events that sweep people along to the world of dancing. The aim is to make children physically active close to their homes, in districts which are coordinated by the sports correspondent of the Finnish School Sport Federation. With their partners they organize nationwide championships for individual and team sports. They include orienteering, athletics, floorball, skiing, and wrestling, as well as other sporting events. School and sport clubs can arrange activity after school.

France: A lot of different competitions (not specified). The sport federations can give a view, but they can't be involved to the curriculum PE and school PA.

Greece: School sport competitions are held, but only for 10-12th graders. In younger ages, this has been ceased many years ago because of financial reasons. Sport federations could promote programmes in schools encouraging young people to get involved with sport. There are official guidelines of the Education Ministry concerning students' participation in school sport. Despite the efforts, there are limited options for success because of school timetable, the small number of P.E. teachers and the lack of premises sometimes.



Ireland: Schools can choose to link in with regional competitions in some school sports. Some sports do have regulated intra and inter school competitions as well as nationwide competitions. Some schools have a 'buddy system' which they organise internally where older children assist with break time activities.

Luxembourg: Weekly national school sport events and competitions, every school is taking part automatically in the process.

Scotland: SportsScotland and the Active Schools programme provide a lot of support around this type of opportunity. National Governing Bodies (NGBs) and school sport organisations also provide this type of event for schools to become involved with. In addition, SportsScotland run a voluntary School Sport Award for primary and secondary schools that includes a section related to volunteering. Active Schools support volunteering opportunities in schools.

Sweden: there is a national School Sports Association. This is divided into regions, districts and then schools. It is however diminishing. There is no involvement by national sport federations because there are no regulations or limits. So, in any possible way other than those with strictly commercial interests.

Switzerland: There are Swiss Olympic sport schools and Swiss group of international Schools. National sport federations can be involved through special sport school for elite sport pupils and students, and secondary and upper secondary school with adapted program for athletes.

Slovenia: Slovenian Sports Office Planica is managing the sports competitions from regional level onwards while on municipal level the municipal sports agencies are managing sports competitions. School sports competitions have been introduced after WWII but have been reorganised after 1991. National sport federations cooperate in organisation of school sport competitions by providing referees. Outside providers (sport clubs, etc.) can implement their programs in schools and there are no regulative quantitative limitations. Usually schools provide the infrastructure for free and children have to pay to participate. The only prerequisite of the implementation of an outside program is that school in fact organizes its own free-of-charge activities. Outside providers can help organize school in nature and sports days but they cannot provide anything within regular PE classes or selective courses of sport.

## Conclusions

There are numerous recognition awards concerning the physical education and school sport worldwide. Some of these recognition systems manifest in Quality Mark labels, others are realized in recognition programmes or certifications. However, since the national level PE, HEPA and school sport systems vary on many levels and details, it is quite difficult to define the depth of indicators and items of the EU-PALS development for each area. Therefore, it is crucial to be able to define the items and indicators for each area which are tangible enough but still adaptable for very different environments and regulations on national level.

The particular recommendations for each dimension were collected for the respected findings of this meta-analysis.

### Label and/or QM system

| Findings   | Recommendations   |
|--|---|
| Mostly there are no existing labels regarding PE or school PA                  | EU-PALS should be developed with the adaptivity to already existing PA or PE labels   |
| There are handful of already existing labels or QM systems                     | Joining EU-PALS should not exclude any other local QM activity and vice versa   |
| Diversity goes a long way  | Providing a tool for the suiting of the already existing labels to EU-PALS in content, outcome, structure (if possible) and in communication (e.g. brand label on school website) should be developed |
| Not necessarily the GO is responsible for implementing and managing QM systems |   |

### Physical Education

| Findings   | Recommendations   |
|--|---|
| The "step in" age of compulsory PE varies from 3-7, it goes until 18 in almost every case                                    | The EU-PALS PE related contents should cover not only the school ages but even kindergarten; EFQPE could be used as a framework                             |
| There are 2-5 lessons per week, which number declines with age   | The number of PE lessons should be a sensitive part of the self-assessment, because many of the outcomes are directly dependent on the time PE is practiced |
| PE lessons give app. the 8-15% of all lessons  | The EU-PALS should reflect on the PE content and on the outcomes also   |
| Both content and outcome-based curricula is in charge  | The role of regularity in developing physical literacy  |
| Various ways to assess and evaluate performance in PE, different approaches of evaluation (grades, text, tests, MOBAQ, etc.) | Make sure that local quality control systems can be added into the EU-PALS system   |
| In some cases, there is inspection/support mostly from GO  |   |



## HEPA

| Findings   | Recommendations   |
|--|---|
| There are some good examples of ongoing programs on PA promotion which highlights the importance of communication of HEPA and sports   | Regarding PA promotion formal, non-formal and informal learning should be viewed simultaneously – whole school approach; four settings of PA  |
| PE is not the only platform the health and PA promotion is expected  |   |
| The cognitive and affective components of being active are getting more and more highlighted, therefore personalized contents and motivation on individual level will be crucial | PA and Health components, recommendations within EU-PALS should be adaptable to different school settings (e.g. cultural differences, equipment and facilities, national recommendations, etc.) |
| Shift from only formal learning toward non- and informal learning is perceptible   |   |

## School Sport

| Findings  | Recommendations   |
|---|---|
| There are few official structured practices, most activities come from individual actions of Physical Education teachers  | At the already existing practices partnerships are crucial                    |
| Most of the time coaches are involved, but in very different settings (in or outside school, official cooperation between school and sport club or just occasional contact, etc.) | Try to motivate and to include coaches to program (partner sport club label?) |
| Financial background is important (sport associations, NGB's involvement is crucial)  | TBD   |
| The level of qualification of non-teachers is rarely defined  | TBD   |
| Most of the cases school sport is organized and managed nationwide by the national association  | Try to win the national associations to the cause                             |



| Country        | Label (Y/N)            | Programme               | Compulsory school att. (age)                      | Comp. PE lesson a week (P, LS, HS) | Comp PE % (P, LS, US)  | Curricula content/outcome based | Inspection/control of PE | Assessment of PE   |
|----------------|------------------------|-------------------------|---|------------------------------------|--|---------------------------------|--------------------------|--|
| Czech Republic | N                      | NA                      | from 6 to 16                                      | 2, 2, 2                            | 8.5%; 8.2%; 6.1%   | content                         | Y                        | Twice a year, numeric (1 best, 5 worst)                              |
| England        | Y (YST, afPE, SSG)     | NA                      | 5– 16 then 16-18 (16 - 18 can be Apprenticeships) | 3, 2, 1, 1                         | NA   | more outcome based              | Y (Ofsted)               | Schools are free to adopt and design their own.                      |
| Finland        | N                      | Schools on the move     | from 7 to ?                                       | 2, 2, 1                            | can't say  | content                         | N                        | Numeric  |
| France         | N                      | NA                      | from 3 to 16                                      | 3, 4, 3, 2                         | 12.5%, 15,5%, 11,5%, 7,5%  | content                         | NA                       | Variable   |
| Greece         | N                      | More smaller programmes | from 6 to 15                                      | 2-3, 2, 1-2                        | 10-5%, 6,25%, 5,7-2,85%  | content                         | Y (Not fully developed)  | composite score (competence, participation, attitude, fitness tests) |
| Ireland        | Y (Active School Flag) | Yes (e.g. CARA)         | 4-12 (primary school)                             | 1,5, NA, NA                        | NA   | content                         | Y                        | text based and face to face report                                   |
| Luxembourg     | Y (Clever Move)        | YES                     | from 4 to 16                                      | 3,2,2-3,1-2                        | 7.1%-10.7%<br>6.7%-10.0%<br>3.1%-6.7%<br>(partly 0% in vocational education) | outcome                         | Y                        | Basic Motor Qualifications (MOBAQ)                                   |



|             |                      |                      |  |          |                     |  |   |   |
|-------------|----------------------|----------------------|--|----------|---------------------|--|---|---|
| Scotland    | N                    | YES (Active schools) | from 4.5 to 16 (18 optional)           | 2.5, 2.5 | NA                  | predominantly outcome based                                    | Y | Information regarding the Level achieved in BGE is recorded.  |
| Switzerland | Y (Jugend und Sport) | NA                   | from 4 to 15-16 (depending on cantons) | 3, 3, 3  | 14 %, 14 %, 12.75 % | Both – two parts   | Y | Various (canton dependant)  |
| Slovenia    | N                    | NA                   | from 6 to 14                           | 3, 2, 3  | 13 %, 7 %, 8 %      | It is quite elaborated in both regards but it is outcome based | Y | external evaluation focuses only on theoretical contents of PE and does not evaluate the outcomes of practical competencies |