European Commission



Physical Education and Sport at School in Europe

Eurydice Report

Education and Training



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INTRODUCTION

During childhood and youth, physical education at school provides an excellent opportunity to learn and practise skills likely to enhance lifelong fitness and good health. These activities may include daily running, swimming, cycling and climbing, as well as more structured games and sports. Early mastery of the basic skills crucially helps young people to perform and understand the value of these activities better in their later education, or as adults at work or during leisure time.

However physical education is not limited to training in physical skills, and has more than just a recreational dimension. With involvement in many physical activities come knowledge and insight centred on principles and concepts such as 'rules of the game', fair play and respect, tactical and bodily awareness, and the social awareness linked to personal interaction and team effort in many sports. Goals that extend beyond physical education and sport – such as good health, sound personal development, and social inclusion – give further weight to the importance of including this subject in the school curriculum. The societal value of physical education and sport has also been expressed in various documents by the European Commission.

In its White Paper on Sport (European Commission, 2007a), the Commission pointed out that time spent in sports, whether in school physical education lessons or extracurricular activities, could result in substantial education and health benefits.

The *EU Guidelines* on 'Health Enhancing Physical Activity' (EU Working Group 'Sport & Health', 2008) asked for attention to be paid specifically to the physical and mental health problems caused by declining physical activity among young people and the concomitant increase in sedentary lifestyles and obesity. The *Guidelines* estimated that up to 80 % of school-age children engage in physical activity solely at school, and that they should have at least one hour of light physical activity every day. Sufficient time devoted to sport and physical activity at school, either in the formal curriculum or on an extracurricular basis, can make a key contribution to healthier lifestyles.

The European Commission long lacked any legal basis for further investigation in this area, as the EU Member States alone were responsible for implementing measures concerned with physical education and sports at school. Neither were these activities recognised as a key competence for lifelong learning in the European Reference Framework (European Commission, 2007b). As a result, policy statements such as the foregoing White Paper and *EU Guidelines* had no legal or regulatory underpinning. And there was no up-to-date overview of how Member States defined the role of physical education and physical activities, or of how their own policies in this area related to recent developments in the fields of health, education and sport.

Article 165 of the 2009 EU Lisbon Treaty ([1]) has slightly changed this situation, as it gives the European Union a legal basis for a new competence on sport which calls for action to develop the European dimension in sport. The Treaty also entitles the European Union to 'contribute to the promotion of European sporting issues' and recognises the social and educational function of sport. With this broader remit, the European Commission Communication on Sport (European Commission, 2011) articulated the concern of several EU Member States about the quality of physical education programmes and the qualifications of the teachers involved in them.

([1]) Consolidated version of the Treaty on the Functioning of the European Union, OJ C83, 30.03.2010, pp. 47-199.

The present Eurydice report may thus be fairly regarded as the first attempt by the Commission to identify these concerns in greater detail and map out the state of play in physical education and sports activities at school in Europe. Its findings may well lead to the inclusion of more concrete action and measures in this field under the future EU Work Plan for Sport and the Erasmus for All programme.

Methodology

The present report on physical education at school has been prepared by Eurydice in close cooperation with the Directorate-General for Education and Culture of the European Commission. It is a short mapping exercise providing comparative information from 30 Eurydice Network countries ([2]). The EACEA Eurydice and Policy Support Unit is responsible for drafting the report, which was checked by all National Units that contributed to it.

Data collection was based on a short questionnaire prepared by Eurydice and completed by the National Units concerned, for the reference year 2011/12. It covers information on primary and lower secondary education (ISCED levels 1 and 2). However the information on taught time – already collected and published on the Eurydice website – relates to full-time compulsory general education.

Structure of the report

The report begins with an executive summary highlighting the main findings and conclusions of this short mapping exercise.

Chapter 1 considers national strategies and large-scale initiatives concerned with physical education and physical activity. It also provides information on monitoring of national strategies.

Chapter 2 goes on to examine the curriculum, including its national aims, learning outcomes, activities specified in the central curriculum and steering documents, and exemptions from physical education. A short section is devoted to health education.

Chapter 3 examines the recommended taught time for physical education and reviews changes in these recommendations over the last five years. It also analyses the share of taught time devoted to this area compared to other subjects.

Chapter 4 outlines the use of main methods of assessment in physical education. It also describes central assessment tools designed for physical education. In addition, this chapter examines whether pupils' attainment in this area is shown in year final reports.

Chapter 5 focuses on teachers of physical education. It examines whether generalists or specialists teach the subject and analyses the qualifications needed by specialists to do so. The chapter also covers continuous professional development (CPD) opportunities designed for teachers.

Chapter 6 on extracurricular physical activities and sports provides many examples of good practice, and show how the scope of physical activities may be extended beyond the practice of compulsory physical education.

Chapter 7 is devoted to planned reforms linked to physical education and sport activities. It groups together the most common types of reforms such as national strategies to promote physical education, changes related to curricula and teachers as well as the improvement of sport infrastructure at schools.

([2]) Luxembourg, the Netherlands and Switzerland have not contributed to the report.

Finally, the report is supplemented by two annexes. The first one provides a comprehensive overview of national strategies and the main large-scale initiatives in physical education and physical activity in Europe, with short descriptions and website links. The second annex gives an overview of the recommended taught time for physical education in full-time compulsory general education.

EXECUTIVE SUMMARY

All European countries recognise the importance of physical education at school. The subject is part of all central curriculum frameworks, and is compulsory in primary and lower secondary education throughout Europe. Countries have also stressed the significance of physical activity and sport as a beneficial way of using free time.

Around half of the education systems have national strategies to promote the development of physical education and physical activity (Chapter 1), while two-thirds of the education systems have large-scale initiatives devoted to them. This clearly reflects a political will to develop and encourage such activities as a determinant of social well-being and health. In steering documents on physical education, its main aims include the physical, personal and social development of pupils (Chapter 2). Health and a healthy lifestyle are often emphasised in the national aims and learning outcomes of physical education, while health education in a few countries is a stand-alone subject. In some countries, certain physical education activities are mandatory while, in others, schools themselves are free to choose their activities. In a few countries, mandatory activities and school autonomy coexist.

As far as recommendations on minimum taught time in physical education are concerned (Chapter 3), big differences exist between countries. Generally, taught time changes little throughout compulsory education and corresponds to 50-80 hours a year, an allocation which has remained roughly the same in the last five years. However, compared to other subjects, this allocation is still relatively low. In general, it corresponds to less than 10 % of total taught time, or around half the time devoted to mathematics.

Almost all countries assess personal progress and achievements in physical education, although in the first years at school this assessment is not formally graded (Chapter 4). Both formative and summative assessment are used in primary and lower secondary education, with summative assessment being slightly more common. The grading system is usually the same as in other compulsory subjects. Malta, Romania, Slovenia, Sweden, the United Kingdom (England and Wales) and Iceland have created progression scales for national-level assessment of attainment in physical education. In France, a new national assessment scale is being tested for the first time in 2012/13. This kind of standardised tool has a twofold purpose in that it both supports the assessment performed by teachers and establishes a framework for national comparison of learning outcomes. National testing in physical education was performed only in Slovenia in 2009.

As regards teachers of physical education (Chapter 5), the subject is taught at primary level by generalist or specialist teachers. In several countries, schools are free to decide whether they employ generalists or specialist teachers for this purpose. At lower secondary level, specialist teachers of physical education are the norm. As to their qualifications, specialist teachers at primary level usually have a Bachelor's degree whereas, in lower secondary education, almost as many countries require a Master's degree as a Bachelor’s degree. Opportunities for continuous professional development (CPD) in physical education are offered not only to specialist teachers of the subject but also to generalists and specialist teachers of other subjects. This furthers a cross-curricular approach to physical education and promotes the inclusion of regular physical activity in other subjects.

Physical education is provided inside regular taught time. Extracurricular activities complement or extend the scope of physical activities (Chapter 6). They are often focused on competitions and other events organised by schools and school clubs, or in partnerships with other bodies. An interesting shift in the concept of sports competitions is reported by Greece and Finland, which support their participatory rather than their competitive nature. Both countries report that it is important to motivate

pupils, but that they should appreciate the sheer enjoyment and satisfaction of involvement in sport. Such events are also thought to help curb school violence and bullying. Several countries are trying to include more physical activities in daily school routine and practise them throughout the day, during breaks in lessons or even on the way to school.

Around one-third of respondent countries are planning reforms relevant to physical education (Chapter 7). Portugal and Finland are intending to raise the profile of physical activities directly by increasing the minimum taught time allocated to physical education, while Greece and Hungary intend to diversify the provision of organised physical activity at school. National reforms are also seeking to improve the conditions under which the subject is taught and to promote the training of those who teach it.

CHAPTER 1: NATIONAL STRATEGIES AND LARGE-SCALE INITIATIVES

The promotion of physical education in schools involves introducing or adapting policies which aim to raise general awareness of the lifelong social and educational value of physical and sports activity. In many countries, such action calls for a strategic and rational approach to mobilising young people in recognition of this principle and creating opportunities for them to take part in physical activities. Reforms in this area may be a way of telling the educational community that a particular issue is considered a government priority. National strategies may comprise measures such as curricular reform, support for teachers, reviews of funding, various regional or local initiatives and other appropriate actions. They are usually developed by central authorities (such as ministries of education and sport or ministries of health). However, they typically result from close cooperation between a range of different bodies and groups that may include sports associations and federations, Olympic committees, teachers, pupils, parents and private sector partners.

The lack of a national strategy might mean that central authorities regard local authorities or schools themselves as best placed to carry out the actions concerned. Elsewhere, a national strategy may have run its course, or be undergoing development (see Chapter 7). In addition, some countries may have established large-scale, centrally coordinated initiatives for the promotion of physical education and physical activity, regardless of whether or not they have a national strategy in this area.

The present chapter reviews approaches to the question of a national strategy. It then examines the existence of large-scale initiatives which either replace or supplement it in some countries. Finally, it considers whether and how such a strategy is monitored. The formal names and website links to current strategies and significant curricular and extracurricular large-scale initiatives are contained in Annex 1.

1.1. National strategies

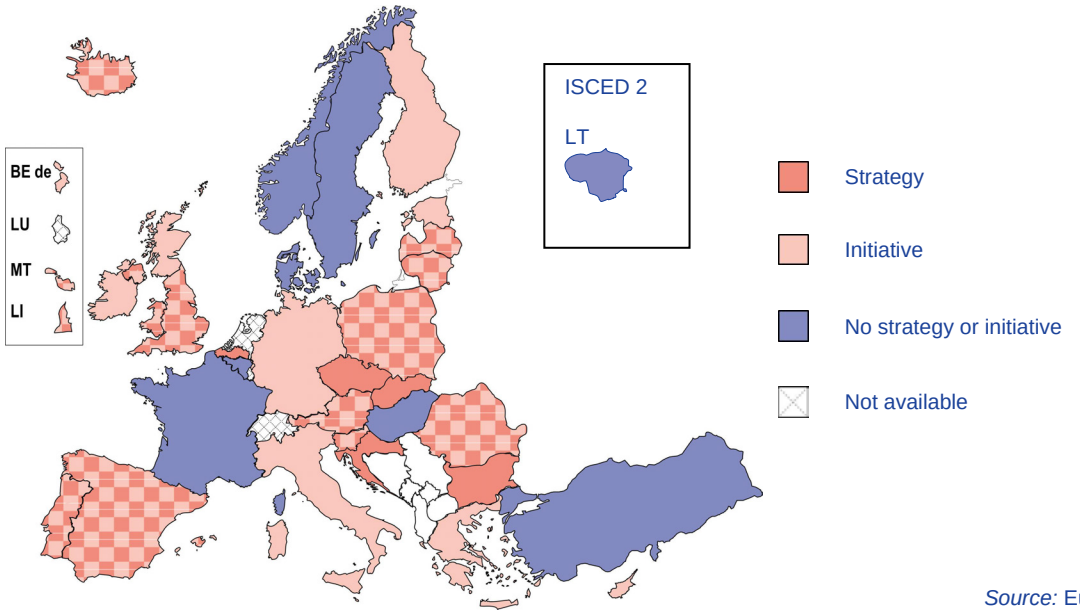
European countries adopt different approaches to the development of strategies for promoting physical education and physical activity. Established national strategies are often based on the results of previous ones, or on projects or research findings in the field of physical education. They may also result from a consultation process involving various stakeholders, such as specialised bodies or experts in the sports sector. Strategies in place do not always specify concrete actions. However, they indicate directions and areas in which changes and improvements are needed. They thus anticipate the development and implementation of concrete measures or action in particular areas.

Strategies may concentrate on physical education in schools, or more broadly target society as a whole, with measures aimed specifically at schoolchildren at the same time. A strategy often provides an overall framework for the development of physical education and physical activity. Concrete action is then either directly referred to in the strategy or developed later, in accordance with its general aims (see Section 1.2).

Countries with no strategy or large-scale initiative often cite national frameworks and curricula as the main documents guiding physical education. While these are not strategies, they may be very detailed documents covering all issues in the development of curricular or extracurricular physical education at school. However, this chapter examines only formal strategies. The curriculum is covered in Chapter 2. Finally, although laws concerning education and sports may also set out a country's policy on physical education, such legislation is not considered here.

Around half of the education systems covered adopt national strategies for the promotion and development of physical education and physical activity at school (see Figure 1.1). The names of these strategies, their timeframes and a short description are given in Annex 1, with links to the website containing further information about them.

Figure 1.1: The existence of national strategies and large-scale initiatives to promote physical education and physical activity in primary (ISCED 1) and lower secondary education (ISCED 2), 2011/12



Source: Eurydice.

Country-specific note

Denmark: A new strategy introduced in 2012 is being fully implemented in 2013/14.

Scope and target groups

Strategies in the respondent countries either target physical education at primary and lower secondary school within a general strategy covering broader sections of the population, as in Latvia and Slovenia, or are focused more directly on young people, as in the United Kingdom (England). However, some strategies are designed specifically for physical education and school sports, such as those in Bulgaria, Spain and Croatia.

Strategies either target the whole of physical education or they cover a specific educational level. Very often, strategies address the whole of secondary education, including both its lower and upper levels.

Strategies in some countries include actions or policies aimed specifically at certain target groups. The most frequently reported groups range from pupils with special educational needs and pupils with disabilities to girls and talented young athletes.

Aims and objectives

The aims of national strategies may vary from one country to another, in line with ongoing political, economic and social priorities. The most frequently reported aims are those of increasing the number of young people who take part in sports activities, raising awareness of the value of physical education, developing positive attitudes to physical activities, and motivating young people to take part in them throughout their lives. Many strategies thus refer to the role of physical activity and sport in

promoting health and healthy lifestyles, as well as their broader contribution to physical, personal and social development.

However, other national strategies are more focused on particular issues, targeting only one or some of the general goals. For instance, pupil health and healthy development are at the heart of current strategies in Austria, Romania, Slovenia and the United Kingdom (Wales). Several strategies concentrate on the importance of adequate sports facilities and equipment, as in Latvia and Croatia. Overall, strategies emphasise the need to improve the quality and availability of the sports infrastructure for pupils, and to open it up to the wider community.

Finally, strategies usually include both curricular (see Chapter 2) and extracurricular activities (see Chapter 6).

1.2. Large-scale initiatives

Nine education systems with no formal national strategy to promote physical education and physical activity have introduced centrally coordinated large-scale initiatives to encourage and develop physical activities (see Figure 1.1). Furthermore, in 14 education systems with national strategies in place, significant initiatives exist alongside them or are being developed within them to further one or more of their aims. Such initiatives are usually programmes or projects with a defined timeline, budget, actions and stakeholders.

Overall, centrally coordinated initiatives are managed by bodies responsible for promoting physical education and physical activity. They support schools, young people, or other stakeholders in their efforts to develop and promote sport and physical activities. Most commonly, schools and other stakeholders in physical education are granted funds within such programmes and projects. Their implementation is often supported by specially designated coordinators or counsellors based in schools or public authorities, national sports federations and various associations.

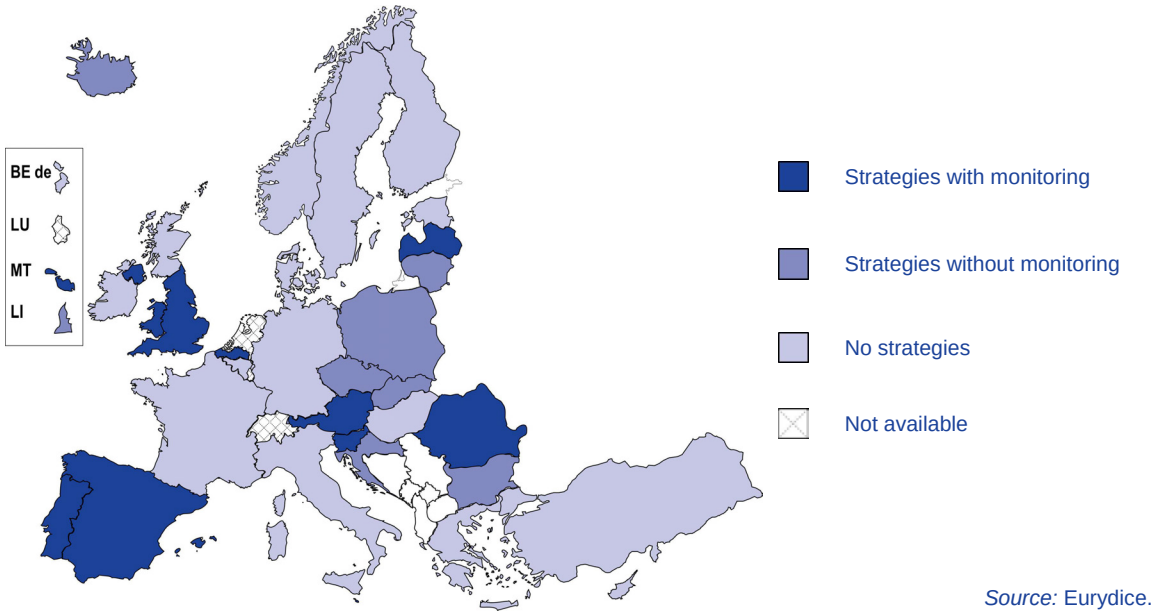
Like strategies, large-scale initiatives also cater for both curricular and extracurricular activities. From a content point of view, these initiatives typically focus on two issues. First, they encourage and support the provision by schools of high-quality physical education and physical activity for all their pupils; secondly, they encourage and challenge them to get involved in activities of this kind.

1.3. Monitoring of national strategies

In all European countries, virtually every aspect of school education, including physical education, is subject to regular internal or external evaluation (or both) which usually involves the school inspectorate. However, regular evaluation of this kind is not discussed here. Instead, the present section briefly examines centrally organised action to monitor implementation of the national strategies discussed above.

As Figure 1.2 shows, eleven out of 19 education systems monitor their strategies. Methods of monitoring vary from one country to another. Depending on the country concerned, national, regional and local bodies are involved in the process, as well as schools themselves.

Figure 1.2: Monitoring of national strategies in primary (ISCED 1) and lower secondary education (ISCED 2), 2011/12



Source: Eurydice.

Monitoring most commonly involves preparation of a report, generally by the bodies responsible for the national strategy. These reports help the central authorities to identify any aspect of their policy requiring change, or to optimise the use of financial or other resources. They are normally published on the websites of the bodies responsible for them.

In Belgium (Flemish Community), Spain, Austria, Romania and the United Kingdom (Northern Ireland), other methods of monitoring are adopted by the public authorities. Belgium (Flemish Community) has established a follow-up committee which checks how subsidised organisations implement school sports activities. Similarly, monitoring in Austria is carried out by a steering committee. In Spain, benchmarks have been established for 2016 and 2020 and the institution responsible for monitoring is the Higher Sports Council. Romania has established a National Joint Commission to monitor and review its strategy. In the United Kingdom (Northern Ireland), a one-off baseline survey of timetabled physical education in primary and post-primary schools was conducted.

CHAPTER 2: CURRICULAR CONTENT

Physical education is a compulsory subject at primary and lower secondary levels in all respondent countries. There are many similarities and some differences among these countries in their approach to the subject. This chapter describes, first, the main aims of physical education as defined in the central steering documents. The chapter then reviews what are regarded as learning outcomes, and considers the mandatory and optional physical activities taught at schools, and reasons for assigning the mandatory activities. It also examines whether health education is treated as a stand-alone subject, or integrated in other subjects. It concludes with a short overview of possible exemptions from physical education. Planned reforms of national curricula are summarised in Chapter 7.

2.1. National aims

All countries specify the main aims of physical education at school, in some cases supplemented by a national definition. Physical education cannot be limited to improving just physical abilities, as it is concerned with a much broader range of skills, some of them emotional and social, as well as with cognitive processes, motivation and moral concepts. Thus almost all countries identify the physical, personal and social development of young people as its main goals.

2.1.1. Physical development

The nature of physical education is such that its classes usually give top priority to the development of physical and motor skills. Children and young people are thus taught to expand their physical abilities, to achieve better coordination, faster reactions, and greater speed, endurance, suppleness, balance and strength. Lithuania and Hungary refer to the desirability of additional skills, such as achieving the correct posture and regular breathing. Classes also seek to develop motor skills related specifically to particular sports and games. A further concern of physical education is to compensate for the hours spent sitting in most other classroom lessons and, more generally, to discourage a sedentary lifestyle.

Physical development is closely linked to the promotion of health and healthy lifestyle, including lifelong enjoyment in physical activity and exercise. Nearly all countries stress that it is vital to appreciate the value of such activity for health in order to improve the quality of life. Young people at school should also be given an opportunity to learn more about factors affecting their physical abilities. Finally, physical education provides a setting in which they can test their physical fitness independently, experiment with certain activities and pursue them in their leisure time if they wish.

2.1.2. Personal development

Physical education can contribute crucially to the personal growth of young people in helping them to develop physical awareness and belief in their own physical abilities, along with a general feeling of bodily well-being and thus greater self-confidence and self-esteem. Physical education also develops their willpower, sense of responsibility, patience and courage. At the same time, it helps them to be realistic about their physical and other capabilities and in their decisions and actions, so that they both learn to accept themselves and tolerate differences in others.

The health benefits of physical activities also contribute to balanced mental attitudes. Physical education seeks to develop self-reliant assertive behaviour in a variety of situations, and enables young people to discuss and discover ways of dealing constructively with negative emotions and stress.

In addition, several countries – Latvia, Hungary, Malta and the United Kingdom (England) – emphasise how physical and sports education at school inject a competitive edge into personal development. Pupils take part in sports competitions or events in which they learn to compete and confront various challenges. They also learn how to plan, put into practice and evaluate actions, ideas and performances. They have opportunities to experiment with different roles, such as those of player, referee, organiser and spectator, and to apply strategies and tactics. However, Finland reports a contrasting approach. It encourages the development of skills for both individual work and cooperation, but without the same emphasis on competition.

2.1.3. Social development

Social development encompasses a very broad range of skills. Some countries refer to the acquisition of 'soft skills', such as good communication and constructive cooperation with others on an equal basis.

Many countries stress the value of integrating young people into society, and nurturing and improving their sense of solidarity, social interaction, team work and team spirit, fair play, and their respect for rules and for others, as part of developing their social personality to the full.

The significance of broader human and environmental values has been firmly noted by a few countries. Iceland cites the importance of responsibility towards living beings and the environment, while Denmark emphasises that physical education should make children and young people aware of their responsibility for their own lives, and show them how to be socially involved in a community. Some countries go even further than this and highlight the key contribution sport may make to preventing violence.

Certain countries emphasise the relevance of physical education for sport in society. The Czech Republic, Estonia and Hungary stress the fact that it encourages young people to watch and take part in sports events, and inform themselves about sport on a firm regular basis. Liechtenstein views sport as a cultural component in society, which is thus perceived as being of public interest.

2.2. Learning outcomes

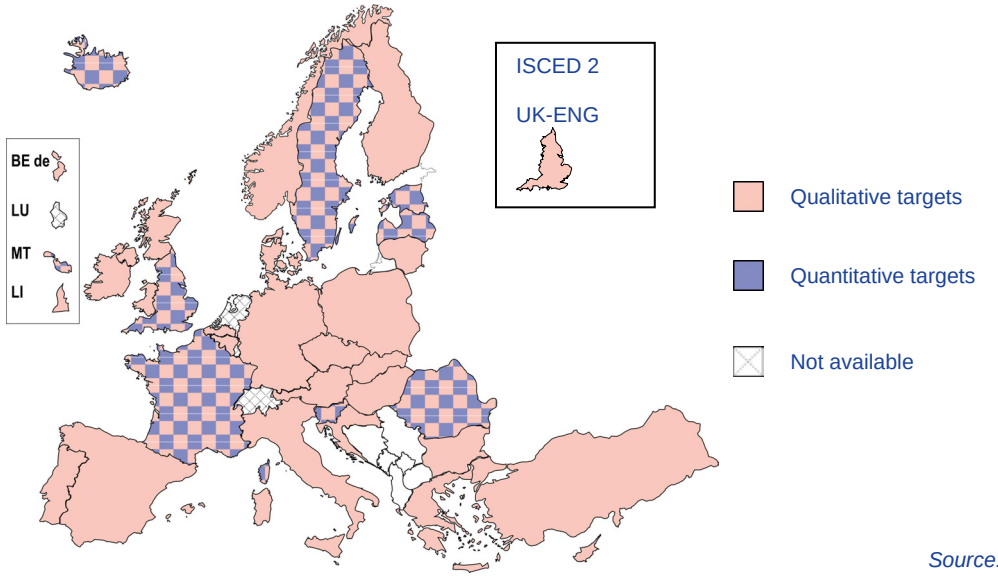
Countries opt for various ways of defining learning outcomes in physical education at school. The majority of them describe general, qualitative targets as its focus (see Figure 2.1). The difference between national aims and learning outcomes in physical education is not very clear-cut and distinguishing between them can be difficult.

Like the national aims, learning outcomes usually cover skills concerned with physical, personal and social development and highlight the importance of a healthy lifestyle. This applies especially to countries in which schools are free to choose and implement those physical education activities that best match the qualitative targets. Some countries which set qualitative targets also refer to precise physical activities in sports such as gymnastics or athletics, as learning outcomes (see Section 2.3).

Apart from the skills and abilities identified in the national aims of physical education, those targeted as learning outcomes are more detailed than the main aims or widen their scope. For example, health issues and lifelong positive attitudes towards physical activities are referred to in national aims, and in nearly all countries are also learning outcomes. More specifically, however, this also means overcoming obesity and learning about nutritional and dietary matters. In addition, physical education seeks to develop personal hygiene, prevent injuries, and increase awareness and knowledge of risks and safety measures, as well as teaching young people how to react in emergencies.

Among the countries which specify qualitative learning outcomes, a distinct group report that they also define learning outcomes which are quantifiable, as shown in Figure 2.1. In these countries, pupils may be expected to run for a specific period of time, to swim certain distances or perform particular exercises in certain specified sports.

Figure 2.1: Existence of qualitative and quantitative learning outcomes in primary (ISCED 1) and lower secondary education (ISCED 2), 2011/12



Source: Eurydice.

Explanatory notes

Learning outcomes are desirable concrete attainment levels defined in terms of knowledge, skills and competence. They can be quantitative or qualitative.

A country shown as having quantitative targets reports at least one activity in which a quantitative target is set.

Country-specific notes

Slovenia: Quantitative targets in are set only for running (athletics), swimming and hiking.
Sweden and **Iceland**: Quantitative targets are set only for swimming.
United Kingdom (ENG): Quantitative target is set only for swimming and only at ISCED level 1.

Some learning outcomes are also associated with subjects other than physical education. In countries such as Germany, Portugal, the United Kingdom and Nordic countries, there is a cross-curricular approach to the subject at school, in which it is accorded its own distinctive aims but also linked to other subjects. Thus students might have opportunities to learn about complementary aspects of physical education and natural and social sciences, and explore interesting practical links between them.

For example, Nordic countries report that pupils learn how to make use of maps and other means of orienting themselves in a natural environment. In the Czech Republic, Germany and Norway, traffic rules for pedestrians and cyclists are part of the physical education curriculum, as is first aid in several countries. Not surprisingly Greece, but also the Czech Republic and Poland refer to the importance of familiarising young people with the Olympic ideals and symbols.

In addition, Latvia, Austria, Slovenia and Finland have introduced measures encouraging all teachers to include physical activity in various school subjects.

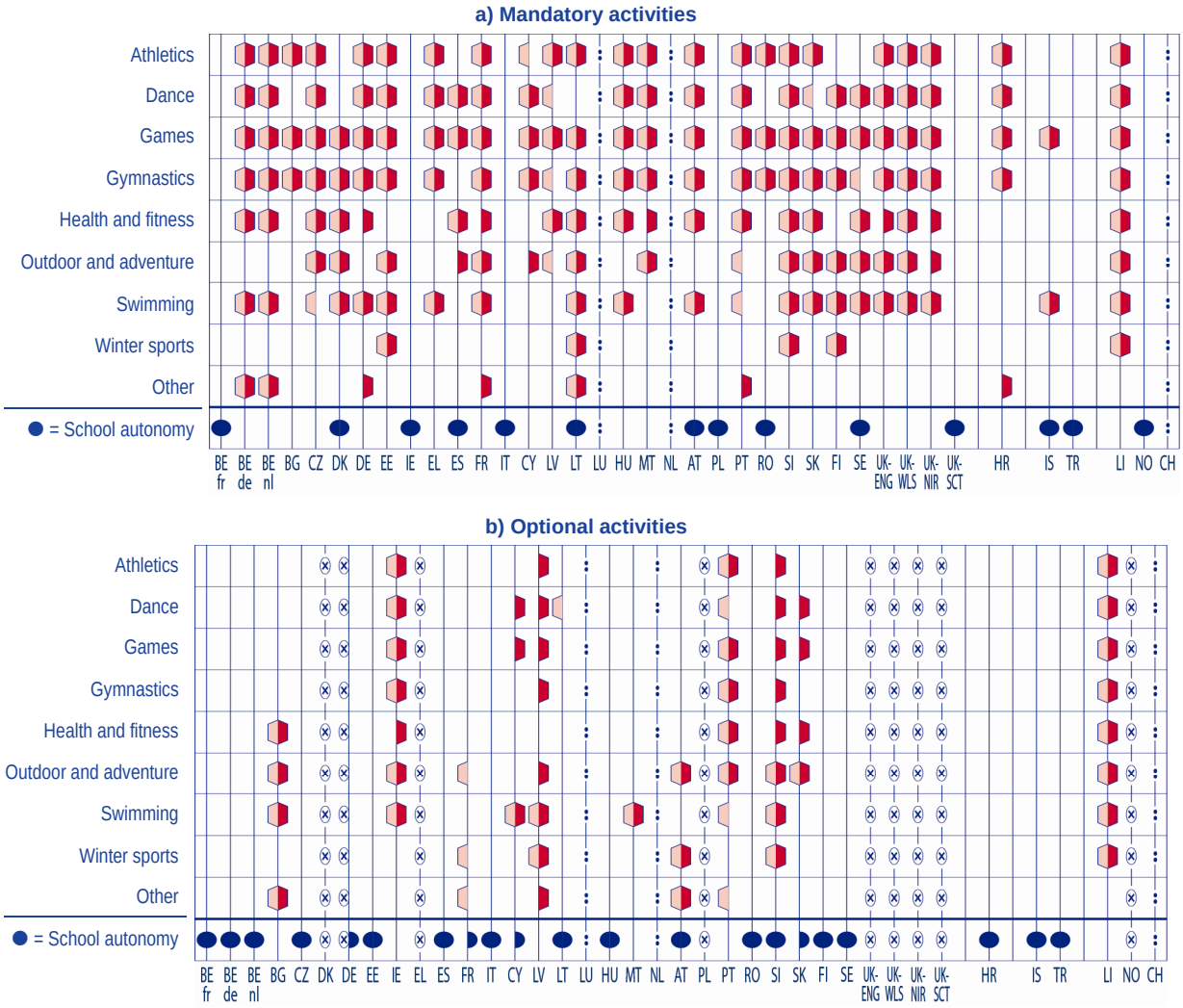
> The Ministry of Education in **Latvia** has supported the project on healthy stance teaching in primary education and helped to organise in-service teacher training courses on tackling scoliosis. Teachers of various subjects now provide active or dynamic breaks lasting 2-5 minutes for pupils during their lessons.

In **Slovenia**, the curriculum for physical education contains a recommendation on *minuta za zdravje* ('a minute for health') encouraging teachers of other subjects to interrupt their classroom lessons occasionally, clear the air and suggest that their pupils undertake motor activities and relax for a while.

2.3. Status of physical education activities

The central authorities of many countries include the main motor physical activities such as walking, running, jumping and throwing in their curricula in the first years of primary education. Gradually, curricula build on these basic activities and enlarge the scope of motor skills for children to practise them in sport disciplines. The most common ones are reviewed in Figure 2.2, with a clear distinction between mandatory and optional activities, which schools in some education systems are free to determine for themselves. Furthermore, there are no significant differences between primary and lower secondary education.

Figure 2.2: Activities specified in the central curriculum/steering documents in primary (ISCED 1) and lower secondary education (ISCED 2), 2011/12



Source: Eurydice.

Explanatory note

Inclusion of an activity means that it is taught in at least one year at ISCED level 1 or 2.

In around one-third of education systems, schools at both these educational levels are free to decide which activities should be mandatory. The schools and their teachers thus decide which physical activities are most likely to result in desirable learning outcomes. Although schools in some countries have significant level of autonomy, there are also mandatory activities that are prescribed, recommended or commonly performed and thus showed in Figure 2.2. This is the case in Denmark, Spain, Lithuania, Austria, Romania, Sweden and Iceland. In the remaining countries, the physical activities are stipulated in the curriculum.

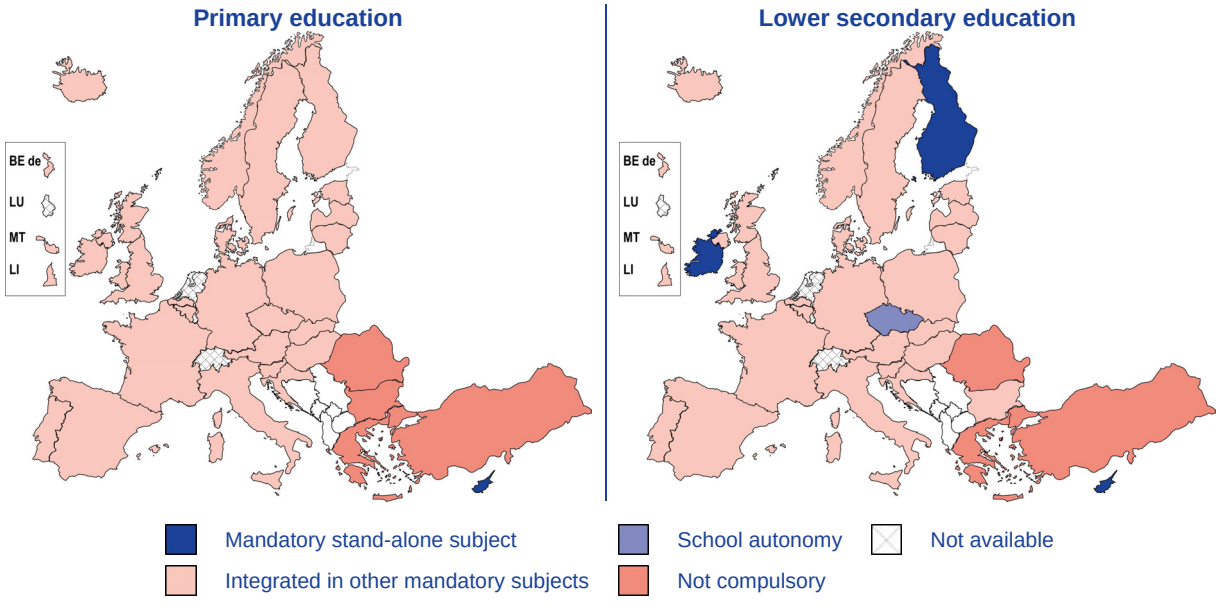
Among the mandatory physical education activities in schools, games are the most common. Some countries report that established games – typically ball games – are played. Others refer to 'games' in general, but specify the skills to be taught, such as bouncing, carrying, throwing, passing and catching. After 'games' come gymnastics, athletics and dance. Activities 'other' than those in Figure 2.2, which are reported by a few countries, relate mainly to the martial arts and water sports.

The central authorities in some countries specify certain optional physical activities. However, it is reportedly mainly for schools to decide whether such activities are taught – and, if so, which ones. Overall, 17 education systems at primary level and 21 at lower secondary level report school autonomy.

2.4. Health education

A healthy lifestyle is often mentioned by countries as one of the main aims of physical education at school. In addition, health and fitness are frequent activities as shown in Figure 2.2. Indeed, many countries include various aspects of health education in their teaching of other subjects, such as biology and social sciences.

Figure 2.3: Status of health education in central curriculum/steering documents in primary (ISCED 1) and lower secondary education (ISCED 2), 2011/12



Source: Eurydice.

Explanatory note

Where health education is taught as a mandatory stand-alone subject, this occurs in at least one school year.

Country-specific note

Romania: Health education is an optional subject in primary and lower secondary education at national level and schools can decide whether it is taught or not.

A few countries offer health education as a mandatory stand-alone subject in their curricula. This applies to Cyprus and, in lower secondary education, to Ireland and Finland. In almost all other countries, health education is an integral part of other mandatory subjects.

In the Czech Republic, schools can decide whether aspects of health education are taught as a stand-alone subject or as part of other subjects in lower secondary education.

According to the respondent countries, health education typically encompasses one or several of the following topics: physical, personal and social well-being; health and illness prevention; hygiene; safety; sexual health; food and nutrition; health and social harm (alcohol, tobacco and drugs abuse).

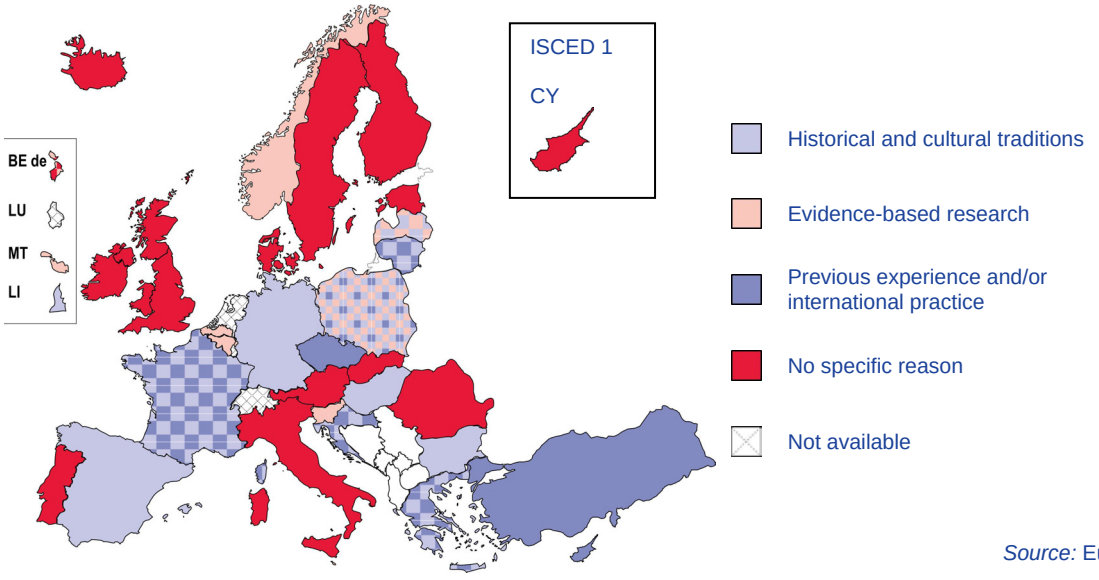
2.5. Policy reasons for selecting particular mandatory activities

Although schools have included certain physical activities and sport disciplines in the curriculum for decades, the reasons for choosing them are not that clear. Countries typically stress the value of a long-term commitment to physical activity. Physical education is regarded as a way of inspiring children and young people to experiment with different activities so that they are motivated to enjoy physical recreation throughout their lives.

Practical factors sometimes significantly condition the choice of particular mandatory activities provided by schools. They have to be able to offer appropriate facilities and equipment for teaching physical education in classes lasting around an hour. The presence of a local community sports infrastructure may also increase opportunities for organised physical activities and enhance the quality of their provision.

While the central authorities in some countries prescribe mandatory activities for physical education, in other countries schools are free to determine these activities for themselves, while yet others adopt both approaches (see Section 2.3). However, all countries select their mandatory activities in accordance with certain criteria. When asked about the policy arguments or reasons for their choice, almost all of them refer to curricular aims and learning outcomes. Whether at central or school level, they therefore select what they believe to be the most appropriate physical activities for achieving defined purposes. However, a few countries cite certain specific reasons for selecting particular mandatory physical activities.

Figure 2.4: Specific policy reasons for selecting mandatory activities in primary (ISCED 1) and lower secondary education (ISCED 2), 2011/12



Source: Eurydice.

Historical and cultural traditions are the most widespread reason underlying the choice of school physical activities. This is also reflected in the teaching of traditional dances and games rooted in the culture of society. Spain refers to specific physical activities taught at school in relation to sought-after learning outcomes, but also reports that the majority of the Autonomous Communities include their own traditional sports and games as mandatory activities in their curricula.

Longstanding physical activities and sport disciplines have their place in physical education at school. However, new or trendy sports might also motivate pupils to undertake physical activity. Latvia and Lithuania state that besides traditionally popular games, new sports such as floorball and frisbee have been introduced into physical education to help develop positive attitudes towards sport among young people.

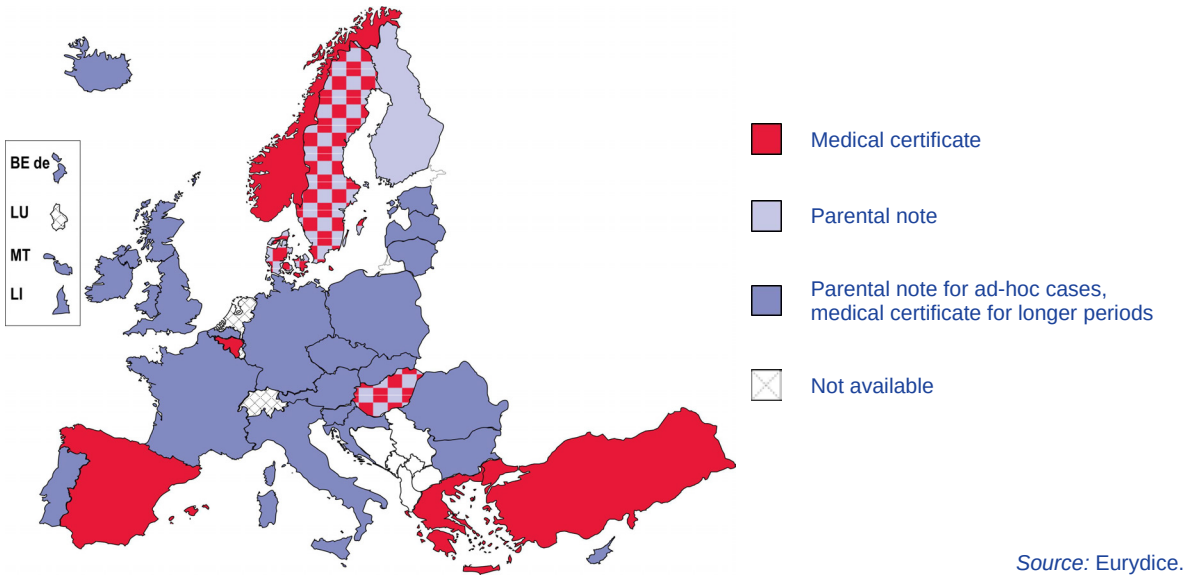
Eight education systems highlight the work of experts who do research and publicise their findings which are then used as a basis for choosing appropriate school physical activities.

Finally, previous experience or international practice contribute significantly to the selection of physical activities in lower secondary education in Cyprus, and at both primary and lower secondary levels in the Czech Republic, Greece, France, Lithuania, Poland, Croatia and Turkey. In Poland, all three types of reasons for choosing activity (as shown in Figure 2.4) are equally important.

2.6. Exemptions from physical education

For various health reasons, pupils might not always be able to undertake physical education. In this case, they may be permanently or temporarily exempt from it. Whether this is partial or total exemption depends on whether they can undertake at least some of the activities concerned.

Figure 2.5: Exemptions from physical education in primary (ISCED 1) and lower secondary education (ISCED 2), 2011/12



Source: Eurydice.

Explanatory note

Exemptions relate to partial or total exemption on a temporary or permanent basis.

Exemption procedures in respondent countries differ. Some countries require pupils to present a medical certificate testifying to their inability to perform physical education activities, in which case parental requests alone are not accepted. Other countries do commonly accept written requests from parents as sufficient grounds for exemption, although majority of them do so only on ad-hoc basis. Medical certificates may be required if exemption is sought for longer periods. Belgium (Flemish

Community) reports that parental notes can be overruled if there is any doubt about the validity of requests, while medical certificates formally oblige schools to accept them. In Denmark, Hungary and Sweden, schools are free to decide whether a written parental request alone is sufficient, or whether a medical certificate is required.

If pupils are exempt from involvement in physical education because of injury or illness, they are usually expected to undertake an activity compatible with it. In the event of partial exemption, this might involve physical activities that the pupil concerned can still perform safely in spite of his or her injury or ill-health. In other cases, pupils may have to do theoretical or essentially non-physical work linked to physical education, such as writing a report on it, as in Belgium (French Community), acting as referees, offering feedback or keeping scores, as in Ireland and Italy. This helps to ensure that they can gain something from the lessons even if they are less actively involved. It also helps to discourage pupils from skipping physical education classes in order to do homework or perhaps work on other subjects.

CHAPTER 3: RECOMMENDED TAUGHT TIME

The importance of physical education is emphasised in the curricula of all European countries, in which it is a mandatory subject throughout the whole of full-time compulsory general education. Nevertheless, the prescribed taught time for physical education differs significantly from one country to another. The first section of this chapter examines the minimum taught time recommended for it in both primary and general secondary education. The second section reviews changes in these recommendations between 2006/07 and 2011/12. Finally, for a better idea of the perceived importance of physical education compared to other subjects, the third section examines the share of taught time devoted to it in curricula at both educational levels concerned.

3.1. Recommendations on taught time in compulsory education

In around two-thirds of European countries, the central education authorities indicate the minimum number of hours for all years in full-time compulsory education (see Annex 2). In some countries, however, schools are free to decide how the taught time for physical education is distributed. In Estonia, Poland, Slovakia, Finland, Iceland and Norway, the recommended taught time is indicated for each educational stage within an educational level, while in Sweden an overall figure is recommended for the whole period of compulsory education. In Belgium (German-speaking Community), Italy and Portugal (in years 1-4), flexible taught time is allocated to physical education only at primary level. In Belgium (Flemish Community), the Netherlands and the United Kingdom, official recommendations on taught time apply to all school subjects as a whole. Schools are therefore free to decide how they allocate this time to individual subjects according to their particular circumstances. Although these countries have no precise prescribed taught time, some of them have issued strategies or recommendations about the time to be devoted to physical activities within the curriculum. According to such guidelines, pupils in Belgium (German-speaking and Flemish Communities) and the United Kingdom (Wales) should engage in organised physical activities and sport at least twice a week.

When focusing on the whole time span of compulsory education, the taught time earmarked for physical education changes little in some countries, while in others there are significant variations from one year to the next (see Annex 2). Thus in countries in which there is little change, the amount of taught time is relatively speaking either consistently high, as in France and the United Kingdom (Scotland) or, on the contrary, consistently low, as in Ireland and Latvia. In countries with significant annual variations, the amount of indicated taught time is decreased after the first four to six years of compulsory education, as in Germany, Spain, Luxembourg, Malta, Croatia and Turkey. Conversely, in a few countries, the amount of taught time increases, as in Denmark, Greece and Cyprus.

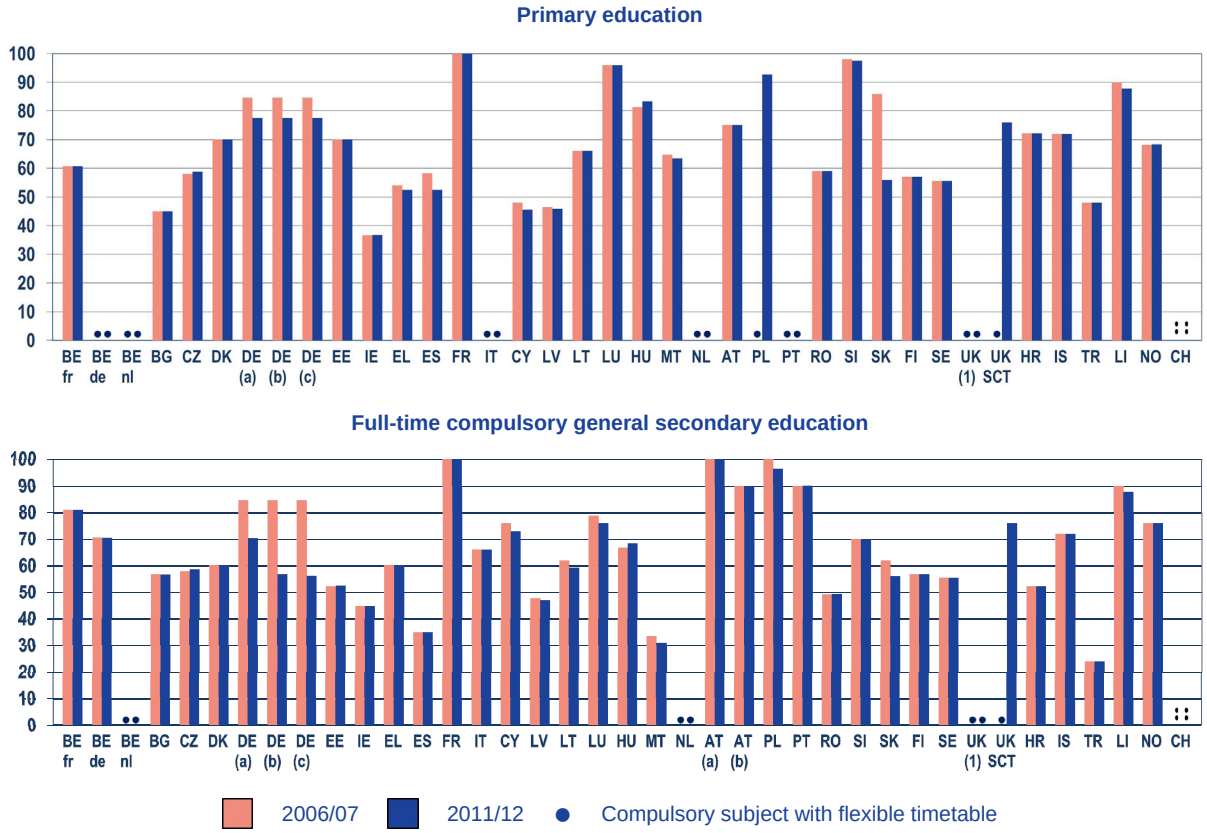
When comparing the taught time earmarked for physical education by primary and general secondary levels, the differences between countries are substantial (see Figure 3.1). In primary education in 2011/12, the average taught time based on the recommended minimum per notional year varies between 37 hours in Ireland and 108 in France. At secondary level, the figures range from 24-35 hours in Spain, Malta and Turkey, to 102-108 hours in France and Austria (*Allgemeinbildende Höhere Schule* – AHS).

3.2. Changes in taught time between 2006/07 and 2011/12

Between 2006/07 and 2011/12, the recommended annual number of hours for physical education was not changed in the majority of European countries. In some countries, it was altered only slightly. Generally these changes have not been directly linked to the organisation of physical education but to fluctuations in the number of school days per year and/or the length of lessons, as in the Czech Republic, Cyprus and Liechtenstein. In Germany, the reform leading to the shortening of secondary education has logically affected the taught time devoted to physical education, which substantially decreased between the two reference years.

Only Slovakia has significantly changed the taught time devoted to physical education as a result of reorganised teaching of the subject. Indeed, its taught time at primary level was considerably reduced between 2006/07 and 2011/12.

◆◆◆ **Figure 3.1: Trends in the recommended minimum number of hours of compulsory physical education teaching during a notional year in primary and full-time compulsory general secondary education, 2006/07 and 2011/12**



Source: Eurydice.

UK (1) = UK-ENG/WLS/NIR

Data (Figure 3.1)

	Primary		Full-time compulsory general secondary			Primary		Full-time compulsory general secondary	
	2006/07	2011/12	2006/07	2011/12		2006/07	2011/12	2006/07	2011/12
BE fr	61	61	81	81	NL	●	●	●	●
BE de	●	●	71	71	AT – *Volkschule*	75	75		
BE nl	●	●	●	●	AT – AHS *(a)*			102	102
BG	45	45	57	57	AT – *Hauptschule* + PTS (b)			90	90
CZ	58	59	58	59	PL	●	93	110	96
DK	70	70	60	60	PT	●	●	90	90
DE - *Grundschule*	85	78			RO	59	59	49	49
DE - *Gymnasium (a)*			85	71	SI	98	98	70	70
DE - *Hauptschule (b)*			85	57	SK	86	56	62	56
DE - *Realschule (c)*			85	56	FI	57	57	57	57
EE	70	70	53	53	SE	56	56	56	56
IE	37	37	45	45	UK-ENG/WLS/NIR	●	●	●	●
EL	54	53	60	60	UK-SCT	●	76	●	76
ES	58	53	35	35					
FR	108	108	108	108	HR	72	72	53	53
IT	●	●	66	66					
CY	48	46	76	73	IS	72	72	72	72
LV	46	46	48	47	TR	48	48	24	24
LT	66	66	62	59					
LU	96	96	79	76	LI	90	88	90	88
HU	81	83	67	68	NO	68	68	76	76
MT	65	63	34	31	CH	:	:	:	:

● Compulsory subject with flexible timetable

Source: Eurydice.

Explanatory note

Figure 3.1 shows the recommended minimum number of exact hours (60 minutes) devoted to the compulsory teaching of physical education in primary and full-time compulsory general secondary education, on the basis of national minimum recommendations in the curriculum for each reference year. For detailed calculation methods, see *Recommended annual taught time in full-time compulsory education in Europe 2011/12,* (EACEA/Eurydice, 2012a).

To obtain a **notional year**, the total teaching load in hours for primary and full-time compulsory secondary education has been divided by the number of years corresponding to the duration of each educational level. For the exact amount of time (in hours) allocated annually in each school year during the whole of full-time compulsory general education, see Annex 2.

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), in which some or all of ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of European education systems 2011/12: schematic diagrams* (EACEA/Eurydice, 2011).

For a definition of '**flexible timetable**', see the Glossary.

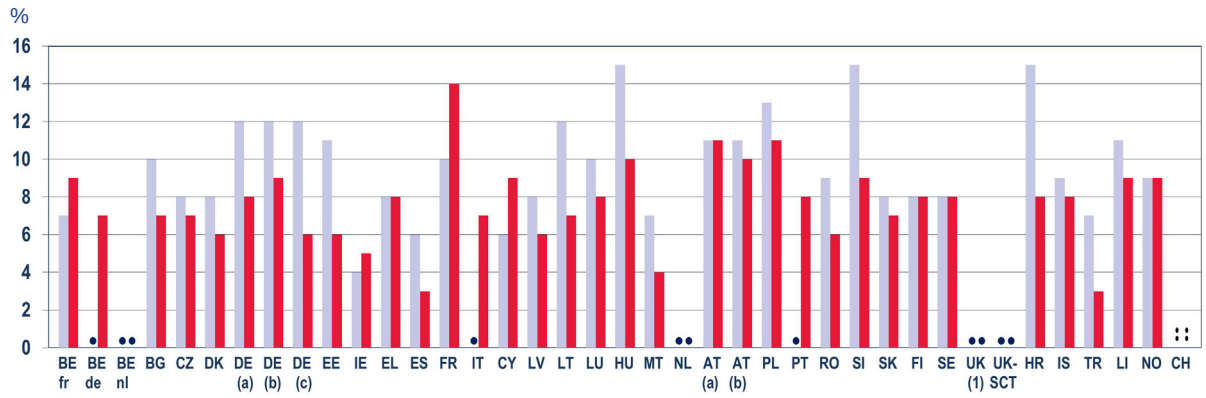
Country-specific notes

Belgium (BE de, BE nl) and **United Kingdom (WLS)**: Although there are no official recommendations on taught time for physical education, in practice the subject is allocated 61, 59 and 76 hours per notional year respectively. In the German-speaking Community of Belgium, this relates solely to primary education.
Poland: In full-time compulsory secondary education, the data in 2006/07 relates to the actual amount of taught time per notional year to be implemented at schools for physical education, while in 2011/12 it relates to the minimum amount.
Portugal: In years 1-4 of primary education, physical education *(expressão físico-motora)* is taught within the 'Expressions' subject area; no time is specifically allocated to the subject. In years 5-6, the annual taught time devoted to physical education is 81 hours.
Sweden: Taught time for physical education is allocated for the whole of full-time compulsory general education.
Turkey: Although formally there is no ISCED level 2 in the Turkish education system, for purposes of comparison with other countries, years 1-5 can be treated as ISCED level 1 and years 6-8 as ISCED level 2.

3.3. Share of taught time for physical education in curricula

In the vast majority of countries with recommendations on taught time for physical education, the relative share of the time allocated to this subject in relation to total taught time is higher in primary than in secondary education (see Figure 3.2). In primary education in half of the countries, compulsory physical education represents around 9-10 % of total taught time. In Hungary, Slovenia and Croatia, this proportion reaches 15 % while in Ireland it corresponds to only 4 %.

◆◆◆ **Figure 3.2: Minimum time allocated to physical education as a compulsory subject, as a proportion of total taught time in primary and full-time compulsory general secondary education, 2011/12**



UK (1) = UK-ENG/WLS/NIR

	Primary (%)	Full-time compulsory general secondary (%)		Primary (%)	Full-time compulsory general secondary (%)
BE fr	7	9	**NL**	●	●
Bede	●	7	**AT** *Volksschule* + AHS *(a)*	11	11
BEnl	●	●	**AT** *Volksschule* + *Hauptschule* + PTS (b)	11	10
BG	10	7	**PL**	13	11
CZ	8	7	**PT**	●	8
DK	8	6	**RO**	9	6
DE *Grundschule* + *Gymnasium (a)*	12	8	**SI**	15	9
DE *Grundschule* + *Hauptschule (b)*	12	9	**SK**	8	7
DE *Grundschule* + *Realschule (c)*	12	6	**FI**	8	8
EE	11	6	**SE**	8	8
IE	4	5	**UK-ENG/WLS/NIR**	●	●
EL	8	8	**UK-SCT**	●	●
ES	6	3			
FR	10	14	**HR**	15	8
IT	●	7	**IS**	9	8
CY	6	9	**TR**	7	3
LV	8	6			
LT	12	7	**LI**	11	9
LU	10	8	**NO**	9	9
HU	15	10	**CH**	:	:
MT	7	4			

● Compulsory subject with flexible time allocation

Source: Eurydice.

Explanatory note

Figure 3.2 shows the relation between the time allocated to the teaching of physical education as a compulsory subject and the total amount of taught time for the whole of primary and full-time compulsory general education. The calculation has been based on the minimum number of exact hours (60 minutes) recommended at national level.

For detailed calculation methods, see *Recommended annual taught time in full-time compulsory education in Europe 2011/12*, (EACEA/Eurydice, 2012a).

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), in which some or all of ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of European education systems 2011/12: schematic diagrams* (EACEA/Eurydice, 2011).

For a definition of '**flexible timetable**', see the Glossary.

Country-specific note

Portugal, Sweden and **Turkey**: See Figure 3.1

In secondary education, the percentage of minimum time recommended for physical education is generally 6-8 % of all taught time in the majority of countries. France stands out with 14 % of its total taught time prescribed for physical education, while in Spain, Malta and Turkey the corresponding proportion is only 3-4 %.

The difference between the taught time allocated to physical education in primary and general secondary education is particularly great in some countries. For instance, in Estonia, Spain, Malta, Croatia and Turkey, around twice as much taught time is devoted to physical education at primary level as at secondary level. Conversely, a bigger emphasis is put on the subject at secondary level than at primary level in Belgium (French Community), France and Cyprus. In four countries, the share of taught time devoted to physical education at both levels is almost identical: in Austria (AHS), it accounts for 11 % of total taught time, in Norway for 9 %, in Finland for 8 %, and in Ireland for less than 5 %.

A comparison between the share of total taught time allocated to physical education and that earmarked for other subjects reveals its lesser perceived importance in relation to the latter (EACEA/Eurydice, 2012b). The difference is especially striking in primary education. Here, the proportion of total taught time devoted to physical education is around only one-third of that allocated to the language of instruction and around half that set aside for mathematics. In some countries such as Cyprus and Turkey, physical education accounts for corresponding proportions of one-sixth to one-fifth of taught time compared to the language of instruction, and one-third to one-half compared to mathematics. However, in most countries, the share of taught time for physical education is slightly higher than the share for natural sciences or for foreign languages. Physical education and artistic activities are generally allocated a similar amount of time.

In full-time compulsory secondary education, the trends are duplicated as regards the language of instruction, mathematics and the arts. Physical education is allocated around half the time set aside for the language of instruction and mathematics. However the share of time devoted to it in Austria (AHS) is closer to the proportional allocation for both these subjects than in any of the other respondent countries. In general, physical education and the arts account for a similar proportion of total taught time at secondary level, as in primary education. However, in contrast to primary level, the share of taught time for physical education at secondary level is less than in the case of natural sciences and foreign languages.

CHAPTER 4: PUPIL ASSESSMENT

Chapter 2 has already discussed the main aims of physical education and physical activities organised at school, as well as their desirable learning outcomes. In all European countries, the involvement, progress and development of pupils in physical education is regularly monitored and assessed throughout the school year. However, assessment methods may vary depending on the country and level of education. This chapter outlines the use of formative and summative methods which are those most widely used. In addition, it describes central assessment tools specifically designed for physical education. Finally, the chapter examines whether children's attainment in this area is shown in the reports on their all-round progress at the end of each school year, and whether countries organise national testing in the subject.

Physical education is compulsory at both primary and lower secondary levels in the education systems of all respondent countries. In the majority of them, pupils' progress in physical education is assessed as in any other subject. Only in a few countries do pupils have to attend physical education classes without undergoing formal assessment. This is the case in Malta and Norway at primary level, while in Ireland no formal assessment occurs at either primary or lower secondary level.

> Although assessment in physical education is not a legal requirement in **Ireland**, schools at lower secondary level are expected to report to parents on their children's progress and participation in physical education classes. Teachers are also expected to include assessment practices in their teaching.

Most European countries issue clear recommendations on assessment methods to be used for the evaluation of physical education at school. However, in Belgium and Iceland, educational institutions are free to apply their own assessment methods.

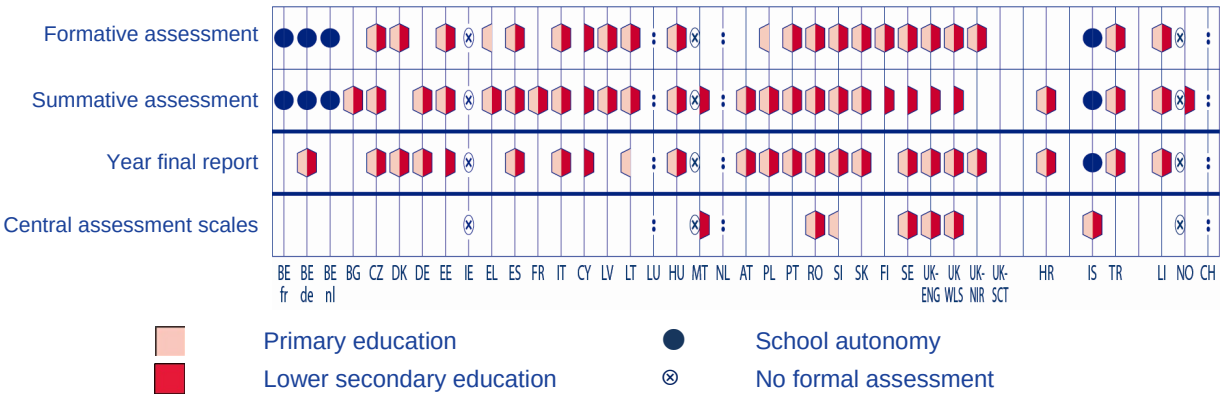
According to the respondent countries, the two most common methods of assessment in physical education are formative and summative. **Formative assessment** is mainly qualitative and descriptive (i.e. expressed orally or in writing). It identifies the learning outcomes and achievements of pupils over a given period, as well as further improvements they might make.

> In **Cyprus**, formative assessment in lower secondary education is based on the following criteria: progress made in a given time period (50 %); active and positive participation in physical education classes (30 %); and pupils' attitudes towards physical education and in exercise for health and sport (20 %).
>
> In **Spain**, the learning processes of pupils in physical education are assessed on a regular basis. In lower secondary education, they take account of aspects such as the acquisition of healthy habits, the implementation of what has been learnt, the level of self-demand, the ability to overcome difficulties, the development of physical skills, teamwork, collective development, participation in sports activities, involvement, effort, creativity, theoretical and practical knowledge and critical skills.
>
> In primary and lower secondary education in **Slovenia** throughout the year and in all phases of the learning process, teachers monitor the physical, motor and functional development of pupils, and their mastery of different sports skills. Involvement in extracurricular activities as well as personal sports achievements in physical education are assessed during classes, and in school and other competitions.

By contrast, **summative assessment** is generally expressed in marks or grades indicated with numbers or letters, on the completion of certain tasks or tests during a given period of time. Marks are normally based on a scale (ranging, for example, from 1 to 10 or from 'A' to 'E') which in most cases is used for all subjects in the curriculum.

In lower secondary education in **Greece**, physical education teachers evaluate pupils either during the course or by performing short fitness tests. Time spent on tests must be kept to a minimum, so as not to lessen the time actually spent teaching. The assessment scale for personal performance in every subject is from 1 to 20. The annual performance mark in physical education is the average of marks for the three terms.

Figure 4.1: Assessment in physical education in primary (ISCED 1) and lower secondary education (ISCED 2), 2011/12



Source: Eurydice.

Country-specific notes

Greece: Grades for physical education are given only from year 3 onwards in primary education.
France: A new national assessment framework for physical education will be tested for the first time in 2012/13 (see Section 7.2)
Latvia, Poland and **Slovenia**: Grades for physical education are given only from year 4 onwards in primary education.
Hungary: Grades for physical education may be given at the end of the second year of primary education.
Portugal: Grades for physical education are given only from year 5 onwards in primary education.
Finland: Grades for physical education are compulsory only in years 8-9 (ISCED level 2).
Sweden: Grades for physical education at the end of each term or semester are given from year 8 onwards. As from 2012/13, grades will be given from year 6 onwards.

Although half the countries use both formative and summative methods to assess outcomes in physical education at both educational levels concerned, it seems that summative assessment is slightly more common (see Figure 4.1). Some countries use summative assessment as the only method in primary and lower secondary education, as in Bulgaria, Germany, France, Austria and Croatia, whereas Denmark and the United Kingdom (Northern Ireland) make exclusive use of formative assessment at both levels.

Formative assessment is used more often in primary than in lower secondary education. In several countries which use summative assessment in primary education (see Figure 4.1), marks are not given in the first years at that level. This is the case in Greece, Latvia, Hungary, Poland, Portugal and Slovenia. During these years, formative assessment is commonly applied, and later combined with summative assessment.

As already pointed out, summative assessment tends to use marks applicable to all other subjects in the curriculum. It is not uncommon for schools to develop assessment tools specifically designed for physical education in order to assess learning outcomes in the subject as accurately as possible. Such tools are usually in the form of a scale with a list of sports activities, descriptions of targeted learning outcomes, and expectations regarding performance, as well as the corresponding grades on which assessment is based.

France has a national reference framework of skills in physical education at primary level, but no corresponding assessment scales for physical activities. Each school therefore prepares its own assessment criteria according to the sports activities practised in the institution.

Some countries have created **central assessment scales** in order to provide standard assessment for all physical education in a country, but also to enable national-level comparison of learning outcomes.

Teaching objectives and learning outcomes in physical education in **Malta** are defined for each physical activity, such as athletics, dance, fitness and gymnastics. Each objective has ten levels of attainment which are described and used to assess schoolchildren's progress in physical education.

In **Sweden**, requirements for skills in physical education are set and described for the completion of two stages of education (by the end of years 6 and 9). Targeted levels of attainment are defined and grades (from 'A' to 'E') corresponding to these levels are indicated for each stage concerned.

In the **United Kingdom** (**England** and **Wales**), the curriculum steering documents contain 'level descriptions' (from 1 to 8) and provide the basis on which summative judgements about a pupil's performance are made, usually at the end of a key stage of education (the end of years 2 and 6). The descriptions allow judgements to be made against attainment targets, and indicate the types and range of performance that a pupil studying at a particular level should characteristically demonstrate over a period of time.

In a few countries, evaluation scales are devised for a particular sports activity in the physical education curriculum. This applies, for example, to Slovenia and Iceland in which swimming is not assessed in the same way as other sports practised in physical education classes during compulsory education.

Schools in **Slovenia** monitor the swimming of children at least twice, first in year 2 or 3 and then in year 6. Pupils are assessed on a scale specifying levels of swimming performance from 0 to 8.

In **Iceland**, swimming is assessed very precisely throughout compulsory education (years 1-10) by testing ability at the end of each school year when pupils are supposed to have acquired certain skills.

In most countries, pupils receive a **final report** at the end of each year, which contains the results for physical education along with other subjects. However, in Lithuania, annual reports refer to physical education at only primary level whereas in Estonia and Cyprus they refer to it at lower secondary level. In some countries, a final assessment for physical education is not shown in annual reports but in a performance certificate awarded to pupils on the completion of lower secondary education. This is, for instance, the case in France, Finland and Iceland.

National testing in physical education in Europe is very rare. However it was chosen as a subject for a national examination at the end of lower secondary education in Slovenia in 2009.

CHAPTER 5: TEACHERS

Teachers play a key role in translating the policy aims of physical and sports education into effective practice at school. Chapter 2 has outlined various physical activities listed in central curricula, while Chapter 4 has shown how the achievements of pupils in physical education can be assessed. However, teachers of the subject are expected not just to be able to practise and organise sports and physical activities, but to have the skills needed to promote a healthy way of life, increase the motivation of young people for physical exercise, and involve them in various sports. To do this, they should receive appropriate initial education and continuous professional development (CPD), both of which are considered in this chapter.

The first section of the chapter examines whether generalists or specialists teach physical education and sports at primary and lower secondary levels. The second section focuses on the qualifications needed by specialists to do so. The third section covers CPD opportunities designed for teachers of physical education. The aims, content and providers of CPD are also examined.

5.1. Extent of teachers' specialisation

Whether generalist or specialist teachers are put in charge of physical education classes largely depends on the level of education. At primary level, there are three possibilities: physical education is taught either by generalist teachers, by specialist teachers or by both, depending on a school's autonomy and staff resources. At lower secondary level, physical education teachers tend to be subject specialists (see Figure 5.1).

In several countries, only specialist teachers who have been trained in physical education are entitled to teach it at primary level. This is the case in Belgium (French and Flemish Communities), Bulgaria, Greece, Spain, Latvia, Poland (in years 4-6), Portugal (years 5 and 6), Romania and Turkey.

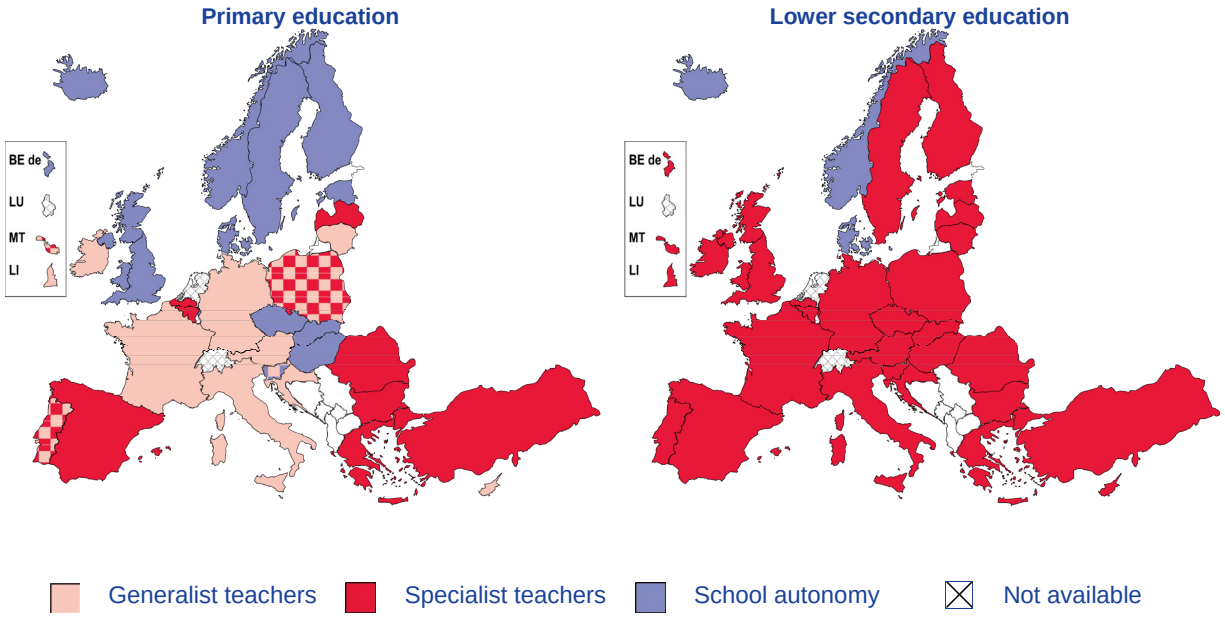
In some other countries, physical education is taught by generalists formally qualified to teach all (or almost all) subjects in the curriculum, including physical education. For example, this applies to Germany, Ireland, France, Italy, Poland (in years 1-3), Portugal (in years 1-4) and Slovenia (in years 1-3). However, in countries in which generalists teach physical education at primary level, they may be assisted by a sports coach or advisor employed by the school, as in Germany, France and Ireland or by a specialist teacher as in Slovenia. Malta reports on a situation in which each class has both types of teacher: a specialist is in charge of one lesson a week, whereas a general class teacher is responsible for the remaining lessons. Outside coaches also hold sessions with primary pupils.

In several countries, schools can decide whether physical education at primary level will be taught by a generalist qualified to teach the subject, or a specialist. Such decisions depend mainly on the availability and distribution of staff resources at each school. For example, in Belgium (German-speaking Community) and the United Kingdom (Scotland), generalists are formally qualified to teach physical education at a school but specialists may also be employed by it. In both regions, the proportion of specialists teaching the subject is around 50 %. In other countries, the single structure of institutions in primary and lower secondary education allows specialists to teach physical education at both levels within the same school. This applies to the Czech Republic, Denmark, Estonia, Hungary, Slovenia (in years 4-6), Slovakia, Finland, Sweden, Iceland and Norway.

In a few countries in which specialists normally teach physical education at primary level, generalists may do so under exceptional circumstances such as school shortages of specialist teachers. This is the case in Belgium (French Community), Greece, and Romania. Indeed, in Romania, in which such shortages tend to occur in rural areas, the proportion of generalists teaching physical education at primary level is an estimated 15 %.

As far as lower secondary level is concerned, physical education teachers are typically specialists. Only in Denmark, Iceland and Norway, schools enjoy autonomy in employing generalist or specialist teachers at this level. Four countries report more unusual situations. First, in years 5 and 6 in Bulgaria and Hungary, generalists may teach physical education if they have additional qualifications specifically entitling them to do so. In Bulgaria, this is not common as the proportion of generalist teachers in this position at lower secondary level is around 20 %. Next, where there is a shortage of specialists in physical education in the Czech Republic, teachers who have specialised in other subjects can teach it at lower secondary level, although only on an exceptional and temporary basis. Finally, while it is recommended that specialists teach physical education in Ireland, in practice generalists with a special interest or coaching qualifications in a particular sport are sometimes deployed to do so. This applies to an estimated one-third of teachers at this level.

Figure 5.1: Recommendations regarding the specialisation required to teach physical education in primary education (ISCED 1) and in lower secondary education (ISCED 2), 2011/12



Source: Eurydice.

Explanatory note

Generalist teacher: A teacher who is qualified to teach all (or almost all) subjects in the curriculum, including physical education. Such teachers are entrusted with physical education irrespective of whether or not they have received any training in this field.

Specialist teacher: A teacher qualified to teach one or two different subjects. For a specialist teacher in physical education, this would include either physical education only, or physical education and one other subject.

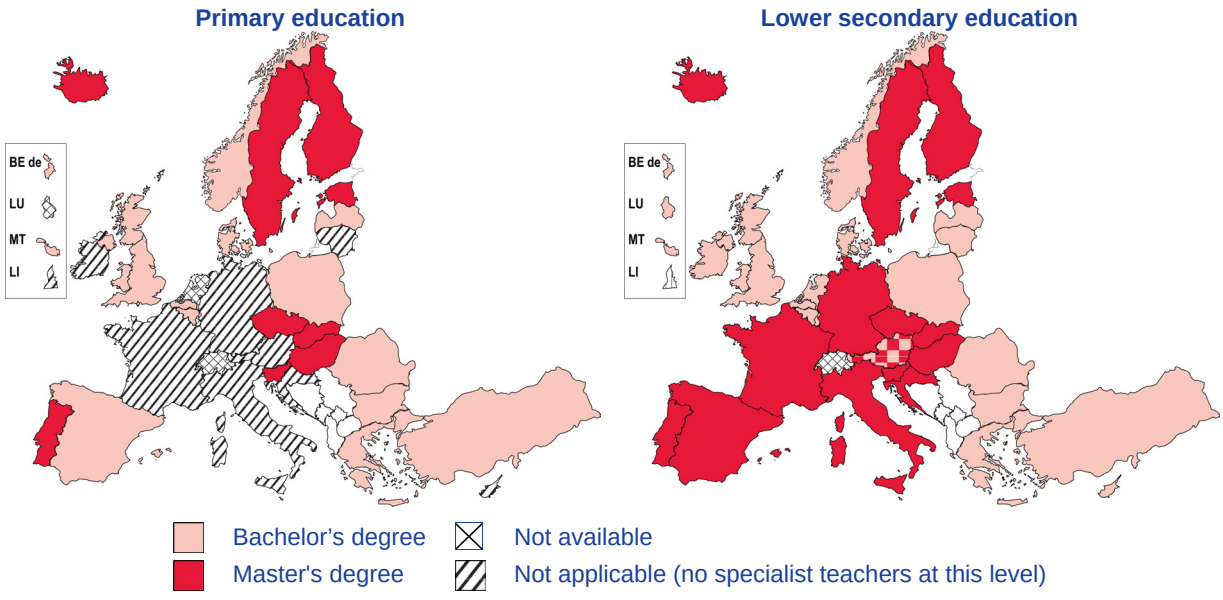
Country-specific notes

Estonia: General teachers are qualified to teach physical education in years1-4 of primary education.
Finland: General teachers are qualified to teach physical education in years1-6 of primary education.

5.2. Initial education and qualifications of specialist teachers

In most countries in which specialists teach physical education at primary level, the minimum qualification required is a Bachelor's degree. For those working in lower secondary education in over half of the countries, initial teacher education also ends with this kind of qualification. In 15 countries, specialist teachers of physical education in lower secondary education are now educated to Masters' level (see Figure 5.2). In the majority of countries, the degree required by specialist teachers has a major in physical education and sport. Degrees in Sweden and Iceland focus also on health science.

◆◆◆ **Figure 5.2: Level of initial education of specialist teachers in physical education in primary (ISCED 1) and lower secondary education (ISCED 2), 2011/12**



Source: Eurydice.

Country-specific notes

Austria: The required qualification for physical education teachers in the *Hauptschule* is a Bachelor's degree, while in the *Allgemeinbildende Höhere Schule* (AHS) a Master's degree is required.
Liechtenstein: Teacher education takes place abroad.

◆◆◆

5.3. Continuing Professional Development

European countries systematically offer their teachers opportunities for continuing professional development (CPD). In some of them, CPD is a compulsory condition of service for all teachers in primary and lower secondary education, including those who teach physical education.

In most cases, countries have general strategies which include CPD programmes or courses designed for all teachers. In several countries, various forms of CPD focusing on physical education are available to specialist teachers, but also to generalists willing to improve their skills in the subject. The organisation of such courses and their providers vary from one country to another. CPD courses differ in their duration, aims and content. In some countries, this provision is entirely decentralised and no information is available.

Several countries report the existence of CPD activities targeted specifically at teachers of physical education. Their aim is to improve the quality of teaching and learning processes, update the skills of teachers, and introduce them to new techniques and trends in the methodology of teaching physical

education at school. These activities also include strategies to motivate pupils for active involvement in sport.

Cyprus and Turkey provide compulsory CPD for physical education teachers on a regular basis. In Cyprus, nationwide seminars and CPD courses for teachers are organised twice a year, along with an annual two-day CPD programme between school semesters. In Turkey, CPD courses are generally organised at the beginning of each semester.

In European countries, CPD in the area of physical education at school covers a variety of topics including different physical activities, methodological issues and safety instructions. Among them are the following:

- 'Move, pose, dance in primary education', in Belgium (German-speaking Community);
- 'Gymnastics in secondary education', in Belgium (German-speaking Community);
- 'Courses for downhill ski instructors', in the Czech Republic and Slovakia;
- 'Introduction to a physical education assessment method', in Liechtenstein;
- 'Development of coordination skills of pupils in primary education', in Slovakia;
- 'Introductory training for new equipment and its safe use', for example in climbing walls, in Liechtenstein;
- 'Accident prevention in the educational process of physical education and sport', in Slovakia.

National CPD programmes in some countries are also linked to the implementation of new curricula or the adoption of new educational programmes. They are intended to support teachers in certain tasks related to these changes. This applies to new curricula in Estonia, Cyprus and Malta which have been gradually implemented since the 2011/12 school year.

A new curriculum for primary and lower secondary education has been introduced and gradually implemented in **Estonia** since 2011/12. CPD linked to this curriculum has been designed for all teachers. Physical education teachers are offered special CPD courses developed by the Estonian Physical Education Association.

In **Cyprus**, a new curriculum for physical education in primary education has been progressively implemented since 2011/12. As a result, inspectors and counsellors of physical education have visited schools and provided support to teachers. At the same time, support material has been produced and communicated to them on the website of the Ministry of Education and Culture.

In **Lithuania**, a general programme for health education was approved in 2012. Implementation of this programme implies improving the qualifications of physical education teachers.

In **Malta**, a new curriculum in physical education for lower secondary education has been gradually introduced since 2011/12. Teachers of physical education attend 24-hour CPD courses related to it.

CPD needs for physical education teachers may be analysed not only nationally but also regionally or locally, as in Lithuania, or within schools themselves as in Germany, Malta, Slovakia, Sweden, the United Kingdom (England, Wales and Northern Ireland) and Liechtenstein. Courses and programmes may be designed in accordance with particular circumstances arising, for example, from a staff development plan, professional requirement standards linked to teaching qualifications, or particular staff needs. In some *Länder* in Germany, CPD courses are the responsibility of special physical education advisors employed by educational institutions to train teachers. In Malta, all specialist

teachers in physical education get 90 minutes of school-based CPD a week. Specialist teachers are in turn responsible for passing on ideas concerning physical education to general teachers.

Ongoing large-scale programmes and projects in some countries (see Chapter 1) are intended to improve the quality of physical education within them and enhance the knowledge and skills of teachers in this area. They provide for teacher exchanges, as in the Czech Republic, offer a variety of courses on sport and physical education at school, as in Ireland, or provide guidance and standards for CPD, as in the United Kingdom (Wales).

In the **Czech Republic**, regular meetings for physical education teachers in primary and lower secondary education are organised by the faculty of physical culture at the Palacký University Olomouc and the faculty of physical education and sports at Charles University in Prague. Around 300 participants meet in a chosen town. The programmes of these meetings include new trends in sports and the theory and practice of physical education.

Since 2010 in **Ireland**, support for physical education is provided by a single national programme which spans primary and lower secondary education. The Professional Development Service for Teachers (PDST) is creating a national network of teacher clusters for CPD purposes. These clusters are designed to form the basis for professional learning communities which focus on physical education. In addition, courses on the relations between practical physical education and literacy/numeracy were provided for primary education teachers. Lower secondary education teachers had an opportunity to follow courses on ICT in physical education, physical literacy and on pedagogical issues, such as 'engaging the reluctant participant'.

In **Slovenia**, the project 'training of professional workers in sports 2011-14', is being financially supported by the European Social Fund. Its aim is to promote employment and ensure that staff involved in sport are more mobile and benefit from CPD. Participants are given an opportunity to attend high-quality CPD and other programmes, after which they acquire a licence in fields such as sports tourism, extracurricular physical education for children and youth, sports for the disabled, sports competitions, and the management of sports infrastructure, etc.

In **the United Kingdom (Wales)** in 2001, the physical education and school sport task force recommended that priority areas for teacher development in physical education be identified and steps taken to address any gaps in provision. A range of courses accompanied by high quality resources have since been developed. In addition, a 'CPD-PE and code of practice' document has been produced in order to clarify the expectations teachers and providers of physical education (lunch-time supervisors, assistants, etc.) should share with regard to CPD opportunities. The document sets the standard for CPD activities, supporting high quality provision throughout Wales. The code is a part of the physical education and school sport project (see Annex 1), which is funded by the Welsh Government. CPD opportunities are an essential part of this project.

Some countries, including Latvia (see Section 2.2), Lithuania, Sweden, Slovenia (see Section 2.2), the United Kingdom (Scotland) and Norway, have devised strategies containing CPD activities in the field of physical education, which are designed not only for specialists but also for generalist teachers and teachers of other subjects who are willing to improve their knowledge and skills in this subject. Such CPD courses are of great importance, as they help participants to adopt a cross-curricular approach to physical education and include physical activities in their classes throughout the whole school day.

In **Sweden**, the 'teachers boost' programme is aimed at providing CPD opportunities for teachers lacking the formally required qualifications for subjects which they already teach as part of their duty. As far as physical education is concerned, this initiative offers several courses intended specifically for general teachers in charge of physical education in primary education.

In **Norway**, the national strategy 'competence for quality' is aimed at encouraging teachers to improve their teaching skills in a variety of disciplines of which physical education is one. The CPD programme 'PE 1' is for teachers who have not specialised in physical education to acquire knowledge about aims, content, organisation and assessment in the subject. In addition, teachers are trained to view physical activity as part of daily school life and physical education in an

interdisciplinary perspective. The 'PE 2' programme is for teachers who do have a qualification in physical education and is built on 'PE 1'. Programme costs are borne by the government, the municipality and the teachers involved.

Providers of CPD courses or programmes for physical education teachers differ. In several countries, higher education institutions are the main organisers of such courses, as in Bulgaria, the Czech Republic, Austria, Finland and Slovenia. Countries such as the Czech Republic and Romania may also rely on centres for CPD and in-service teacher training, while physical education teacher associations are a source of provision in, for example, Belgium (Flemish Community), which also relies for this purpose on school networks, Portugal and Slovenia.

Some of these bodies publish support material for physical education teachers. For example, the physical education teacher association in Portugal prepares educational materials promoting scientific and educational interest in physical education. In Germany and Malta, CPD courses are school-based and, in some *Länder*, provided by specialist advisors or teachers of physical education as already noted.

CHAPTER 6: EXTRACURRICULAR PHYSICAL ACTIVITIES AND SPORTS

Besides establishing physical education as a compulsory subject in the school curriculum, European countries are attempting in various ways to encourage young people to be physically active outside regular teaching hours. They are given opportunities to view sport and physical activity as attractive and accessible, so that they will be more motivated to enjoy them and do so in greater numbers. Here, extracurricular activities are those designed for young people of school age, which take place outside the time normally devoted to the school curriculum (see Chapter 2).

Extracurricular activities are directed to the same ends as those specified in the national aims of physical education at school. In comparison with compulsory provision in the subject, their main purpose is to broaden or complement the activities specified in the central curriculum.

These activities normally strengthen teamwork, communication, cooperation and the links between schools and the wider community. They are also viewed as appropriate in resolving problems of school violence and bullying and, more generally, in underpinning the universal values of equality and peace.

The first section of this chapter investigates how the provision of extracurricular physical activities is organised and who is involved. The second section covers the main target groups and the types of activity offered.

6.1. Authorities or other bodies involved in provision

The provision of extracurricular activities is cited by virtually all respondent countries. These activities are organised and supported on the initiative of national, regional and local authorities, or schools themselves. In some countries, there is a legal basis providing a general framework for these activities.

> In **Bulgaria**, the ministry's national sports calendar with information on all types of extracurricular activity planned for the school year is adopted annually.
>
> In **Cyprus**, provision for extracurricular physical activities in schools is regulated by law.
>
> In **Portugal**, the curriculum enrichment activities programme adopted in law allows primary schools (years 1-4) to offer various extracurricular activities that complement compulsory physical education.
>
> According to law in **Slovenia**, the national curriculum for physical education states that schools at primary and lower secondary level have to offer extracurricular physical activities and additional sports programmes over and above curricular activities.

In several countries, ministries enter into agreements with other public authorities at different levels and provide the budget for extracurricular activities. Very often, these authorities initiate, organise or financially support national, regional and local sports competitions and events.

The *Deporte en edad escolar* ('sport in school age') initiative in **Spain** is managed by the Higher Sports Council in collaboration with the Autonomous Communities, and aims to promote extracurricular activities in schools, clubs, associations, and other bodies. It involves school-age athletes via national championships, sports awards, grants, and efforts to encourage school promoters of physical activity and sports.

In **France**, skiing in the Alpine region or sailing in the Atlantic region is not easy during weekly school physical education. Hence teachers often have the opportunity to organise these activities on consecutive days and are financially supported mainly by their region. Different forms of support include equipment, transport, and accommodation, etc.

An agreement between the Ministry of Education and the Ministry of Sport has been reached in **Austria**. National, regional and local sports competitions are supported in around 30 sports disciplines.

Schools in **Slovakia** can establish physically-oriented interest groups. Schoolchildren receive educational vouchers from the ministry which can be used to financially support the physical activities of the groups.

In the **United Kingdom (Scotland)**, the Scottish Government invests in the 'Active Schools' programme which is run by sportscotland, a national agency for sport, in partnership with local authorities. The aim of the programme is to increase opportunities for children to get engaged in physical activity and sport, and to develop links between schools, sports clubs and local community sport.

In **Croatia,** the Croatian School Sports Association, a national body for the promotion and organisation of various sports activities at schools, has been established by law. It organises annual national championships which are usually preceded by local and regional competitions organised by school sports societies and county sports associations – lower-level bodies funded by local and regional authorities.

Besides the public authorities, many other stakeholders in the field of sport, such as Olympic committees, sports federations, associations and foundations, initiate and contribute to the broad provision of extracurricular activities. They inevitably cooperate with schools in their organisation and implementation.

In **Latvia,** extracurricular activities are organised in cooperation with bodies such as the Latvian Federation of School Sports, as well as local authorities.

The **Malta** Sports Council provides for extracurricular activities both during and outside school hours. It works with sports clubs to promote quality instruction for all pupils at school. Sports federations organise activities for young athletes after school hours and at weekends.

School sports competitions in **Slovenia** bring together pupils, teachers, parents and schools, along with people responsible for sport at local level as well as sports associations and organisations.

In addition to various top-down initiatives, schools often take a lead in proposing, organising and financially supporting extracurricular activities, in which case they are helped by pupils, their parents and volunteers. The provision of extracurricular activities may be included, for example, in the educational projects and action plans of teachers or schools. These projects may take into account more effectively the individual needs and interests of young people at school and reflect the geographical, financial and other circumstances with which schools are confronted. In many countries, school sports clubs are established for such purposes. They play an important role in organising school extracurricular activities, and offer a range of various sports disciplines in accordance with their financial, material, technical and human resources, as well as the interests and abilities of the young people concerned.

The Association of School Sports Clubs in the **Czech Republic** organises special interest courses in physical education at schools, and school competitions from inter-school to national level. The Association enables the best pupils to take part in international competitions.

In **Estonia**, an annual two-day gymnastics competition in the Tallinn German Gymnasium has been held since 1981. All students in years 2-4 perform together, while those in years 5-12 perform individually or in teams. Competitors are selected by students themselves and the judges are parents and former students. The competition is broadcast on national television.

In **Hungary**, a school covering at least four years of education has to ensure the operation of a school sports club.

6.2. Main target groups

Extracurricular activities typically target pupils in general. However, some of this provision focuses on specific groups of pupils, with special arrangements enabling them to perform physical activities in schools providing mainstream general education.

Children with disabilities or special educational needs

While all countries are concerned with developing physical education for young people, some of them target particular groups and design physical activities or whole programmes for them. The first group comprises children with disabilities and special educational needs.

A few countries implement sports programmes which focus specifically on such children in order to improve understanding of their needs, so that they are fully accepted within society.

In **Belgium (Flemish Community)**, the Flemish Foundation for School Sports offers a wide range of extracurricular activities (such as extra training on Wednesday afternoons, competitions and sports events), including activities for schoolchildren with special educational needs.

Greece implements programmes to support the active participation of children with special needs in sports events. The programmes aim to change social perceptions of disability and support diversity.

Spain has launched a programme for organised sports activities, which pays special attention to the diversity and integration of children, regardless of their difficulties. The programme also aims to integrate girls, immigrants and children with disabilities.

Talented young athletes

The second target group with specially designed programmes comprises young highly proficient athletes aiming at a career in sport who want to devote extra time to their preferred physical activities. Meanwhile they also normally wish to make sound progress with their education, and have to reconcile sports training with the demands made on them at school. In general, exceptional young athletes have an opportunity to attend special sports schools in European countries. However, mainstream general education schools may adjust their curriculum and class schedules to boost the sports career prospects of these pupils while they are still studying.

Several countries highlight special arrangements for talented young athletes to practise their preferred sport to a high level in mainstream general schools.

In **Denmark**, schools can apply for a sport-supportive profile. Such 'profile schools' offer pupils four extra lessons of age-related training in school time twice a week. This profile is obtained in cooperation with Team Denmark.

In **Liechtenstein**, the 'Sports School Liechtenstein' project has started at secondary mainstream school in Schaan (ISCED levels 2 and 3). It offers special conditions to pupils striving for a career in competitive sports, by arranging adapted school days in which they can receive regular supervised training from a club trainer twice a day.

Some countries make special arrangements for talented young athletes involving their parents, the school or the public authorities, so as to reconcile the demands of mainstream general school with sports training and competitions.

Belgium (French Community) prepares a list of sports activities and age cohorts, with a special commission drawing up a list of young people to be recognised as high-level athletes. The government confirms the lists proposed by the commission and at least twice a year determines the duration of this recognition (up to a maximum two-year period).

According to law in **Slovenia**, pupils who are prospective athletes may acquire a special status. The school and their parents sign an agreement in which they define adjustments to school work (in terms of assessment and attendance, etc.). Basic schools (ISCED levels 1 and 2) must have rules containing details of the procedure for obtaining this special status.

6.3. Main types of activities

Various types of extracurricular activities offered to pupils can be grouped into three main categories:

- competitions and other events;
- health-related activities;
- 'active school day' measures.

Competitions and other events

Sports events incorporating a variety of disciplines are often organised by schools and other sports-oriented bodies and include Olympiads or Olympic Days, sports festivals or championships. Greece stressed a recent shift from competitive to more participatory style of school championships.

Participation in such events is often possible from the first years of primary education. In general, competitions progress from school, local and regional stages to a final national level, with the best young athletes sometimes allowed taking part in international events. Preparation for these competitions involves many varied training sessions, and calls for long-term motivation and enjoyment in active participation in sport. Competitions may be funded by public resources or by private sponsors (or both). Voluntary work also contributes to their organisation. Competitions in some countries may be based on longstanding traditions, or regarded as important national or international events with their own Olympic-type opening and closing ceremonies.

Indeed, the Olympic spirit has often been inspirational in events of this kind for participants and organisers alike.

Cyprus has established an Olympic programme which aims to inspire pupils to take part in as many sports as possible, and to highlight the positive impact of sport and participation in it as an active lifelong commitment. The Olympic Educational Programme promotes Olympic values and ideals.

In **Germany**, the German School Sports Foundation and the *Länder* fund the *Jugend trainiert für Olympia* (Youth training for the Olympics), in which school teams compete in 17 Olympic disciplines at local and regional level. The final competition at national level is financed by the federal government. One of the main aims of the competition is to support sport beyond compulsory education.

Recent European Olympic hosts (Greece and the United Kingdom) both undertook special actions linked to the Summer Olympic Games in 2004 and 2012.

Greece implemented a programme of educational visits to its Olympic Games venues of 2004. Pupils can also undertake various physical activities in the Olympic facilities.

In the run-up to the 2012 London Olympics, the **United Kingdom (England)** introduced the Schools Games to motivate and inspire millions of young people across the country to take part in more competitive school sports. The Games are continuing after the summer of 2012.

Health-related activities

Certain programmes and projects for health promotion and enhancement are also designed for schools, and mainly (though not exclusively) involve extracurricular activities. While some of them are focused on specific problems, others cover more general aspects of health and healthy habits to be formed in daily life.

Cyprus has launched a programme to implement health-enhancing physical activities for children and young people. Its main aims are to increase the number of those involved in physical activity and the total time devoted to it, both in and outside the school setting. There is a special focus on improving the cardiorespiratory capacity of those aged 13-15 (ISCED level 2).

The main aim of schools at ISCED level 1 in the Pessoa Programme in **Portugal** is to promote healthy eating behaviour, and to increase physical activity to prevent obesity by means of a special methodology. The action also includes a health and weight educational programme for parents, which is designed to encourage healthy choices within the entire family.

Iceland has adopted a project known as 'Health Promotive Schools'. Everyone at school (including children and teachers) is involved in developing a health promotive policy, which incorporates elements such as diet and dental hygiene, motion and safety, the promotion of mental health, and a generally healthy lifestyle.

'Active school day' measures

Some countries are interested in extending involvement in physical activities beyond the curricular provision of physical education, to make them a part of daily school routine. In this respect, the activities concerned, although strictly speaking outside the curriculum, are nonetheless an integral part of the school day and may be organised at different points in its timetable, such as school breaks or even on the way to school.

Many schools in **Denmark** practise 'morning running' before school starts. In addition, a concept called 'run and read' has been developed. Teachers run with pupils for approximately 20 minutes, and then they sit down and read for roughly the same time. The exercise aims to strength the children's concentration.

In **Cyprus**, the 'Active School Breaks' pilot programme encourages children to take part in physical – and especially non-competitive – activities during school breaks. Its main aim is to reduce school violence and bullying.

In **Austria**, the 'Die 4 besten 5' programme promotes five exercises a week over a four-week period. They can be performed before, during or after classes, and are meant to increase pupils' concentration.

In **Finland**, a programme known as 'Finnish Schools on the Move' coordinates existing and new action models to make the school day more physically active. The project aims to increase physical activity throughout school days.

Schools in **Slovenia** can organise longer breaks intended for physical activities. Children leave the classroom and take part in various activities in the outdoor school playground or in a gym.

CHAPTER 7: PLANNED REFORMS

Around a third of European countries covered by the present report are now engaged in national reforms or debates directly linked both to sport as practiced in society in general, and to physical education at school. This chapter focuses on reforms in the following four fields:

- the development of national strategies and large-scale initiatives;
- reforms of central curricula;
- teacher education and continuous professional development (CPD);
- the improvement of school sports equipment and infrastructure.

In some countries, reforms are comprehensive and cover several aspects of physical education simultaneously. In Hungary, for example, a new reform is concerned with the central curriculum, CPD and school sports equipment. Finland is planning to increase the taught time devoted to physical education, and to promote teacher specialisation in the subject.

7.1. Towards new national strategies and large-scale initiatives

Several countries are currently introducing and implementing new national strategies to promote sport and physical education. In three of them, in which such national strategies ended recently (in 2010 in Slovenia, and in 2012 in Latvia and Romania), the central authorities are currently working on their follow-up and the development of new policies to promote physical education and physical activity.

In **Denmark**, a new strategy got under way in 2012. It aims to increase learning, strengthen social and personal skills, improve motivation, promote social inclusion, and reduce bullying and dropout. However, development of its content and monitoring will continue until its implementation in the 2013/14 school year.

In **Latvia**, new sports policy guidelines will cover the period from 2013 to 2020 and focus on the following issues: children and youth sports, sports for all, elite sports, sports for the disabled, medical supervision and health care, and sports infrastructure and financing. The strategy also determines the role of the state in improving facilities for young talented athletes, in planning for and using all types of resources in sport, and in promoting scientific research on sport. The main target groups include children and young people, sports practitioners, sports specialists, and athletes.

With effect from 2013, **Austria** is working on a new strategy to promote health and fitness in all types of school. The strategy will cover issues such as the physical and psychological health of schoolchildren, medical support in schools, and enhancing sport infrastructure. One of its central concerns is to improve the physical fitness of children and young people by including fitness activities in regular subjects, improving the quality of physical education, and increasing cooperation with sports federations.

Romania has issued a new strategy for the organisation and development of the system of physical education and sport for the years 2012–20. Among the main aims of the strategy are the following: to increase the education, health and socialisation of citizens through their involvement in physical and sports activities; to improve school physical education by allocating appropriate taught time; and to modernise and improve the training of physical education teachers.

A recently launched initiative in Cyprus focuses in particular on encouraging pupils in secondary education to engage in sport on an extracurricular basis:

In the light of research findings that reveal an alarming student health situation in **Cyprus**, the Ministry of Education and Culture, in collaboration with the Cyprus Sports Organisation, is planning to enhance the afternoon programme of

physical activities for pupils in secondary education. Sports clubs will be established in ten pilot schools in 2014, with the aim of encouraging more pupils to practise physical activities in order to improve their health.

7.2. Reforms of central curricula

Several countries have currently embarked on curricular reforms which are directly linked to various aspects of physical education at school, such as the aims and content of the subject, the taught time allocated to it, and the assessment of pupils' progress. In some countries, the reforms grant schools more autonomy in organising their own sports curricula.

For example, the revised curricula in Cyprus and the United Kingdom (England) set out more precise goals, expectations and desirable learning outcomes for physical education at school.

In **Cyprus**, the new curriculum for physical education at primary level has been gradually implemented with effect from 2011/12. The revised document is clear and straightforward. It contains precise goals and clear success indicators, while a wide range of activities for children of each age help teachers to plan their work effectively.

In the **United Kingdom (England, Wales** and **Northern Ireland)**, the revised curriculum, which was released for public consultation in February 2013 and is to come into effect in September 2014, continues to include physical education as a compulsory subject, with the expectation that all children will learn to swim. It also contains an emphasis on competitive sport. However, the proposal is for a shorter programme of study which focuses on the essential knowledge and skills to be taught. This gives schools more freedom to develop their own curricula in a way which at best meets pupils' needs.

Reforms planned in Portugal and Finland will attach more importance to physical education within the curriculum. Portugal is planning to extend compulsory physical education to all years of primary education, while Finland intends to increase the taught time allocated to physical education throughout compulsory education.

In **Portugal**, there is no separate compulsory subject devoted to physical education at primary level (years 1-4); however, physical activities are included in the subject area 'Expressions'. A pilot project is now being designed to extend the physical education programme to all years of primary education. Its purpose is to reduce sedentary behaviour and increase healthy life habits.

A new government programme in **Finland** aims to strengthen the teaching of physical education. The Ministry of Education has thus made a proposal to increase the annual amount of time devoted to the subject throughout the whole of compulsory education (years 1-9) as from the 2016/17 school year. The amount of time will be increased from an average of 57 to 63 hours a year (see Chapter 3).

Curricular reforms in Greece and Hungary are intended not only to increase taught time in physical education, but also to enlarge and vary its content by complementing traditional sports practised at school with new activities. Moreover, these reforms extend school autonomy in terms of the organisation of physical education both within the curriculum and in extracurricular activities.

In **Greece**, the weekly taught time devoted to physical education in the first four years of primary education will be doubled in all-day pilot primary schools implementing a unified reformed curriculum. These schools are invited to include modules with new forms of dance expression (e.g. hip hop and jazz), and to apply a cross-curricular approach in order to link these activities to other subjects. Moreover, physical education teachers can use modules for these new activities to prepare extracurricular activities, such as school events and performances.

In **Hungary**, the new reform being gradually implemented from the 2012/13 school year will increase the taught time allocated to compulsory physical education, giving pupils an opportunity to practise sport and physical activities five times a week. In lower secondary education, the taught time allocated to the subject will be doubled. Moreover, new

flexible time allocations for the subject will enable schools to include alternative forms of physical activity, such as dancing, swimming and horse riding, in their curricula. Two classes a week out of five may be used for such activities, in certain cases in school sports clubs.

Four countries are now revising their assessment standards and approaches to desirable learning outcomes in physical education, in order to standardise and facilitate assessment and make it easier to compare its results. For example, in France in which schools are currently responsible for producing assessment scales for physical education (see Chapter 4), a new assessment tool will enable pupils' sports achievements to be compared at national level.

In the **Czech Republic**, standards for physical education (alongside other subjects) are being prepared to improve the assessment of pupils' learning outcomes in this area. The standards will include detailed indicators of expected outputs, with examples of the assessment.

France has a list of sports activities and corresponding skills identified at national level, which is the basis for physical education programmes in each individual institution. Recently, a new assessment framework has been created, including for example criteria and grades or points for each sports activity at the end of lower secondary education. This not only enables pupils to be accurately assessed at individual level, but also provides for inter-school comparison at national level. One aim of the framework is to establish a national level of proficiency in physical education. This project for nationwide assessment is being tested for the first time in the 2012/13 school year.

Austria is implementing guidelines which define the standards to be achieved in physical education in years 8. These standards cover personal, social and sports skills, and establishing them should enable areas for improvement to be identified when student performance seems unsatisfactory.

From 2013 onwards, Platform FitEscola is being implemented in **Portugal** to provide all schools with the tools needed to apply a battery of tests for evaluating physical aptitudes.

7.3. Reforms related to teachers

In some countries, reforms of physical education directly affect teachers of the subject in terms of their initial education, their entry to the profession, or their CPD. For example, the reform in Finland noted in the preceding section is expected to attract pupils into the physical education teaching profession, while France has recently reformed the national competition for prospective teachers to take account of the changing school context.

In **France**, prospective teachers of physical education undergo a new practical examination focusing on professional skills. The test is based on authentic pictures of a physical education lesson, which candidates have to analyse before then suggesting the next lesson, in accordance with the school plan for the subject.

The further strengthening of teaching in physical education and increased hours proposed by a new government programme in **Finland**, as well as the ageing of teachers in the country, have increased the demand for more qualified teachers of the subject. Teachers are therefore being encouraged to specialise in this field, while fresh job opportunities are being created and efforts made to attract pupils into the profession.

Three countries are currently undertaking or planning reforms of central curricula for physical education, which will affect the CPD of its teachers. In order to facilitate implementation of the reforms, teachers are being supported in certain tasks, or given opportunities to undertake CPD courses linked to these curricular changes. This applies to Estonia, Cyprus and Malta in which curricular reforms have been gradually implemented since 2011/12 (see Section 5.3), and Hungary which is planning a reform of physical education with effect from 2012/13 (see Section 7.2).

7.4. Improvements in sports equipment and infrastructure

In a few countries, one of the current priorities in the development of physical activities is to improve the conditions under which pupils practise sport at school, by modernising sports facilities and equipment. For example, in Belgium (German-speaking Community), several school sports halls are currently being modernised in order to improve the quality of such facilities. As from 2013, the central authorities in Bulgaria and Hungary are planning to assume greater responsibility for sports facilities in schools.

In **Bulgaria**, a new Law on school education is expected to come into force in 2013. It provides for the adoption of a new state education standard in physical education, which will affect school sports facilities.

In **Hungary**, the availability and quality of sports infrastructure in schools largely depend on the financial situation of each municipality, which results in significant variations from one school to the next in access to organised physical exercise and sports facilities. In order to guarantee equal opportunities for practising sport and teaching of similar quality in all institutions, operational responsibility for school infrastructure in small municipalities (with a population of under 3 000) was transferred from schools to the government on 1 January 2013.

GLOSSARY, STATISTICAL DATABASES AND REFERENCES

Country codes

EU/EU-27	European Union	**PL**	Poland
BE	Belgium	**PT**	Portugal
BE fr	Belgium – French Community	**RO**	Romania
BE de	Belgium – German-speaking Community	**SI**	Slovenia
BE nl	Belgium – Flemish Community	**SK**	Slovakia
BG	Bulgaria	**FI**	Finland
CZ	Czech Republic	**SE**	Sweden
DK	Denmark	**UK**	The United Kingdom
DE	Germany	**UK-ENG**	England
EE	Estonia	**UK-WLS**	Wales
IE	Ireland	**UK-NIR**	Northern Ireland
EL	Greece	**UK-SCT**	Scotland
ES	Spain		**Acceding country**
FR	France	**HR**	Croatia
IT	Italy		**Candidate countries**
CY	Cyprus	**IS**	Iceland
LV	Latvia	**TR**	Turkey
LT	Lithuania		**EFTA countries**
LU	Luxembourg		Two countries of the European Free Trade Association
HU	Hungary		
MT	Malta	**LI**	Liechtenstein
NL	The Netherlands	**NO**	Norway
AT	Austria	**CH**	Switzerland

Statistical code

:	Data not available

International conventions

CPD	Continuous Professional Development
ICT	Information and Communications Technology
ISCED	International Standard Classification of Education
PE	Physical education

National abbreviations in their language of origin

AHS	*Allgemeinbildende Höhere Schule*	**AT**
HAVO	*Hoger algemeen voortgezet onderwijs*	**NL**
PTS	*Polytechnische Schule*	**AT**
VWO	*Voorbereidend wetenschappelijk onderwijs*	**NL**

Classifications

International Standard Classification of Education (ISCED 1997)

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/labour market destination. The current version, ISCED 97 ([1]) distinguishes seven levels of education. Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

- **ISCED 1: Primary education**

This level begins between four and seven years of age, is compulsory in all countries and generally lasts from five to six years.

- **ISCED 2: Lower secondary education**

Lower secondary education continues the basic programmes started at primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

([1]) http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC

Definitions

Curriculum refers to 'steering documents', which are defined as follows: Different kinds of official documents containing guidelines, obligations and/or recommendations for physical education and institutions. Several types of steering documents can exist for physical education at the same time.

Flexible timetable

Indicates either that the time to be allocated to the various compulsory subjects has not been fixed or that, as a supplement to the time allocated to them, the curriculum provides for a certain number of hours that pupil or the school can devote to the subject of their choice.

Full-time compulsory general education

Period normally ending on completion of lower secondary education (ISCED level 2) or at the end of the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), in which some or all of ISCED level 3 may form part of full-time compulsory general education (For more information, see *The structure of European education systems* 2011/12 (EACEA/Eurydice, 2011)).

Generalist teacher

A teacher who is qualified to teach all (or almost all) subjects in the curriculum, including physical education. Such teachers are entrusted with physical education irrespective of whether or not they have received any training in this field.

Specialist teacher

A teacher qualified to teach one or two different subjects. For a specialist teacher in physical education, this would include either physical education only, or physical education and one other subject.

Strategy

A plan or method of approach developed typically by the national/regional government, in an effort to achieve successfully an overall goal or objective. A strategy does not necessarily specify concrete actions.

Taught time

The amount of time students are taught one or more curriculum subjects, usually expressed in hours. It excludes time spent by students on homework, project work or other private study. It may be subject to recommendations or regulations from central or local authorities or it may be left to schools to determine**.** The term differs from ‘teaching time’ which relates to the numbers of contact hours teachers spend with their classes.

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ANNEX

Annex 1: National strategies and main large-scale initiatives, 2011/12

Belgium (German-speaking Community)

Large-scale initiative

The 2011-12 school sports programme *(Schulsportprogramm 2011-12)*

http://www.dglive.be/PortalData/29/Resources/dokumente/schulsport/SCHULSPORTPROGRAMM_2011-2012_1_.pdf

Indicated here are all initiatives to promote physical education at school, including both curricular and extracurricular activities (school championships and school sports activities at national and international meetings, collaboration with clubs and associations, solidarity events and teacher training, etc.).

Belgium (Flemish Community)

National strategy

The strategy on the organisation of sports at school, 2009-14

http://www.schoolsport.be/upload/Centraal/Structuur/Decreet_130209_mbt%20org%20v%20schoolsport.pdf

The main policy areas here are: a) innovation, planning and development of sports at school; b) the stimulation of interaction between the school subject 'physical education' and sports activities at school on the one hand, and local sports initiatives with a view to achieving lifelong participation in sports and active mobility, on the other; c) the organisation of extracurricular sports activities in pre-primary, primary and secondary education.

Bulgaria

National strategy

National Strategy for Development of Physical Education and Sport in the Republic of Bulgaria, 2012-22

http://mpes.government.bg/Documents/Documents/Strategii/Strategia_2012-2022.pdf

The strategy aims to increase the number of people taking part in sports activities at all stages of life, regardless of their social, economic, health and gender status. As regards organised physical education at school, the strategy aims to raise awareness among young people about the importance of engaging in sports activities, updating curricula, and an increase in funding for school-based activities.

Czech Republic

National strategy

The Concept of the State Support of Sports in the Czech Republic, 2011

http://www.msmt.cz/sport/koncepce-statni-podpory-sportu-v-ceske-republice

One section of the Concept is devoted to physical education at school. Other sections cover *inter alia* sport for all, sport for talented pupils, education and research, funding of sport, maintenance and running of sports facilities.

Denmark

National strategy

NB: the national strategy is under development and will be implemented in 2013/14.

Germany

Large-scale initiative

Youth training for the Olympics *(Jugend trainiert für Olympia)*, since 1969

http://www.jtfo.net/home/

With 800 000 children and young people competing, the nationwide school team competition is believed to be the biggest school sports competition in the world. It is held under the auspices of the President of the Federal Republic of Germany.

Youth training for the Olympics currently comprises competitions in 17 Olympic disciplines and is based on wide-ranging basic training, varied training sessions, long-term motivation and enjoyment in athletic performance, as well as the promotion of voluntary work. The event has involved over 25 million children and young people since 1969, and a further 2.3 million teachers and supervisors. Participation is possible from the first year of primary school up to the *Abitur* (the general qualification for university entrance).

Youth training for the Paralympics *(Jugend trainiert für Paralympics)*, since 2010

http://www.jtfp.de

The initiative started as a pilot project in 2010 and 2011 and has been implemented on annual basis. In 2012, some 300 participants took part in the national finals. In future, the national finals of 'Youth training for the Paralympics' and 'Youth training for the Olympics' will take place in three joint national events in the following six categories: football, athletics, swimming, wheelchair basketball, table tennis and cross-country skiing.

Federal Youth Games *(Bundesjugendspiele)*, since 1979

http://www.bundesjugendspiele.de

Obligatory annual games for all schoolchildren from school years 1 to 10 aim to introduce them to the basic sports of 'athletics, gymnastics and swimming'. The competitions also seek to boost the motivation of children less proficient in these sports.

Estonia

Large-scale initiative

National health days in:

- September: http://www.koolisport.ee/reipalt-koolipinki-tervisepaev
- February: http://www.koolisport.ee/tervisepaev-talvevolud
- April: http://www.koolisport.ee/tervisepaev-looduse-kilomeetrid

http://www.koolisport.ee/index.php

In September – a health day called 'Briskly to school'

For all children from school years 1 to 12, including their parents:

- Sports days and activities (track and field athletics, cycling tours and skateboarding, etc.) in the open air;
- Hiking (to learn about nature in the school neighbourhood, how to survive in nature, and to talk about the home environment and sustainable development).

In February – a health day called 'Winter Magic'

For all children from school years 1 to 12 to promote winter sports (skiing, skating, sledging and hiking, etc.) and to get new ideas for cooperation activities in winter.

In April – a health day called 'Adventures in Nature'

For all children from school years 1 to 12 to promote sports activities (hiking, walking, running, cycling and roller skating, etc.) in the open air.

Greece

Large-scale initiative

Education and Sports Programme at the Panathenaic Stadium and Ancient Olympia

'Kids' Athletics' (ISCED 1)

http://et.diavgeia.gov.gr/f/minedu/ada/45%CE%A0%CE%919-%CE%9D%CE%9A9
http://et.diavgeia.gov.gr/f/minedu/ada/%CE%92%CE%9F%CE%96%CE%969-%CE%9D%CE%9D%CE%97

This involves educational visits to the Panathenaic Stadium where primary school children can take part in various athletic activities.

Educational and information material about the Olympic Games is provided.

Education and Sports Programme at the Olympic Athletic Complex of Athens 'Spiros Louis'

http://www.oaka.com.gr/article_detail.asp?e_article_id=1158&e_cat_id=265

This consists of educational visits and athletic activities for primary and secondary school children. The main aim is to provide information on athletics and cultural events that have been held in the Athletic Complex in the past 30 years. The children themselves undertake sports activities.

Education and Sports Programme on the Paralympics and Special Olympics

http://www.eaom-amea.gr/index.php?option=com_content&view=category&layout=blog&id=32&Itemid=18
http://www.specialolympicshellas.gr/

This programme aims to encourage support for diversity, to improve understanding of the practical application of inclusion in physical education and activity, and to change social perceptions of disability. It involves the active participation of students with special needs in organised sports events, thus helping them experience the satisfaction and fulfilment that physical exercise can offer. The programme also aims to offer equal opportunities and prevent the stereotyping of people with intellectual disabilities, in order to help all intellectually disabled students to improve their self-esteem and become part of the school community.

Spain

National strategy

Integral plan for physical activity and sport *(Plan integral para la actividad física y el deporte)*, 2010-20

http://www.csd.gob.es/csd/estaticos/plan-integral/LIBRO-PLAN-AD.pdf

The plan aims to promote universal access to quality sport for the whole population. The Spanish Government is obliged to circulate and distribute information on physical activity, health, sports and recreation.

This plan has four main aims, one of which is 'to expand sport at school age'. It promotes physical education in the curriculum and physical activity and sports in the education system; it also extends its implementation to the educational projects of schools, in coordination with other stakeholders.

Integral plan for physical activity and sport for children of school age *(Plan integral para la actividad física y el deporte en edad escolar)*, 2010-20

http://www.csd.gob.es/csd/estaticos/plan-integral/escolar.pdf

This plan emanates from the general integral plan. It aims to promote quality sports and physical activity among children of school age (from 3 to 18 years old), including provision in schools and also in sport clubs or other social entities and organisations. It includes the general aims, main strategic action lines, and a list of specific projects, measures and initiatives to be developed (along with their phases and timing) by order of priority, as well as a list of indicators for its evaluation.

Large-scale initiative

National Programme for Promotion and Support of School Sport (PROADES), 2010-20

http://www.csd.gob.es/csd/promocion/deporte-escolar/ http://www.csd.gob.es/csd

The programme is developed through school projects and programmes, and is intended to support the efforts of the Autonomous Communities and the technical action of the various sports federations to encourage the practice and promotion of physical activity in the school environment. It consists of two sub-programmes, namely 'play at school' and the National Programme of Aid to School Athletes (ADE).

Spanish Championships for children and young people of school age, 2010-20

http://www.csd.gob.es/csd/promocion/deporte-escolar/2campeonatosEspEscolar/

These championships are convened annually by regional teams. The Higher Sports Council publishes the official announcement, the general and technical regulations, and the dates and locations of competitions, and also announces grants for travel, accommodation and maintenance and for the organisation of the championships by the various Autonomous Communities.

Schools Promoting Physical Exercise and Sports, since 2011

http://www.csd.gob.es/csd/promocion/deporte-escolar/2022-centros-escolares-promotores-de-la-actividad-fisica-y-el-deporte-subvenciones-a-comunidades-autonomas-para-su-desarrollo/view?set_language=en&cl=en

This initiative aims to develop school centres that promote physical education and sport. In addition, a guide has been prepared to help schools create their own School Sports Plan, and to sustain existing measures to improve the physical education curriculum.

Ireland

Large-scale initiative

Active school flag, since 2009

http://www.activeschoolflag.ie/

A non-competitive initiative which seeks to recognise schools that strive to achieve a physically active and physically educated school community. The initiative also encourages a partnership approach and empowers schools to become more proactive in approaching physical education stakeholders.

Italy

Large-scale initiative

Motor Literacy Project *(Alfabetizzazione motoria)*, from the 2009/10 to the 2012/13 school year

http://www.alfabetizzazionemotoria.it/

The aim of the project is to improve the motor and cognitive ability and health of preadolescents. In order to do so, the schoolteacher is supported by an assistant with a degree in *scienze motorie* which is needed to perform 30 hours of physical education in primary school.

The project website provides information, materials and study documents. A part of the platform is devoted to data collection for future statistical analysis. Specific national and regional information seminars for teachers have also been promoted since the 2009/10 school year.

Student Sports Games *(Giochi Sportivi Studenteschi)*, since the 2010/11 school year

http://hubmiur.pubblica.istruzione.it/web/istruzione/giochi-sportivi-studenteschi

The Student Sports Games (GSS) are targeted at students attending state schools and officially recognised schools for primary, lower and upper secondary education. In addition, the GSS develops the work carried out by teachers of physical education. The approach to extracurricular sports practice also furthers the development of students as human beings. The sports federations contribute to the GSS national finals organisationally and financially.

National fund for sports projects, since 2006

http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/d897a8ab-9caa-41a6-9993-ee496b84b0c3/CCNL%20scuola%202006_2009.pdf

This national fund is for the benefit of physical education teachers at secondary schools (ISCED levels 2 and 3) who start sports projects (Article 87). The fund is for them to pay an additional salary for work involving up to six hours a week, over and above the regular teaching time of 18 hours. It also enables them to train students for national and international competitions, and provides support for schools when starting various sports projects, often in collaboration with other partners.

Cyprus

Large-scale initiative

The Olympic Education Programme, since 2006

http://www.schools.ac.cy/klimakio/Themata/Diathematika/Olym_paideia/index.htm

The programme is held under the auspices of the Ministry of Education and Culture and the Cyprus Olympic Committee. It is designed for 6-18 years old pupils. The programme promotes Olympic values and ideals.

The Cyprus 'National School Sports Label' Scheme, September 2010 to May 2013

http://www.moec.gov.cy/en/

There are two levels of awards: 1. Pupil Sports Badge requirements are success in a 15-minute aerobic test (running and/or walking), and participation in at least 20 hours of physical activities a month. 2. School Sports Flag requirements: the flag is awarded to school units in which 45 % of pupils in the pupil population receive the sports badge. The school unit has the right to display the flag for three years.

The main aims of the initiative are to improve health-enhancing physical activity, and to increase the time spent by pupils in physical activity inside and outside the school setting, and the number of pupils involved. The scheme is designed for ISCED 2 level.

Latvia

National strategy

Sports Policy Guidelines for the years 2004 to 2012 and the National Sports Development Programme for the years 2006 to 2012

http://izm.izm.gov.lv/upload_file/Sports/IZM_190710_SPP.pdf

The five main aims are 1) children and youth sports, 2) elite sport, 3) sports for all, 4) sports for disabled persons and 5) sports facilities. Child and youth sports policy aims to provide the opportunity for each young person to take part in sport, to determine the responsibility of the state for mandatory physical education, to help improve the performance of young talented athletes, and ensure the planning and use of all types of resources in children's and young people's sport.

Large-scale initiative

Youth Olympic Games, since 1992

http://www.latvijasolimpiade.lv/lv/

The Youth Summer Olympic Games are organised biennially in cooperation between the Ministry of Education and local authority of the host city. They encompass more than 30 disciplines. In 2011 three new sports – golf, touch rugby and equestrian sports – were introduced. The Youth Winter Games have taken place every year since 1994, and annually attract increasing numbers of young people at school. They include six sports, namely ice hockey, a biathlon, distance skiing, mountain skiing, skating, snowboard and luge.

Sports teacher of the year, since 2004

http://www.izm.gov.lv/nozares-politika/sports/pasakumi/konkurss2012.html

Since 2004, every school has been able to enter its own sports teacher for this competition for nomination as the best sports teacher. National judges observe and assess a physical education lesson given by six finalists. As part of the annual Sports Award, this competition attracts a lot of public attention with the awarding ceremony nationally televised.

Lithuania

National strategy

Sports Development Strategy, 2011-20

http://tar.tic.lt/Default.aspx?id=2&item=results&aktoid=22FA25A7-8395-4B1F-B6EB-5149504F601C

The main tasks related to physical education aim to increase the number of weekly physical education lessons through formal and informal education, and promote the use of sports facilities on the premises of educational institutions.

Large-scale initiative

Lithuanian schoolchildren Olympic festival, since 2005

http://www.lmssc.smm.lt/index.php?option=com_content&view=article&id=57&Itemid=55

Every year, some 40 % of all schoolchildren take part in around 23 festival events. The festival consists of both sports and arts events. Every child can compete in a certain sport or paint, produce photographs or write poems on a sports topic. The festival lasts the entire school year, starting in October and ending to coincide with international Olympic Day event.

'Children swimming in comprehensive schools' programme, 2008-2015

http://www.kksd.lt/index.php?4085629838

This programme aims to teach as many children as possible to swim and act safely when in water.

Malta

National strategy

Re-shaping Sport: Towards Personal Development, Health and Success, since 2007

http://www.sportmalta.org.mt/userFiles/Sport%20Strategy%202007.pdf

The main aims are to promote programmes for children and their parents to achieve a higher level of commitment to sports activities, and to develop physical literacy and a healthy lifestyle among children.

Large-scale initiative

Girls on the Move, since 2009

http://www.sportmalta.org.mt/programmes

The main aims are to increase opportunities for girls to take part in sports and other physical activities in a safe and supportive environment, and to remedy the under-representation of girls in several branches of sport.

Outdoor sports programme, since 2008

http://www.sportmalta.org.mt/programmes

This is an alternative sports programme, in which young people in lower secondary education are exposed to adventure sports and challenging situations. The programme aims to help young people develop leadership skills and a healthy team spirit, instil self-confidence and self-reliance, and cultivate a greater appreciation of the natural environment, while also acquiring practical outdoor skills.

Austria

National strategy

Child Health Strategy, since 2011

http://bmg.gv.at/home/Schwerpunkte/Praevention/Eltern_und_Kind/Kindergesundheitsstrategie

The main goals related to physical education and sport are to enhance the life skills of children and adolescents, to use education positively as a key factor influencing health, to encourage and enable young people to engage in physical exercise, and to develop healthy eating habits among them.

Large-scale initiative

School Sport Games

http://schulsportinfo.at/

School Sports Games in 25 disciplines focus on the best teams and athletes but include strong cultural elements, such as opening and closing ceremonies, and opportunities for student involvement in organisation, and officiating or volunteer activity.

Healthy School *(Gesunde Schule)*, since 2007

http://www.gesundeschule.at/

The main aims are better movement in regular teaching lessons, better lessons as a result of curricular autonomy, an increase in the physical activities of schoolchildren during their leisure time, and better cooperation between schools and sports federations and sports clubs.

Poland

National strategy

Sports Development Strategy in Poland, 2007-15

http://www.cie.gov.pl/HLP%5Cfiles.nsf/0/D0E768D1C8CB4F1EC1257346002D1779/$file/Strategia_rozwoju_sportu_2015.pdf?Open

The main goal of the strategy is a fit and active society. The strategy includes a section on the physical fitness of children and young people. Sports development focuses on mandatory physical education as well as on extracurricular physical activities and sport.

Large-scale initiative

My sports field – ORLIK 2012 *(Moje Boisko – Orlik 2012)*

http://orlik2012.pl/index.php

This is a programme for the construction of free-access, multi-purpose sports fields for children and young people. It targets local government authorities (as part of the development of local sports infrastructure). Some accompanying projects include *Animator – Moje Boisko – Orlik 2012* for the employment of staff who organise and run sports classes in the newly created facilities.

Portugal

National strategy

School Sports *(Desporto escolar)*, 2009-13

http://www.desportoescolar.min-edu.pt/institucional.aspx

This is an essential means of promoting health, sports and physical activities in general, as well as social integration and the prevention of school failure. Strategic objectives focus *inter alia* on increasing a range of opportunities to practise high quality physical activities at every school.

Large-scale initiative

'Curriculum enrichment activities' in primary schools (years 1-4), since 2008

http://www.dgidc.min-edu.pt/aec/index.php?s=directorio&pid=1

This initiative aims to broaden learning experiences in several areas, including physical activity. It also supports a social response to family needs, and cooperation between schools, the community and families.

Pessoa Programme, since 2007/08

http://programapessoa.dgidc.min-edu.pt

The main aims of the programme are to promote healthy eating, and increase the level of physical activity to counter obesity using a special methodology.

Romania

National strategy

Protocol between the Ministry of Education, the Olympic Committee and the Youth and Sports Agency, 2008-12

http://www.edu.ro/index.php/pressrel/8297

The general aim of the *Protocol* is to increase the health of the population by involving pupils and students in sports activities. The recommendation involves practising a minimum three hours of physical education and sport in schools every week. The *Protocol* aims to increase the number of competitive sports contests. It is also seeking to create a national registry concerned with biometric monitoring of the school population, which will reveal relevant trends from one generation to another.

Large-scale initiative

‘Young Hopes’ in badminton, 2011/12 school year

http://www.badminton.ro/

The target group is children at primary school (ISCED level 1). The goals of the project are to promote badminton in schools, to increase opportunities for schoolchildren to play badminton, and to train those who may represent Romania in ‘junior’ and ‘senior’ international competitions.

‘Rediscover *Oina* – Part of our Romanian Identity’, 2011/12 school year

http://www.froina.ro/print.php?news.184

The main aims of this action are the promotion of *oina* in all educational institutions to heighten awareness among children and young people of the values and attitudes which this sport creates, and the introduction of *oina* competitions in school activities.

Slovenia

National strategy

National strategy on health-enhancing physical activity, 2007-12

http://www.mz.gov.si/fileadmin/mz.gov.si/pageuploads/mz_dokumenti/delovna_podrocja/javno_zdravje/strategija_vlade_RS_podrocje_telesne_dejavnosti.pdf

The strategy aims to promote all forms of regular movement and physical exercise for lifelong health, and to establish a culture of physical activity to increase the health of children, and particularly those with special needs. The strategy further seeks to motivate children and adolescents to cooperate in regular school class and physical education, and to join various forms of afternoon sports activity. It is intended that they should be physically active at least one hour a day. The strategy is also geared to promoting good health and a healthy lifestyle in the basic and upper secondary schools, and to the systematic implementation of CPD programmes related to health and physical education.

Large-scale initiative

Golden sun *(Zlati sonček)*, since 1997 and Krpan, since 1999

http://www.sportmladih.net/programi_som/zlati_soncek http://www.sportmladih.net/programi_som/krpan

‘Golden Sun’ is for children aged between 5 and 8, and *Krpan* for those aged 9-11. Both programmes seek to enrich children's leisure with sports activity throughout the year. They are conducted by preschool institutions, basic schools and, in the afternoon, by NGOs and private concerns. The programmes are not competitive, the aims being for children to play and develop their motor skills.

Healthy Lifestyle *(Zdrav življenski slog)*, 2010-13

http://www.sportmladih.net/programi_som/zdrav_zvivljenjski_slog

The Healthy Lifestyle project is concerned with development of the basic motor skills, the acquisition of movement skills and the promotion of a healthy lifestyle. It is for school years 1 to 9 (ISCED levels 1-2). Schoolchildren who so wish have five lessons of physical education a week. By taking part in the project, they experience sport as an enjoyable, interesting and beneficial way of spending their leisure time, while also learning about a healthy diet and the importance of regular sports activity.

Let's learn swimming *(Naučimo se plavati)*, since 1994

http://www.sportmladih.net/programi_som/naucimo_se_plavati

The main purpose of this programme is to increase the number of swimmers and improve the swimming of children and young people, by means of swimming courses and swimming tests. Data obtained from the programme is used annually for national-level analysis of knowledge about swimming.

Slovakia

National strategy

The concept of developing physical activities among children and young people, 2011

http://www.minedu.sk/sportovanie-deti-ziakov-a-studentov/

The aim of the concept is to develop a positive attitude towards lifelong physical activities among children and young people. In addition, an improvement of curricula for physical education provision and an increase of taught time are proposed. The target group is those aged 6-18.

Finland

Large-scale initiative

Finnish Schools on the Move, 2010-15

http://www.liikkuvakoulu.fi/

This project coordinates existing and new action models designed to make the school day physically more active. It aims to raise physical activity throughout the school day, whether on the way to school, during breaks, or through the inclusion of physical activity in various school subjects.

United Kingdom (England)

National strategy

Youth Sport Strategy: Creating a Sporting Habit for Life, 2012-17

http://www.culture.gov.uk/images/publications/creating_a_sporting_habit_for_life.pdf

The strategy is a key part of a five-year youth and community sport strategy which aims to deliver on the promise that the London 2012 Olympic and Paralympic Games would deliver a lasting legacy. Its main aims are to build a lasting legacy of competitive sport in schools, to improve links between schools and community sports clubs, and to work with the sports governing bodies, ensuring that their activities are focused on young people, as well as with communities and the voluntary sector to broaden the provision of sport for young people as far as possible.

Large-scale initiative

The School Games, 2010-15

http://www.yourschoolgames.com/

All schools have the opportunity to create a year-round sporting calendar, with around 30 sports available, specifically designed to get young people competing at intra-school and inter-school levels and culminating in local, regional and national events. All sports that are part of the School Games have competition formats for the inclusion of disabled young people, meaning that nearly half the schools in England can offer competitive disability sport for the first time. There is also a strong cultural element to the School Games, including opening and closing ceremonies, as well as opportunities for students to get involved through organisation, or officiating or volunteer activity. Schools Games are delivered nationally and locally through partnership. The national partnership is between the Department for Culture, Media and Sport, Sport England, the British Paralympics Association and the Youth Sport Trust.

United Kingdom (Wales)

National strategy

Twenty-year strategy for sport and physical activity in Wales, 2005-25

http://wales.gov.uk/depc/publications/cultureandsport/sport/climbinghigher/strategy/climbinghighere.pdf?lang=en

The strategy focuses on the health of the nation and the physical literacy of pupils. It stresses the role of physical education in health and psychological well-being and the importance of indoor facilities and playing fields. Further aims are to improve the qualification of professionals and volunteers, and find innovative ways of ensuring participation.

Creating an Active Wales, 2009-20

http://www.sportwales.org.uk/media/144469/creating%20an%20active%20wales.pdf

The focus of the section on 'active children and young people' is to encourage them to take enough physical activity to benefit their health and well-being over their life span.

Large-scale initiative

'Dragon sports'

http://www.sportwales.org.uk/community-sport/education/dragon-multi-skills--sport.aspx

This programme is designed to offer children aged 7-11 sporting opportunities that are enjoyable and fun. It introduces children to coaching, skills development and appropriate competition using versions of adult games, which are modified to meet their needs and skill levels. A portfolio of eight modified sports is used in the scheme (rugby, athletics, cricket, football, hockey, netball, tennis and golf). The programme is supported by a comprehensive range of learning resources and equipment, with further resource materials for the recruitment and training of volunteer parents, teachers and coaches. It concentrates on using these resources to develop opportunities outside the school curriculum and in the community. All resources are also compatible with the curriculum, so many schools and teachers can choose to use them in physical education lessons.

'5x60', 2009-20

http://www.sportwales.org.uk/community-sport/education/5x60.aspx

The programme aims to increase the number of children of secondary school age who take part in sports or physical activity for 60 minutes, at least five times a week. It increases opportunities for extracurricular sport and physical activity sessions for children of primary school age, and complements existing provision for sport and physical education in schools. It offers a range of activities to all children regardless of ability. A key principle is that the children themselves should choose the activities, which include competitive sport, informal activities, such as dance and aerobics, coached activities and outdoor activities.

'PE& School Sport' (PESS), since 2000

http://www.sportwales.org.uk/community-sport/education/pe--school-sport/about-pess.aspx

This programme was started in 2000 and restructured in 2011. Its aim is to ensure that every young person is challenged and supported in physical education and school sport. Cross-curricular, extracurricular and community provision is engaging for all young people, providing them with the skills, confidence and enthusiasm to be hooked on sport for life.

United Kingdom (Northern Ireland)

National strategy

Sport Matters: The Northern Ireland Strategy for Sport and Physical Recreation, 2009-19

http://www.dcalni.gov.uk/sport_matters.pdf

The strategy proposes a target of providing every child in Northern Ireland over the age of 8 with the opportunity to take part in at least two hours a week of extracurricular sport and physical recreation, and further recommends establishing baseline data on the number of children of compulsory school age receiving the two hours of physical education a week recommended by the Department of Education.

Large-scale initiative

'Activ8', since 2009

http://www.activ8ni.net/

This on-going social marketing campaign promotes eight ‘Activ8’ steps to raise awareness among primary school children of the importance of taking part in at least 60 minutes of physical activity every day, and of eating a healthy and balanced diet. The eight steps are ‘move your body’, ‘be part of a team’, ‘create your own game’, ‘involve your family’, ‘eat well’, ‘go outdoors’, ‘be a leader’, and ‘measure your success’. A range of Activ8 programmes have also been developed. Activ8 is a Sport NI programme.

United Kingdom (Scotland)

Large-scale initiative

'Active schools', 2005-15

http://www.sportscotland.org.uk/schools/Active_Schools/Active_Schools1

The aim of this programme is to supplement physical education at school by strengthening extracurricular activity and increasing the opportunities for children to get engaged in physical activity and sport, as well as by developing links between schools, sports clubs and local community sport.

Iceland

National strategy

The Ministry of Education, Science and Culture Policy in Sports Affairs *(Stefnumótun mennta- og menningarmálaráðuneytisins í íþróttamálum),* 2011

http://www.menntamalaraduneyti.is/utgefid-efni/vefrit/20111710/nr/6256

To counteract the effects of sedentary lifestyles, it is necessary to emphasise the importance of exercise for children through education. Activity related to health or sport in primary and secondary schools should be increased. School premises should be designed with a focus on physical activity. All schools should encourage outdoor physical activity. Cooperation between schools and sports clubs should be increased to support the relation between the school day and leisure time. Increased emphasis should be placed on teaching children and young people the value of a healthy lifestyle.

Large-scale initiative

Health Promotive Schools

http://www.landlaeknir.is/heilsa-og-lidan/verkefni/item12345/Heilsueflandi_framhaldsskoli

The schools concerned have a clear integral policy concerning the main criteria for the promotion of health.

Liechtenstein

National strategy

National Sport Concept, 2005

The concept highlights the importance of physical activities in society today, as well as the roles of the state, associations and other stakeholders, and the measures and aims of sports policy. As regards physical education, the concept focuses on the promotion and improvement of provision for optional and voluntary sports activity, and on school participation in international school competitions.

Large-scale initiative

School Sport and Competitions, since 1982 at ISCED level 2 and 2006 at ISCED level 1

http://www.schulsport.li/

The main aim is to offer an additional activity in daily school life and access to extracurricular activities. Working with teachers of physical education, Liechtenstein sports clubs organise annual school sports championships.

Croatia

National strategy

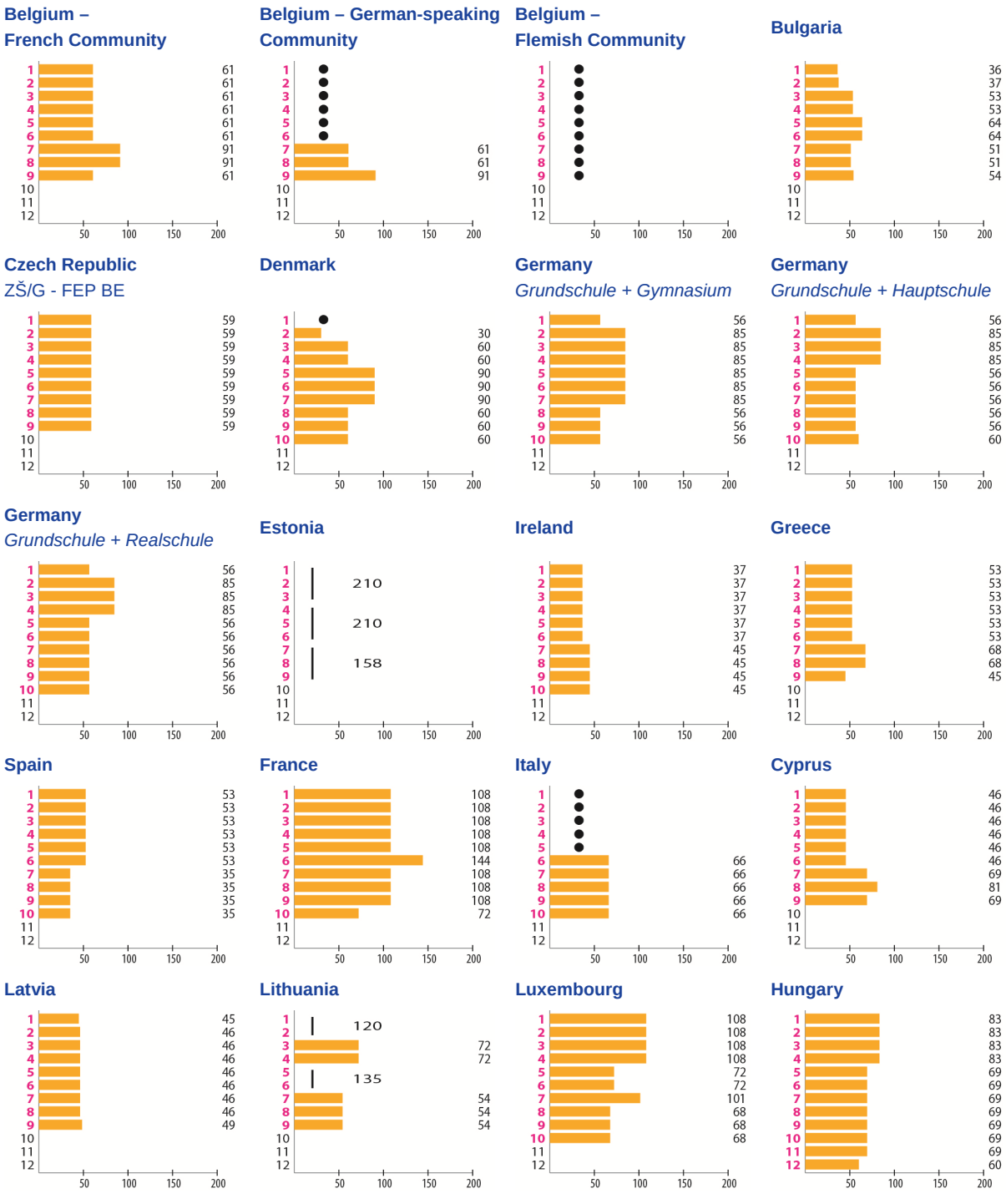
Strategy of Development of School Sports in Croatia, 2009-14

http://public.mzos.hr/lgs.axd?t=16&id=15673

The strategy aims to establish optimal conditions for the systematic development of school sports in Croatia, and addresses issues such as the infrastructural requirements for such development, the education of professional coaches, and the organisation of school competitions at all levels, from the school itself through local and regional levels up to national level. It also discusses the models of administrative organisation and funding. Further goals are competitive sporting activities in schools, facilitating social cohesion among schoolchildren, improving the social inclusion of disadvantaged children and children with special needs, and improving their self-esteem through sporting achievements.

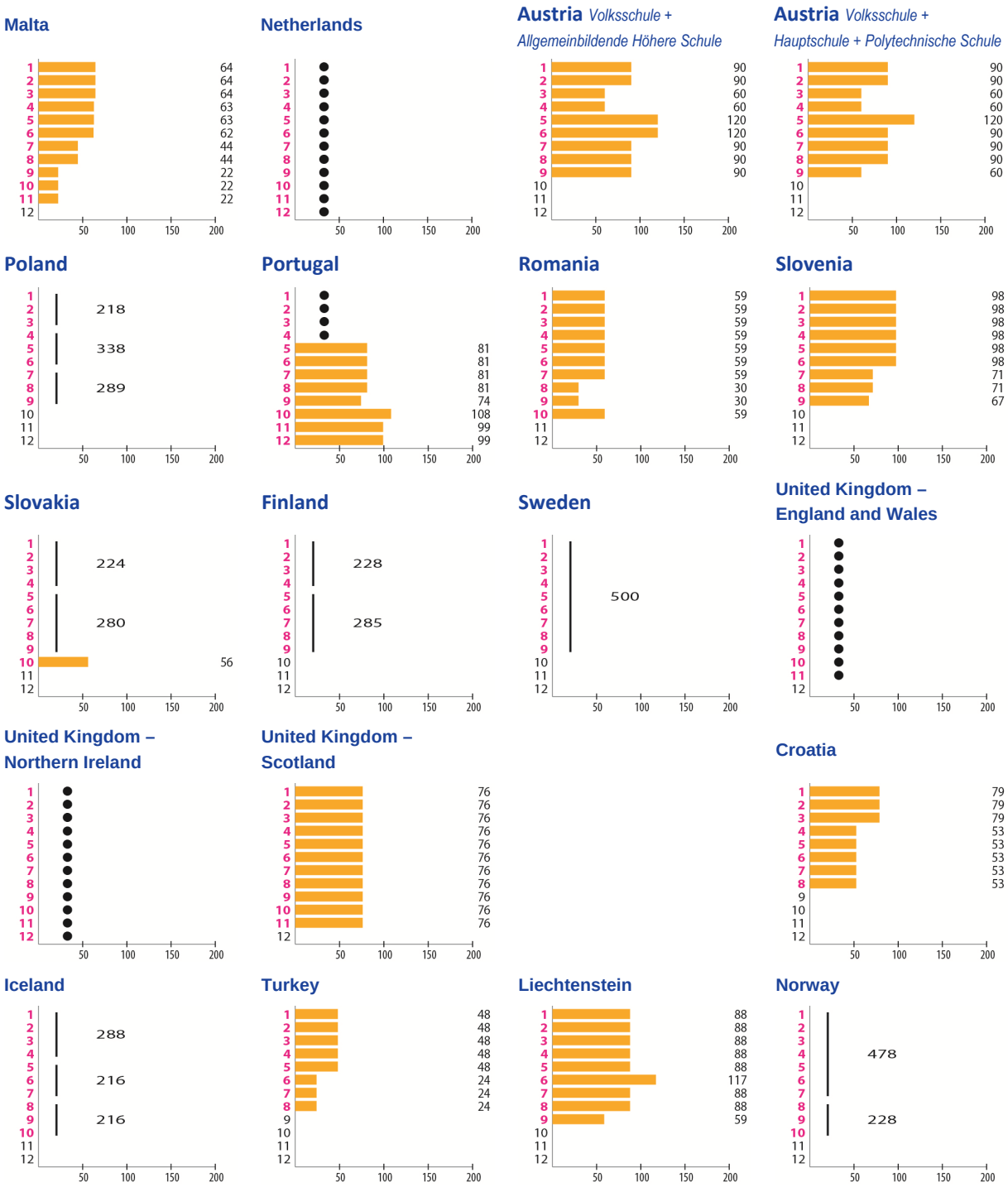
Annex 2: Recommended taught time

Recommended minimum annual taught time for physical education as compulsory subject in full-time compulsory general education, 2011/12



Source: Eurydice.

(continued) Recommended minimum annual taught time for physical education as compulsory subject in full-time compulsory general education, 2011/12



Source: Eurydice.

Explanatory note

The figure shows the minimum number of exact hours (60 minutes) devoted to the compulsory teaching of physical education during full-time compulsory general education based on national minimum recommendations in the curriculum for the indicated reference year. For more detailed calculation methods, see *Recommended annual taught time in full-time compulsory education in Europe, 2011/12* (EACEA/Eurydice, 2011).

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where some or all ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of European education systems 2011/12: schematic diagrams* (EACEA/Eurydice, 2011).

Grades in full-time compulsory general education correspond to different ages depending on the country. For information regarding the correspondence between pupils' notional age and the grades, see *The structure of European education systems 2011/12: schematic diagrams* (EACEA/Eurydice, 2011).

For a definition of '**flexible timetable**', see the Glossary, Statistical Databases and Bibliography section.

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Physical Education and Sport at School in Europe maps the state of play of physical education and sport activities at school in 30 European countries. The report covers primary and lower secondary education and provides an insight into the following topics: national strategies and large-scale initiatives where they exist, the status of physical education in national curricula and steering documents, recommended annual taught time, pupil assessment, teacher education, extracurricular activities and planned reforms. The report is the result of an in depth analysis of primary data provided by Eurydice national units and can be regarded as the first attempt by the European Commission to identify key concerns and strengths regarding physical education at school across European countries.

The Eurydice network consists of 40 national units based in 36 countries (EU Member States, Iceland, Liechtenstein, Norway, Switzerland, Croatia, the former Yugoslav Republic of Macedonia, Montenegro, Serbia, and Turkey). Eurydice is co-ordinated by the EU Education, Audiovisual and Culture Executive Agency.

The Eurydice network serves mainly those involved in educational policy-making at national, regional and local levels, as well as in the European Union institutions. It focuses primarily on the way education in Europe is structured and organised at all levels. Its publications output may be broadly divided into descriptions of national education systems, comparative studies devoted to specific topics, and indicators and statistics. They are available free of charge on the Eurydice website or in print upon request.

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