



European Framework of Quality Physical Education

Aims, structure and content

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Outline

1. Background and aims of the EFQPE
2. The SHA.P.E Project – Partners
3. The learning domains and standards of EFQPE
4. The levels and grid of EFQPE

Background and aims of the EFQPE

- It became inevitable on **European level** to define the elements for all of the member countries, which would be able to ensure the **standard learning outcomes (knowledge, skills and attitudes)** independently from the highly heterogeneous education systems.
- The framework for developing life-long learning is based on the Recommendation of the European Parliament and Council from 2006 (hereafter LLL-KC), whilst the **European Qualification Framework** (hereafter EQF) **is responsible to define the elements of learning** (education and training) on different levels.
- **Schools** provide the **most accessible and often the only opportunity for all children** to play, do sports, take part in organized games and different forms of physical activity.
- In addition to that, schools have an enormous effect on children from their early school years by giving them **positive messages about health-management** and offering physical activity opportunities.

Background and aims of the EFQPE

- **Physical education** is a curriculum based and compulsory school subject that **plays a major role in promoting overall health and physical literacy** for children and adolescents all around Europe and the globe.
- Physical education philosophy and tradition **specify the curriculum aims and contents** including the expectations about what the students have to know, understand, feel and be able to do.
- However, considering the importance of the cultural background and the educational system of different countries, there is a **need for developing a tool that helps synchronise the learning outcomes in EU level.**
- The project expert group of EFQPE were aiming at developing a **framework of minimum learning outcome system** that would be acceptable in 6 EU countries.

Background and aims of the EFQPE

- It is crucial to develop standards and learning outcomes related to the standards, **which can be implemented in national curriculum in every EU member states** in order to deliver quality physical education to the students in schools.
- **The EFQPE determines the standards, learning domains and learning outcomes regarding to European Qualification Framework (hereafter: EQF) level 1.-4. providing an objective, adaptable framework developing national PE curriculum in order to support and to implement **standard-based quality physical education.****

METHODS

- 5 partner institution + EUPEA (Slovenia, Greece, Lithuania, Germany, + Netherlands) as partners took part in the 2 year project

Metaanalysis of the country specific analysis' in the following themes:

- National Qualification Frameworks
- General education systems
- Physical education systems
- P.E. curricula and learning outcome systems

Literature review of the existing PE learning outcome systems

What we are thinking about P.E.?

The partners agreed, that we want **physically literate / well educated** young generations, what should be the essential objective of PE.

The question was what does physical literacy mean? 😊

Definitions from the literature...

1. *The goal of physical education is to develop **physically literate individuals** who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity* (SHAPE America, 2013)
2. *“Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”* (Whitehead, 2014)

EUPEA definition of „physically well-educated young person” (Fischer, Repond & Diniz, 2011)

- a responsible citizen who is **able to** choose suitable activities, to follow good practice and to respect and help others
- a person who is **knowledgeable about** physical activity about sport with a good repertoire of skills and abilities
- somebody who **can be responsible** for their own health and adopting an active lifestyle and be capable of evaluating their own progress and that of others.

From EFQPE perspective the EQF system was our starting point...

How the EQF direct EFQPE?

- The EQF emphasises the **results of learning** rather than focusing on inputs such as length of study.
- Learning outcomes are specified in **three categories**



The EQF definitions of knowledge, skills and competence

- **‘knowledge’** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, **knowledge is described as theoretical and/or factual**;
- **‘skills’** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, **skills are described as cognitive** (involving the use of logical, intuitive and creative thinking) **or practical** (involving manual dexterity and the use of methods, materials, tools and instruments);
- **‘competence’** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, **competence is described in terms of responsibility and autonomy**.

https://ec.europa.eu/ploteus/sites/eac-eqf/files/brochexp_en.pdf

- More than that physical literacy implicates the necessity to define **conative, affective and cognitive attitudes** regarding EFQPE levels outcomes, that is what we integrated to the system.

EQF grid			EFQPE grid			
Knowledge	Skills	Competence	Knowledge	Skills	Competence	Attitude

The EFQPE contains an **entry level** prior the first level (Level 0) in order to estimate the knowledge skills and competence regarding of PE among pupils **at the beginning of primary school studies**.

EQF levels	EFQPE levels	Class level / Grade
-	0	Entry level (first grade)
1	1	Fourth grade
2	2	Eight grade
3	3	Tenth grade
4	4	School leaving exam (last grade)

EQF and EFQPE levels and its correspondence to school grades

Standards of Physically Literate Individual (EFQPE)

- Taking the standards created by NASPE, Whitehead and EUPEA into account within the SHA P.E. project we established the following standards in EFQPE.
- **Standard 1** – The physical literate individual has the knowledge, skills, competence and attitudes necessary to demonstrate competency in a variety of motor skills and movement patterns and to understand the importance of movement competence and its contribution to the efficient and joyful engagement in different physical activity settings through the whole life-span.
- **Standard 2** – The physical literate individual has the knowledge, skills, competence and attitudes necessary to understand the importance of regular physical activity and to achieve and maintain a health-enhancing level of physical activity and fitness through the whole life-span.

- **Standard 3** – The physical literate individual has the knowledge, skills, competence and attitudes necessary to understand the importance of nutrition intake, personal hygiene, and stress control to increase the efficiency of HEPA and its contribution to well-being.
- **Standard 4** – The physical literate individual has the knowledge, skills, competence and attitudes necessary to understand the importance of realistic self-image and self-estimation and to exhibit responsible personal and social behaviour that respects self and others in order to interact positively and work effectively with others.
- **Standard 5** – The physical literate individual has the knowledge, skills, competence and attitudes necessary to understand the importance of systemising, planning, executing and evaluating strategies and to apply knowledge of concepts, principles, strategies and tactics related to movement, performance and healthy life management.

Standards and Learning domains	DEFINITION
<p>Standard 1 Movement literacy</p>	<p>Movement literacy learning domain encompasses the knowledge, skills, competence and attitudes necessary to <u>have a comprehensive understanding of the importance of movement competence and its development in order to engage efficiently and joyfully in different physical activity settings through the whole life-span.</u></p>
<p>Standard 2 Health-enhancing physical activity</p>	<p>Health-enhancing physical activity learning domain encompasses the knowledge, skills, competence and attitudes necessary to have <u>a comprehensive understanding of the importance of regular physical activity</u> in order to develop and maintain a health-enhancing level of physical activity and fitness through the whole life-span.</p>
<p>Standard 3 Health-consciousness beyond physical activity</p>	<p>Health-consciousness beyond physical activity learning domain encompasses the knowledge, skills, competence and attitudes necessary to have <u>a comprehensive understanding of the importance of nutrition intake, personal hygiene, and stress control to increase the efficiency of HEPA and its contribution to well-being.</u></p>
<p>Standard 4 Self-awareness and Self-management</p>	<p>Self-awareness and self-management learning domain encompasses the knowledge, skills, competence and attitudes necessary to have a comprehensive understanding of the importance of <u>realistic self-image and self-estimation in order to interact positively and work effectively with others and to build respect for the personal, physical and natural environment</u> in addition to the positive and responsible relationship to themselves.</p>
<p>Standard 5 Problem-solving and constructive thinking</p>	<p>Problem-solving and constructive thinking learning domain encompasses the knowledge, skills, competence and attitudes necessary to have a comprehensive understanding of the importance of <u>systemising, planning, executing and evaluating strategies and constructive decisions related to</u></p>

- Look at the document....