

Towards QPE in Hungary 2016-2020 – the strategy and its outcomes

**Tovább a minőségi testnevelés megvalósítása
érdekében 2016-2020 – a stratégia és eredményei**

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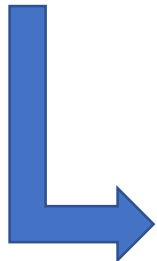
Outline of the presentation

- Background of the QPE strategy (T.E.S.I. 2020)
- Structure, aims and results of the strategy
- Relevant project outcomes for the strategy (EFOP 3.2.8.)
- Future directions

Background of the QPE strategy

Challenges in/from 2012:

- New **core curriculum**
- Introduction of **daily physical education** in the school system
- Diverse **infrastructural circumstances** in the schools
- **Motivational challenges** among P.E. teachers and students (generation Y, Z, and Alpha)
- CPD programme/**specific in-service training hiatus** for P.E. teachers
- Necessity of a uniform, **health-related fitness test** system (governmental claim)



National QPE strategy initiative



About the QPE strategy

A national (Quality) P.E. Strategy endorsed by the hungarian government in a resolution

Mid-term (2016-2020)

Collection of **actions & interventions** in policy level



Structure and aims of the QPE strategy

4 basic aims:

1. Developing a framework and a „road map” for the implementation of QPE in Hungary and in EU.

Design the conditions of QPE in Hungary:

2. in the *school system* (curricula, methodology, measurement, infrastructure & tools, etc.);

3. in the *services* connected to the school system (e.g. educational expertising/advisory system, educational monitoring system, school-health programmes);

4. in the *gradual,- postgradual trainings and qualifications* (especially higher education, vocational education).

Strategy and its projects

- The 4 aims consist of 64 intervention field of the implementation
- Based on the strategy, the Hungarian Government defined **two priority projects financed by the European Social Fund (ESF)** to implement the dominant part of actions & interventions (EFOP 3.2.8, EFOP-3.2.10).
- The **beneficiary** of these projects is **HSSF**

Results

- **Many** of the strategy's **interventions have been implemented.**
- The **most successful interventions were the financed ones** (executed in the frame of the priority projects by HSSF). Actions without financial background and responsible organizations are still waiting for implementation.
- A **new hub of practitioner P.E. and school sport experts** got involved in the programmes as a professional executor.

Conclusions

- **Only a few hungarian higher educational institutions acknowledged the achievements of the QPE strategy** and started developments on its basis.
- Thus, **HEPA and grassroots sport concepts mostly not available in the higher education programme** in Hungary, P.E. students leave their institutions somewhat lacking in competences regarding QPE.

Conclusions

- Practitioner P.E. teachers mostly **have the chance to learn** about these concepts in the frame of in-service-trainings.
- Many methodological development **not means better implementation** without regular/daily professional support in the schools.
- Hungarian teachers need and claim the presence of experts, their sense of initiative **must be developed permanently**.

Conclusions

- **P.E. lessons can't be the only solutions** to contribute developing healthy lifestyle competences of students as a part of LLL, **informal and non-formal learning must be a part of it** as well.
- **Sport and physical activities in schools, school sport events, communication** between teachers, teachers and parents, teachers and health-service experts must be the next developing fields.

Conclusions

- The operation of fitness assessment systems - like NETFIT - **doesn't mean that teachers can apply it as a tool of health and fitness education.**
- **Evaluation of fitness results** of a country/region/school/class/student **must be a part** (a start and a finish line) **of a quality mark system.**
- **New approaches** needed: **hub of sport and P.A. experts** in schools **must be admit** not only P.E. teachers but **general teachers, other teachers, and parents** as well.



Plans between 2021-2027

New projects in public education and health-care systems

School-related project:

- reform **of the hungarian school sport system** (Students' Olympics) implementing **grassroots sport contents**, applying **new procedure methods** (festivals, tournaments, cups) and **controlling & limiting rivalry situations** during competitions.
- Introduce a new, **PA quality mark system in the hungarian school system** based on the data of NETFIT, in order to **evaluate the sport and health promoting activity** of schools.



Plans between 2021-2027

Health-related project:

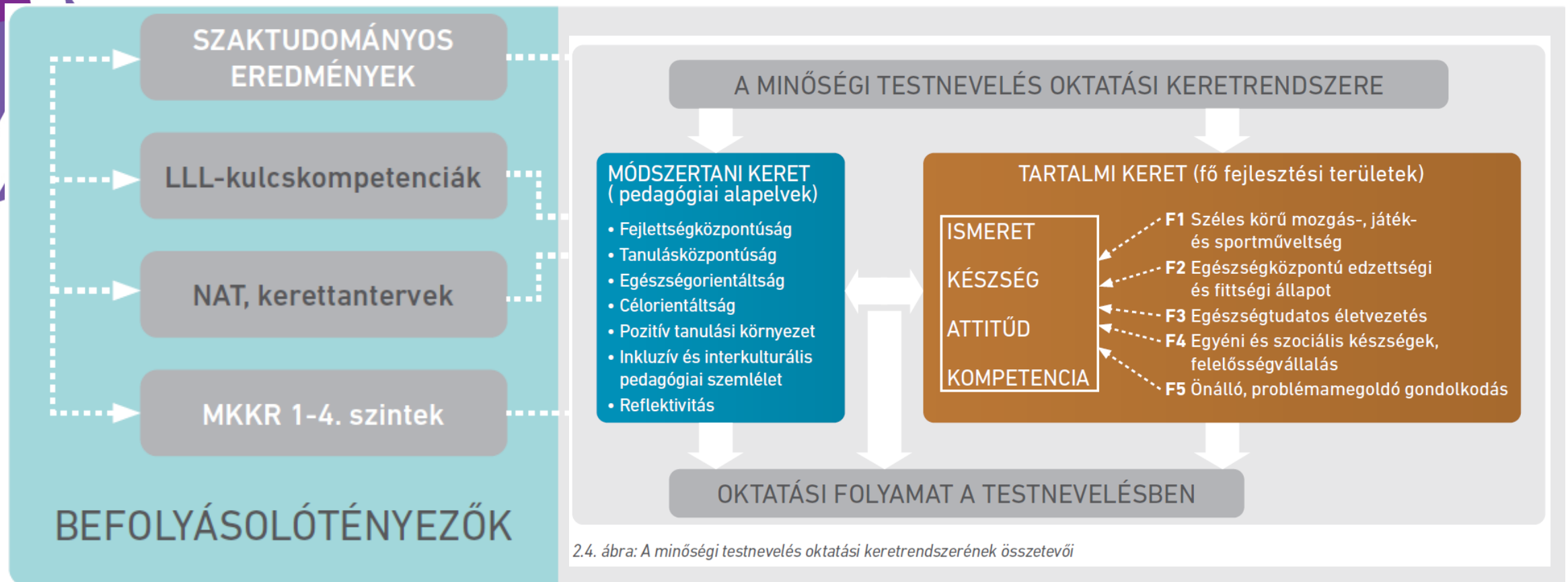
- **Link the NETFIT and the school healthcare programmes.**
- **Extend some part of the NETFIT system in lower school to avoid obesity in early childhood (body composition).**
- **Reform of the P.E. categories applied.**
- **Synchronizing childhood obesity and health behaviour surveys/researches and programmes in schools of Hungary.**

Highlights of the EFOP 3.2.8-16 Project in connection with the T.E.S.I. 2020 Strategy



Aim 1: Developing a framework and a „road map” for the implementation of QPE in Hungary and in EU

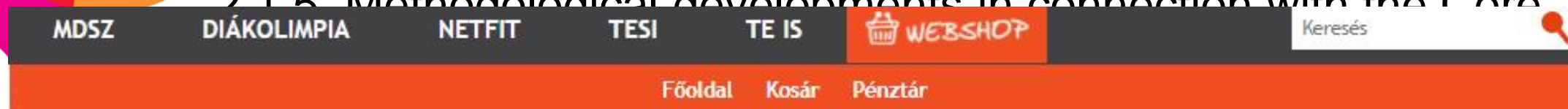
1.1.4. Developing a multidisciplinary educational framework for QPE



2.3. ábra: A minőségi testnevelés oktatási keretrendszer

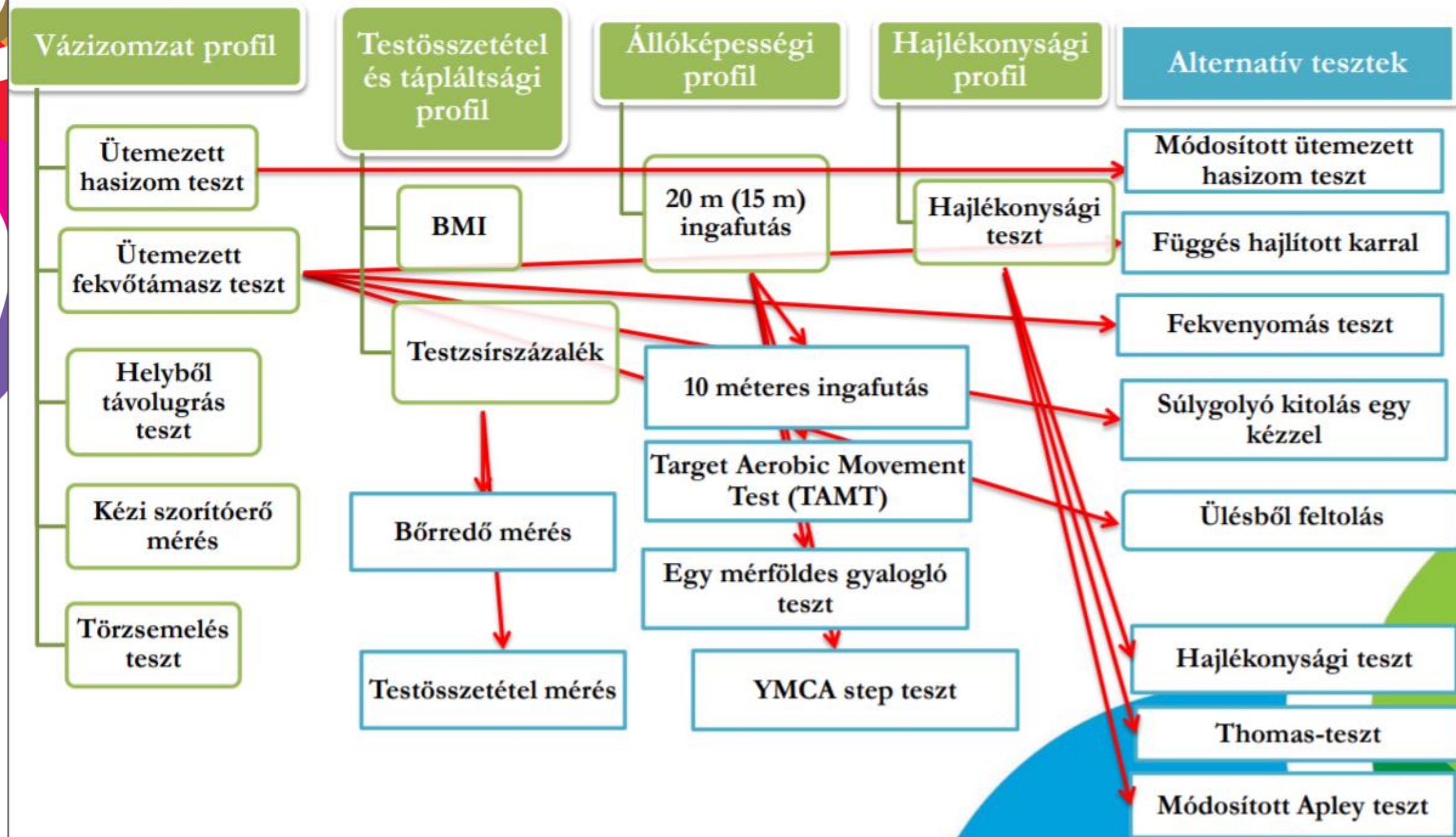
Aim 2: Design the conditions of QPE in the public education system

2.1.5. Methodological developments in connection with the Core



Kezdőlap / Diákolimpia® Shop







- Task and game bank with 500+ idea
- Yearly teaching planner
- Assessment ideas
- Festival methods
- Videos and lesson ideas

Aim 3: Design the conditions of QPE in the services connected to the school system

3.2. Inservice trainings for generalist and PE teachers for the continuous professional development



- 2 accredited programme
 - a. Motivation and motor learning
 - b. Planning and assessment in QPE
- 2000 Certification in 30 lesson free trainings
- (+8700 in the other EFOP project)

Aim 3: Design the conditions of QPE in the services connected to the school system

Reflect to the Pandemic situation in the education system, we developed a specific recommendation to QPE:

- In the pandemic readiness setting (when schools are open)
- In the lock-down setting for the distance Physical Education

2 CPD programmes are going in ONLINE since the 1st COVID lock down



Aim 3: Design the conditions of QPE in the services connected to the school system

3.4.7.-3.4.8. Methodological development and support of the educational services in the school system (especially for expert teachers and inspectors)

- January 2019
- 7 workshops in all region
- Partnership with the Education Authority
- 650 participants in the country





Thank you for your attention!