

HEALTH CONSCIOUS, FUTURE ORIENTED LIFE MANAGEMENT KEY COMPETENCE

HCFOLM

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"Shaping the principles and development areas for health-oriented physical education based upon the comparative analysis of the core curricula in some EU member states in order to establish a common European framework / SHA P.E."

SHA P.E.

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1. INTRODUCTION

*"Developments during the second half of the 20th century have brought radical social and economic change to Europe. Globalisation and its manifestation in the cultural, political, economic and environmental fields have been the major force behind this transformation. Scientific and technological progress, especially in the communications industry, have promoted international integration and cooperation but also intensified international competition. In order to develop quick responses to the challenges of this new order while safeguarding and improving their socio-economic standards, European countries have recognised knowledge as their most valuable resource for fuelling economic growth. Increased production, distribution and application of knowledge in all its forms are instrumental in the creation of economic and cultural prosperity. Knowledge is recognised as the driving force behind personal and occupational development. Where people acquire knowledge, learn skills and transform them into competence for meaningful use, they not only stimulate economic and technological progress but derive much personal satisfaction and well-being from their endeavours."*¹

1.1. FUTURE ORIENTED EDUCATION

Twenty-first century education must be future oriented and adaptable to meet the learning demands of an increasingly complex world. The terms "knowledge age" or "knowledge economy" refer to a reorganisation away from an Industrial Age economy, where exploitation of natural resources, primary production, mass production and bureaucratic management hierarchies were the standard model for economic development. In the Knowledge Age, the ability to generate value through innovation (and the rapid creation of new knowledge) has become the basis for economic development. It is argued that education for the Knowledge Age must foreground the development of learners' dispositions, capacities or competencies to deal with new situations and environments, including those with high degrees of complexity, fluidity and uncertainty. This does not mean that knowledge no longer matters, or that the school curriculum does not need explicit goals for students' knowledge development. Rather, the future-focused education literature suggests we need to adopt a much more complex view of knowledge, one that incorporates knowing, doing and being. Alongside this we need to rethink our ideas about how our learning systems are organised, resourced and supported.²

As globalization continues to confront the European Union with new challenges, each citizen will need a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world. Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes. In particular, building on diverse individual competences, the differing needs of learners should be met by ensuring equality and access for those groups who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential.

"In this context, the main aims of the Key Competences Reference Framework are to:

1. identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society;
2. support Member States' work in ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life, and that adults are able to develop and update their key competences throughout their lives;
3. provide a European level reference tool for policy makers, education providers, employers, and learners themselves to facilitate national and European level efforts towards commonly agreed objectives;
4. provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training Programmes."³

The word 'competence' typically denotes a general ability, aptitude, or capability with a task. It implies effectiveness, in that a person is competent at doing something. However, in this context, 'competence' refers to a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world in a particular domain.⁴ Competences enable knowledge to be applied to real world situations, to be translated into effective, embodied human action.

The eight competences specified by the European Framework of Key Competences for Lifelong Learning are:

1. Communication in the mother tongue
2. Communication in (multiple) foreign languages
3. Math competence and science and technology competences
4. Digital competences
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

1. Key competencies: A developing concept in general compulsory education: This document is published by the Eurydice European Unit with the financial support of the European Commission (Directorate-General for Education and Culture). p. 10.

2. Bolstad, R. (2012). Principles for a future-oriented education system. New Zealand Review of Education, 21, 77-95.

3. <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>

4. Hoskins, B & Deakin Crick R. (2010). Competences for Learning to Learn and Active Citizenship: different currencies or two sides of the same coin? European Journal of Education, 45(1). 121-137.

The European Reference Framework of Key Competences for Lifelong Learning was launched by the European Commission in 2006. It outlines eight key competences as necessary for personal fulfilment, active citizenship, social inclusion and employment.

The framework includes competences in 'traditional' subjects, such as mother tongue literacy, numeracy, knowledge of foreign languages, math, science and IT skills. But it also covers other skills, such as learning to learn, social and civic competence, initiative-taking, entrepreneurship, cultural awareness and self-expression. The competences are considered to be critical to lifelong learning. Each competence is also linked to broader 'transversal skills' (see below). The European Commission states that: initial education and training systems across the EU should support the development of these competences in all young people, and adult education and training need to give real opportunities for all adults to continually build and maintain their skills.

The European Commission also identifies the following 'transversal skills' that are relevant across the eight key competences:

1. Critical thinking
2. Creativity
3. Initiative
4. Problem solving
5. Risk assessment
6. Decision taking
7. Communication
8. Constructive management of feelings

Depending on their particular education systems, the European Framework has been further interpreted by EU member states. EU member states have also developed approaches to key competences independently of the influence of the European framework, resulting in varying emphases. In some member states, there are national frameworks similar to the European Framework. In others, aspects of key competences have been added as a complement to particular parts of existing curricula. They are designed and organized in different ways depending on the prevailing ideas and priorities in a particular member state. These framings structure the ways in which key competences are implemented in national curricula and in schools.

KeyCoNet⁵. (2012–2014) is a European policy network focused on identifying and analyzing initiatives on the implementation of key competences in primary and secondary school education. The project's final objective is to produce recommendations for policy and practice regarding the enablers and obstacles to a holistic implementation of key competence development.

Assessing key competences has a dual role: to document learners' key competences and to develop them. It supports changes not only in what is taught but also how it is taught, and consequently what is learnt and how it is learnt.⁶

A variety of ways are used to assess key competences - standardized tests, e-assessment, attitudinal questionnaires, performance-based assessment and teacher, peer- and self-assessment.

Standardized tests are tests that are developed, administered, scored and graded according to uniform procedures designed to ensure consistent outcomes that can be meaningfully compared across a population. In other words, the assessments are designed to ensure reliability.⁷

E-assessment continues to develop as a mechanism for assessing key competences and offers new opportunities for gathering information on the scope of learners' key competences and their interaction with learning.

Learners' attitudes (or 'affects') are often treated as variables for their academic performance (or 'cognition').⁸ Studies of educational achievement, such as PISA, employ attitude questionnaires to survey students' attitudes to learning to help explain their individual performance.

Performance-based assessment of key competences could either be based on a single observation, or could involve teachers observing learners over a certain period of time and using a range of tasks. Different forms of performance-based assessment can be used alongside standardized assessment, for formative or summative purposes.

Portfolio assessment of key competences and their cross-cutting themes is also receiving sustained international interest. A portfolio is a place to store data compiled over time, intended to be representative of a learner's progress. E-portfolios expand the range of possibilities; audio-visual and internet files can be included and internet social networks can facilitate dialogue.

Teacher, peer- and self-assessment is a particular aspect of formative assessment which is linked to the European Reference Framework on Key Competences for Lifelong Learning.⁹ Self-assessment is another key aspect of successful formative assessment to internalize teachers' feedback, learners need to reflect on their learning. Peer- and self-assessment practices are important features of assessment for learning as a strategy to promote 'learning to learn'.¹⁰

5. Looney, J., & Michel, A. (2014). Keyconet's conclusions and recommendations for strengthening key competence development in policy and practice. Final Report Caroline Kearney ed., European Schoolnet. ISBN, 1260973017.

6. Pepper, D. (2011). Assessing Key Competences across the Curriculum — and Europe. *European Journal of Education*, 46(3), 335-354.

7. Pepper, D. (2012). KeyCoNet 2012 literature review: Assessment for key competencies. European Schoolnet and Key Competence Network on School Education (KeyCoNet). Brussels: European Commission.

8. Stobart, G. (2008). *Testing times: The uses and abuses of assessment*. Routledge.

9. <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>

10. James, R., McInnis, C., & Devlin, M. (2002). *Assessing Learning in Australian Universities*. Melbourne: Centre for the Study of Higher Education and The Australian Universities Teaching Committee.

2. HEALTH CONSCIOUSNESS AND FUTURE ORIENTATION

2.1. DEFINING HEALTH CONSCIOUSNESS

"Different approaches to the concept of health consciousness have generated different definitions of the concept. However, five components have consistently appeared in studies over the previous two decades, which are (1) integration of health behaviour, (2) attention to one's health, (3) health information seeking and usage, (4) personal health responsibility, and (5) health motivation."¹¹

- **Integration of health behaviour**

Health consciousness can be viewed as an orientation toward wellness and wellbeing.^{12, 13} Wellness is a "set of personal activities, interests, and opinions related to one's health". Wellness has four sub-dimensions; (1) concern for hazardous environment, (2) physical fitness, (3) personal responsibility, and (4) nutrition and stress management and concluded that health conscious persons are characterized as being sensitive to health hazards, responsible for their health, concerned about their physical fitness, and concerned with managing their stress and nutrition.

- **Attention to one's health**

According to Iversen and Kraft, health consciousness is defined as "the tendency to focus attention on one's health",¹⁴ although it is different from health anxiety or fear of being sick or dead. Based on the psychological characteristics of health-consciousness, health orientation can be differentiated into 3 components: health information orientation, health beliefs and healthy activities.¹⁵

- **Health information seeking and usage**

"There has been inconsistency in the definition of health consciousness in regard to whether or not health information-related actions are a part of the health consciousness concept or factors that can be predicted from one's health consciousness. Some scholars argued that the manner in which an individual uses media or other sources for health information is a major element of health consciousness. For example, Rodgers et al. (2007) suggested individual media use as a health segmentation variable. Other scholars also demonstrated that health consciousness is related to audiences' attention to or involvement with health messages.¹⁶ Specifically, Iversen and Kraft (2006) argued that high health conscious individuals perceive health messages as being more personally relevant while processing the argument and recommendations in the messages more thoroughly."¹⁷

- **Personal health responsibility**

Health conscious individuals can be characterized as acting rather responsibly in health management. According to Kraft and Goodell (1993) personal health responsibility is one of the four components that constitute health consciousness.¹⁸ Health conscious persons are more likely to feel responsible for their health, and closely equated a "health conscious" person to a "responsible" person.¹⁹ Because health conscious persons feel more responsibility to take care of their health, they tend not only to engage in preventive and health-maintaining behaviours in their daily lives but also actively participate in online and/or offline health communities.²⁰

- **Health motivation**

Defining health motivation as "a goal- directed arousal to engage in preventive health behaviours," Moorman and Matulich (1993) argued that health motivation predicts a person's engagement in preventive health behaviours²¹ (i.e., health information acquisition behaviours and health maintenance behaviours). Dutta-Bergman (2004) also regarded health motivation as a major part of health consciousness, and presented it in relation to the degree to which individuals value healthy conditions.²² "In general, health conscious persons are characterized as actively incorporating healthy behaviours in their daily routines, consistently being attentive to their health conditions, actively seeking and using health information from diverse sources, taking responsibility for their health, and being motivated to stay healthy."²³

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2.2. DEFINING FUTURE ORIENTATION

According to Trommsdorff (1986) future orientation is a “complex cognitive motivational phenomenon”.²⁴ It helps to manage with developmental tasks by giving framework how to structure representations and evaluate life situations. Nurmi (1991) described future orientation through three basic processes: motivation, planning and evaluation.²⁵ Many different things influence the development of individual's goals and plans. Interests, values and beliefs direct the future orientation.²⁶ Personality, skills and cognitive factors influence the future orientation internally.²⁷ Also external context, such as historical time, culture, social and physical environment influence the thinking about the future.²⁸ Motivation is an essential part of future orientation. It points to the content of individual's interests: what person wants from life.²⁹ The motives, goals and interests are usually oriented towards the future. Nurmi (1991) described motivational system as a complex hierarchy. Motives can differ in their generality, specificity and abstractness. More general interests divide to smaller sub-goals. Trommsdorff (1986) examined motivation in association with affects.³⁰ The basic dimension is optimism or pessimism, i.e. approach or avoidance. Drug-using delinquents' attitude towards the future has been found to be pessimistic in general.³¹ In modern motivation theory research has primarily concentrated on the motivational themes, not to its connection to other psychological topics.³² Modern motivation psychology highlights the importance of future orientation in psychological well-being.³³ Previous studies have shown that personal goals are connected to one's psychological well-being.³⁴ Personal goals that help in solving life tasks, problems and challenges lead to a better wellbeing than the one's that do not focus on solving such a task. Psychological wellbeing is particularly enhanced by personal projects that are task-oriented, social and connected to one's self.³⁵ By contrast, goals focused only on oneself have been found to show negative influence on well-being. On the other hand, good or poor well-being can influence on what kind of goals a young person sets for himself/herself.

Cognitive aspects of future orientation involve different schemas and cognitive processes. While planning, individual's sense of himself/herself develops and understanding of the surrounding world grows.³⁶ Self-schema is a personal idea of one's present and future-self.³⁷ Anticipated lifetime development entails schema of self and environment in the present and future. Knowledge and personal meanings direct the processes. After goals are set motives and values in mind, one needs to plan how to realize them. Representation of goals and future context is based on anticipatory knowledge. Long-term plans cannot be tested in practice, so they must be processed mentally. Structure of plans differs between individuals, and within individual's different plans. Young people structure their plans in more complex ways and become more internal in their attributions than in the previous stages of their development.³⁸ Individuals' plans may differ according to their extension, differentiation, and how precise they are. Adolescents continuously evaluate their own hopes and dreams, and how they are fulfilled. This can give positive or negative information about the future goals and plans. Success can be seen as depending on oneself or external reasons, as being person's stable feature or a matter of chance, and if it can be controlled or not.³⁹ One can choose to alter the plans or carry on as before.

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37. Trommsdorff, G. (1986). Future Time Orientation and Its Relevance for Development as Action. In R.K. Silbereisen, K. Eyferth & G. Rubinger (Eds.) *Development as Action in Context. Problem Behaviour and Normal Youth Development* (pp. 121-136). Berlin: Springer-Verlag.
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39. Heider, F. (1944). Social Perception and Phenomenal Causality. *Psychological Review*, 51(6), 358-374.

Context and situational conditions affect on the anticipated life-span development. Different areas of development, such as cognitive and social skills are learned in interaction with social environment. This influences on the quality and direction of person's future orientation, and gives it stability. There are many even contradicting values in our culture today.⁴⁰ It can be hard to find values, which are right for oneself. This task can create insecurity. Trommsdorff (1986) pointed out how in the face of fast developing social demands in Western societies, it is important to have a positive and efficient future orientation. People differ in gender, social class, ethnicity and educational level. These factors have implications on individuals' future orientation. It has been shown, for example, that children from lower socio-economic class tend to stay there also in their adulthood.⁴¹ Previous studies have also shown that the social contexts in childhood and parents' socio-economic status have an effect on individuals' later well-being and health.⁴² Research of Huurre, Aro and Rahkonen (2003) indicated that adolescents from manual class origin, as they referred it, had unhealthier behaviours (concerning physical activity and smoking) than adolescents from a non-manual background.⁴³ Important developmental tasks for young people are identity and gender role formation.⁴⁴ Anticipated future development evolves in interaction with identity. Career choice, autonomy from parents and intimate relationships are also age-specific tasks. Society, parents, peers and teachers set these expectations. Some of them are institutional; others come from the values and norms of the culture. Decisions in adolescence have long reaching consequences. For example, education restricts the possible careers and usually affects on the later socioeconomic status. Adolescents' plans do not extent too far into the future. Their content is usually thought to come true by the end of second and in the beginning of third decade of life.⁴⁵ According to Nurmi's (1991) hopes and goals are most often about future occupation and education. Family/marriage, leisure activities and property-related issues are almost as common.

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40. Koivusilta, L. & Rimpelä, A. (2000). Nuoruusiässä luodaan terveyden perusta. In E. Heikkinen & J. Tuomi (Eds.). *Suomalainen Elämäntulkku* (Vol.1, pp.155-172). Helsinki: Tammi.
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3. HEALTH CONSCIOUS FUTURE ORIENTED LIFE MANAGEMENT KEY COMPETENCE (HCFOLM)

3.1. THE REASON BEHIND THE ESTABLISHMENT OF HCFOLM

Within the EU's educational policies the focus of life-long learning and the connected key-competences is projected to be prominent, with special regard to health conscious, physically active life management. Although in the 2006 reference document about the LLL-KC components contains related information and recommendations on the health-conscious, future oriented behaviour, but actual knowledge, skill and attitude components were not articulated on any level.

Definition of Social and civic competences:⁴⁶

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Essential knowledge, skills and attitudes related to this competence:

"Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this..."

In general it can be stated that on one hand there is no developed key-competence regarding physical activity, health-consciousness in the framework of LLL-KC, therefore a new key-competence should be developed. On the other hand an assessment tool should be introduced in order to measure the elements of that key-competence. The reason behind the idea of establishment of HCFOLM was to emphasize the unavailability of such a key-competence.

3.2. THE DEVELOPMENTAL PROCESS OF HCFOLM

The Hungarian School Sport Federation (HSSF) as the inventor of the idea of Health Conscious Future Oriented Life Management key competence has been established an ERASMUS+ project. Throughout the two-year period of the project a **HCFOLM** was elaborated based on the existing experiences of HSSF and the 4 partner institutions' researches, workshops and the progressive input from individual experts.

The prospective tools of the project implementation were:

- Mutual thinking and planning; research;
- Preparation of studies, publications and other documents;
- Translation of relevant documents into English;
- Sharing the relevant documents with the participating organizations and other key actors of sport science and education systems;
- Sharing of experiences in the frame of 3 workshops, international conferences and in the closing conference;
- Creation of national studies based on key issues and meta-analyses of the studies in order to create a common vision;
- Preparation of National Recommendations for all the participating countries.

With regard to the field of expertise of the partners of the project we elaborated the fundamentals of the new key-competence HCFOLM but intentionally focused on solely physical literacy components based on the European Framework of Quality Physical Education.

3.3. THE AIM OF HCFOLM

On the basis of the DeSeCo report on Key Competences, and on the country specific analyses done by the partners in the project and their meta-analysis (SHAPE project)⁴⁷ it may be concluded that key competences **are multifunctional; transversal across social fields; they refer to a higher order of mental complexity which includes an active, reflective and responsible approach to life; and they are multi-dimensional, incorporating know-how, analytical, critical, creative and communication skills, as well as common sense.**

One of the underlying aims of Key Competence development is fostering life-long learning, the capability of students to use what they have learned in schools, but more importantly, to continue learning throughout the lifespan. This is intrinsically linked to the idea of transfer, that is, the capability of students to transfer knowledge, skills, and meta-cognitive skills to new situations, and ultimately to the "real" world outside of school. This is a long-term goal of educational theorists, which educational science has been actively addressing.

⁴⁶. <http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32006H0962&from=EN>

⁴⁷. Meta-analysis of the National Public Education Systems, Qualification Frameworks and Key competences of Greece, Hungary, Luxemburg, Lithuania, Netherland, Germany - SHA P.E.

The framework of key competences and transversal skills underscores the need for complex, collaborative and trans-disciplinary learning environments. The key themes in teaching Key Competences for the twenty-first century relate to creating meaningful education based on real problems and engagement, interdisciplinary environments, and the explicit teaching of self-management (meta-cognition and self-regulatory skills).

„Social and civic competences“⁴⁸.

Social and civic competences can on one hand be seen as building the capacity for young people to function in a pluralistic society where collaboration and cooperation are important. An example of such a project is when digital storytelling techniques on mobile devices were applied in a project that involved guiding visits to cultural heritage sites.⁴⁹ The experience confirmed the importance of the approach in the emotional engagement of the audience. This indicates the presence of aspects of embodied cognition on the one hand; on the other, the potential of mobile technologies to contribute to the establishment of social bonds among the members of a group is made visible. Another important aspect of social and civic competences is the potential for citizens to contest policy, resist influence and develop their sense of agency as democratic citizens. This is a difficult goal for traditional some structures. In this report, innovative environments that foster creativity and agency, and technology learning that fosters critical literacy, both discussed further below, are also seen as key elements of social and civic competences.”

Although health and physical activity is marginally mentioned in the reference framework from 2006 within the social and civic competence content, the 143 page DeSeCo report from 2013 does not contain any reference to them (see citation above). Of course, on national level the member countries could put more significance to the matter.

In summary the fundamental aim behind the establishment of HCFOLM is to highlight the lack of health and physical activity related key-competence, and to set the directions for future development in that field.

3.4. THE ROLE OF HCFOLM

Key competences came onto the policy agenda in EU member states at different times over the last two decades partly through the influence of European Commission and OECD research. Their particular manifestation shaped by a member state's history, prevalent educational philosophy and educational structures. There has been some debate about the ideological focus of key competences. As such, there is no common model across EU member states for the incorporation of key competences into national curricula.

The main recommended approach to teaching key competences is through the provision of interactive learning environments in which learners do practical tasks. These learning environments, which promote collaborative and multidisciplinary learning, are increasingly technology enhanced. They allow several key competences to be addressed simultaneously. However, the provision of interactive learning environments alone is not sufficient; activities need to be supported by scaffolding and by explicit instruction where relevant. In particular, learners need support to develop their ability to learn independently. Schools should consider learners' social and emotional wellbeing and allow learning to be more self-directed. Teachers need to be supported to develop these new methods, both through the re-orientation of initial teacher training frameworks, and through continuous learning and peer to-peer support.

Assessing key competences is challenging, since they refer to complex constructs that are not easily measurable. In light of this, assessment policy and practice at both school and national levels needs to be addressed. As a first step, learning outcomes need to be specified in sufficient detail, but also allow assessors and teachers some autonomy. Possible assessment methods include standardized tests, e-assessment, attitudinal questionnaires, performance-based assessment and peer- and self-assessment. These should be used in combination in order to gain a full picture of learners' competences.

The role of HCFOLM is to provide a possible route for implementation a new key-competence and its assessment methods and tools in the framework of European educational systems.

3.5. THE OBJECTIVES, REQUIREMENT, LEVELS AND GRID OF HCFOLM

3.5.1. The objectives and requirement of HCFOLM

The general objective for acquiring this key competence is to develop the knowledge, skills and attitudes required for a health-conscious and future-oriented life management, based on which pupils will become capable of managing their lives responsibly, having recognised the importance of sustainable development and physical activity. Accordingly, the children's actions are guided by preparation for the 'future'.

The **special objective** for acquiring this key competence is to develop a positive attitude associated with physical activity, health-conscious life management habits and a demand for leisure-time exercises and sports in pupils studying in public education.

48. Arjomand, G., Erstad, O., Gilje, O., Gordon, J., Kallunki, V., Kearney, C., & von Reis Saari, J. (2013). KeyCoNet 2013 literature review: Key competence development in school education in Europe.

49. Lombardo, V., & Damiano, R. (2012). Storytelling on mobile devices for cultural heritage. *New Review of Hypermedia and Multimedia*, 18(1-2), 11-35.

The **requirement for acquiring** this key competence is the evolution of a physical literacy embedded in the process of developing body awareness, self-image and the mature personality traits, thereby ensuring the harmonic physical, mental, spiritual, emotional and social development of pupils. **Another requirement** is the appearance of physical and mental health as a value in daily life.

Once the **key competence is acquired**, children may be described as having a realistic self-image and self-confidence, self-identity, a consciousness of own values, internal order, integration and self-control. In possession of the knowledge, skills and attitudes, pupils will be able to determine and formulate the actions to be taken to reach the desired target state based on past experience and future expectations.

They will be able to:

- manage their lives in order to reach a target,
- recognise the consequences of their actions, to lead an independent life corresponding to their age and physical abilities,
- to cope with difficulties that arise, and actively participate in the life of smaller or larger groups,
- to delay the satisfaction of their needs,
- to maintain spiritual balance, of self-realisation,
- to set and realise new and new objectives,
- to assume responsibility (for themselves and for others),
- to give and accept help, and to manage conflicts.

As in social and civic competences in HCFOLM include personal, interpersonal skills and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary in relation with regular physical activity.

3.5.2. The levels and grid of HCFOLM

The levels and grid of HCFOLM was elaborated on the basis of the European Qualification Framework (EQF) and The European Framework of Quality Physical Education (EFQPE).⁵⁰ The EQF is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. The levels span the full scale of qualifications, from basic to advanced levels. As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training. The eight reference levels are described in terms of learning outcomes. The learning outcomes of EQF level 1-4 is appropriate for public education.⁵¹

As we pointed out earlier the EQF does not specify the acquiring of the elements of the respected level happens in which age. Although by HCFOLM we dedicate a certain level of school-grade to each level in order to help the implementation of the system. In that way the utilization of HCFOLM defines well planned, sequential and developmentally appropriate learning outcomes which allows the adaptation to each national public education system. The levels of EQF, EFQPE and HCFOLM fit into international competence assessment systems as well.

EQF levels	EFQPE levels	HCFOLM levels	Class level/Grade
–	0	–	First grade
1	1	–	Fourth grade
–	–	1	Sixth grade
2	2	2	Eight grade
3	3	3	Tenth grade
4	4	–	School living exam

TABLE 1: THE RELATIONSHIP OF THE LEVELS OF EQF, EFQPE, HCFOLM

3.6. THE DOMAINS AND COMPONENTS OF HCFOLM

The HCFOLM has two main domains called personal and interpersonal domain. Each domain contains curricular and cross-curricular components such as knowledge, skills, attitudes and competences. Therefore each of the school subject contribution to the development to HCFOLM should be identified and then implement them into the HCFOLM personal and interpersonal domains.

PERSONAL DOMAIN OF HCFOLM KEY COMPETENCE				INTERPERSONAL DOMAIN OF HCFOLM KEY COMPETENCE			
Curricular and Cross-Curricular components				Curricular and Cross-Curricular components			
Knowledge	Skills	Attitudes	Competence*	Knowledge	Skills	Attitudes	Competence*

TABLE 2: THE COMPONENTS OF PERSONAL AND INTERPERSONAL DOMAIN IN HCFOLM

* Competence refers to autonomy and responsibility according to the European Qualification Framework

50. Z. Vass, Z. Boronyai, T. Csányi: Hungarian School Sport Federation and the SHA P.E. project partners (2016). European Framework of Quality Physical Education (EFQPE). HSSF, Budapest.

51. <https://ec.europa.eu/ploteus/en/content/descriptors-page>

4. THE DEFINITION OF THE TERMS USED TO DESCRIBE THE LEARNING PROCESS OF HCFOLM

KNOWLEDGE	DESCRIPTION OF KNOWLEDGES LEVELS ^{52.}
Limited knowledge	Basic general knowledge in PE
Some knowledge	Basic factual knowledge in PE (The basic elements students must know to be acquainted with a discipline or solve problems in it)
Considerable knowledge	Knowledge of facts, principles, processes and general concepts in PE (The interrelationship among the basic elements within a larger structure that enables them to function together)
Thorough knowledge	Factual and theoretical knowledge in broad contexts within PE (How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods)
MOTOR SKILL	DESCRIPTION OF MOTOR SKILL LEVELS ^{53.}
Exploratory stage	The learner constructs a mental plan about and explores the general characteristics of the movements by trial and error. The executions are quite unstable, lack of success, inaccurate, focuses only on the major movement components (major muscle groups, joints, extremities) and freeze the degree of freedom. The learner lock some joints while coupling others; maintain body rigidity; limit movement of joints, links and bodily components.
Discovery stage	Through the repeated trial and error the learner finds more and more efficient ways of performing the task. Early construction of the mental plan helping to concentrate on the learning cues and gives opportunity to trying the movement in several ways with a growing variety of errors. The learner need conscious attention for all or most of the skill elements. The learner produces stereotypical movements regardless of environmental changes.
Combination stage	The learner release frozen joints and links as synergies develop, freeing more degrees of freedom to increase control and flexibility of bodily movements, the control of the movement becomes less consciously controlled. The learner combines and integrates the new movement skill with previously learned skills. The learner begins to match movement parameters to environmental changes. The learner gains a feel for the skill as kinaesthetic sensitivity becomes more highly attuned.
Application stage	The learner pays more attention to refining the movement skill and applying it in a manner approximating the final skill. The learner gives quick response in executing skills. All components of skill are well integrated. The learner uses passive and reactive forces inherent in bodily systems and in environment to assist in producing bodily movements.
Performance stage	The learner has the ability to attend to extraneous information while still performing the skill well and has excellent timing and anticipation of movements. The learner is in little need for augmented feed-back in correcting errors. This stage is marked by the ability to attend to other activities without compromising the performance of a motor skill. Precision and utilisation of the skill in various performance situations becomes the key element at this stage.

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

53. Gallahue, D. L., & Donnelly, F. C. (2003). Assessing Progress: Motor, Fitness, and Physical Activity Assessment. Development Physical Education for All Children

COGNITIVE SKILL	DESCRIPTION OF COGNITIVE SKILL LEVELS ⁵⁴
Declarative stage	Knowledge about the skill is being used interpretatively, which means the knowledge is a data for other procedures in just the way a computer program is data for an interpreter. The basic claim is that general interpretative procedures with no domain-specific knowledge can be applied to some facts about the domain and procedure coherent and domain-appropriate behaviour. Interpreting knowledge at this stage is slow because interpretation requires retrievals of declarative information from long-term memory and because the individual production steps of an interpreter are small in order to achieve generality. The interpretative productions require that the declarative information be represented in working memory and this can place a heavy burden on working memory capacity. Many of the subjects' errors and much of their slowness seem attributable to working memory errors. The problem solving mechanism is largely a matter trial and error exploration.
Knowledge compilation	The skill has been compiled into a task-specific procedure and the problem solving mechanism and the search becomes more selective and more likely to lead to rapid success. At this stage there is a generalization process by which production rules become broader in their range of applicability, a discrimination process by which the rules become narrower, and the strengthening process by which better rules are strengthened and poorer weakened. Generalization and discrimination serve to produce a "metasearch" over the production rules, looking for the right features of to constrain the application of these productions. Strength serves as an evaluation for the various constrains produced by the other two processes.
Procedural stage	At this stage composition, generalization and discrimination improve performance by reducing the expected number of production applied in performing a task.
PERSONAL SKILL	DESCRIPTION OF PERSONAL SKILL LEVELS ⁵⁵
Low level	Irresponsibility: distracted on duty, low ability of self-control (name calling, blame others, rude etc.), soft skills to cope with new situations, requires constant supervision.
Mediate level	Positive self-estimation, capable to follow instructions, demonstrates self-control (respects the right of the others to participate, take responsibility of his/hers actions etc.), willing to try new tasks, do not need constant supervision.
Intermediate level	Self-motivated, demonstrates behaviours as a leader and as a follower, identify personal needs and interests, works independently and effectively without direct supervision.
High level	Demonstrates cooperative skills and teamwork without supervision, being supportive and caring, share knowledge and abilities with others.
COMPETENCE	DESCRIPTION OF COMPETENCE LEVELS ⁵⁶
Limited effectiveness	Work or study under direct supervision in a structured context in PE.
Some effectiveness	Work or study under supervision with some autonomy in PE.
Considerable effectiveness	Take responsibility for completion of tasks in PE; adapt own behaviour to circumstances in solving problems.
High degree effectiveness	Exercise self-management within the guidelines of PE that are usually predictable.

54. T. J. Shuell: Cognitive Conceptions of Learning Review of Educational Research, Vol. 56, No. 4 (Winter, 1986), pp. 411-436

55. Mirnics, Z. (2006). A személyiség építőkövei: típus-, vonás-és biológiai elméletek. Bölcsész Konzorcium.

56. <https://ec.europa.eu/ploteus/en/content/descriptors-page>

HCFOLM PERSONAL LEARNING DOMAIN: LEARNING OUTCOMES RELATED TO PE BASED ON EFQPE

HCFOLM LEVEL	KNOWLEDGE	SKILL	ATTITUDE
Level 1	<ol style="list-style-type: none"> 1. Considerable knowledge of locomotor, non-locomotor and manipulative Fundamental Movement Skills 2. Some knowledge of PA equipment and its utilization 3. Limited knowledge of individual and team sport-specific rules, techniques and tactics related "grassroots sport" activities 4. Limited knowledge of movement literacy/competence and movement concepts 5. Thorough knowledge of body parts 6. Some knowledge of PA equipment and its utilization 7. Some knowledge of enjoyable and challenging physical activities 8. Some knowledge of the benefits of daily health enhancing physical activity on body 9. Some knowledge of measuring intensity and volume of physical activity (e.g. heart rate; steps; time) 10. Limited knowledge of principles of training 11. Limited knowledge of the components of physical fitness and its assessment. 12. Limited knowledge of assembling a short-term plan to enhance physical activity and physical fitness level 	<ol style="list-style-type: none"> 1. Combination/application stage of locomotor fundamental movement skills 2. Combination/application stage of non-locomotor fundamental movement skills 3. Combination/application stage of manipulative fundamental movement skills 4. Discovery stage of FMS in invasion, target, fielding, net/wall game like situations 5. Exploratory stage of individual and team sport-specific skills and techniques 6. Exploratory stage of dance movement skills 7. Remembering/understanding level of movement concepts and FMS. 8. Remembering/understanding level of sport specific skills and techniques 9. Remembering level of tactical understanding 	<ol style="list-style-type: none"> 1. Considers important the development of own movement literacy 2. Enthusiastic about and relates positively to own development of movement literacy 3. Works regularly on own movement literacy 4. Considers important the participation on daily physical activity 5. Enthusiastic about and relates positively to regular participation in physical education class and other physical activities 6. Participates regularly and actively in PE class and other physical activities 7. Considers important the elements of healthy life management learned in PE 8. Deliberately willing to implement the elements of healthy life management 9. Demonstrates making choices and decisions according to healthy life management elements
	BASED ON THE ACQUIRED KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS WILL BE ABLE TO:		
	<ol style="list-style-type: none"> 1. Perform locomotor, non-locomotor and manipulative fundamental movement skills with considerable effectiveness 2. Demonstrate knowledge of rules and tactical elements of invasion, target, fielding, net/wall game like situations with some effectiveness 3. Demonstrate knowledge of movement concepts with considerable effectiveness 4. Demonstrates knowledge of basic sport-specific rules skills and techniques with some effectiveness 5. Recall, interpret and communicate movement literacy related terminology with some effectiveness 6. Meet minimum requirements (e.g. healthy level of fitness) for health-related physical fitness 7. Monitor the heart rate and the amount of physical activity within a PE lesson with some effectiveness 8. Give examples about the relation between intensity of movements and its effect on the level of heart-rate with some effectiveness 9. Name few different forms of leisure-time activities related to physical fitness development 10. Experience of setting goals and assemble a short-term plan within PE lesson to improve physical fitness with some effectiveness 11. Recall, retrieve and communicate HEPA related terminology some effectiveness 12. Select proper sport clothing and gear in relation to activity and environmental conditions with some effectiveness 13. Demonstrate proper nutritional intake in relation to PE class with some effectiveness 14. Demonstrate essential hygiene actions before, during and after PE with some effectiveness 15. Demonstrate limited knowledge of cardiovascular, respiratory and musculoskeletal system in relation to exercises with some effectiveness 16. Demonstrate proper actions to treat small injuries 17. Recall retrieve and communicate HCBPA related terminology with some effectiveness 		

HCFOLM PERSONAL LEARNING DOMAIN: LEARNING OUTCOMES RELATED TO PE BASED ON EFQPE

HCFOLM LEVEL	KNOWLEDGE	SKILL	ATTITUDE
Level 2	<ol style="list-style-type: none"> 1. Thorough knowledge of FMS and their application in various context 2. Considerable knowledge of PA equipment and its utilization 3. Some knowledge of individual and team sport-specific rules, techniques and tactics related "grassroots sport" activities 4. Considerable knowledge of movement literacy/movement competence 5. Considerable knowledge of enjoyable and challenging physical activities 6. Considerable knowledge of the benefits of daily health enhancing physical activity on body 7. Considerable knowledge of measuring intensity and volume of physical activity 8. Some knowledge of principles of training 9. Some knowledge of the components of health related fitness and its assessment 10. Some knowledge of assembling a short-term plan to enhance physical activity and physical fitness level 	<ol style="list-style-type: none"> 1. Combination stage of sport-specific skills in invasion, target, fielding, net/wall games and game like situations 2. Combination stage of individual, team-sport and dance specific skills and techniques 3. Knowledge compilation stage of movement concepts and FMS 4. Knowledge compilation stage of sport specific skills and techniques 5. Knowledge compilation stage of tactical understanding 6. Knowledge compilation stage of FMS in enhancing health-related physical fitness components 7. Knowledge compilation stage of the benefits of daily health-enhancing physical activity on body 8. Knowledge compilation stage of the principles of training 9. Knowledge compilation stage of the principles assembling a short-term plan to enhance physical activity and physical fitness level 10. Knowledge compilation stage of active stress control exercises 11. Knowledge compilation stage of the fundamentals of cardiovascular, respiratory and musculoskeletal system 12. Knowledge compilation stage of energy balance and healthy nutrition and its benefits on well-being 13. Knowledge compilation stage of treating small injuries 	<ol style="list-style-type: none"> 1. Considers important the development of own sports related movement literacy 2. Ready to try new sports and non-sport related movements in new situations 3. Takes part in PE actively and regularly in order to improve own sports related movement literacy 4. Considers important to engage in enjoyable and challenging physical activities 5. Enthusiastic about and relates positively to regular physical activity in physical education class and beyond school 6. Choose and actively participate in a new group or individual activity that encourages daily participation 7. Considers important the basic elements and interrelations of a healthy life management 8. Relates positively to the basic elements of a healthy life management 9. Demonstrates making choices and decisions according to basic elements of healthy life management
	BASED ON THE ACQUIRED KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS WILL BE ABLE TO:		
	<ol style="list-style-type: none"> 1. Combine and apply locomotor, non-locomotor and manipulative skills in a variety of activities with considerable effectiveness 2. Demonstrate knowledge of rules and fundamental tactical elements of invasion, target, fielding, net/wall games with considerable effectiveness 3. Demonstrate knowledge of basic sport-specific rules, skills and techniques with considerable effectiveness 4. Demonstrate knowledge of movement literacy 5. Recall, interpret and communicate movement literacy related terminology with considerable effectiveness 6. Meet minimum requirements (e.g. healthy level of fitness) for health-related physical fitness 7. Monitor the level of physical activity and heart rate within a PE lesson with considerable effectiveness 8. Experience of setting goals and assemble a short-term plan within PE lesson to improve physical fitness with considerable effectiveness 9. Name, explain and give examples of the principles of training with some effectiveness 10. Recall, retrieve and communicate HEPA related terminology with considerable effectiveness 11. Select proper sport clothing and gear in relation to activity and environmental conditions with considerable effectiveness. 12. Demonstrate proper nutritional intake in relation to PE class with considerable effectiveness 13. Demonstrate essential hygiene actions before, during and after PE with considerable effectiveness 14. Demonstrate some knowledge of cardiovascular, respiratory and musculoskeletal system in relation to exercises with some effectiveness 15. Demonstrate proper actions to treat small injuries 16. Recall, retrieve and communicate HCBPA related terminology with some effectiveness 		

HCFOLM PERSONAL LEARNING DOMAIN: LEARNING OUTCOMES RELATED TO PE BASED ON EFQPE

HCFOLM LEVEL	KNOWLEDGE	SKILL	ATTITUDE
Level 3	<ol style="list-style-type: none"> 1. Thorough knowledge of PA equipment and its utilization 2. Considerable knowledge of individual and team sport-specific rules, techniques and tactics related "grassroots sport" activities 3. Thorough knowledge of movement literacy 4. Thorough knowledge of the benefits of daily health enhancing physical activity on body 5. Thorough knowledge of measuring intensity and volume of physical activity 6. Considerable knowledge of principles of training 7. Considerable knowledge of the components of health related fitness and its assessment 8. Considerable knowledge of assembling a mid-term plan to improve physical activity and physical fitness level 	<ol style="list-style-type: none"> 1. Performance stage of FMS 2. Application stage of sport-specific skills in invasion, target, fielding, net/wall games 3. Procedural stage level of movement concepts and FMS 4. Procedural stage of sport specific skills and techniques 5. Procedural stage of tactical understanding 6. Procedural stage of the benefits of daily health-enhancing physical activity on body of the principles of training. 7. Procedural stage of the principles assembling a mid-term plan to enhance physical activity and physical fitness level 8. Procedural stage of the fundamentals of cardiovascular, respiratory and musculoskeletal system 9. Procedural stage of energy balance and healthy nutrition and its benefits on well-being 10. Procedural stage of estimate PA load and determine recovery time in different PA settings 	<ol style="list-style-type: none"> 1. Considers important the development of own movement literacy in different cultural settings 2. Devoted to the development and utilization of own movement literacy within and beyond school settings 3. Takes part in school environment outside PE actively and regularly in order to improve own sports related movement literacy 4. Considers important the participation on daily physical activity in order to improve own level of fitness 5. Enthusiastic about and relates positively to regular physical activity in enhancing physical fitness components 6. Regularly participates in physical activities in order to enhance the components of physical fitness 7. Considers important the elements of healthy life management learned in PE 8. Deliberately willing to implement the elements of healthy life management 9. Demonstrates making choices and decisions according to basic elements of healthy life management
	BASED ON THE ACQUIRED KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS WILL BE ABLE TO:		
	<ol style="list-style-type: none"> 1. Create and apply combination of FMS in sport and non-sport related context with considerable effectiveness 2. Demonstrate knowledge of rules and fundamental tactical elements of invasion, target, fielding, net/wall games and game like situations with thorough effectiveness 3. Demonstrates knowledge of individual and team sport-specific rules, techniques with considerable effectiveness 4. Demonstrate knowledge of dance movement skills with considerable effectiveness 5. Demonstrates knowledge of movement literacy considerable effectiveness 6. Recall, interpret and communicate movement literacy related terminology in PA settings with thorough effectiveness 7. Meet minimum requirements (e.g. healthy level of fitness) for health-related physical fitness 8. Explain the components of fitness; e.g., strength, endurance, flexibility, cardiorespiratory activity with considerable effectiveness 9. Analyse individual abilities and formulate an individual plan for growth with considerable effectiveness 10. Monitor, analyse and reflect upon ways to achieve a personal functional level of physical fitness with considerable effectiveness 11. Differentiate and give examples of enhancing personal fitness, using the principles of training: frequency, intensity, duration with some effectiveness 12. Recall, retrieve and communicate HEPA related terminology in PE settings with considerable effectiveness 13. Demonstrate active and basic passive relaxation exercises with some effectiveness 14. Demonstrate the knowledge to provide proper nutritional intake, recovery time in relation to PA with some effectiveness 15. Demonstrate essential hygiene actions before, during and after PE with considerable effectiveness 16. Demonstrate some knowledge of cardiovascular, respiratory and musculoskeletal system in relation to exercises with some effectiveness 17. Recall, retrieve and communicate HCBPA related terminology in PE settings with some effectiveness 		

HCFOLM INTERPERSONAL LEARNING DOMAIN: LEARNING OUTCOMES RELATED TO PE BASED ON EFQPE

HCFOLM LEVEL	KNOWLEDGE	SKILL	ATTITUDE
Level 1	<ol style="list-style-type: none"> 1. Limited knowledge of emotions and its traits in PE settings 2. Limited knowledge competition, failure (defeat), success (winning), lose-lose and win-win situations 3. Some knowledge of co-operation, leadership, teamwork and co-opetition 4. Considerable knowledge of verbal and non-verbal communication with peers and teachers in PE settings 5. Limited knowledge of safety regulation 6. Limited knowledge of social rules, fair play and class protocols 7. Limited knowledge of self-image and self-estimation 8. Limited knowledge of role play and tutoring peers 9. Some knowledge of the modification aspects of FMS 10. Limited knowledge of the modification aspects of rules and tactical elements of simple invasion, target, fielding, net/wall games and game-like situations 11. Limited knowledge of simple individual and team sport-specific skills, techniques rules 12. Limited knowledge of the modification aspects of dance movement skills 13. Limited knowledge of planning skills 14. Limited knowledge of processing skills 	<ol style="list-style-type: none"> 1. Mediate level of self-efficacy 2. Mediate level of dutifulness 3. Low level of achievement-striving (achievement motivation) 4. Low level of assertiveness 5. High level of trust 6. Low level of self-image and self- estimation 7. Low level of risk assessment 8. Low level of perceived competence 9. Limited level of critical thinking in game and task modifications 10. Some level of creativity in games and movement executions 11. Limited level of initiative in teamwork and cooperative tasks 12. Limited level of problem solving in PE settings (e.g. guided discovery) 13. Limited level of decision taking in simple choice situations 14. Limited level of planning and processing (e.g. short-term physical fitness development in PE settings) 15. Low level of cooperation and democracy 	<ol style="list-style-type: none"> 1. Considers important the fundamental rules of PE class 2. Enthusiastic about taking part in PE classes with others 3. Follows the fundamental rules and etiquettes of PE classes 4. Considers important to share ideas of problem solving in different PE settings. 5. Open to solve problems and ask for help in different PE settings 6. Demonstrates active participation in tasks that require problem solving thinking and providing help in different PE situations
	BASED ON THE ACQUIRED KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS WILL BE ABLE TO:		
	<ol style="list-style-type: none"> 1. Demonstrates situation adequate coping strategies with limited effectiveness 2. Demonstrates situation adequate verbal and non-verbal communication with some effectiveness 3. Demonstrates cooperative behaviour with some effectiveness 4. Demonstrates delay to the satisfaction of needs with limited effectiveness 5. Trust oneself and others (teacher and peers) with some effectiveness 6. Demonstrates respectful communication appropriate to context with some effectiveness 7. Follow rules, routines, and protocols and accept etiquette and fair play with some effectiveness 8. Asking and accepting help from others and offering help to others if needed with limited effectiveness 9. Recall, interpret and communicate SASM related terminology principles, concepts, strategies in PE settings with limited effectiveness 10. Modify and perform FMS, rules and fundamental tactical elements of simple invasion, target, fielding, net/wall games and game-like situations with limited effectiveness 11. Modify and perform simple individual and team sport-specific skills, techniques and rules with limited effectiveness 12. Modify and perform simple dance movement skill with limited effectiveness 13. Demonstrates knowledge of the modification aspects of FMS with limited effectiveness 14. Demonstrates knowledge of the rules and tactical elements of simple invasion, target, fielding, net/wall games and game-like situations with limited effectiveness 15. Uses critical thinking and creativity in different PE settings (e.g. modifying games, guided discovery) with limited effectiveness 16. Demonstrates decision-making skills in simple choice situations with limited effectiveness 17. Uses planning, processing skills with limited effectiveness 18. Recall, retrieve and communicate PSCT related terminology and concepts in PE settings with limited effectiveness 		

HCFOLM INTERPERSONAL LEARNING DOMAIN: LEARNING OUTCOMES RELATED TO PE BASED ON EFQPE

HCFOLM LEVEL	KNOWLEDGE	SKILL	ATTITUDE
Level 2	<ol style="list-style-type: none"> 1. Some knowledge of emotions and its traits 2. Some knowledge of competition, failure (defeat), success (winning), lose-lose and win-win situations 3. Some knowledge of co-operation and co-opetition 4. Some knowledge of verbal and non-verbal communication 5. Some knowledge of assertive behaviour following safety regulations 6. Some knowledge of social rules, fair play and class protocols 7. Some knowledge of self-image and self-estimation 8. Some knowledge of role play and tutoring peers 9. Considerable knowledge of the modification aspects of FMS 10. Some knowledge of the modification aspects of rules and tactical elements of simple invasion, target, fielding, net/wall games and game-like situations 11. Some knowledge of individual and team sport-specific skills, techniques, rules 12. Some knowledge of the modification aspects of dance movement skills 13. Some knowledge of planning skills (e.g. short and mid-term physical fitness component development) 14. Limited knowledge of processing skills 	<ol style="list-style-type: none"> 1. Average level of self-efficacy 2. High level of dutifulness 3. Average level of achievement-striving (achievement motivation) 4. Average level of assertiveness 5. High level of trust 6. Average level of cooperation and democracy 7. Mediate level of self-image and self- estimation 8. Average level of constructive management of feelings 9. Mediate level of risk assessment 10. Mediate level of perceived competence 11. Some level of critical thinking in game and task modifications 12. Considerable level of creativity in games and movement executions 13. Some level of initiative in teamwork and cooperative tasks 14. Some level of problem solving in different physical activities 15. Some level of decision taking in multiple choice situations 16. Some level of planning and processing (e.g. mid-term physical fitness development in school settings) 	<ol style="list-style-type: none"> 1. Considers important to stay on task without being prompted by a teacher 2. Relates positively towards assertiveness instead of aggressiveness 3. Demonstrates simple solutions in conflict situations 4. Considers important the substance of problem solving thinking and constructive behaviour in PE 5. Enthusiastic about and relates positively to problem solving thinking and constructive behaviour in games and cooperative tasks 6. Plays an initiator role in tasks that require problem solving thinking and constructive behaviour
	BASED ON THE ACQUIRED KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS WILL BE ABLE TO:		
	<ol style="list-style-type: none"> 1. Demonstrates situation adequate coping strategies with some effectiveness 2. Demonstrates situation adequate verbal and non-verbal communication with considerable effectiveness 3. Demonstrates cooperative behaviour with considerable effectiveness 4. Demonstrates delay to the satisfaction of needs with some effectiveness 5. Trust oneself and others (teacher and peers) with some effectiveness 6. Demonstrates respectful communication appropriate to context with considerable effectiveness 7. Follow rules, routines, and protocols and accept etiquette and fair play with considerable effectiveness 8. Asking and accepting help from others and offering help to others if needed with some effectiveness 9. Recall, interpret and communicate SASM related terminology principles, concepts, strategies in PE settings with some effectiveness 10. Modify and perform FMS, rules and fundamental tactical elements of invasion, target, fielding, net/wall games and game-like situations with some effectiveness 11. Modify and perform simple individual and team sport-specific skills, techniques and rules with some effectiveness 12. Modify and perform simple dance movement skill with some effectiveness 13. Demonstrates knowledge of the modification aspects of FMS with some effectiveness 14. Demonstrates knowledge of the rules and tactical elements of invasion, target, fielding, net/wall games and game-like situations with some effectiveness 15. Uses critical thinking and creativity in different PE settings (e.g. modifying games, guided discovery) with some effectiveness 16. Demonstrates decision-making skills in multiple choice situations with some effectiveness 17. Uses planning, processing skills with some effectiveness 18. Recall, retrieve and communicate PSCT related terminology and concepts in PE settings with some effectiveness 		

HCFOLM INTERPERSONAL LEARNING DOMAIN: LEARNING OUTCOMES RELATED TO PE BASED ON EFQPE

HCFOLM LEVEL	KNOWLEDGE	SKILL	ATTITUDE
Level 3	<ol style="list-style-type: none"> 1. Considerable knowledge of emotions, motives and its traits 2. Considerable knowledge of competition, failure (defeat), success (winning), lose-lose and win-win situations 3. Considerable knowledge of co-operation, co-opetition and leadership 4. Considerable knowledge of verbal and non-verbal communication 5. Considerable knowledge of assertive behaviour following safety regulation 6. Considerable knowledge of social rules, fair play, class protocols and group management 7. Considerable knowledge of self-image and self-estimation 8. Considerable knowledge of role play and tutoring peers 9. Considerable knowledge of the modification aspects of rules and tactical elements of simple invasion, target, fielding, net/wall games and game-like situations 10. Considerable knowledge of individual and team sport-specific skills, techniques, rules 11. Considerable knowledge of the modification aspects of dance movement skills 12. Some knowledge of planning, processing and decision-making skills (e.g. multiple choice situations in PE and PA settings) 	<ol style="list-style-type: none"> 1. High level of self-efficacy 2. High level of dutifulness 3. High level of achievement-striving (achievement motivation) 4. High level of assertiveness 5. High level of trust 6. Average level of cooperation and democracy 7. High level of self-image and self- estimation 8. Average level of constructive management of feelings 9. Average level of risk assessment 10. Average level of perceived competence 11. Considerable level of critical thinking in modifying and creating games and tasks 12. Considerable level of creativity in games and cooperative tasks 13. Considerable level of initiative in teamwork and cooperative tasks 14. Considerable level of problem solving in different physical activity settings 15. Considerable level of decision taking in multiple choice situations 16. Considerable level of planning and processing (e.g. mid-term physical fitness development) 	<ol style="list-style-type: none"> 1. Considers important to stay on task and to be unselfish without being prompted by a teacher 2. Deliberately seeks win-win in different PE situations 3. Demonstrates empathy and understanding towards others in PE classes 4. Considers important to utilize the elements of problem solving, constructive thinking in different PE and PA settings 5. Enthusiastic about utilizing problem solving, constructive thinking in different PE tasks and physical activities 6. Plays an initiator role in tasks that require problem solving thinking and constructive behaviour in PE and PA settings
	<p>BASED ON THE ACQUIRED KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS WILL BE ABLE TO:</p>		
	<ol style="list-style-type: none"> 1. Demonstrates situation adequate coping strategies with considerable effectiveness 2. Demonstrates situation adequate verbal and non-verbal communication with thorough effectiveness 3. Demonstrates cooperative behaviour with considerable effectiveness 4. Demonstrates delay to the satisfaction of needs with considerable effectiveness 5. Trust oneself and others (teacher and peers) with considerable effectiveness 6. Demonstrates respectful communication appropriate to context with considerable effectiveness 7. Follow rules, routines, and protocols and accept etiquette and fair play with thorough effectiveness 8. Asking and accepting help from others and offering help to others if needed with considerable effectiveness 9. Recall, interpret and communicate SASM related terminology principles, concepts, strategies in PE settings with considerable effectiveness 10. Modify and perform individual and team sport-specific skills, techniques, rules and tactical elements in invasion, target, fielding, net/wall games and game-like situations with some effectiveness 11. Modify and perform simple dance movement skill with considerable effectiveness 12. Demonstrates knowledge of individual and team sport-specific rules, techniques and tactical elements with considerable effectiveness 13. Demonstrates knowledge of the modification aspects of dance movement skills with some effectiveness 14. Uses critical thinking and creativity in different PE settings (e.g. student designed games) with considerable effectiveness 15. Demonstrates decision-making skills in multiple choice situations with considerable effectiveness. 16. Uses planning, processing skills with considerable effectiveness 17. Recall, retrieve and communicate PSCT related terminology, strategies and concepts in PE settings with considerable effectiveness 		

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