Teksty próbne – przetarg na tłumaczenia 2014 – Eurydice

Tekst 1A

[…] 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.

Tekst 1B

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.

Tekst 2

The employment status of fully qualified teachers for pre-primary, primary, lower and upper secondary levels of public sector education mainly falls into two categories. In many countries, teachers are employees with contractual status, subject to general employment legislation and are mostly employed at local or school level (see Figure B4). Elsewhere, teachers have the status of civil servants, and in several countries, they are appointed for life as career civil servants. In Germany, Ireland, Luxembourg, Malta (ISCED 3 only), the Netherlands, Poland and Portugal, the categories of civil servant or career civil servant exists alongside the category of employee with contractual status. In the Netherlands, teachers in public authority schools are career civil servants according to the Central and Local Government Personnel Act. Teachers in grant-aided private schools sign a (private law) contract with the board of the legal entity whose employment they enter. However, these staff may share the same working conditions, determined by the government, as those who have the status of public-sector workers. Collective agreements cover the whole education sector (both public-authority and grant-aided private schools).

Tekst 3

Looking directly at the situation concerning the recognition of prior learning, the majority of countries have legislation or guidelines setting a general framework of RPL while the higher education institutions are autonomous to define the exact procedure and criteria. RPL is usually defined as having acquired knowledge, skills and competences through non-formal learning, informal learning and work experience. However, Denmark, Ireland, Spain, Slovenia and Norway also include formal learning as a part of their definition of RPL, thus illustrating again that a single concept can be understood in many different ways across Europe. It is also important to distinguish between the possibility to gain admission to a study programme through RPL, and the possibility to be credited with learning within a study programme on the basis of RPL. The situation across Europe differs and not all countries allow both possibilities.

Less than half of the countries have a legal status for part-time studies (see Figure 1.6). Most of the remaining countries have a common understanding of part-time study and usually base their description on a reduced number of ECTS credits or the time of studies comparing to full-time study, typically in the range of 75-50 %. Some countries characterize their part-time studies not by the length of time devoted to the studies but through a different organisation of studies. The typical elements are evening or weekend classes and block studies (e.g. in Romania – one or two days per week or every other week). A few countries do not have a legal status for part-time study due to a broad flexibility of students to adapt the study workload to their individual needs. The countries where a legal status for part-time studies exists use similar definition elements as mentioned above.