

13th Annual meeting and 8th conference of HEPA Europe, 15-17 November, 2017

- **Workshop: Advocating for physical activity in different setting**
- The purpose of the workshop is to learn about the challenges, barriers and potential strategies for advocating for sport and physical activity on national level, in local communities and in different settings (schools, sport organisations, urban spaces, transportation, facilities)
- <http://hepaeurope2017.com/wp-content/uploads/2016/09/programme.2017-11-06.pdf>

Questions that will be discussed at the workshop with Focal Points:

- 1. What is your assessment of the field of HEPA promotion in your country after assessing it against the indicators? Is it consistent, effective, fragmented etc?
- 2. What can be your contribution to work collaboratively across sectors in (your) country to promote HEPA? How can you achieve collective impact?
- 3. How do you assess the role of civil society actors (NGOs, grassroots organisations, sport clubs etc) in the field of HEPA promotion in (your) country? Do you assess that there is adequate public debate and awareness on the need for HEPA in (your) country?

ACTIVE SCHOOL COMMUNITIES

Recommendations



A network of stakeholders –
schools, sport organisations
and communities

Hepa promotion in Europe

Active School Communities



Co-funded by the
Erasmus+ Programme
of the European Union

Moving about: what should this be called?

The human body is meant to move

Active living : a way of life that integrates physical activity into daily routines

- Physical activity
- Physical education
- Sport – school sport



WHY – EU context

- Inactivity rates rises in Europe – Proportion on inactive children is growing
- Recommendations of WHO and EU Commission, daily: **60 minutes of moderate to vigorous PA**
- **HEPA recommendations**



HUMAN CAPITAL MODEL



The cost of Physical Inactivity is a burden on European Economies.

PASS Project, 2016 , The state of PA in Europe

An holistic approach :

- THE SCHOOL SETTING:
 - Fundamental : healthy culture of PA
 - Creating positive change in school and broader community



Support from a number of actors across sectors

Quality of PA : appropriate, enjoyable, variety of activities

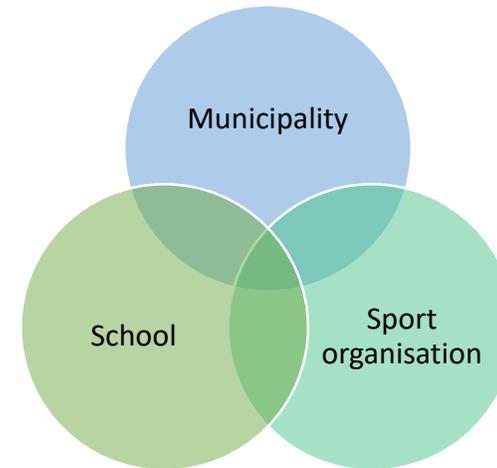
Networks and resources – larger impact

Community sports
Physical activity organisation
Schools

Appropriate offer



Working in partnerships



Getting started (road map)

- Create a vision about partnership between schools, sport organisations, communities
- Build commitment between the partners
- Form a leadership group – one responsible from each stakeholder
- Profile target groups
- Consult with stakeholders
- Identify opportunities and constraints
- Identify funds and resources
- Set goals and objectives

A vision with a plan may change the world (Edward, P., Twouros, A.D., 2006)

Physical Literacy

Erasmus + Sport – small project

- The European Commission is currently reviewing the 2006 Framework of Key Competences for Lifelong Learning. Looking at the recommendation of the European Parliament and the Council adopted in 2006 ([Recommendation on Key Competences for Lifelong Learning](#)),
- It aimed to contribute to the development of quality, future oriented education and training tailored to the needs of European society.
- It provided a common European reference framework on key competences for policy makers, education and training providers, the social partners and learners themselves. Furthermore, it hoped to support other related policies such as employment and social policies and other policies affecting youth.

The Key Competences Framework

- sets out eight key competences each being a combination of knowledge, skills and attitudes.
- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competences;
- Sense of initiative and entrepreneurship; and
- Cultural awareness and expression.

PHYLIT as key competence

- Physical Literacy could be one of the transversal skills, but is also a unique key competence, “Physical Literacy affords us an essential avenue of interaction without which we could not realize our potential as humans.” [Whitehead \(2013b\)](http://www.tandfonline.com/doi/full/10.1080/07303084.2014.948353?src=recsys&) in <http://www.tandfonline.com/doi/full/10.1080/07303084.2014.948353?src=recsys&>
- The updating and development of the Key Competences Framework is the opportunity to include new Competences, particularly Physical Literacy.