Relevant support references for advocacy Physical Education

Dr. Claude Scheuer

EUPEA Seminar *How can I raise the status of PE?*
*The Hague, November 10th 2018*
1. Introduction

2. Political statements and recommendations on physical education and active schools

3. Advocacy in and through EUPEA projects
1. Introduction

2. Political statements and recommendations on physical education and active schools

3. Advocacy in and through EUPEA projects
1. Introduction

About EUPEA

• Founded in 1991 in Brussels
• Declaration of Madrid 1991, amended in Brussels 2011

“No Education without Physical Education”

• The umbrella organization of the national Physical Education Associations in Europe
• Members in more than 30 countries in Europe
• Focus on promotion of and advocacy for Physical Education

Relevant support references for advocacy in Physical Education

Dr. Claude Scheuer, President of EUPEA
1. Introduction

What do we know about the European PE reality?

*Physical education and school sport in Europe: From individual reality to collective desirability*
1. Introduction

What do we know about the European PE reality?

Physical education and school sport in Europe:
From individual reality to collective desirability


1. Introduction

Average PE time allocation in each education level (Onofre et al., 2012b, p. 25)
1. Introduction

PE time allocation according generalization levels of the PE program (Onofre et al., 2012b, p. 25)
1. Introduction

EUPEA questionnaire on PE in Europe 2015

- Questionnaire with 5 parts
  - PE in the educational system: 6 Items
  - Formal issues of the curriculum in elementary school: 14 Items
  - Objectives, content and assessment issues of the curriculum in elementary school: 7 items
  - Formal issues of the curriculum in secondary school: 14 Items
  - Objectives, content and assessment issues of the curriculum in secondary school: 7 items

- Sent to 48 Members/Contacts in 39 countries
- Received 23 answers from 19 countries

ALB, BEL, CZE, ENG, FRA, GER, GRE, HUN, IRL, ITA, LUX, NED, POL, POR, SCO, SRB, SLO, SPA, SWE

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EUPEA questionnaire on PE in Europe 2015

Most urgent problems of PE

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialised PE teachers in Elementary Education, qualification level</td>
<td>8</td>
<td>BEL, ENG, IRE, ITA, LUX, NED, POR, SCO</td>
</tr>
<tr>
<td>PE curriculum reform</td>
<td>3</td>
<td>CZE, FRA, IRE</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>3</td>
<td>ALB, HUN, SER</td>
</tr>
<tr>
<td>Qualification PE teachers</td>
<td>2</td>
<td>ALB, HUN</td>
</tr>
<tr>
<td>Supervision, Quality support</td>
<td>2</td>
<td>ALB, HUN</td>
</tr>
<tr>
<td>Assessment</td>
<td>2</td>
<td>ENG, POR</td>
</tr>
<tr>
<td>Time allocation</td>
<td>2</td>
<td>GRE, IRE, POR</td>
</tr>
</tbody>
</table>

Relevant support references for advocacy in Physical Education

Dr. Claude Scheuer, President of EUPEA
1. Introduction

EUPEA questionnaire on PE in Europe 2015
Compulsory Physical Education lessons in Europe

<table>
<thead>
<tr>
<th>School level</th>
<th>ALB</th>
<th>BEL</th>
<th>CZE</th>
<th>ENG</th>
<th>FRA</th>
<th>GER</th>
<th>GRE</th>
<th>HUN</th>
<th>IRL</th>
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</thead>
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<tr>
<td>Elem</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2*</td>
<td>3</td>
<td>3</td>
<td>2-4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Sec I</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2*</td>
<td>4-3</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Sec II</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2*</td>
<td>3</td>
<td>2</td>
<td>2-1</td>
<td>5</td>
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</table>

<table>
<thead>
<tr>
<th>School level</th>
<th>ITA</th>
<th>LUX</th>
<th>NED</th>
<th>POL</th>
<th>POR</th>
<th>SCO</th>
<th>SRB</th>
<th>SLO</th>
<th>SPA</th>
<th>SWE</th>
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</thead>
<tbody>
<tr>
<td>Elem</td>
<td>1</td>
<td>3-2</td>
<td>1-2</td>
<td>3-4</td>
<td>2</td>
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<td>2-2.5</td>
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<td>2*</td>
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<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2-3</td>
<td>2</td>
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</table>

Relevant support references for advocacy in Physical Education
Dr. Claude Scheuer, President of EUPEA

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1. Introduction

2. Political statements and recommendations on physical education and active schools

3. Advocacy in and through EUPEA projects
Role of the EU in the field of sport

Subsidiarity principle

The Union shall have exclusive competence

The Union shall share competence with the Member States

The Union shall have competence to carry out actions to support, coordinate or supplement the actions of the Member States

protection and improvement of human health, education, vocational training, youth and SPORT
EU policy

EU documents addressing physical inactivity

• 2004 - Study on young people’s lifestyles and sedentariness and the role of sport in the context of education
• 2007 White Paper on Sport
• 2008 EU Physical Activity Guidelines
• 2009 EU competence for sport (Art. 165 TFEU)
• Preparatory actions in the field of sports" (2009-2013)
• 2011 Communication on sport
• EU Work Plan for Sport 2011-2014
• 2012 EP Resolution "European dimension in sport"
• 2013 Council Recommendation on HEPA
• Erasmus+: Sport (2014-2020)
• EU Work Plan for Sport (2017-2020)

Relevant support references for advocacy in Physical Education

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EUC Expert Group 2014-2017
"Health-enhancing physical activity” (HEPA)

HEPA – Health-Enhancing Physical Activity, which is aiming at promoting physical activity at all levels and encouraging physical education in schools.

The Expert Group on Health-enhancing physical activity (XG HEPA) was created by the Council in adopting its European Union Work Plan for Sport for 2014-2017.

**Deliverables:**
- Recommendations to encourage physical education in schools, including motor skills in early childhood, and to create valuable interactions with the sport sector, local authorities and the private sector
- Coordination of the implementation of the council recommendation on HEPA

Relevant support references for advocacy in Physical Education

*EUPEA Seminar How can I raise the status of PE?*

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*Dr. Claude Scheuer, President of EUPEA*
Recommendations to encourage physical education as from early childhood

1. Physical literacy and fundamental motor skills to be promoted before any school setting
2. Physical education curricular content
3. Inclusive approach
4. Injury prevention
5. Physical education taught time
6. Exemptions from physical education
7. Assessment in physical education
8. Physical education teachers
9. Monitoring of physical education
10. Extra-curricular activities and activities outside physical education curriculum

Physical literacy and fundamental motor skills to be promoted before any school setting
Recommendation 1
Physical activity should be promoted from birth and throughout the life course, at all educational levels: early childhood, primary, secondary education, and tertiary level.

Physical education taught time
Recommendation 10
The minimum physical education taught time recommended during compulsory education period should be increased to at least 5 lessons per week (~ 5 hours).
Physical education teachers

Recommendation 13
Qualified and specialised PE teachers should be preferred at all educational levels. When not possible, as a minimum, qualified PE teachers or certified coaches should counsel and support general teachers.

Extra-curricular activities and activities outside physical education curriculum

Recommendation 16
Schools, alone or accompanied by other relevant organisations should promote and increase the availability of physical activities outside physical education curriculum (e.g. physical activity and sport, active breaks) including the implementation of the active school concept.
Relevant support references for advocacy in Physical Education

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EUPEA Seminar *How can I raise the status of PE?*

The Hague, November 10th 2018
KAZAN ACTION PLAN

The Ministers meeting at the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI), held in Kazan (13-15 July 2017)

Main Policy Area I –

Developing a Comprehensive Vision of Inclusive Access for All to Sport, Physical Education and Physical Activity

1.1.1 Align with Sustainable Development Priorities
1.2 Establish multi-stakeholder partnerships

I.3 Foster quality physical education and active schools

4. Promote research-based evidence and strengthen higher education
5. Enforce gender equality/Empower girls and women
6. Foster the inclusion of youth in decision-making processes
7. Foster empowerment and inclusive participation

Relevant support references for advocacy in Physical Education
Dr. Claude Scheuer, President of EUPEA

EUPEA Seminar How can I raise the status of PE?
The Hague, November 10th 2018
Kazan Action Plan: Active Schools

Foster quality physical education and active schools

Active schools, in which physical activity is placed at the heart of the school, support the establishment of healthy lifestyles, behaviour and learning.

In addition, quality physical education is a necessary component of primary and secondary education. It supports the building of physical skills and fitness, life skills, cognitive, social and emotional skills, and values and attitudes that frame socially responsible citizens. This is most attainable when it is fully resourced, respected and valued for its holistic merits.

Fostering quality physical education and active schools needs provision that is varied, frequent, challenging, meaningful and inclusive (page 7).

During school, all children can benefit from a variety of exercise and Physical Education opportunities. This is not the only reason why the school is an ideal place for sustainable health and physical activity promotion. The Active School makes it easier for schools to embed the daily movement in the children's everyday school life. It illustrates the time-frames in which movement is possible. The model of the "movement-friendly school" builds on the model of the moving school. But it takes an extended perspective.

Collaboration between the parents and the school, as well as cooperation with national authorities, can be used to arrange a friendly environment for the children.
WHO

Global Strategy on Diet, Physical Activity and Health Suggestions to promote physical activity in schools

- encourage safe, non-motorized modes of transportation to school and other social activities;
- offer extracurricular activities: school sports and non-competitive school programmes (e.g. active recess);
- offer daily physical education classes with a variety of activities, so that the maximum number of students' needs, interests and abilities are addressed;
- provide access to adequate physical activity facilities to students and the community;
- encourage students, teachers, parents and the community to become physically active.
The Role of Schools

The promotion of healthy diets and physical activity in school is essential to fight the childhood obesity epidemic. Because children and adolescents spend a significant time of their young lives in school, the school environment is an ideal setting to acquire knowledge and skills about healthy choices and to increase physical activity levels.

Recommended levels of physical activity for children aged 5 - 17 years:

- In order to improve cardiorespiratory and muscular fitness, bone health, and cardiovascular and metabolic health biomarkers:

- Children and youth aged 5–17 should accumulate at least 60 minutes of moderate to vigorous-intensity physical activity daily.

- Amounts of physical activity greater than 60 minutes provide additional health benefits.
OECD Education 2030
The Future of Education and Skills 2030 project aims to help countries find answers to what knowledge, skills, attitudes and values are needed for today’s students to thrive and shape their world, as well as how instructional systems can effectively develop them.

http://www.oecd.org/education/2030/
OECD Education 2030

Stock-taking Exercise on Physical & Health Education

This exercise marks the first time that the OECD has focused on physical and health education as part of its policy analysis. It will take stock of research evidence on the effects of physical education/health education. It will also aim to uncover new knowledge on the state of physical education/health education policies, curriculum, practices and perspectives in various countries.

http://www.oecd.org/education/2030/
Designed to move

THE PHYSICAL INACTIVITY CYCLE

EARLY CHILDHOOD | ADOLESCENCE | ADULTHOOD

30% of children are obese | Misses school 2 days higher than average | Lower test scores

US$ 2,741 per year higher health care costs

1 week per year of extra sick days taken

5.3 million premature deaths/yr. due to inactivity

PRESCHOOLERS WITH INACTIVE PARENTS ARE FAR LESS LIKELY TO BE ACTIVE

2X AS LIKELY TO BE OBSESE AS ADULTS

Relevant support references for advocacy in Physical Education

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http://www.designedtomove.org/
Relevant support references for advocacy in Physical Education

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http://www.designedtomove.org/
CREATE EARLY POSITIVE EXPERIENCES FOR CHILDREN

1. Special Emphasis on Childhood: Before Age 10
2. Design for Early Pos Education, Sports &
3. Special Emphasis on
4. Combine Resources
5. Leverage Digital Plat
6. Invest In & Recruit D

INTEGRATE PHYSICAL ACTIVITY INTO EVERYDAY LIFE

7. Design Physical Activity into the Built Environment
8. Align Sectors that Share Goals
9. Challenge Misaligned Incentive Structures
10. Challenge Everyday Signals that Reinforce the Current Norm

http://www.designedtomove.org/
Statements from significant institutions and organizations

• **ICSSPE (International Council of Sport Science and Physical Education):** *International Benchmarks for PE Systems (2010)* with criteria to appreciate the PE system level of progress (maturity) and macro-, meso- and micro-indicators dimensions (Policy, Curriculum, Schools, Teacher and Learners).

• **NASPE (American National Association for Sport and Physical Education):** *NASPE Standards (2011)* for the physical educated person and criteria or conditions to achieve these standards with opportunity to learn, appropriate instruction practice and student and program assessment.

• **AIESEP (Association International des Écoles Supérieures de Education Physique):** *QPETE Position statement (2014)* reporting on the 2014 specialist seminar on the relationship between QPE and QPETE, norms for ITT and expertise for PE teacher educators, as well as universities/schools connections.

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## Statements from significant institutions and organizations

### Overview from the perspective of PE teacher associations

<table>
<thead>
<tr>
<th>Country / Region</th>
<th>Document</th>
<th>Document type</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States NASPE</td>
<td>• Physical Education Is Critical to Educating the Whole Child • What Constitutes a Quality Physical Education Program?</td>
<td>Position statement</td>
</tr>
<tr>
<td>United Kingdom afPE</td>
<td>• Quality of Teaching • Health Position Paper</td>
<td>Recommendations Position paper</td>
</tr>
<tr>
<td>Germany DSLV</td>
<td>• Memorandum on Physical Education and School Sports adopted by DOSB, DSLV and dvs in September 2009</td>
<td>Memorandum</td>
</tr>
<tr>
<td>Ireland IPPEA</td>
<td>• Quality Physical Education in the Irish Primary School Context</td>
<td>Policy Document</td>
</tr>
<tr>
<td>Switzerland SVSS</td>
<td>• Implementation of a national instrument for observation of QPE</td>
<td>Implementation document</td>
</tr>
<tr>
<td>Europe EUPEA</td>
<td>• Code of Ethics &amp; Good Practice Guide for PE • Physical Education Guidelines • EUPEA principles • Declaration of Madrid</td>
<td>Guidelines Principles Declaration</td>
</tr>
</tbody>
</table>

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**Relevant support references for advocacy in Physical Education**

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<table>
<thead>
<tr>
<th>Project name</th>
<th>Advocacy and capacity building</th>
<th>Monitoring</th>
<th>Cooperation with PA stakeholders</th>
<th>Tools for teachers/schools</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active School Communities – ASC</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<td>Active Voice – AV</td>
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<td>Basic Motor Competencies in Europe – BMC-EU</td>
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<tr>
<td>Disentangling Inclusion in Primary Physical Education – DIPPE</td>
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<tr>
<td>European Label for Active Schools – EU-PALS</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>European Physical Education Observatory – EuPEO</td>
<td>X</td>
<td>X</td>
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<tr>
<td>European School Sport Day – ESSD (I, II and III)</td>
<td></td>
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<tr>
<td>Identifying and motivating youth who mostly need physical activity – IMPACT</td>
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<td></td>
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<tr>
<td>Promoting Active Cities Throughout Europe – PACTE</td>
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<tr>
<td>Physical Activity Serving Society – PASS</td>
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<tr>
<td>Physical Literacy – PHYLIT</td>
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<td>Shaping the principles of Physical Education – SHAPE</td>
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</tbody>
</table>

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### EU-projects with EUPEA

**PASS (2015-2017)**
Physical Activity Serving Society

**IMPACT (2017-2019)**
Identifying and motivating youth who mostly need physical activity

**EU-PALS (2018-2019)**
European Physical Activity Label for Schools

**EuPEO (2018-2020)**
European Physical Education Observatory

**ESSD (since 2015)**
European School Sport Day

**BMC-EU (2018-2019)**
Basic Motor Competencies in Europe

**DIPPE (12/2018-05/2021)**
Disentangling Inclusion in Primary Physical Education
PASS – Physical Activity Serving Society
The state of physical activity in Europe

Main goal: to propose political and strategic actions in order to promote physical activity in Europe. More specifically, the starting point of the reflection is an alarming situation: levels of physical inactivity have reached an unprecedented peak in Europe. Consequently, the project aims at:

**Documenting**... the scale, costs and consequences of the physical activity crisis in Europe.

**Raising awareness**... of the physical inactivity crisis to decision-makers – and the need to make HEPA more of a transversal political priority.

**Engaging**... change-makers and sport prescribers in critical sectors to show how HEPA can align with their objectives.

https://sportetcitoyennete.com/pass/
PASS – Physical Activity Serving Society
The state of physical activity in Europe

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Physical activity & age
Eurobarometer on Sport and Physical Activity (EU, 2014)

How often do you exercise or play sports? - by age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Regularly</th>
<th>With some regularity</th>
<th>Seldom</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>15–24</td>
<td>15/24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15–39</td>
<td>53%</td>
<td></td>
<td></td>
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<tr>
<td>40–54</td>
<td>38%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55+</td>
<td>31%</td>
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<td></td>
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</tbody>
</table>

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## EU-projects with EUPEA

### Active Healthy Kids – Global Alliance / Core Physical Activity Indicators

<table>
<thead>
<tr>
<th>Country</th>
<th>Overall Physical Activity</th>
<th>Organized Sport Participation</th>
<th>Active Play</th>
<th>Active Transportation</th>
<th>Sedentary Behaviours</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>F+</td>
<td>C-</td>
<td>C+</td>
<td>C-</td>
<td>D-</td>
<td>B-</td>
</tr>
<tr>
<td>Denmark</td>
<td>D+</td>
<td>A</td>
<td>INC</td>
<td>B</td>
<td>INC</td>
<td>B</td>
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<tr>
<td>England</td>
<td>D-</td>
<td>D</td>
<td>INC</td>
<td>C-</td>
<td>INC</td>
<td>B+</td>
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<tr>
<td>Estonia</td>
<td>F</td>
<td>C</td>
<td>INC</td>
<td>INC</td>
<td>F</td>
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<td>Finland</td>
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<td>C</td>
<td>C</td>
<td>B</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>Ireland</td>
<td>D</td>
<td>C-/C+</td>
<td>INC</td>
<td>D</td>
<td>C-</td>
<td>D</td>
</tr>
<tr>
<td>Netherlands</td>
<td>D</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>C</td>
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<td>Poland</td>
<td>D</td>
<td>D</td>
<td>INC</td>
<td>C</td>
<td>D</td>
<td>B</td>
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<tr>
<td>Portugal</td>
<td>D</td>
<td>B</td>
<td>D</td>
<td>C</td>
<td>D</td>
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<tr>
<td>Scotland</td>
<td>F</td>
<td>INC</td>
<td>INC</td>
<td>C</td>
<td>F</td>
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<tr>
<td>Slovenia</td>
<td>A-</td>
<td>B-</td>
<td>D</td>
<td>C</td>
<td>B+</td>
<td>A</td>
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<tr>
<td>Spain</td>
<td>D-</td>
<td>B</td>
<td>C+</td>
<td>C</td>
<td>D</td>
<td>C</td>
</tr>
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<td>Sweden</td>
<td>D</td>
<td>B+</td>
<td>INC</td>
<td>C+</td>
<td>C</td>
<td>C+</td>
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<td>C</td>
<td>C</td>
<td>C</td>
<td>D-</td>
<td>B</td>
</tr>
</tbody>
</table>

A = succeeding with a large majority of children and youth (≥80%);  
B = succeeding with well over half of children and youth (60% to 79%);  
C = succeeding with about half of children and youth (40% to 59%);  
D = succeeding with less than half of children and youth (20% to 39%);  
F = succeeding with very few children and youth (<20%);  
Inc = Inconclusive - Not enough data exists on this indicator.

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**Relevant support references for advocacy in Physical Education**  
*Dr. Claude Scheuer, President of EUPEA*  
EUPEA Seminar *How can I raise the status of PE?*  
The Hague, November 10th 2018
IMPACT – Identifying and motivating youth who mostly need physical activity

Leading professors and researchers in Sport Psychology and Physical Education (PE) from six leading universities in sport science in Europe (Greece, Spain, England, France, Turkey, Italy), representatives from 3 European Ministries of Education (Greece, France, Turkey), and 3 European PE Associations (EUPEA, DSLV/Germany, CAPDI-LSM/Italy)

www.impactpe.eu
### EU-PALS - Active schools

#### Schools
- Main social institution for the promotion and support of physical activity.
- Only setting where every child can be reached, and in which positive health messages can be promoted.

#### Primary/elementary schools
- Sensitive period of movement skill development, when movement patterns, habits and attitudes are established in children’s behaviour.

#### Physical activity at school
- Physical education lessons, offering the knowledge, skills and understanding necessary for lifelong physical activity.
- Activity breaks during other lessons
- Recess/break times
- Extra-curricular clubs
- Active transport to and from school
Can contribute to a wide range of other outcomes, including educational achievement.

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<tr>
<th>School</th>
<th>Relevant support references for advocacy in Physical Education</th>
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<tr>
<td></td>
<td>Kirby, Levin, &amp; Inchley, 2012</td>
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<td>Trudeau &amp; Shephard, 2005</td>
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<td>Wechsler, Devereaux, Davis, et al., 2000</td>
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</tbody>
</table>
EU-PALS – European Physical Activity Label For Schools

Objectives

• Establishing a **European physical activity label for schools** providing schools the opportunity to compare and evaluate their sport and physical activity related programs and practices to other schools’ in other EU countries.

• **Mapping physical activity in European schools.**

• Creating and developing a **European network of active schools under one label**, inspiring schools and students around the continent to be more active.
EU-PALS – European Physical Activity Label For Schools

Dimensions

The European physical activity label will focus on three different dimensions and should involve indicators from three dimensions:

• **physical education in schools** (seen as an educational course and part of the curriculum), from a quality P.E. perspective;

• **physical activity in general** (active learning, active recess, …)

• **school sport** (competitive and non-competitive extracurricular sport activities and events in or between schools)
EuPEO – European Physical Education Observatory

General aim
To develop an European monitoring system for PE, SS and PA, and its context of implementation (curricula, teacher training, logistics, learning outcomes, etc.)

EuPEO background
What do we know about the European PE reality?

*Physical education and school sport in Europe: From individual reality to collective desirability*

- Oral presentation in the 2011 EUPEA Forum, Brussels
- Published in the International Journal of Physical Education in 2012

Relevant support references for advocacy in Physical Education
Dr. Claude Scheuer, President of EUPEA
EuPEO – European Physical Education Observatory

Project coordinator:
Faculdade de Motricidade Humana/University of Lisbon (Portugal)

Project partners:
- European Physical Education Association (Switzerland)
- Sociedade Portuguesa de Educação Física (Portugal)
- Willibald Gebhardt Institute (Germany)
- Deutscher Sportlehrerverband (Germany)
- Federal Institute of sport/Bern University of applied sciences (Switzerland)
- Swiss National Physical Education Association (Switzerland)
- Faculty of Sport/University of Ljubljana (Slovenia)
- Faculty of Physical Culture/Univerzita Palackého v Olomouci (Czech Republic)
- Hungarian School Sport Federation (Hungary)
- Syndicat National de l ’Education Physique (France)
- School of Education/University College Cork (Ireland)

Associated partners
- Koninklijke Vereniging voor Lichamelijke Opvoeding (Netherlands)
- Mulier Institute (Netherlands)
- University of Münster (Germany)

Relevant support references for advocacy in Physical Education

Dr. Claude Scheuer, President of EUPEA

EUPEA Seminar How can I raise the status of PE?
The Hague, November 10th 2018
Implementation of the European School Sport Day

Relevant support references for advocacy in Physical Education

Dr. Claude Scheuer, President of EUPEA

EUPEA Seminar How can I raise the status of PE?
The Hague, November 10th 2018
EUROPEAN SCHOOL SPORT DAY (ESSD)

- Pan-European initiative to promote physical activity
- Annual school sport day
- 120 minutes of physical activity
- Schools design their own Day
Officially included in the EWOS calendar as an event with European dimension

International website and engaged network of ESSD coordinators further developed and maintained

Results:
29 countries, 7000 events, 2 million participants

Promotional video prepared
Concern:
Improve the promotion of basic motor competences in physical education

Objectives:
1. International analysis of basic motor competences in physical education
2. Development of a support-toolkit for teachers/coaches in physical education and school sports for the promotion of basic motor competences
3. Development and testing of a workshop-concept to train teachers/coaches in physical education and school sports to apply the support-toolkit
4. Dissemination of the support-toolkit in Europe

Structure:
• Phase 1: MOBAK-study (international study in 12 countries)
• Phase 2: Development and implementation: support-toolkit & workshop-concept
• Phase 3: Documentation, presentation and dissemination of the project results, Evaluation

Relevant support references for advocacy in Physical Education
Dr. Claude Scheuer, President of EUPEA

EUPEA Seminar How can I raise the status of PE?
The Hague, November 10th 2018
International MOBAK-Network: MOBAK-Europe

**Austria**, University of Salzburg: Prof. Dr. Günter Amesberger, Benjamin Niederkofler

**Belgium**, University of Liége: Dr. Boris Jidovtseff

**Czech Republic**, University of Brno: Dr. Petr Vlček, Dr. Jaroslav Vrbas

**Germany**, University of Potsdam: Prof. Dr. Erin Gerlach, Dr. Jeffrey Sallen

**Germany**, Goethe-University of Frankfurt/Main: Prof. Dr. Christopher Heim, Fabienne Ennigkeit

**Greece**, University of Athens: Dr. Emmanouil Adamakis, Dr. Irene Kosyva

**Italy**, University of Foggia: Prof. Dr. Dario Colella, Dr. Cristiano Simonetti, Dr. Maddalena Bonasia, Domenico Monacis

**Lithuania**, Sports University, Kaunas: Prof. Dr. Arūnas Emeljanovas, Dr. Brigita Miežienė

**Luxembourg**, University of Luxembourg: Prof. Dr. Andreas Bund, Dr. Claude Scheuer

**Netherlands**, Hanze University, Groningen: Prof. Dr. Remo Mombarg, Dr. Berdien Moraal

**Portugal**, University of Lisbon: Prof. Dr. Marcos Onofre, Dr. Ana Quitério

**Switzerland**, University of Basel: Prof. Dr. Uwe Pühse, Dr. Christian Herrmann, Dr. Harald Seelig, Marina Wälti

**Switzerland**, European Physical Education Association: Dr. Csányi Tamás, Dr. Jana Vašíčková

**Slovakia**, University of Trnava: Dr. Dana Masarykova, Dr. Jana Labudova

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**EUPEA Seminar** *How can I raise the status of PE?*

The Hague, November 10th 2018

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**Relevant support references for advocacy in Physical Education**

*Dr. Claude Scheuer, President of EUPEA*
Disentangling Inclusion in Primary Physical Education

Objectives

- To map the current situation with regard to accessing information and resources on inclusion in primary PE
- To develop teacher training toolkit/resource to disentangle each of the above mentioned challenges in primary PE
- To make the toolkit/resource available in a free open educational platform (web application)

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<tr>
<th>Nbr.</th>
<th>Partner</th>
<th>Country</th>
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<tr>
<td>1</td>
<td>University of Luxembourg</td>
<td>Luxembourg</td>
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<td>2</td>
<td>Dublin City University</td>
<td>Ireland</td>
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<td>3</td>
<td>EUPEA</td>
<td>Switzerland</td>
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<td>4</td>
<td>The Hague University of Applied Sciences</td>
<td>The Netherlands</td>
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<td>5</td>
<td>University of Trnava</td>
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<td>SATPE</td>
<td>UK</td>
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Thank you for your attention!

For more information:

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claude.scheuer@eupea.com