



Physical Education in Europe

The mission and work of the
European Physical Education Association

*Dr. Claude Scheuer, University of Luxembourg
President of the European Physical Education Association*



The European Physical Education Association

EUPEA

The European Physical Education Association

- 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



EUPEA Board

Executive Committee

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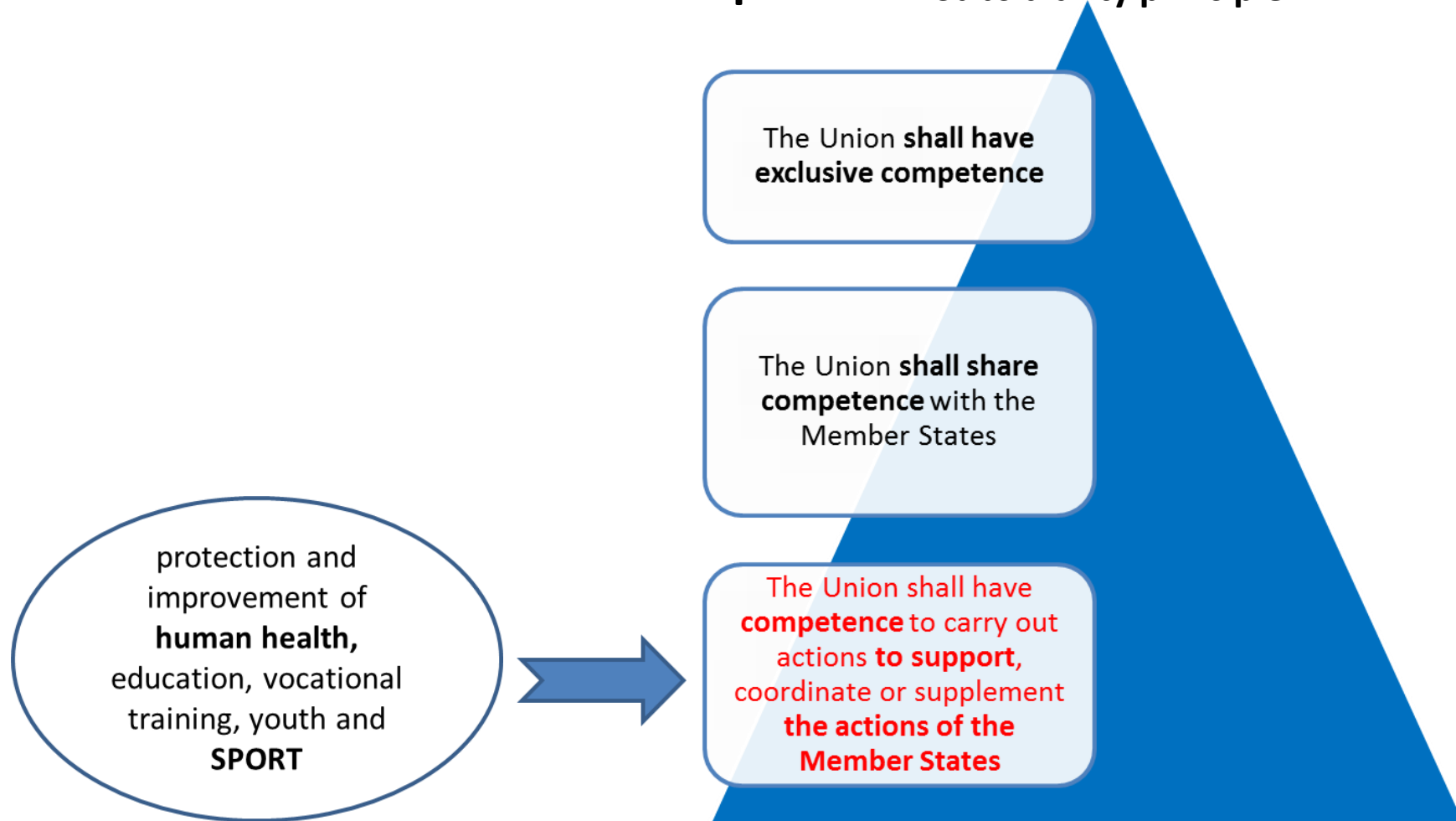
Gudrun Asgeirsdottir, Iceland



EU policy related to Physical Education

Role of the EU in the field of Education and Sport

Subsidiarity principle



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 (2014-2017)
- EU Work Plan for Sport (2017-2020)

EUC Expert Group 2014-2017 “Health-enhancing physical activity”

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

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

(http://ec.europa.eu/sport/news/2015/0826-expert-physical-activity_en.htm)



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 curricular content

Recommendation 6

Physical education and extra-curricular activities should foster an ethical education by teaching values such as fair play, cooperation, equity, equality, integrity, peace, human rights, and respect of others' capabilities. Through sport participation, they should also develop relevant skills such as teamwork, social inclusion and leadership, avoiding sport stereotypes.

Inclusive approach

Recommendation 8

Everyone should be able to participate in physical education and extra-curricular activities through inclusive, differentiated and adapted methodologies and activities, including less active and less skilled children. Children with a disability or special educational needs should be offered adapted activities and not be excluded.



EUPEA work and publications

EUPEA research on a physically well educated person

The aims of Physical Education –
Comparison from priorities adopted by PE
teachers in 14 European countries

Fisher, R., Diniz, J., & Repond, R.-M. (2011). A Physically Educated Person. In Hardman, K., & Green, G. (Eds.). *Contemporary issues in Physical Education*. Oxford: Meyer & Meyer.

Top five ranking

- To encourage the adoption of active and healthy lifestyles
- To develop a feeling of personal wellbeing/wellness
- To inculcate a sense of important values in sport (fair play, solidarity...)
- To develop a broad repertoire of movement competence
- To provide opportunities for all pupils to learn and achieve, regardless of ability, gender or social and cultural background

The aims and learning outcomes prioritized by teachers demonstrate that the important factors for them are the adaption of a balanced and active life with good habits.

EUPEA (2002)

Code of Ethics and Good Practice Guide for Physical Education

Three principles

- Physical Education is a **vehicle for physical, mental, personal, social, spiritual and emotional development**, enhanced and informed by an informed, thinking, caring and enlightened teacher operating within an accepted ethical framework of good practice
- The Code adopts the principles of the Council of Europe's Code of Sports Ethics
- The Code is a framework within which to work, a series of guidelines rather than instructions.

EUPEA (2002)

Code of Ethics and Good Practice Guide for Physical Education

Key principles in PE

- Needs of the child and benefits of PE
- Integrity in relationships
- Child to child relationships
- Fair play
- Quality atmosphere and ethos
- Equality
- The necessity for education and training
- Self-awareness

EUPEA (2002)

Code of Ethics and Good Practice Guide for Physical Education

Good practice in PE

Teachers should

- Be competent and qualified
- Be positive, enthusiastic and cheerful
- Reinforce the principles of fair play
- Give feedback in a constructive way and encouraging manner
- Encourage an active healthy lifestyle
- Recognise that they themselves are human and will not get it right all the time!



EU-Erasmus+ projects with EUPEA

EU-Erasmus+ projects with EUPEA

Advocacy and capacity building	Tools for teachers/schools	Events
Active School Communities – ASC	European Physical Education Observatory – EuPEO	European School Sport Day – ESSD (I, II, III, IV and V; 2015-2020)
Active Voice – AV	Identifying and motivating youth who mostly need physical activity – IMPACT	
Physical Activity Serving Society – PASS	Basic Motor Competencies in Europe – BMC-EU	
Physical Literacy – PHYELIT	European Label for Active Schools – EU-PALS	
Shaping the principles of Physical Education – SHAPE	Disentangling Inclusion in Primary Physical Education – DIPPE	
Promoting Active Cities Throughout Europe – PACTE	Healthy and Physically Active Schools in Europe – HEPAS	

EU-Erasmus+ projects with EUPEA

ESSD (since 2015)

European School Sport Day

IMPACT (2017-2019)

Identifying and motivating youth who mostly need physical activity

BMC-EU (2018-2019)

Basic Motor Competencies in Europe

DIPPE (12/2018-05/2021)

Disentangling Inclusion in Primary Physical Education

EuPEO (2018-2020)

European Physical Education Observatory

EU-PALS (2018-2019)

European Physical Activity Label for Schools

HEPAS (12/2019-11/2021)

Healthy and Physically Active Schools in Europe – HEPAS



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Implementation of the European School Sport Day

#BEACTIVE



www.essd.eu

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ESSD – European School Sport Day



© European School Sport Day

GETTING SCHOOLS ON THE MOVE!

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European Week of Sport

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ESSD – European School Sport Day

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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

27.09.2019

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ESSD – European School Sport Day

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School Sport
Day

2017

26 countries
7,000 events – part of EWoS
2 million participants

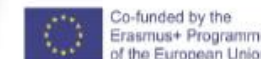
2018

29 countries
2.5 million students
4 more countries from 2
other continents



In affiliation with the
#BEACTIVE
European Week of Sport

Our partners



IMPACT – Identifying and motivating youth who mostly need physical activity

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

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ERASMUS+ SPORT
IMPACT PROJECT
KICK-OFF MEETING
20-21 MARCH 2017
TRIKALA, GREECE

**IMPACT
PROJECT**

IDENTIFYING AND
MOTIVATING YOUTH
WHO MOSTLY NEED
PHYSICAL ACTIVITY

P.E. Promotes
IMPACT
Identifying and Motivating youth who
mostly need Physical ACTIVITY

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UNIVERSITY OF
THESSALY

The poster features a yellow background with two circular images: the top one shows a group of children in a pool, and the bottom one shows a person's legs running on grass. Text is arranged in a clean, modern layout with blue and orange colors.

BMC-EU – Basic Motor Competencies in Europe

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

Belgium, University of Liège: 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 Kossyva

Italy, University of Foggia: **Prof. Dr. Dario Colella**, Dr. Cristiana 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**

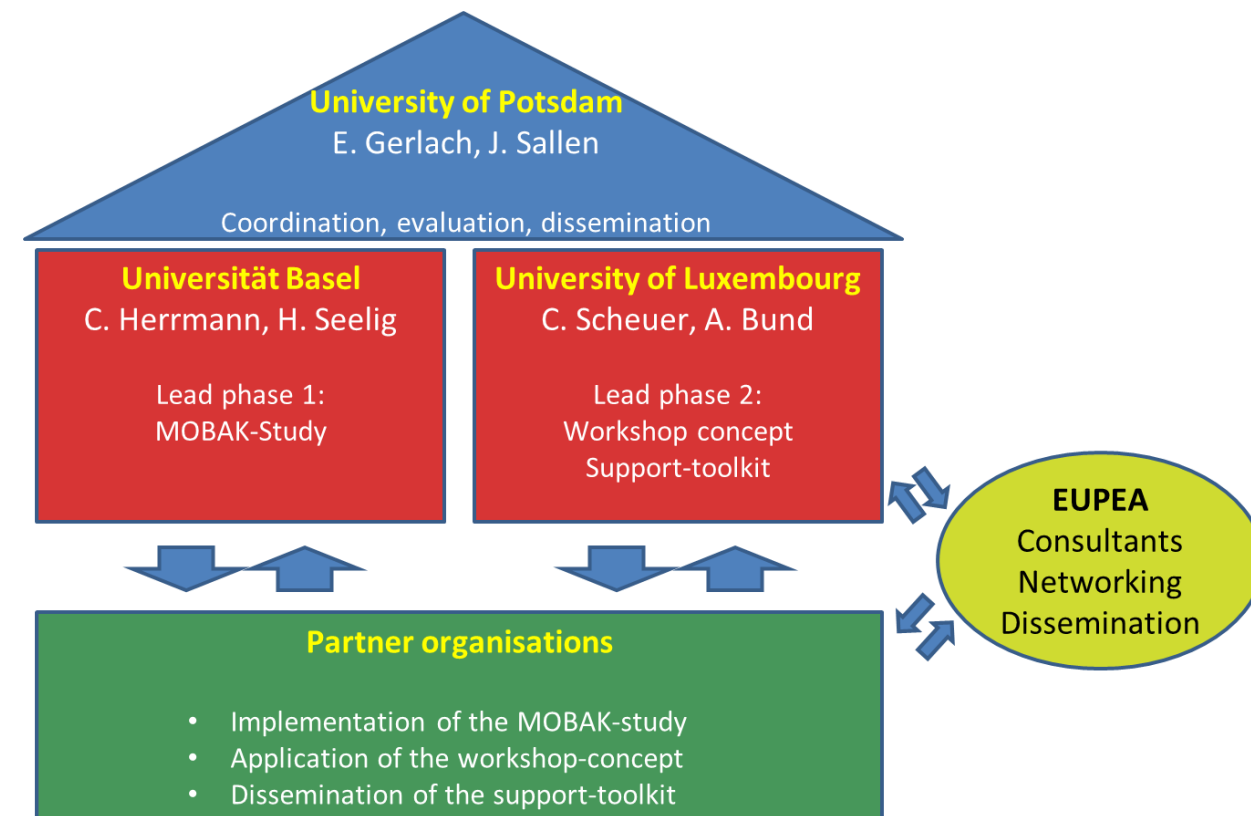
Switzerland, European Physical Education Association: Dr. Csányi Tamás, **Dr. Jana Vašíčková**

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

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BMC-EU



BMC-EU – Basic Motor Competencies in Europe

Concern:

Improve the promotion of basic motor competences in physical education

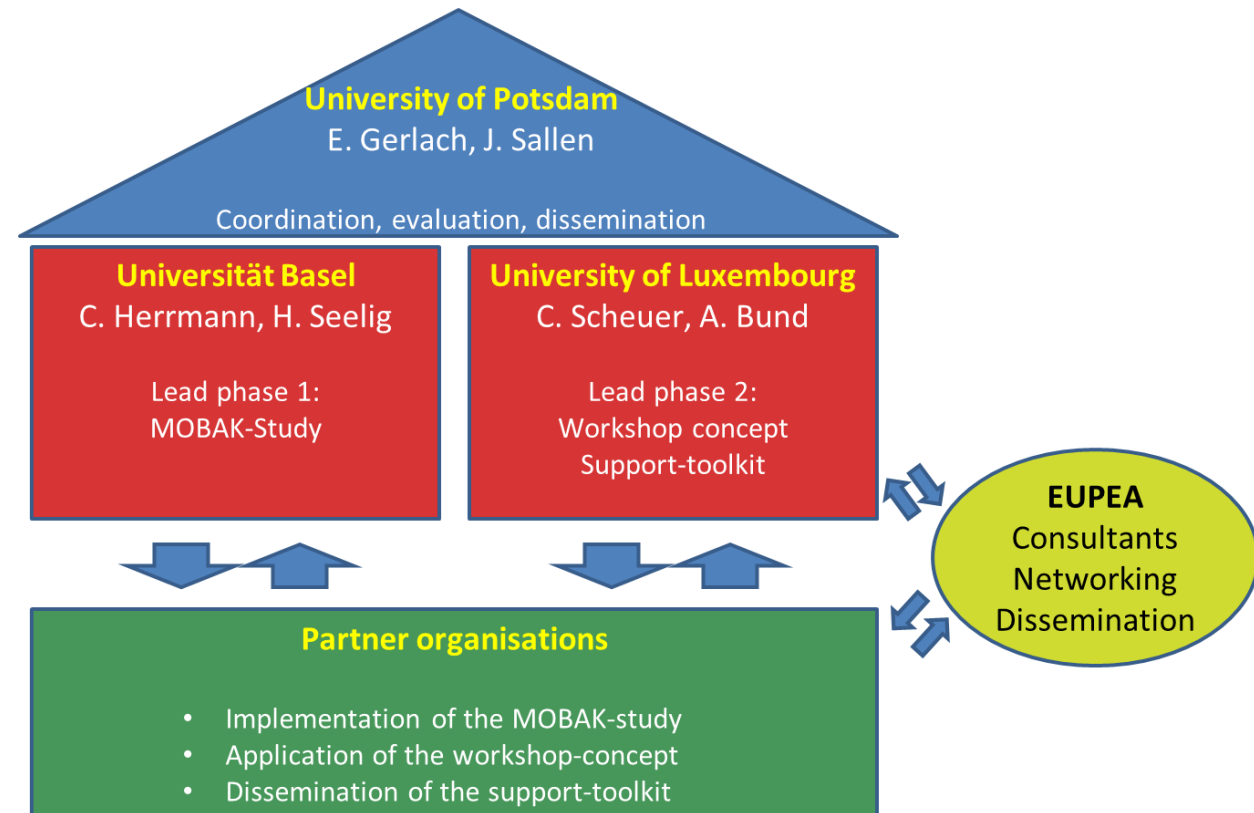
Objectives:

1. **International analysis** of basic motor competences in physical education
2. **Development of a support-toolkit for teachers** in physical education for the promotion of basic motor competences
3. **Dissemination/Implementation** of the support-toolkit in Europe

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BMC-EU



DIPPE – Disentangling Inclusion in Primary PE



Project coordinator

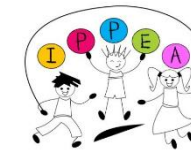


Project partners



Disentangling Inclusion
in Primary Physical Education

Associated partners

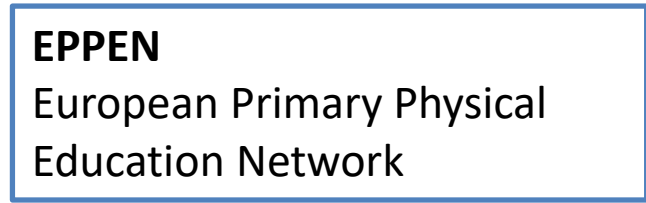


Irish Primary PE Association
Cumann Corpoideachais Bunscoile na hÉireann



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Objectives

- To **map the current situation** with regard to accessing information and resources on inclusion in primary PE
- To **develop a 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)**
- To **develop a teacher training toolkit** for the implementation of this toolkit/resource



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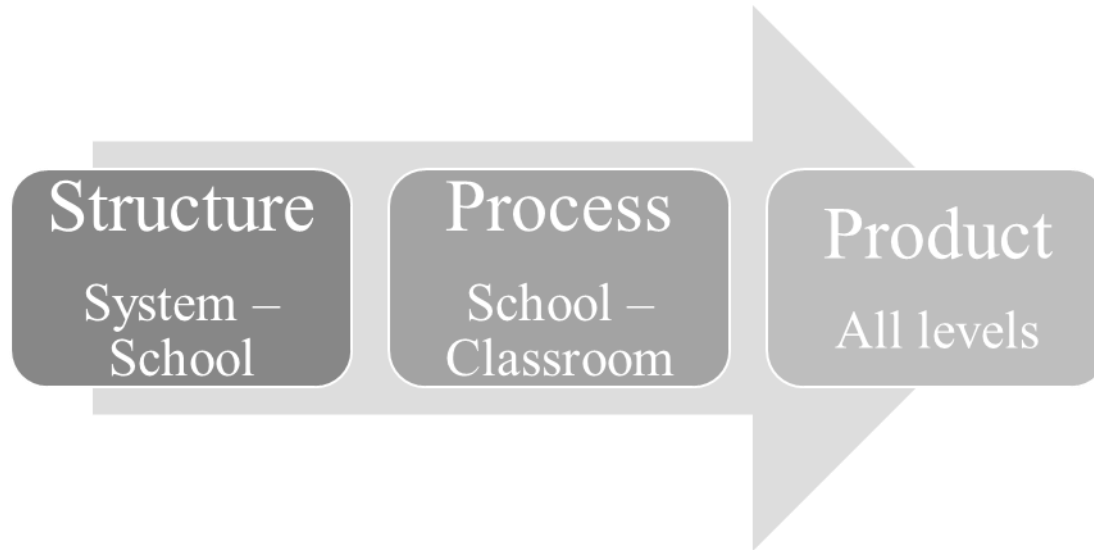


As Quality Physical Education (QPE) is a widely discussed topic, there are several inspiring sources about indicators for QPE:

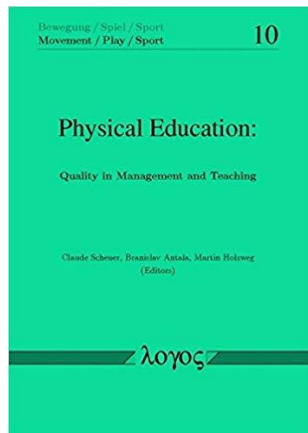
- Narrative literature review on categories of QPE indicators
- Statements from significant institutions and organizations
- The deliberations from the EUPEA/UNESCO Seminar on QPE
- Former EUPEA experience in European PE surveys

Antecedents of the EuPEO





Impact levels of QPE categories (Scheuer & Holzweg, 2014, p. 64)



Scheuer, C., & Holzweg, M. (2014). Quality in physical education: an overview from the perspective of physical education teacher associations. In C. Scheuer, B. Antala, & M. Holzweg, *Physical Education: Quality in Management and Teaching* (pp. 62–71). Logos: Berlin.

In general, a lot of factors can have an impact on QPE. The following categories generally structure the different factors (Scheuer & Holzweg, 2014):

- Quality aspects in relation with input or human resources can be summarized under the category **Structure**;
- Quality aspects linked to the context and to the process are overlapping and can be brought together under the category **Process**.
- Quality aspects focused on outcomes or output and on objectives could be outlined as **Product**.

EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014

1. Quality of Physical Education (QPE) must be conceived as a **multi-systemic phenomena** implying the consideration of the following levels: **structure, process and product**
2. At the **structure level** QPE must be represented by:
 - a. The use of **systematic School PE advocacy** for the society in general, policymakers (government, parliament, political parties), head teachers or school principals (each school, principals' associations), parents (individually, parents' associations)
 - b. The formal clarification of the PE conceptual orientation including together the ideas of the **inclusive learning skills and learning to learn**, within a **positive ambiance**, in order **to promote physical literacy and a healthy lifestyle based on physical activity and sport life-long**
 - c. The physical and emotional **secureness of the school and its surroundings**
 - d. The existence of **motivated and qualified/competent PE teachers** (attending specific training in a PE teaching master degree),
 - e. **PETE that follows clear rules** for ITT qualification (including the practicum and probationary training) and that promote the integration between CPD (Life-long learning programs) and the structured careers development

Onofre, M., Holzweg, M., Repond, R.-M., Schmid, S., & Scheuer, C. (2014). *EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014*. Retrieved from <https://www.eupea.com/wp-content/uploads/2015/07/150530-EUPEA-Report-on-QPE-Seminar-UNESCO.pdf>

EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014

3. At the **process level** QPE needs to be characterized by:
 - a. The presence of **formal curricula** proposals, offering **content diversity** (including expressive activities), matching the **local cultural interesting**, based on teachers' collegiality in decision-making
 - b. PE lessons oriented to improve: a **positive learning environment**, the **students' understanding**, the **challenge for all students** and the **learners' autonomy and responsibility**
 - c. The PE delivered school must be **autonomously and regularly evaluated** involving as participants the teachers and the students, focused on the appreciation of the learning outcomes, and the teachers evaluation

4. At the **product level** QPE will be represented by:
 - a. The existence of **formal and systematic PE learning assessment**, including **physical fitness** and **values**, mainly developed in a formative way, focused on **PE competencies**, grading the learning gains, assuring its meaningfulness

Onofre, M., Holzweg, M., Repond, R.-M., Schmid, S., & Scheuer, C. (2014). *EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014*. Retrieved from <https://www.eupea.com/wp-content/uploads/2015/07/150530-EUPEA-Report-on-QPE-Seminar-UNESCO.pdf>

Main Antecedent

What do we know about the European PE reality?

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

Holzweg, M., Onofre, M., Repond, R.-M., & Scheuer, C. (2013). Schulsport in Europa aus Perspektive des Europäischen Sportlehrerverbands (EUPEA). *Sportunterricht*, 62(8), 229-234.

Marques, A., Holzweg, M., Scheuer, C., Repond, R.-M., Correia, C., Onofre, M. (2014). Extracurricular sports in European schools: A descriptive study. *International Sports Studies*, 36(1), 63-70.

Onofre, M., Marques, A., Moreira, A. R., Holzweg, M., Repond, R.-M. & Scheuer, C. (2012a). Physical education and sport in Europe: From individual reality to collective desirability (part 1). *International Journal of Physical Education*, 49(2), 11–35.

Onofre, M., Marques, A., Moreira, A. R., Holzweg, M., Repond, R.-M. & Scheuer, C. (2012b). Physical education and sport in Europe: From individual reality to collective desirability (part 2). *International Journal of Physical Education*, 49(3), 17–31.



- Situation in Europe with regard to QPE on the different levels of *structure*, *process* and *outcome* of PE is very diverse
- In many European countries a lack of quality of different QPE indicators remains prevalent
- A European monitoring system to evaluate QPE on a regular basis is strongly needed
- Contribution from the scientific community that is engaged in the field of PE

Establishment of a regular observatory for QPE, put in place and run by the different stakeholders: PE researchers and PE practitioners

EuPEO

Initial general aim of EuPEO

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

Initial specific aims of EuPEO

At the local, national, regional and European levels:

- to identify the conditions of the implementation and outcomes of Physical Education (PE) and School Sport (SS), and
- to obtain evidence to develop proposals and advocate for the improvement of QPE and QSS



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For this, we need:

- Indicators for Quality Physical Education (QPE)
- A systematic process of data collection, analysis and feedback recommendations
- The logistics (human resources and facilities) to assure this process



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Indicators for PE and SS quality

- Teachers (qualification, age, other characteristics)
- Facilities (accessibility, quality and maintenance)
- Timetables (total time allocated, weekly distribution of the curricular load, etc.)
- Curricular processes (constraints, problems and difficulties of implementation of the national PE curriculum, etc.)
- Assessment processes (parameters and criteria for students' grading, evaluation protocols, constraints to the implementation of the reference standards for success, etc.)

...



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EuPEO – European Physical Education Observatory



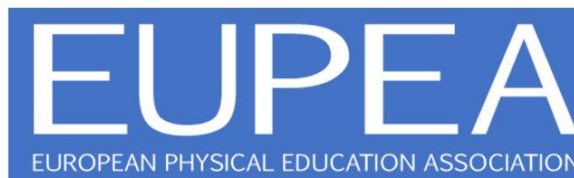
EuPEO

European Physical Education Observatory

1st Transnational Project Meeting,
Lisbon, 24-26 January 2018

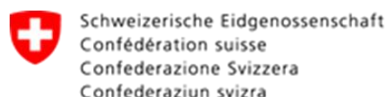


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Faculty of Physical
Culture
Palacký University
Olomouc

EuPEO recent history (3)

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'Éducation Physique (France)**
- School of Education/University College Cork (Ireland)

Associated partners

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

Project period

1st January 2018 - 31st December 2020

Project Reference

590560-EPP-1-2017-1-PT-SPO-SCP

Co-funding

383.893 €

www.eupeo.eu



@EuPEOproject



European Physical
Education Observatory

EuPEO – European Physical Education Observatory



EUPEA
EUROPEAN PHYSICAL EDUCATION ASSOCIATION

PROMOTING A **QUALITY** PHYSICAL EDUCATION
THROUGHOUT **EUROPE**



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Project period

1st January 2018 - 31st December 2020

Project Reference

590560-EPP-1-2017-1-PT-SPO-SCP

Co-funding

383.893 €

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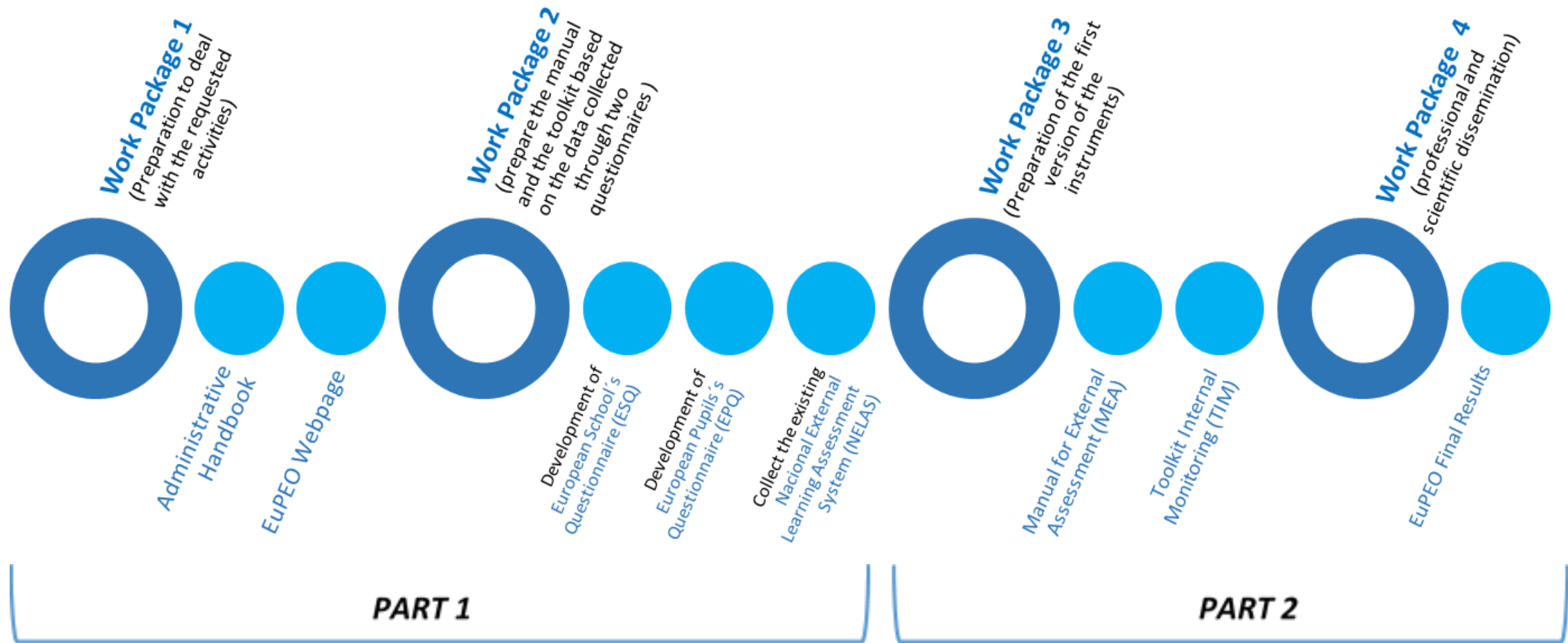


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Operational aims of the EuPEO project

Development of

- A **Manual for External Assessment (MEA)** at the national level, constituted by questionnaires and by a PE learning outcomes and Physical Aptitude assessment system.
- A **Toolkit for Internal Monitoring (TIM)** composed by a set of instructions concerning the QPE manual indicators to be used within each school as a monitoring procedure and to inform the improvement of those indicators.



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Part One of the EuPEO project

Development/collecting of information to build the instruments **MEA** and **TIM** by:

- **European School's Questionnaire (ESQ)** (online, based on revised literature)
- Content analysis of existing **National External Learning Assessment Systems (NELAS)**
- **European Pupil's Questionnaire (EPQ)** (online, based on the ESQ and NELAS analysis)



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Part Two of the EuPEO project

Considering the results of part one (European report on ESQ, NELAS, EPQ):

- Collectively the partners will develop the **MEA** and **TIM**
- Some countries will test the instruments in pilot studies:
 - Manual of PE Monitoring and Evaluation in a pilot of selected EU-countries of the North, South, West and East on national, regional and local level in each of the selected countries
 - Toolkit for PE teachers in a pilot at different education and school levels in local communities in each of the same selected EU-countries



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Already delivered EuPEO project outputs:

The Framework for Quality PE, SS and PA based on the UNESCO QPE guidelines

- PE National Strategy
- Community Partnerships (Public and Private)
- Facilities, Equipment and Resources
- Teacher Workforce
- Teacher Education
- Curriculum Flexibility



European Physical Education Observatory

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Already delivered EuPEO project outputs:

Based on the Framework for Quality PE, SS and PA, 4 on-line questionnaires were developed

- [European School's Questionnaire \(ESQ\)](#) (Mainly closed question to be answered by the PE School coordinator)
- [European Country's Questionnaire \(ECQ\)](#) (Mainly closed question to be answered by the representative of the PE national/regional association)
- [National External Learning Assessment \(NELAS\)](#) (Open questions to be answered by the representative of the PE national/regional association)
- [European Pupils' Questionnaire](#) (Mainly closed question to be answered by the Pupils of the last compulsory school year)

in 7 languages:

English, French, German, Hungarian, Czech, Slovenian, Portuguese



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Already delivered EuPEO project outputs:

EuPEO Intellectual Output 1:

[Intermediate Report. National Preliminary Results](#)

EuPEO Intellectual Output 2:

[Intermediate Report. European Preliminary Results](#)



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Upcoming EuPEO outputs

- **EuPEO Intellectual Output 3: A Manual for External Assessment (MEA)** final platform at the national level: three questionnaires (to schools and pupils) and a PE learning outcomes and Physical Aptitude assessment system, after **testing and validation by a pilot**.
- **EuPEO Intellectual Output 4: Toolkit for Internal Monitoring (TIM)** QPE manual indicators to be used within each school as a monitoring procedure, **after testing and validation by a pilot**
- **EuPEO Intellectual Output 5: Final Report**



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Transnational Project Meetings (TPM)

- **TPM 2:** Paris (France), March 21st-24th 2019, including a presentation of EuPEO at the UNESCO headquarter
- **TPM 3:** Ljubljana (Slovenia), September 2019
- **TPM 4:** Münster (Germany), March 2020
- **TPM 5:** Magglingen (Switzerland), June 2020
- **Multiplier Sport Event / Presentation of EuPEO:** Lisbon (Portugal), November 2020, connected to the 31st EUPEA Forum (tbc)



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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.

School

Schools represent the leading societal institution for the development of physical skills and the provision of physical activity in children and young people:

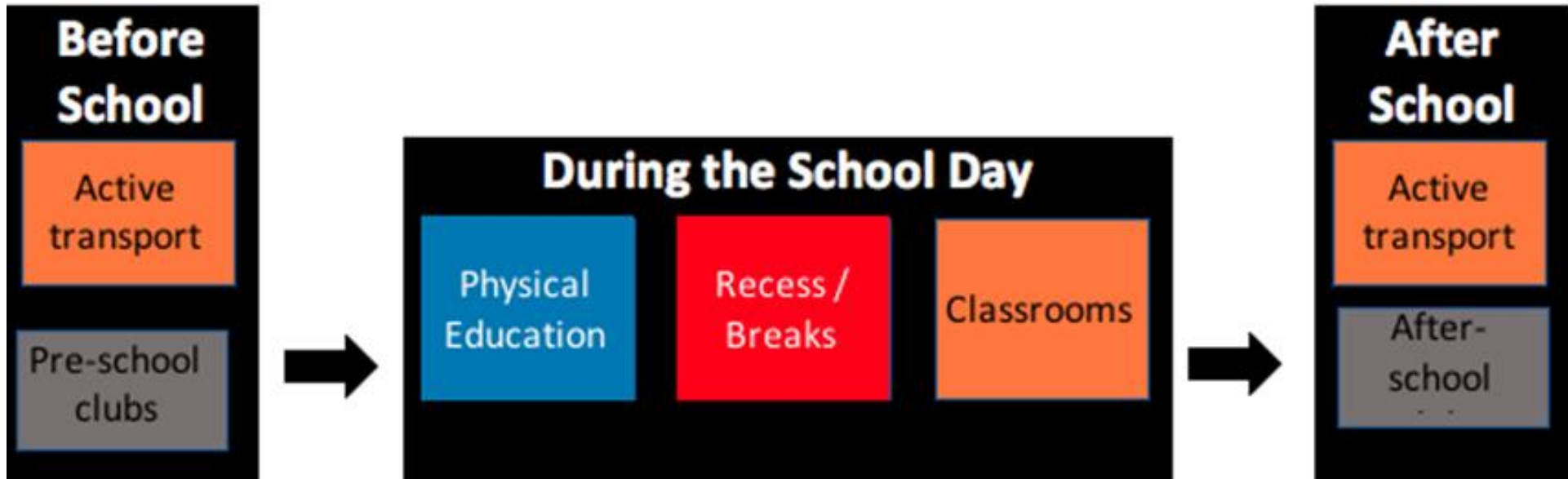
- Physical Education
- Recess / Playtime
- After-school clubs

Kirby, Levin, & Inchley, 2012

Trudeau & Shephard, 2005

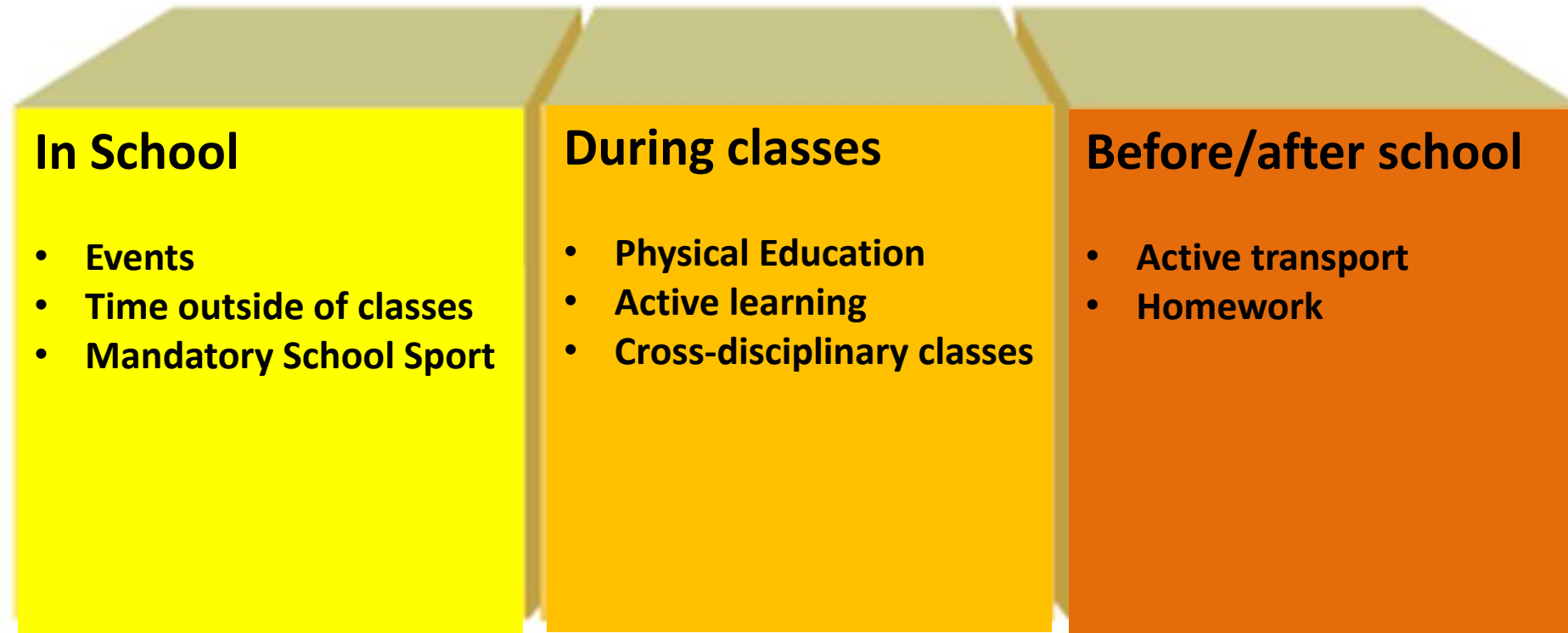
Wechsler, Devereaux, Davis, et al., 2000

Active Schools in Europe



An active school (Bailey, 2018)

Active Schools in Europe



Active school in Switzerland (BASPO, 2011)

The 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.



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physicalactivitylabel.com



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Eu-PALS – European Physical Activity Label For Schools



EUPEA
EUROPEAN PHYSICAL EDUCATION ASSOCIATION

- To **improve the quality and quantity** of your physical activity, physical education and sport programmes.
- To help you **reflect** on your current provision for young people.
- To **increase participation** of your students in physical activity, physical education and sport programmes.
- To promote the **inclusion** of all children and young people.
- To **benchmark** your provision and progress against other schools in your country and across Europe.
- To **share best practice** across the network of schools.
- To identify areas for **development and improvement**.
- To celebrate and recognise **success**.



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Dimensions

- **Physical education** in schools (seen as an educational course and part of the curriculum), from the quality P.E. perspective
- **Extracurricular physical activity** programs with focus on health-enhancing physical activity – hereinafter: HEPA - organized in or by the schools or pupils themselves
- **School sport** (competitive and non-competitive sport activities and events in or between schools)



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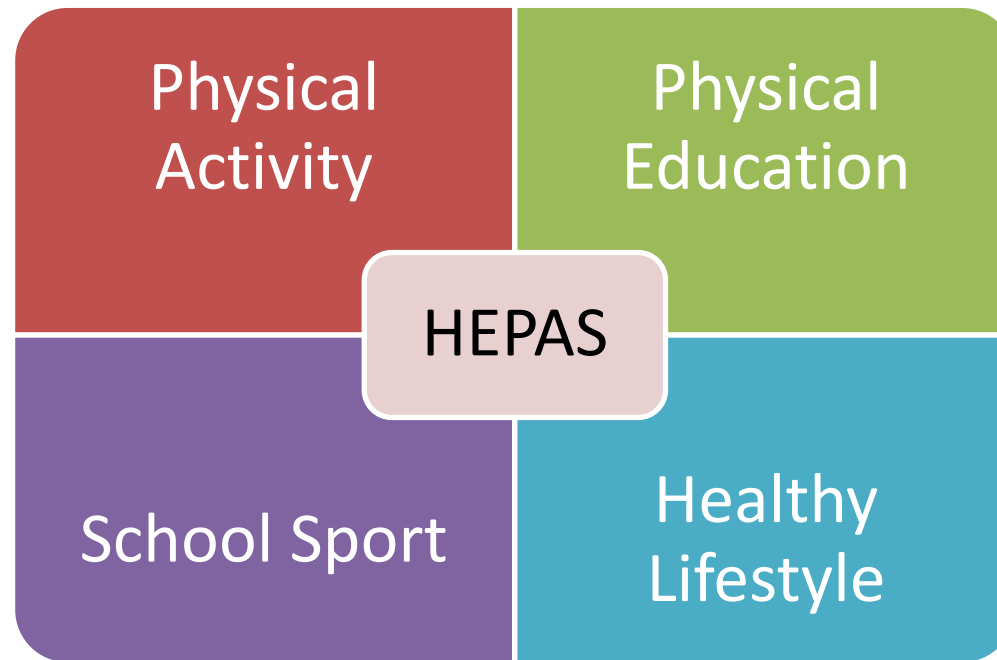


Follow-up project

Erasmus+ Key Action 2: Cooperation for innovation and the exchange of good practices

KA201 - Strategic Partnerships for school education supporting innovation

Healthy lifestyle and physically activity in school settings can be promoted through developments in four domains:



Objectives

The proposed project is aimed at **building up capacity of school-related stakeholders** - like teachers, educators, school headmasters – when it comes to the improvement of school-based physical activity for children and adolescents, as well as their healthy lifestyles in general.





Take home messages

Advocate for Physical Education

The promotion of Physical Education as a learning subject remains prevalent and of highest importance in any European country and on a European level.

In order to have an impact, the voice of all involved stakeholders is necessary:

- NGO's and PE associations
- Teachers teaching PE
- PE students



Active schools

We should not focus “only” on Physical Education as our subject, but on schools as an important setting to foster the promotion of physical activity and a physically active and healthy lifestyle in general.



European projects, e.g. Erasmus+

European initiatives and projects, e.g. *Erasmus+*, *Mobility exchange*, *eTwinning*, ... deliver an excellent framework and opportunities for teacher associations, teachers as individuals and students to cooperate and interact on a European level and to share common European values.



Thank you for your attention!

For more information:

claude.scheuer@eupea.com