



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

1. Introduction
2. Political statements and recommendations on physical education and active schools
3. Advocacy in and through EUPEA projects



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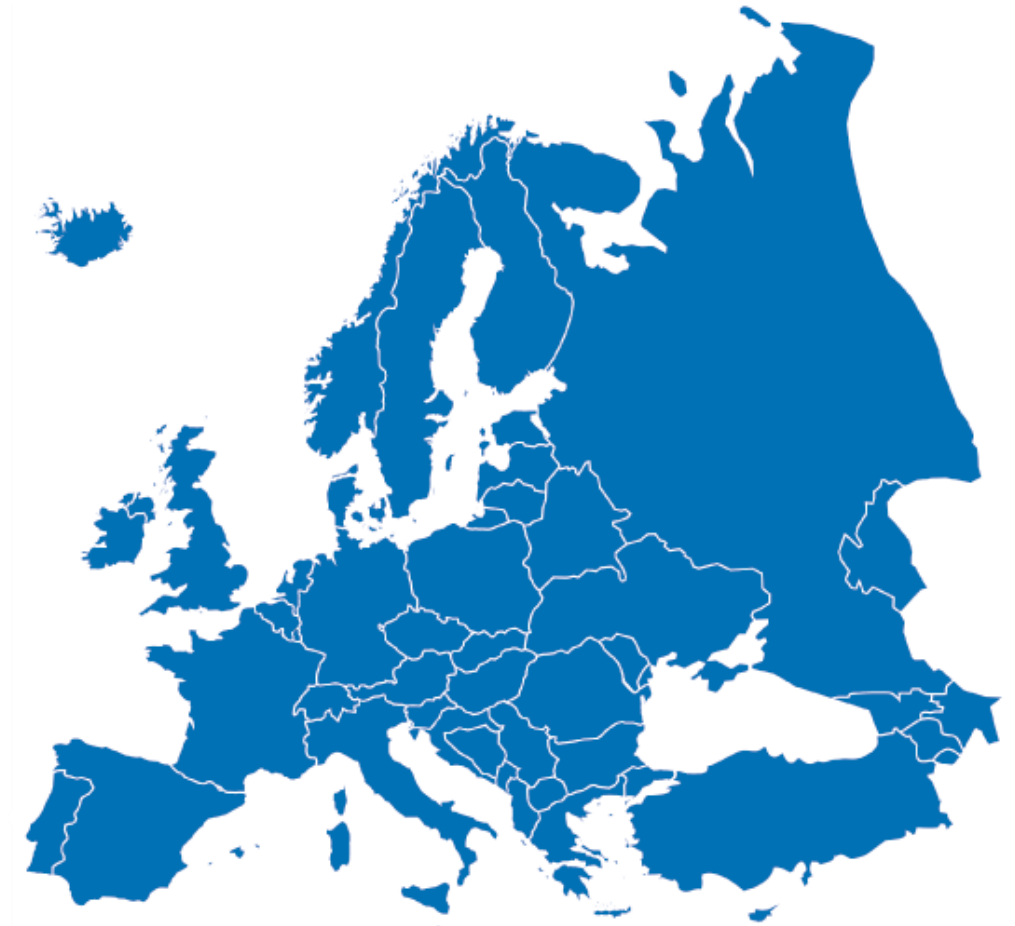
1. Introduction

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



What do we know about the European PE reality?

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



What do we know about the European PE reality?

*Physical education and school sport
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From individual reality to collective
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Holzweg, M., Onofre, M., Repond, R.-M., & Scheuer, C. (2013). Schulsport in Europa aus Perspektive des Europäischen Sportlehrerverbands (EUPEA). *Sportunterricht*, 62(8), 229-234.

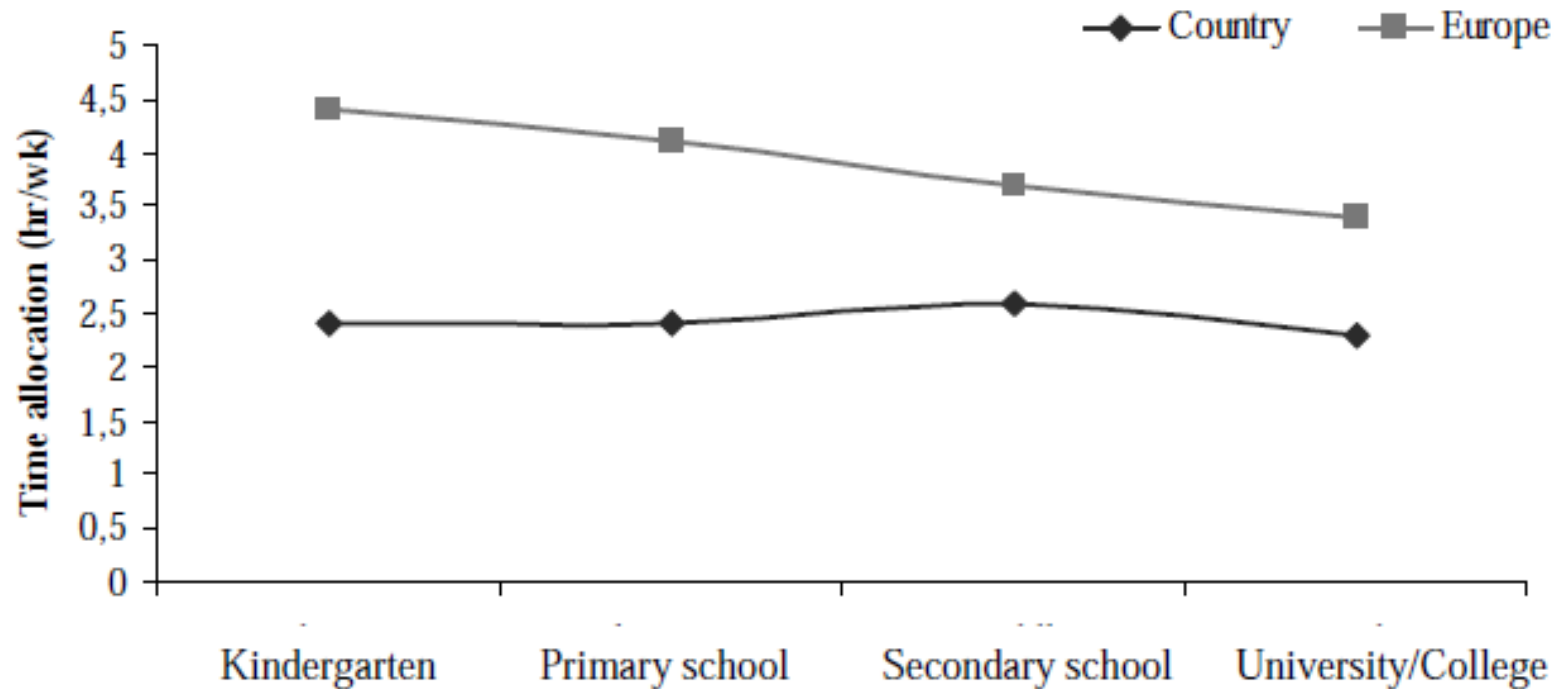
Marques, A., Holzweg, M., Scheuer, C., Repond, R.-M., Correia, C., Onofre, M. (2014). Extracurricular sports in European schools: A descriptive study. *International Sports Studies*, 36(1), 63-70.

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.

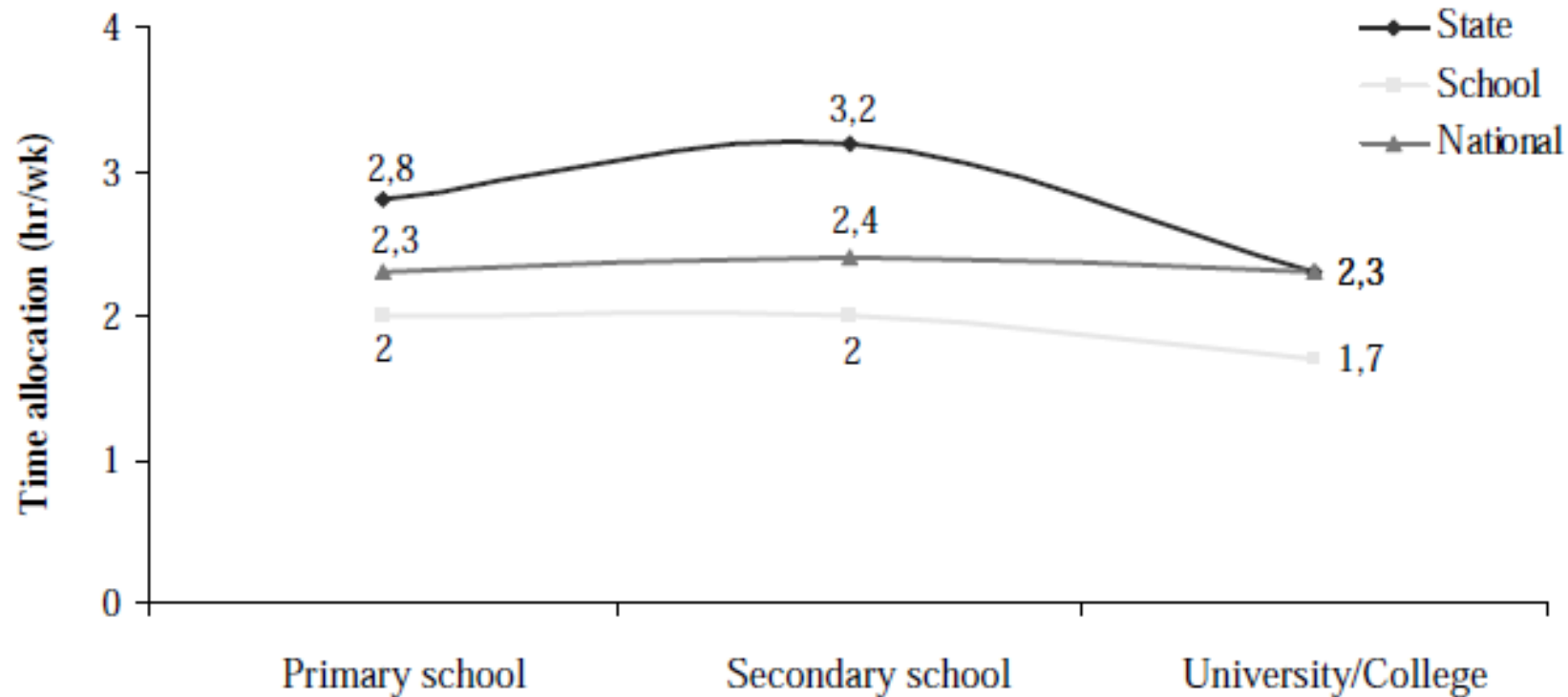


1. Introduction



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



1. Introduction

EUPEA questionnaire on PE in Europe 2015

Most urgent problems of PE

| Problem | Frequency | Countries |
|----------------------------------------------------------------------|-----------|----------------------------------------|
| Specialised PE teachers in Elementary Education, qualification level | 8 | BEL, ENG, IRE, ITA, LUX, NED, POR, SCO |
| PE curriculum reform | 3 | CZE, FRA, IRE |
| Infrastructure | 3 | ALB, HUN, SER |
| Qualification PE teachers | 2 | ALB, HUN |
| Supervision, Quality support | 2 | ALB, HUN |
| Assessment | 2 | ENG, POR |
| Time allocation | 2 | GRE, IRE, POR |

1. Introduction

EUPEA questionnaire on PE in Europe 2015

Compulsory Physical Education lessons in Europe

| School level | ALB | BEL | CZE | ENG | FRA | GER | GRE | HUN | IRL |
|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----------|
| Elem | 3 | 2 | 2 | 2* | 3 | 3 | 2-4 | 5 | 1-2 (60') |
| Sec I | 3 | 2 | 2 | 2* | 4-3 | 2 | 2 | 5 | |
| Sec II | 3 | 2 | 2 | 2* | 3 | 2 | 2-1 | 5 | |

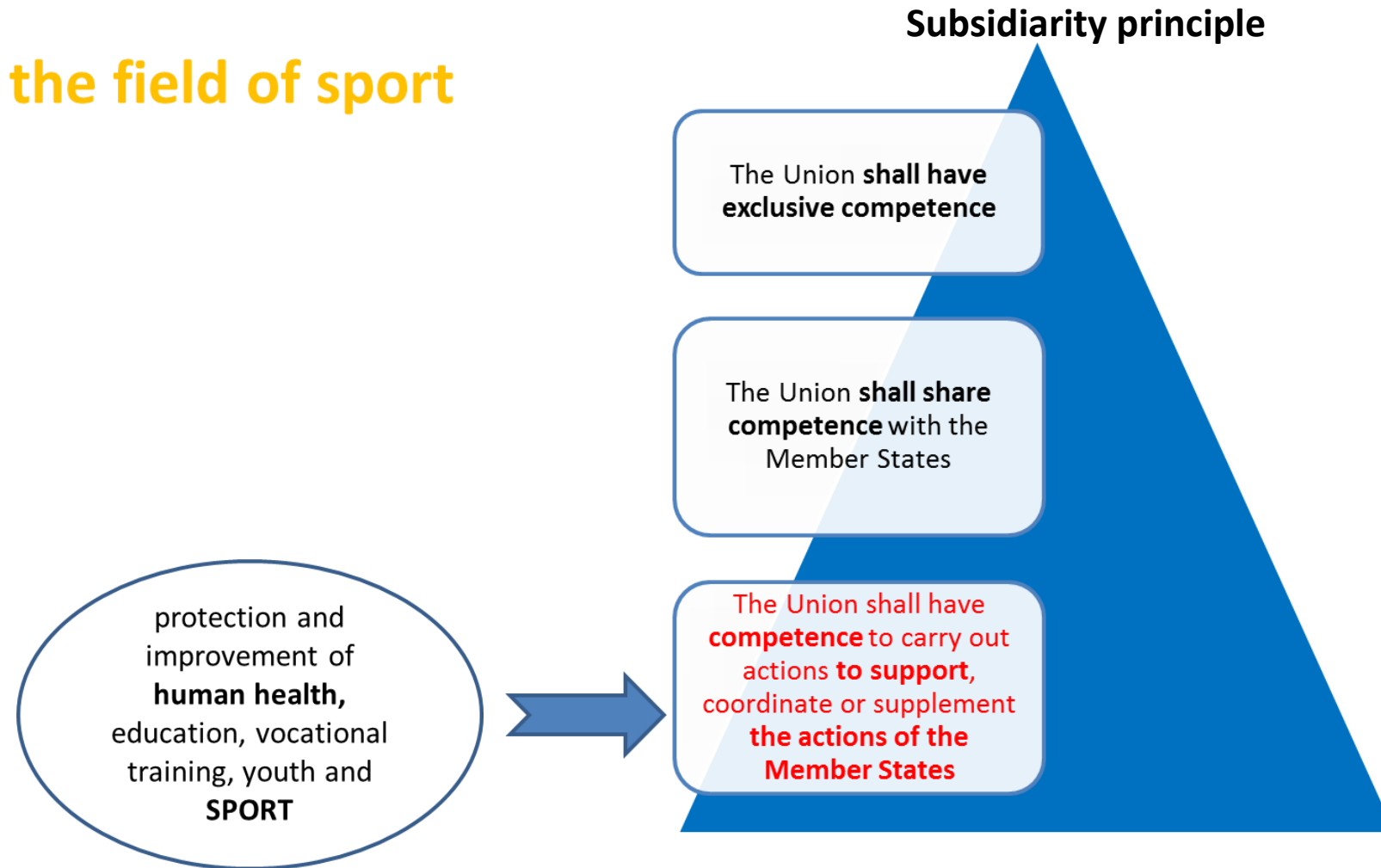
| School level | ITA | LUX | NED | POL | POR | SCO | SRB | SLO | SPA | SWE |
|--------------|-----|-----|-------|-----|-----|-----|-----|-----|-----|-----|
| Elem | 1 | 3-2 | 1-2 | 3-4 | 2 | 2 | 2 | 3 | 2 | 2 |
| Sec I | 2 | 3-2 | 2-2.5 | 4 | 3 | 2 | 3 | 2 | 2 | 2 |
| Sec II | 2* | 2-1 | 2-2.5 | 3 | 2 | 2 | 2 | 2-3 | 2 | 1 |

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Role of the EU in the field of sport



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)

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 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.



Quality Physical Education
Guidelines for policy-makers
2015



Kazan
Action
Plan (2017)



International Charter of
Physical Education,
Physical Activity and Sport
(2015)



UNESCO Strategy on
Education for Health and
Well-Being (2016)



Active Schools



Sport and
Academic Performance



Basic Motor
Competencies
for Kids



Sport for
Development



Physical Education &
Psychosocial Health



Quality
Physical Education



Sport and Social
Inclusion

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

1.3 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

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

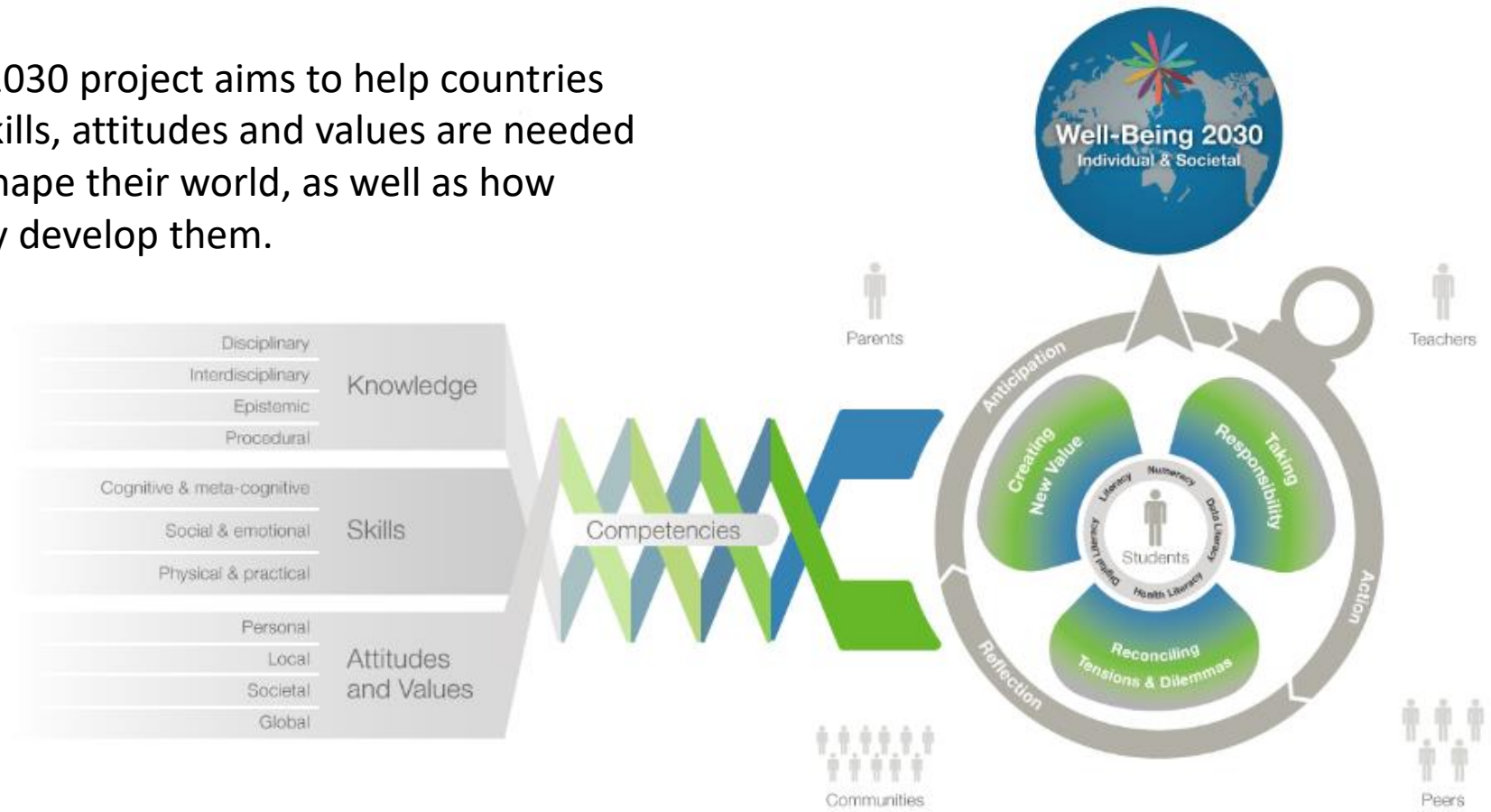
The promotion of healthy diets and physical activity in school is **essential** to fight the childhood obesity epidemic. Because children and adolescents spend a significant time of their young lives in school, **the school environment is an ideal setting to acquire knowledge and skills about healthy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

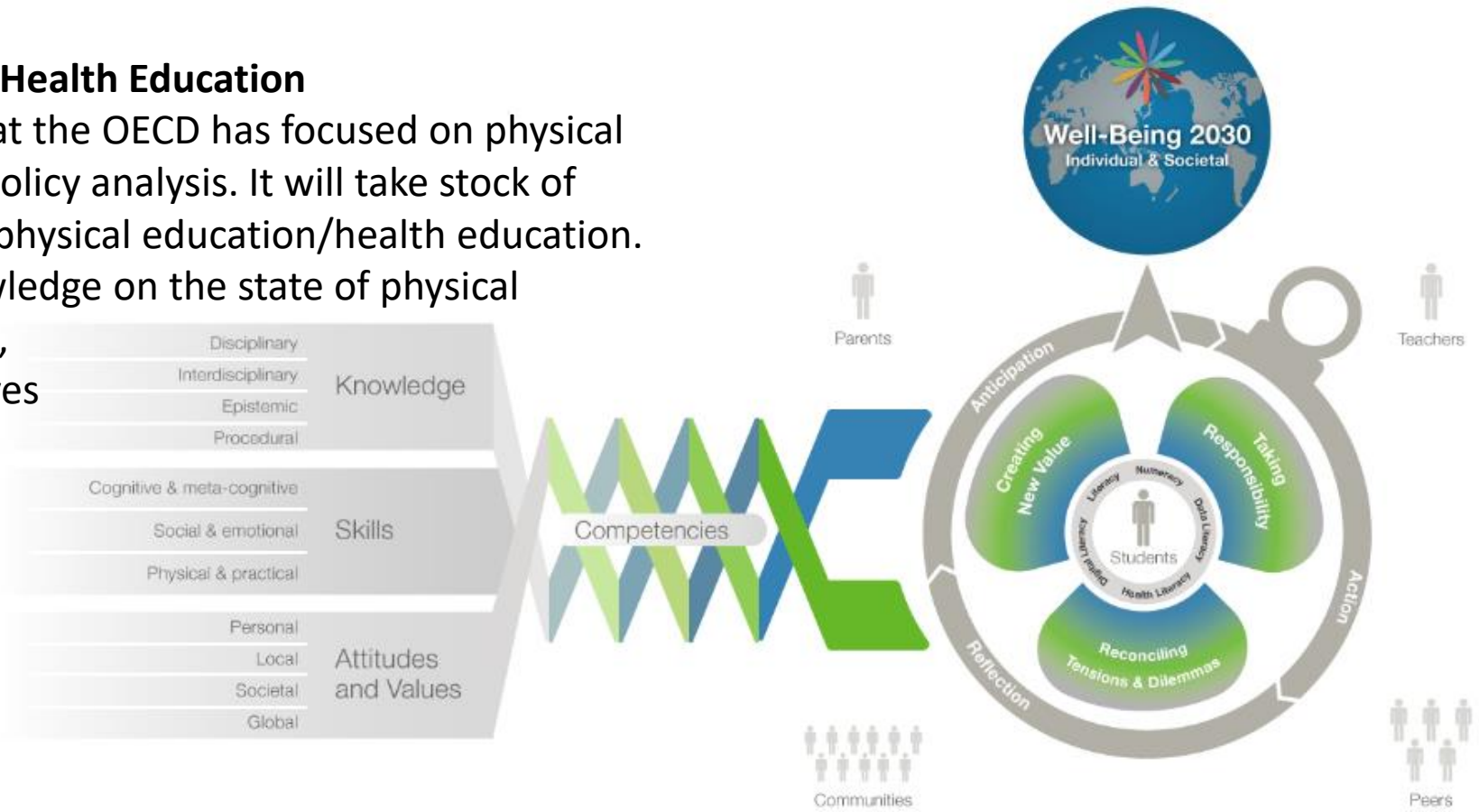


<http://www.oecd.org/education/2030/>

OECD Education 2030

Stock-taking Exercise on Physical & Health Education

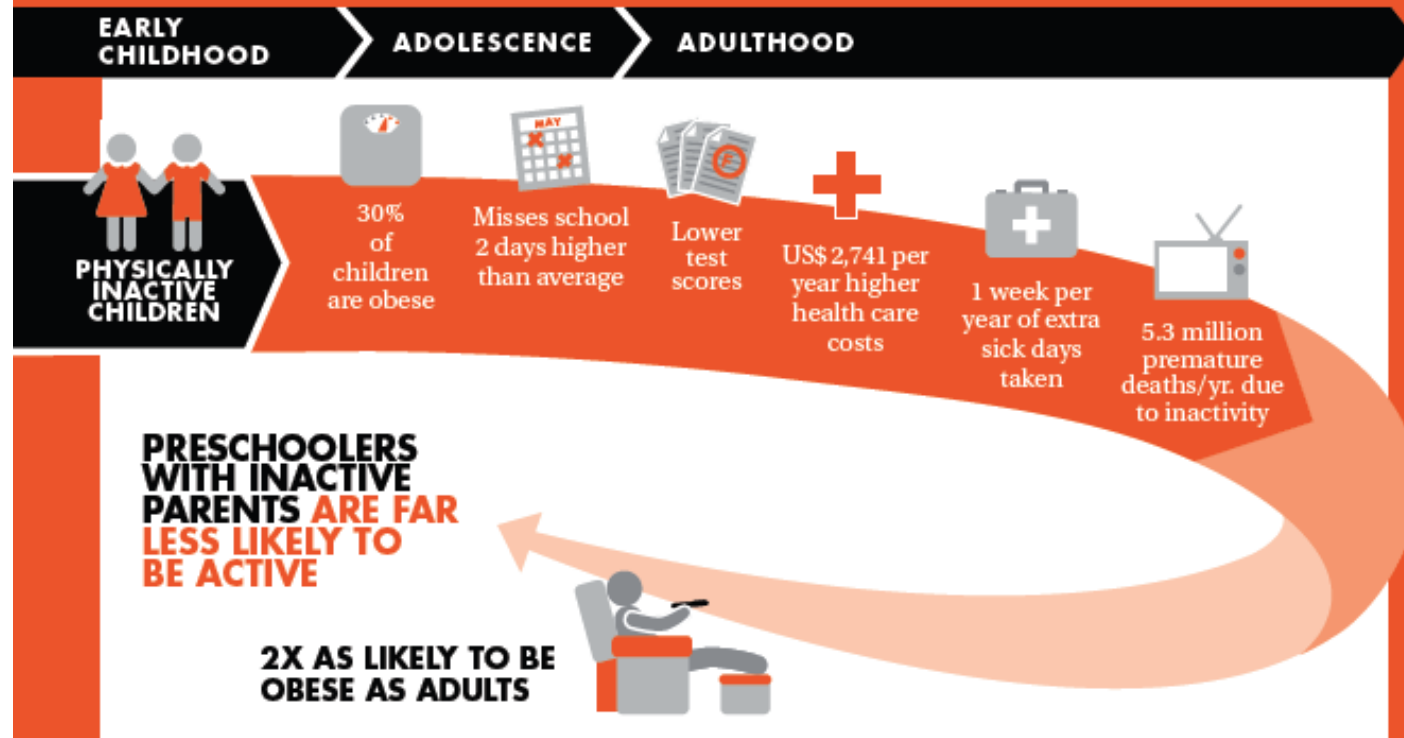
This exercise marks the first time that the OECD has focused on physical and health education as part of its policy analysis. It will take stock of research evidence on the effects of physical education/health education. It will also aim to uncover new knowledge on the state of physical education/health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



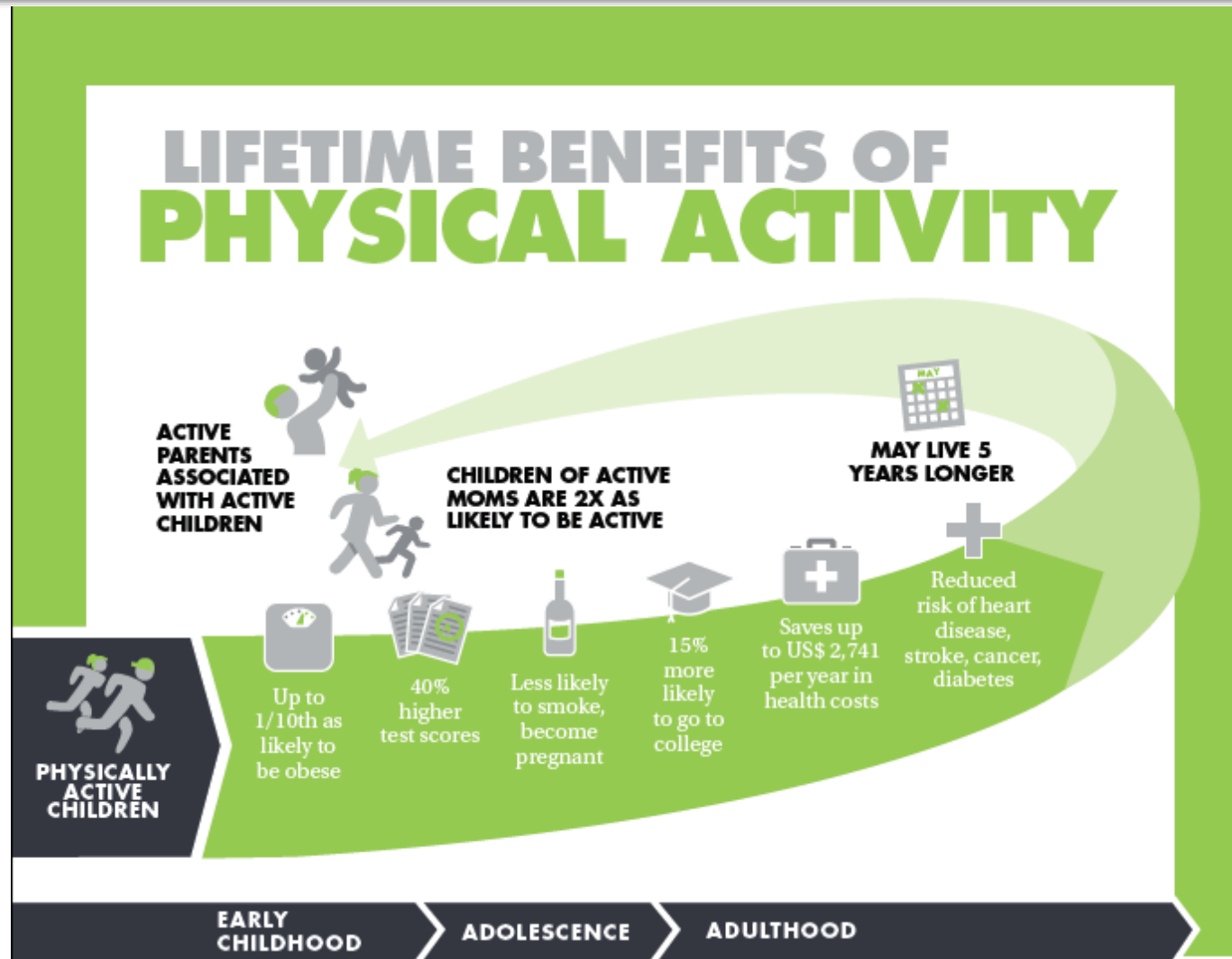
<http://www.oecd.org/education/2030/>

V14 | OECD Learning Framework 2030

THE PHYSICAL INACTIVITY CYCLE



<http://www.designedtomove.org/>



<http://www.designedtomove.org/>

ASK 1

CREATE EARLY POSITIVE EXPERIENCES FOR CHILDREN

1. Special Emphasis on Childhood: Before Age 10
2. Design for Early Physical Education, Sports & Recreation
3. Special Emphasis on Physical Education
4. Combine Resources
5. Leverage Digital Platforms
6. Invest In & Recruit Diverse Talent



<http://www.designedtomove.org/>

ASK 2

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



- **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 Internationale 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.

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>

Overview from the perspective of PE teacher associations

| Country / Region | Document | Document type |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| United States NASPE | <ul style="list-style-type: none"> Physical Education Is Critical to Educating the Whole Child What Constitutes a Quality Physical Education Program? | Position statement |
| United Kingdom afPE | <ul style="list-style-type: none"> Quality of Teaching Health Position Paper | Recommendations Position paper |
| Germany DSLVL | <ul style="list-style-type: none"> Memorandum on Physical Education and School Sports adopted by DOSB, DSLVL and dvs in September 2009 | Memorandum |
| Ireland IPPEA | <ul style="list-style-type: none"> Quality Physical Education in the Irish Primary School Context | Policy Document |
| Switzerland SVSS | <ul style="list-style-type: none"> Implementation of a national instrument for observation of QPE | Implementation document |
| Europe EUPEA | <ul style="list-style-type: none"> Code of Ethics & Good Practice Guide for PE Physical Education Guidelines EUPEA principles Declaration of Madrid | Guidelines Principles Declaration |

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.

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EU-projects with EUPEA

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



EUPEA
EUROPEAN PHYSICAL EDUCATION ASSOCIATION

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

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

EU-projects with EUPEA

Co-funded by the
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EUPEA
EUROPEAN PHYSICAL EDUCATION ASSOCIATION

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



Relevant support references for advocacy in Physical Education

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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/>



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EUPEA
EUROPEAN PHYSICAL EDUCATION ASSOCIATION

PASS – Physical Activity Serving Society The state of physical activity in Europe

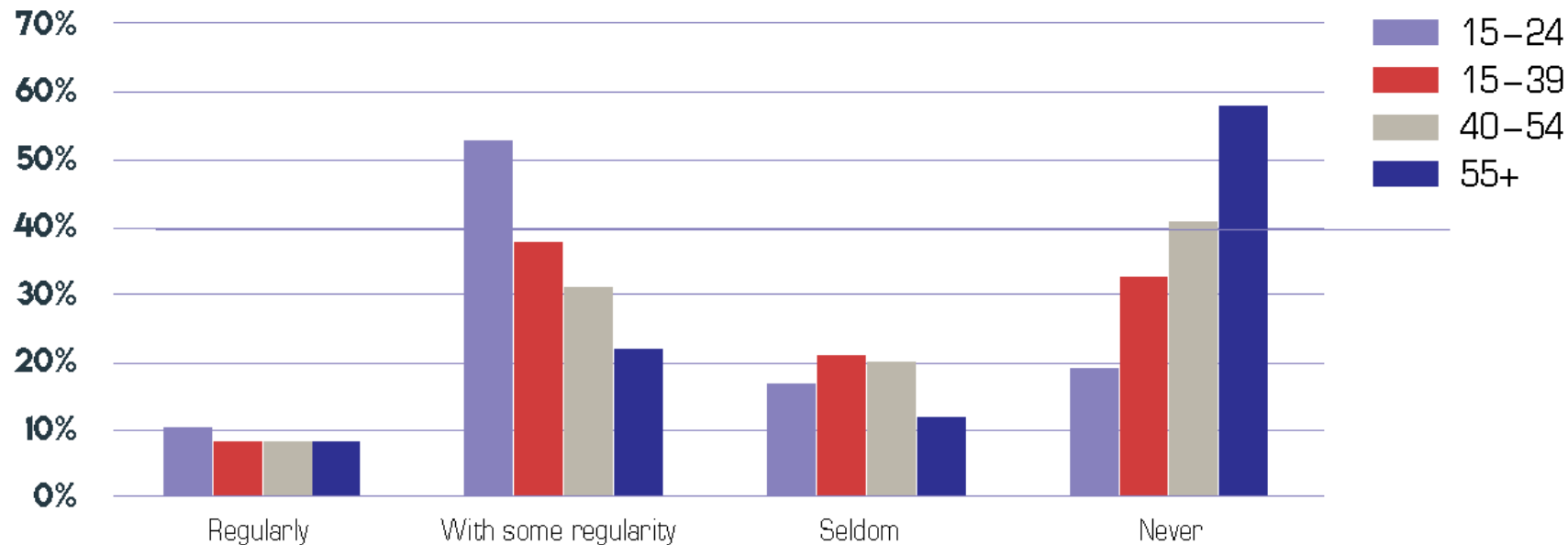




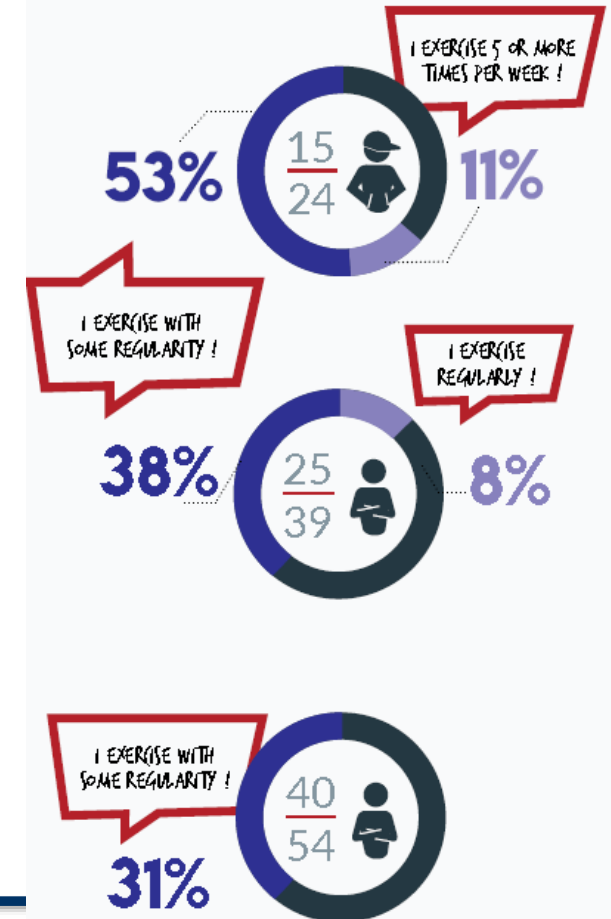
Physical activity & age

Eurobarometer on Sport and Physical Activity (EU, 2014)

HOW OFTEN DO YOU EXERCISE OR PLAY SPORTS? - BY AGE



AGE AND PHYSICAL ACTIVITY





Active Healthy Kids – Global Alliance / Core Physical Activity Indicators

<https://www.activehealthykids.org>

| Country | Overall Physical Activity | Organized Sport Participation | Active Play | Active Transportation | Sedentary Behaviours | School |
|-------------|---------------------------|-------------------------------|-------------|-----------------------|----------------------|--------|
| Belgium | F+ | C- | C+ | C- | D- | B- |
| Denmark | D+ | A | INC | B | INC | B |
| England | D- | D | INC | C- | INC | B+ |
| Estonia | F | C | INC | INC | F | C |
| Finland | D | C | C | B | D | B |
| Ireland | D | C-/C+ | INC | D | C- | D |
| Netherlands | D | B | B | A | C | C |
| Poland | D | D | INC | C | D | B |
| Portugal | D | B | D | C | D | B |
| Scotland | F | INC | INC | C | F | |
| Slovenia | A- | B- | D | C | B+ | A |
| Spain | D- | B | C+ | C | D | C |
| Sweden | D | B+ | INC | C+ | C | C+ |
| Wales | D- | C | C | C | D- | B |

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.



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





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



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



European Physical Education Observatory





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'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)**





Implementation of the European School Sport Day

#BEACTIVE



European
School Sport
Day

#BEACTIVE

European Week of Sport

GETTING
SCHOOLS

ON THE MOVE!

Join us
www.essd.eu

In collaboration
with the



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

ESSD 2017



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:

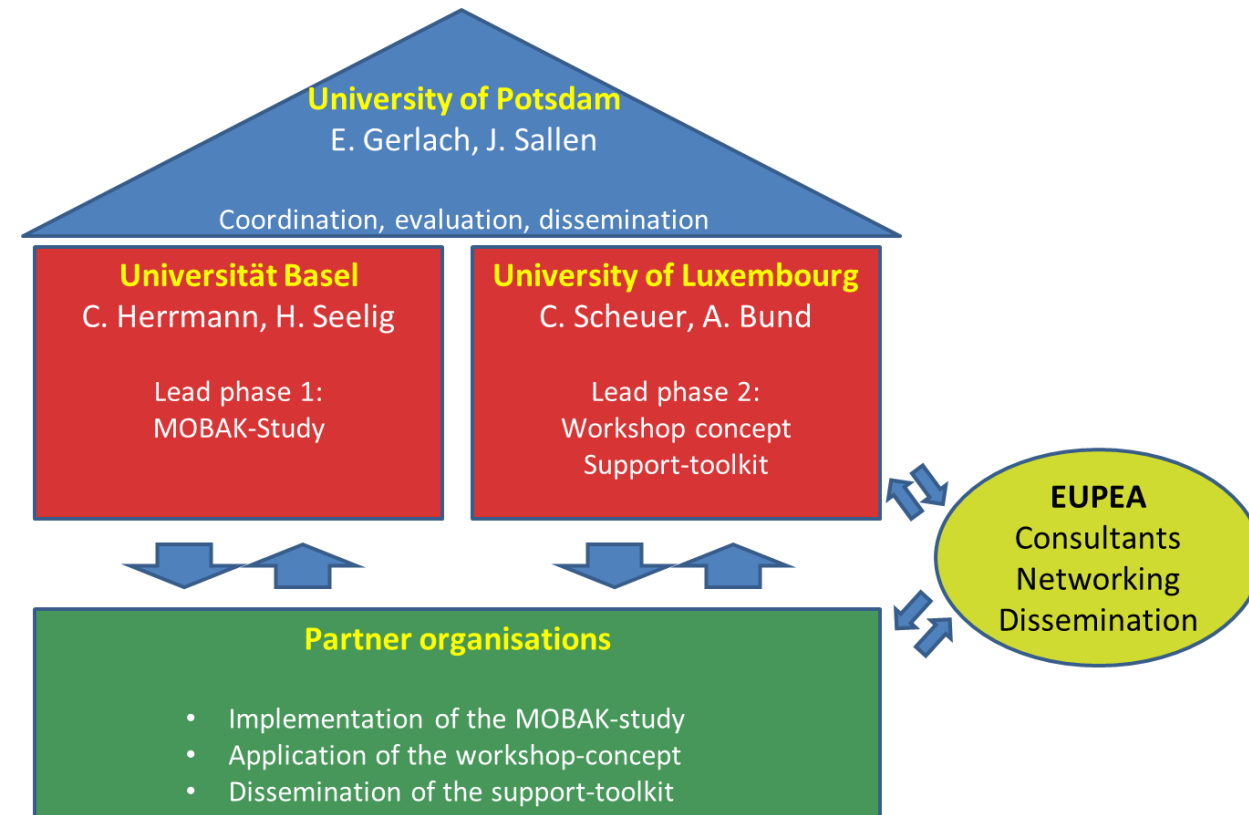
Improve the promotion of basic motor competences in physical education

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





International MOBAK-Network: MOBAK-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**

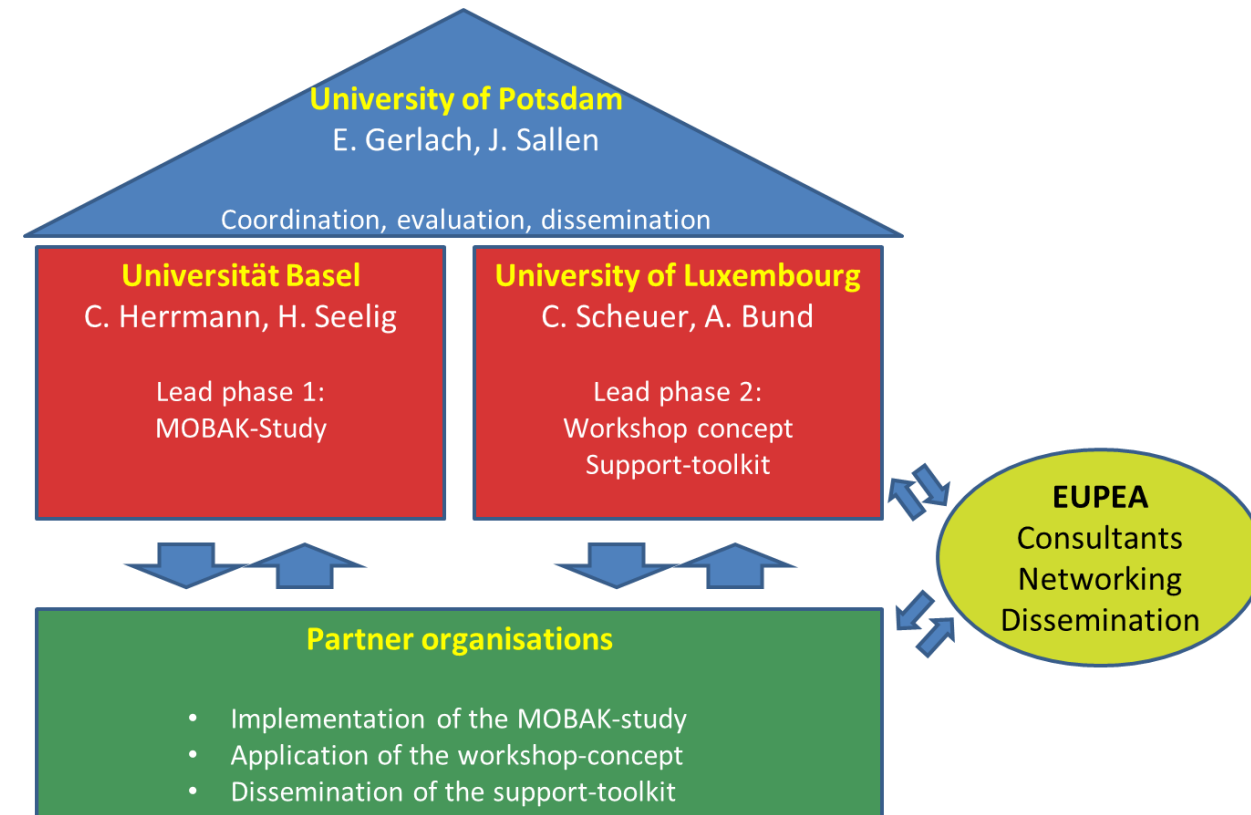
Netherlands, Hanze University, Groningen: **Prof. Dr. Remo Mombarg, Dr. Berdien Moraal**

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**





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)

| Nbr. | Partner | Country |
|------|------------------------------------------|-----------------|
| 1 | University of Luxembourg | Luxembourg |
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