

Matrix of EUPEA Projects for PE Advocacy

<i>Advocacy for PE & SS</i>	<i>Teacher education</i>	<i>Monitoring & Assessment of PE & PA</i>	<i>Promoting PE & PA</i>
How to raise a project for PE Advocacy?	How to improve the teacher quality in PE teaching?	How to assess and promote QPE?	How to promote the participation on PE & PA?
<ul style="list-style-type: none"> • Active School Communities (ASC) • Active Voice (AV) • European Label for Active Schools (EU-PALS) • European Network for the Support of Development of Systems for Monitoring Physical Fitness of Children and Adolescent (FITBACK) • European Physical Education Observatory (EuPEO) • Physical Activity Serving Society (PASS) • Physical Literacy (PHYLIT) • Physical Literacy for Life (PL4L) • Promoting Active Cities Throughout Europe (PACTE) • Shaping the principles of Physical Education (SHAPE) 	<ul style="list-style-type: none"> • Basic Motor Competencies in Europe (BMC-EU) • Basic Motor Competencies in Europe Digital Promotion (BMC-EU DigPro) • Developing physical education teacher academy (PhysEd-Academy) • Grassroots exchange and mobility-empowering youth sport professionals (GEM) • Identifying and motivating youth who mostly need physical activity (IMPACT) • Primary Physical Education Teacher Education (PRIME PETE) • Quality in Teaching Physical Education (QualiTePE) 	<ul style="list-style-type: none"> • Basic Motor Competencies in Europe (BMC-EU) • Basic Motor Competencies in Europe Digital Promotion (BMC-EU DigPro) • European Network for the Support of Development of Systems for Monitoring Physical Fitness of Children and Adolescent (FITBACK) • European Physical Education Observatory (EuPEO) • Identifying and motivating youth who mostly need physical activity (IMPACT) • Supporting Gamified Physical Activities in & out of Schools (SUGAPAS) 	<ul style="list-style-type: none"> • Digital Inclusive Physical Health Education (DIPHE) • Disentangling Inclusion in Primary Physical Education (DIPPE) • European School Sport Day (ESSD) • Healthy and Physically Active Schools in Europe (HEPAS) • Primary Physical Education Teacher Education (PRIME PETE) • Supporting Gamified Physical Activities in & out of Schools (SUGAPAS)

1. **ACTIVE VOICE (AV)** (<https://www.activevoice.eu>): The Active Voice project aims to develop relevant tools and resources that will help enhance grassroots sport organisations' influence on physical activity policy and make their advocacy efforts more effective overall.
2. **ACTIVE SCHOOLS COMMUNITIES (ASC)** (<http://activeschoolcommunities.eu>): The Active School Communities project assisted the strengthening of the links between community sport organisations and school and established an innovative consortium that has the

potential to influence how sport and physical activity initiatives are delivered in school and community-wide settings across Europe, so there are more young people getting active and enjoying the benefits of physical activity.

3. **BASIC MOTOR COMPETENCES IN EUROPE – ASSESSMENT AND PROMOTION (BMC EU)** (<http://mobak.info/bmc-eu/>): The overarching aim of the project is to promote an active and healthy lifestyle in children and to foster health enhancing physical activity (HEPA). It consists in a competence based monitoring system with curriculum relevance and helps to develop basic motor competences in children. This assessment tool helps to diagnose the lack of basic motor competences in individual level and in the classroom. The support toolkit is a practical material for improve QPE in a classroom level.
4. **BASIC MOTOR COMPETENCIES IN EUROPE DIGITAL PROMOTION (BMC-EU DigPro)** (???) : Following the BMC EU project outputs, the DigPro aims to Digitalized competence based monitoring system with curriculum relevance that helps to develop basic motor competences in children using mobile apps as support of PE teachers in planning PE lessons and will be an practical mobile application to be used by PE teachers.
5. **DIGITAL INCLUSIVE PHYSICAL AND HEALTH EDUCATION (DIPHE)** (<https://www.facebook.com/Diphe.eu/>): is an innovative teacher education course that seeks to improve teachers' digital competencies in the facilitation and delivery of Inclusive Physical and Health Education (IPHE) for children in primary and lower secondary school settings. DIPHE aims to improve the digital competences and skills of teachers to deliver digital inclusive HEPA (Health Enhancing Physical Activity) to primary and secondary school children. In accordance with the developing high-quality early childhood education and care systems priority, DIPHE proposes to improve the quality of education of primary and lower secondary school children with and without disabilities through a digital course that teaches teachers how to imbed inclusion into HEPA, physical education and health education and how to facilitate IPHE digitally.
6. **DISENTANGLING INCLUSION IN PRIMARY PHYSICAL EDUCATION (DIPPE)** (<https://www.facebook.com/DIPPEproject/>): Through this strategic partnership, the consortium proposes to develop a central platform for a toolkit/resource, made available as a free open educational resource (web application), consisting of inclusive PE strategies.
7. **EUROPEAN LABEL FOR ACTIVE SCHOOLS (EU-PALS)**: The project aimed at establishing a European physical activity label for schools which would first and foremost ensure schools the opportunity to compare and evaluate their sport and physical activity related programs and practices to other schools' in other EU countries.

8. **EUROPEAN SCHOOL SPORT DAY (ESSD)** (<https://www.essd.eu>): The European School Sport Day® (ESSD) is a pan-European initiative with the main objectives to promote sport and health enhancing physical activity at international level and involve as many children and young people, schools and organizations in physical activity programs as possible. ESSD IS Promotional tool. The toolkit's (mental health, healthy nutrition, movement spaces) can be use for Quality Physical Education purposes, as a tool for teaching. Moreover the shared activities within ESSD are useful for teacher practices, collecting best practice experiences and ideas for their work; networking between PE teachers on national and international level.
9. **EUROPEAN PHYSICAL EDUCATION OBSERVATORY (EuPEO)** (<http://www.eupeo.eu>): supporting innovative approaches to implement EU principles on good governance in sport, EU strategies in the area of social inclusion and equal opportunities, encouraging participation in sport and physical activity (supporting the implementation of EU Physical Activity Guidelines, volunteering, employment in sport as well as education and training in sport), and supporting the implementation of the EU guidelines on dual careers of athletes. It can contributes to Quality Physical Education (QPE) on school level and structural level and the assessment tools that can be used for teachers, principles and for policy makers to develop QPE in different levels
10. **EUROPEAN NETWORK FOR THE SUPPORT OF DEVELOPMENT OF SYSTEMS FOR MONITORING PHYSICAL FITNESS OF CHILDREN AND ADOLESCENTS (FITBACK)** (<https://www.fitbackeurope.eu/en-us/>): Based on the experiences of countries that are already using national fitness monitoring systems, (e.g. SLOfit in Slovenia; Fitescola in Portugal; NETFIT in Hungary; Serbian national system, and Move! in Finland), we have also devised a handy 10-step approach to establish your own monitoring system, supported by a graphical representation which we hope to encourage other countries to set up and maintain systems of their own. This Monitoring system could provide evidence based data for personal school and national level improvement in the field of physical fitness Its feedback system of the homepage help to developing unified fitness monitoring system in the country, assess pupils fitness level compared with national and international level, and support fitness education of the children in the PE lessons.
11. **GRASSROOTS EXCHANGE AND MOBILITY-EMPOWERING YOUTH SPORT PROFESSIONALS (GEM)** (<https://www.mdsz.hu/hir-english/new-project-has-been-launched-grassroots-exchange-and-mobility-gem-empowering-youth-sport-professionals/>): The aim of the project is to contribute to the development of sport organizations by supporting the learning mobility of their staff. Exchanges of people, ideas and good practices can be beneficial for individuals, organizations and for sport as a whole. Western Balkan region has a key role: countries

with traditionally strong sport scenery and EU countries with the results of the latest initiatives and new examples on volunteering and integrating members of hard to reach populations will benefit from the exchange.

12. **HEALTHY AND PHYSICALLY ACTIVE SCHOOLS IN EUROPE (HEPAS)** (<https://www.movingschoolsaward.com/hepas/>): 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.
13. **IDENTIFYING AND MOTIVATING YOUTH WHO MOSTLY NEED PHYSICAL ACTIVITY (IMPACT)** (https://www.impactpe.eu/site/images/files/IMPACT_FINAL_REPORT.pdf) : The IMPACT consortium contributed successfully to the training of PE teachers in how to use these tools in the diagnosis of physically inactive youth. We also developed educational material and tools that can be integrated with PE curricular and facilitate the training of PE teachers and multipliers on how to use this material to motivate inactive pupils and promote their sport and PA involvement. Tools and materials were developed in 7 European languages plus a tool in Arabic. Data were selected across 6 countries and an intervention including 5 webinars took place across 4 countries, most of them with high levels of inactivity, poverty and refugees. The tools help to identify and differentiate students based on their motivational profiles and PA behavior. The handbook developed within the project can support PE teachers to motivate inactive children to increase PA participation.
14. **PROMOTING ACTIVE CITIES THROUGHOUT EUROPE (PACTE)** (<https://www.pacteproject.com>): Through the administration of a policy-audit tool for municipalities, the development of an evaluation system, the creation of ready-to-use resources and the initiation of a European-wide campaign for Active Cities, this project intends to bridge the gap between municipalities and physical activity promotion policies, as well as to bring a new impetus in the fight against sedentary lifestyles.
15. **PHYSICAL ACTIVITY SERVING SOCIETY (PASS)** (<https://www.sportetcitoyennete.com/pass/>): The main goal of the PASS project is to propose political and strategic actions in order to promote physical activity in Europe. It is inspired by the Designed to Move campaign, already launched on several other continents. More specifically, the starting point of the reflexion is an alarming situation: levels of physical inactivity have reached an unprecedented peak in Europe. Indeed, according to the latest Eurobarometer survey on Sport and Physical Activity, 42% of EU citizens do not engage in physical activity at all. 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.

16. **PHYSICAL LITERACY** (PhyLit) (<https://eupea.com/portfolio/phytit-physical-literacy>): The Physical Literacy project objectives were: Grasping the structure and the inter-connections of Physical Literacy; See possibilities: We need to build a language of possibility so that young people can learn to explore wider horizons ('horizons of significance' – Charles Taylor): imagination enlarges our understanding of the possibilities that are open to us and of the limits within which we could pursue them.; Make sense of the need to explore participation in a wide range of culturally valued physical pursuits and thus widen life choices in order to learn to make sense of them and their value. Tools to support the development of Physical Literacy as key competences : an evidence base that supports the development of a Key Competency called 'Physical Literacy'; a framework for identifying the essential components of Physical Literacy and their contributions to individual and societal change within the Physical Education, school sport and physical activity settings; a self-assessment tool to support practitioners in reflecting on their current practice in providing a high quality Physical Literacy offer.
17. **PHYSICAL LITERACY FOR LIFE** (PL4L) (<https://physical-literacy.isca.org>): Through its complementary partner organisations (research institutes, universities, health organisations, physical education and physical activity NGOs, and sport for all associations), the project will deliver a common concept and definition of physical literacy. This will ultimately strengthen the value of what it means to be a "physically literate" citizen, and prompt key decision-makers to recognise how being physically literate encompasses key competences and basic skills that are valuable for personal development, health, employability, social inclusion and active citizenship. Further, it aims to assist physical literacy to become integrated into the Programme for International Student Assessment (PISA) and be regularly evaluated at a European level. Self-assessment tool
18. **DEVELOPING PHYSICAL EDUCATION TEACHER ACADEMY** (PHYSED) (???) This project will directly address current challenges in school physical education(PE) and PE teacher education by improving four imperative quality factors.: the purposes and content of PE; school teaching; teacher education; and continuous professional development (CPD). These will be achieved through mobility initiatives between PE teacher education institutions and PE teachers. PE is the one subject with the potential to provide young people with the skills, attitudes, knowledge, and understanding for a lifelong commitment to a physically active lifestyle and good health
19. **PRIMARY EDUCATION PHYSICAL EDUCATION TEACHER EDUCATION** (PRIME PETE) (???) The project's aims to bring together European HEI and other stakeholders active in Primary PETE and to foster their cooperation in PETE and mobility exchange; to provide an overview

of Primary PETE in Europe; to inform and facilitate the formulation of a profile of a primary PE teacher and a modular curriculum for Primary PETE based on this profile and core principles; to make this modular curriculum available for any interested stakeholders, and to foster the delivery of QPE in primary education by strengthening the primary PE teacher profession

20. QUALITY IN TEACHING PHYSICAL EDUCATION (QualiTePE) (???) - (no information, claude or other?)

21. SHAPING THE PRINCIPLES OF PHYSICAL EDUCATION (SHAPE) (???)- The projects essays to develop an European level outcome-based curriculum helping the national curriculum boards for developing new PE curriculums for different countries, and to use the European framework on QPE as a curriculum development tool

22. SUPPORTING GAMIFIED PHYSICAL ACTIVITIES IN & OUT OF SCHOOLS (SUGAPASS) (<https://sugapas.csd.auth.gr>): The project proposed to improve teaching as well as physical training via mobile serious games, and underlying mechanics and dynamics (i.e. goals, challenges, levels, progress bars, scoring mechanisms, dialogues, avatars for coaching / mentoring about how to be more active in everyday life, to fulfil the international guidelines of physical activity for health, train in a specific sport). This project developed an Gamified PA promotional tool that is a mobile application for generating Physical Activity among kids