



SPORT AND SCHOOL EDUCATION



Promotion and integration of all sports into curricular activities

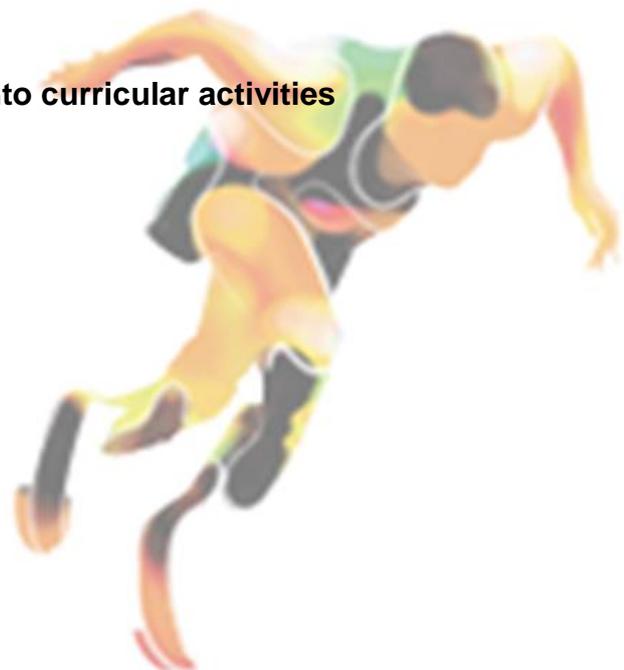




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Introduction

This guideline focuses on the importance of promoting sport at school level and provides indications to policy makers for this purpose. Policy-makers involved in education policy at different levels both national and local, have to deal with different aspects regarding the education system on the whole and its links with the formation of the citizen and the European context. The guideline also proposes how to enhance the integration between schools activities (both curricular and extra-curricular) and sport activities in order to overcome the invisible barrier that often presents school and sport as incompatible. The guideline suggests necessary steps and solutions based on the best practices in the field at European level, to promote sport and physical activity as a beneficial tool for enhancing the school education offer.

1. Knowledge of the aspects of the thematic area

The aim of this chapter is to introduce strategies and some relevant approaches providing solid impact on the school education and school environment by enhancing sports and healthy lifestyle in various contexts. The framework of this chapter is based on the documents and policies of the European Union on one hand and on national strategies on the other hand.

The White Paper on Sport -11th July 2007 is the first large-scale European initiative on sport, setting strategic guidelines on the role of sport in the European Union (EU) particularly at social and economic level. In its White Paper on Sport, the Commission pointed out that time spent in sports, whether in school PE lessons or extracurricular activities, could result in substantial education and health benefits. However, it is clearly seen that on the one hand the European Commission recognizes the value of sports and encourages different countries to create the conditions, but on the other hand, each country has different rules and different modes. The EU Lisbon Treaty (Article 165 of the 2009 EU Lisbon Treaty) has slightly changed the situation, as it gives the European Union a legal basis for a new competence on sport which calls for action to develop the European dimension in sport. The Eurydice report “Physical Education and Sport at School in Europe” (2013) can be regarded as the first attempt by the Commission to map out the state of play in PE and sports activities at school in Europe.

Education systems are regulated at various levels - national, regional and local - and involve a number of challenges for those who deal with the sports policies within school and training programs. In some countries there have been recommendations for initiatives related to sports on a national level and set by a Ministry or by local authorities. National strategies may comprise measures such as curricular reform, support for teachers, reviews of funding and various regional or local initiatives etc. There are different approaches in different countries, and sometimes a national strategy might even miss totally, which means that local authorities and schools are left to carry out the actions by themselves. However there are also centrally coordinated initiatives in some countries regardless of whether or not they have a national strategy in the area.

Surveys, reports and statistics show how municipalities enhance sports and how they provide conditions for practicing sports. For example, there has been a regular follow up in Finland since 2010. The results are examined from six aspects: the engagement of the municipality, management, follow up and evaluation, resources, inclusivity and participation and finally the core actions for promoting sports among citizens.

(http://www.okm.fi/OPM/Julkaisut/2015/liikunnan_edistaminen_kunnissa.html?lang=fi).

National programs launched by Ministries or local authorities may have an important impact on promoting sports at an educational level. For example, the social role of sport is highlighted by the large national project “Finnish Schools on the Move” in Finland. The programme is one of the key





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projects in the field of knowledge and education in the [Government Programme](#) of Finland. The goal of the government is that "the Schools on the Move" project will be expanded across the country to ensure one hour of physical activity each day. Schools and municipalities participating in the programme implement their own individual plans to increase physical activity during the school day. The promotion of physical activity among school-aged children consists of both increasing physical activity and decreasing sedentary time which requires measures to be undertaken both at school and at home. This successful initiative has also received funding for vocational schools for the school year 2016-2017.

The perceived role of physical education has expanded (it has been granted a role in achieving broader educational objectives such as whole school improvement, community development and effecting personal behavioural and attitudinal change) over the years and to some extent there has been a re-affirmation of its purposes for which some people have long such argued (Ken Hardman, University of Worcester, UK). Healthy lifestyle and wellbeing at schools are also very closely related to the development of PE at schools. Cross-curricular activities in addition to various opportunities and options for practicing sports during and after school days are supposed to motivate students from the beginning of their school career till the end. The support for individual choices for healthy lifestyles and new hobbies should be one of the key actions on a governmental level, and from there should be implemented in all school levels.

A curriculum-based method has been carried out in many countries. Sport has been integrated in the school curricula in various ways. The integration of sport in vocational and general subjects has the objective to promote sports in many aspects and to invite PE teachers and teachers of other subjects to cooperate in planning and organizing new approaches. The educational systems and the recognition of prior learning, as well as learning by various means, help a lot when planning these new and innovative approaches. The integration of sport in the curriculum has, in the first instance, the aim to get all students in all school levels to move and to adopt a healthy lifestyle. On the other hand, there have been many successful models for balancing sport and study which means that specific attention has been paid for the athletes on the top level. In vocational education many schools have introduced a sports learning path, which allows athletes to combine training and studies weekly. Individual learning programs allow students to create their own schedule in order to successfully complete the dual career program. There are some important models that support the start of the path and help the athlete to achieve the goal. In the beginning athletes, parents, sport clubs, coaches, guidance counsellors and the sport coordinator from school make a contract with concrete rules, responsibilities and tasks for carrying out the dual career program. The communication among the team goes through the study program. At its best the combination of sport and studies is supported by the Ministries or other national bodies. In Belgium a program called "Sport +elite school section" which allows the athletes on the top level the possibility to combine a curriculum in their chosen option (Latin, mathematics, sciences, economics...) and the intensive practice of their sport thanks to an adapted timetable. The success of this initiative is based on a strong cooperation between the sport leaders, the school, the students and their parents. One must still remember that the educational authorities have provided the possibility to arrange these optional ways for studying, by allowing schools to support the students through providing options and some freedom for their studies.

Online resources:

The White Paper on Sport at the European level – 2007:

<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:l35010>

The Eurydice report Physical Education and Sport at School in Europe

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/150EN.pdf

URHEA - The Metropolitan NOC Elite Sports Academy:

<http://www.urhea.fi/>

Liikkuva koulu – Finnish schools on the move:

<http://www.liikkuvakoulu.fi/in-english>



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Government Programme in Finland (May, 2015):

http://valtioneuvosto.fi/documents/10184/1427398/Ratkaisujen+Suomi_EN_YHDISTETTY_netti.pdf/8d2e1a66-e24a-4073-8303-ee3127fbfcac

Physical Education: “The Future aint’t what it used to be!”:

http://w3.restena.lu/apep/docs/CC/Hardman_Luxembourg1.pdf

Promotion sports in communities / Liikunnan edistäminen kunnissa 2010-2014 (available in Finnish):

http://www.okm.fi/OPM/Julkaisut/2015/liikunnan_edistaminen_kunnissa.html?lang=fi

“Sport élite school section”: best practice case in Belgium:

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=14&cou=1&spo=0&aim=0

2. Activities related to thematic areas

In this chapter we concentrate on the results received from research and from concrete experiences related to sport activities and educational curricula.

There are many available pieces of researches, studies and reports on this thematic area. Many investigations have been concentrating on finding the relationship between sports and school. One main result that the researchers generally agree on is that physical activity has a beneficial effect on children’s physical and mental health. At its best, physical activity supports children’s physical, cognitive, motor, social and ethical growth and development in many ways. There are diverse options available to increase physical activity at school: increasing physical education; sporting events; physical activity during school breaks and when travelling between home and school. These activities complement physical activity taken during the school day and help pupils adopt a physically active lifestyle. The authorities on both national and local level should make conclusions based on these results and should proceed with concrete actions to encourage schools to try out new ways to integrate sport as a natural part of the study and school day at every level.

Operational policies can be established by sharing common activities between different actors. For example, on a municipal level different types of schools can cooperate, share their resources and offer more options for their students. Close cooperation between school networks and authorities may help when affecting local policies or investments. Schools may use municipal sport halls and other equipment which also enlarges the variety of actions. Together with local sport associations, schools may also influence financial support for sport facilities, training support and **athletic scholarships for young athletes. Also, the provision of extracurricular activities can be contributed by local authorities, other stakeholders in the field of sports such as Olympic committees, sports federations, associations and foundations and schools. Sometimes the provision of extracurricular activities may be included, for example in the educational projects where the schools often take the lead in proposing, organising and also financing the activities.**

There are many successful initiatives in Europe that have gathered together a large network of local – or even national – operators. The initiatives last sometimes only for a certain period, but, if successful, they may be expanded to new operators and new places or perhaps even embedded into the training organizations as a permanent action.

“City of Prato Competition - School Sport/ Expressive/ Physical Workshops” is an impressive example of the collaboration between the municipalities, provincial educational office, local schools and other agents. The aim of the networks is to promote a healthy lifestyle and to spread the culture of physical knowledge by promoting equal participation amongst other objectives.

In Finland vocational students are encouraged to practice sports with joy and fun, but also to find their own sport by trying out different sports as part of their studies. The Cultural and Sports Association of Finnish Vocational Education and Training, SAKU, is a cultural and sports association and



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collaboration organisation of Finnish vocational education. The members of the association consist of 67 vocational education providers (87 % of the whole vocational education in Finland). SAKU provides activities for both staff and students. The aim of SAKU is to promote the working capacity and wellbeing, working together and the joy of living in vocational education. The annual sport events organised by SAKU together with the networking vocational schools is an excellent example of cooperation of an association and schools on a national level.

There are also local networks of schools providing special sport learning paths for athletes practicing sports at a top level. One example is The Metropolitan NOC Elite Sports Academy (URHEA), approved by The Finnish Olympic Committee, which cooperates closely with the High Performance Unit (HPU). It is a cooperation network that supports athletes' everyday training and exercise, helps to balance sport and school, develops the conditions for young athletes to practice sport and brings the expertise of coaching to the everyday life of trainers and athletes. The main idea of URHEA is that "By living better in everyday life, you improve your performances".

One interesting example comes from Poland: "WF z Klasą" is a program of the Civic Education Centre in Warsaw, implemented with the support of "Gazeta Wyborcza" and the portal Sport.pl. The actions are co-financed by the Ministry of Sport and Tourism and the program is under the honorary patronage of the Minister of Education, Minister of Sport and Tourism and the Minister of Health. The project was implemented in September 2013. Since the beginning it has been attended by nearly 3,000 schools, 10,000 teachers and 440,000 pupils in primary, lower secondary and upper secondary schools from across Poland. It can be seen that when the Ministries are involved and support the action, there is much more impact than in separate, individual actions.

Another example that covers a great part of Europe is MoveWeek, an annual sport event that takes place for one week in different countries at the same time. This European dimension enhances the meaning of sport and healthy lifestyles, and encourages new approaches for sports events as well as participation and development of sport experiences by large networks of operators both on a national and European level. This initiative covers many types of actions: roundtables, local sport events, tasks for the school year, documentation of the activities and results etc. The main objective of the project is to strengthen the educational function of physical education and promote sports activities for students. The project includes activities that are aimed at development of social skills through the inclusion of the students in the discussions on the school sports activities. In addition, there is also the idea of the organization of sports events aimed at integration of different communities and social groups.

Online resources:

A UNESCO document referring to some possible intervention areas:

<http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/>

Liikunta ja oppiminen (in Finnish) and Physical Activity and Learning (in English):

http://www.oph.fi/julkaisut/2012/liikunta_ja_oppiminen

<http://www.sakury.net/>

"City of Prato Competition - School Sport/ Expressive/ Physical Workshops", case Italy:

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=24&cou=5&spo=0&aim=0

WF z Klasą (PE with the Class); case Poland:

http://notonlyfairplay.pixel-online.org/BP_iniziatives_report.php?id=120&cou=6&spo=0&aim=0



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3. Communication with all actors

Communication between all stakeholders

The project aims are for the promotion of social inclusion, equal opportunities and awareness of the importance of physical activity, through increased participation in, and equal access to sport for all. In order to achieve this general aim we have identified our specific objectives as follows:

- The promotion of awareness of the importance of sport at school through better integration of physical education into the school curricula.
- The enhancement of sport as a means to promote social inclusion of all students
- The promotion of an ethical approach to Sport and physical activity
- The promotion of a comprehensive overview of the sports offer

In this sense we are aware of the fact that the most crucial success factor in project management is effective communications with all stakeholders, and effective communication leads to more successful projects hence allowing organizations to become high performers. Communication is one key element which has to be applied effectively throughout a project life. Throughout the project, the stakeholders need to be informed about the project's progress and about any issues which crop up during execution. We know that without a solid communication plan and strategy, it will be impossible to keep everyone up to date and informed.

In addition, because there are different stakeholders with different expectations, the method of communication may vary from one to another therefore a standard communication plan may not be effective for us.

A project team can be quite a diverse group of people that are thrust together to deliver a customized and unique benefit to other organizations.

All projects are fluid by nature and constantly changing therefore the project team need to consider the changes and challenges all the way until the end of the project, and ensure that the team and stakeholders are fully up to date with issues and progress so that there will be no nasty surprises to discover later on.

Hence, to ensure that effective communication is applied throughout the whole project and to overcome the challenges, a communication plan should be incorporated at the planning stage of the project. When making this communication plan, the following points should be taken into consideration:

- What kind of communication is required? (Management Meetings, Team Meetings, Management Reporting, Project Records)
- Who needs to be communicated with? (stakeholders)
- How frequent is the communication required? (how often)
- What needs to be communicated? (reports, meeting minutes, details or summary)

This kind of standardized communication plan should be adopted and to be effective and efficient, the communication plan should be designed to be adaptable and suitable to all stakeholders.

Because effective communication means that the information is provided in the right format, at the right time, to the right audience, and with the right impact; and efficient communication means providing only the information that is needed, the communication plan should be tailored accordingly. Moreover, the plan must be maintained and updated throughout the project life cycle if there are any changes.

There are numerous tools to be implemented to better tailor the communication approach. For example, for stakeholder analysis, a Power/Interest grid can be used where stakeholders are grouped based on their level of authority ('power') and their level of concern ('interest') regarding the project's outcome. Once the analysis is obtained, the project manager can assess how key stakeholders are likely to react or respond in various situations, in order to plan how to influence them to enhance their support and mitigate potential negative impacts.



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Another tool that can be applied to improve communication in regards to problems on the project is the creation of a fish bone diagram. Each bone is labeled with a problem and then it is broken down further by looking at the causes for each problem. This tool is simple but effective at getting to the real issue quickly.

Using an RACI chart can also be very helpful in promoting healthy communication in the project team. RACI stands for Responsible, Accountable, Consulted and Informed. The chart ensures that at least one person is in charge of each category, as well as helps others to see their role in assisting the responsible person in getting the job done. This also helps prevent communication that does not need to take place and only interrupts the flow.

In conclusion, we emphasize that effective communication is indeed important for a successful project and in order to achieve effective communication, communication planning is essential and using tools and putting processes in place to ensure daily effective communication during project execution will overcome the challenges and contribute to a more successful project.

Which role can policy makers take on in this communication, networking and connections building process?

In general terms policy makers generally refer to individuals elected or appointed to office at some level of government, as well as chiefs of staff and other staff who play a major role in the policy process. Thus, policy makers need detailed information about every stage of the project to make good policy decisions. Interactions between all participants and policy makers are part of a dynamic and iterative process that we can call knowledge translation. A major goal of knowledge translation is to increase the likelihood that project outcomes will be used in policy and practice decisions. Ideally, the development, implementation, and evaluation of public policies should be viewed as a shared responsibility among all project participants and policy makers. The policy-making process is a continuous cycle with three phases. These phases can be listed as follows:

- Policy formulation, involves agenda setting and the development of legislation.
- Policy implementation, involves rulemaking and operational decisions that come after the passage of new legislation.
- Policy modification, occurs when the consequences of existing policies result in further policy making. Even policy decisions that are correct when made must adjust to accommodate changing circumstances

The participants in the project are aware of the importance of communicating the project results to policy-makers and practitioners at EU, national and local level. Policy-makers need to have access to updated project process, research results and key documents in order to make decisions and to formulate adequate policies both at national and European level. In this light, practitioners will also need to have access to the project outputs in order to keep up to date on the latest developments. Accordingly, project teams will provide them with information that synthesizes the project's outcomes with a policy-oriented focus.

The policy-makers and practitioners addressed by this project are Policy-makers, Stakeholders, Civil servants, Professional and Policy Practitioners and Politicians at European, National and local level.

Contributions to policy-makers and practitioners will be done by bringing together high-quality research with a view to enhancing dialogue between policy-makers and researchers by:

- Organizing Policy Dialogue Meetings, Expert Seminars and Conferences where researchers, policy-makers and civil society organizations will have the opportunity to meet and exchange views.
- Preparing Policy briefs – concise, policy-oriented analyses of topical issues, with the aim of interjecting the views of the project researchers into the policy-making process.
- Producing dissemination material consisting of: Leaflets, Project Identity and small publications.



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Involvement of all actors in the national and local dimension

The aim of involving all actors is to increase the dissemination of the project objectives, ideas and measures contained in the project. Local actors are expected to draw on the project; Community, local and regional authorities are expected to keep local actors informed and ensure their involvement in the project.

Based on this communication, the project team will take initiatives to develop a more genuine involvement of local level actors. Together with European level representatives of regional and local actors, the project team is going to encourage the involvement of local and regional authorities in all stages of the process: formulation, implementation and dissemination.

Choose the right ways to communicate

As stated earlier, communication is the most important component within any project. The success of most projects, whether handled by a dedicated project team or a cross-departmental team, depends upon a set of crucial communication skills and techniques. Interestingly enough, we know that communication and human interaction make or break a project.

Throughout projects, it must be kept in mind that project communications refer to the specific behavior and techniques used to motivate, lead, delegate, and report back to all stakeholders working on the project. There are three clear communication channels that are going to need to be established once the project has started. Managing and improving these channels will dramatically increase the chances of success. These communication channels are as follows;

- Upward Channel:

- Communication to senior executives
- Highlighting of issues, risks and exceptions
- Tools used: exception reports, weekly status reports, project charter, email updates, face to face reviews, communication plan

- Lateral Channel:

- Communicate to participants, team members and functional managers
- Involves negotiations for resources, budgets and time allocations
- Tools used: communication plan, statement of work, contracts, emails

- Downward Channel:

- Provide direction to project team
- Highlight tasks pending, scheduled tasks, dates, and general time briefings
- Tools used: verbal exchanges, agendas, email, project brief, project plan

Online resources:

Promoting sport and enhancing health in European Union countries: a policy content analysis to support action

http://www.euro.who.int/_data/assets/pdf_file/0006/147237/e95168.pdf/

Sport and Development is a website that is dedicated entirely "Sport and Development". It is an online resource and communication tool.

http://www.sportanddev.org/en/learnmore/sport_education_and_child_youth_development2/physical_education_in_schools/

This online guideline has been developed, to inform the provision of quality physical education across the full age range from early years through secondary education.

<http://unesdoc.unesco.org/images/0023/002311/231101E.pdf>



4. Promotion methods and projects

This chapter aims to provide a review of experiences, projects and proposals on the thematic area of the guidelines. The materials highlight that effective school policies promoting physical activity requires national strategic leadership. The main strands of such policies encompass:

- Setting up a coordinating team to guide school policy development, implementation, monitoring and evaluation;
- Conducting a thorough analysis;
- Developing a workplan and monitoring system;
- Setting the goals and objectives;
- Disseminating the policy.

The coordinating team aims to facilitate and promote joint work from all relevant stakeholders from all levels (national, regional and local). Its main role lies in guiding school policy development, implementation, monitoring and evaluation. It takes the responsibility to advocate and guide policies, actions (including research) and strategies implemented by various stakeholders. It also coordinates stakeholders' actions at various administrative levels (national, regional and local) and monitors different programmes aimed at promoting healthy eating and physical activity in schools whilst reporting on a regular basis.

Conducting a thorough analysis is essential for the development of policies, which helps policy makers to better understand the needs, resources and conditions and reveals target areas for policy development. The analysis is based on quantitative and qualitative information related to physical activity, knowledge, attitudes, beliefs, values, behaviours and conditions of students associated with physical activity along with analysis of existing government programmes as well as programmes that address promotion of physical activity in schools, review of the information on physical activity in the school curricula and available resources and current capacity in the country to promote healthy eating and physical activity in schools.

After forming a national coordinating team, determining its specific role, and conducting a thorough analysis, the team is encouraged to develop a workplan to implement appropriate policies in schools. Monitoring and evaluation are vital in order to measure the effectiveness of policies put in place within schools.

Such a workplan should include:

- Setting goals and objectives
- Selecting
- Policy options
- Implementing policy
- Options with the support of stakeholders
- Monitoring and evaluating the national school policy.

Setting the goals and objectives are necessary to clarify what the intervention aims to achieve and to evaluate the extent to which the desired outcomes have been reached. These objectives should be specific, measurable, achievable, relevant, and must be achieved within a specific timeframe.

Wide dissemination of the national school policy is necessary in order to reach the target audience and promote physical activity in schools. Dissemination can be done through formal and informal channels (print media, electronic media, regional/local events, influential individuals, role models, famous/popular individuals, advocates, etc.).

The materials make useful recommendations to policy makers as to how to build their own policies, programs and initiatives, as well as best practices to follow.

The materials highlight that successful promotion of programmes used by professionals have often tended to include:

- A combination of additional physical education lessons (cross curricular activities)
- A variety of teaching skills
- Creating time for pupils
- A multi-component approach for promoting physical education activities
- Increasing the variety of physical activity opportunities
- Encouraging the activity of clubs
- Elements of fun/ focus on young people feeling good
- Gaining confidence and enjoying what they do.



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- Create opportunities that encourage young people to increase their time spent on doing physical activities (not only for two hours at school/ the whole day).
- Ensure that the activities are adequate.
- Encourage parents to support children in being active by distributing information about the benefits of sports.
- Involve parents in sports activities and create opportunities for them to do so.
- Create opportunities for children to participate with their families in activities.
- Work with children/ teenagers to identify what encourages them to be active and participate in sports activities.
- Encourage teenagers to get involved in the decision-making process and structuring of sports activities.

Governments and their various levels of administration play a crucial role in achieving lasting change in public health and wellbeing. Promoting physical activity at the national level is complex: on the one hand, it is a responsibility shared with other sectors, such as education and sports and culture; on the other hand, it is influenced by decisions taken in different sectors, such as transport, urban planning and finance. This is why a broad range of policy instruments should be considered to promote physical activity for health and wellbeing, including:

- Well established regulation and information approaches to help provide not only an enabling environment but also financial incentives. A life-course approach is needed to effectively promote physical activity. This means not only ensuring a good start in life for each child, but also preventing unhealthy behaviours that are often established during childhood and adolescence. It starts by ensuring physical activity before and during pregnancy and continues with appropriate levels of physical activity for infants and their parents.
- Innovative approaches to promote physical activity among children, adolescents and adults, including reaching them during recreation and free time.

Physical activity for children and adolescents can cover a broad range of activities and settings, including sports and fitness clubs/gyms, scouts and other youth clubs, and running, hiking and other outdoor pursuits. A broad range of policy instruments and actions should be taken into account:

- Empowering people and communities through health-enhancing environments and participation;
- Promoting integrated, multisectoral and partnership-based approaches;
- Ensuring adaptability of physical activity programmes (interventions) to different contexts;
- Using evidence-based strategies to promote physical activity and to monitor ongoing implementation and impact;
- Promoting physical activity for all adults, children and teenagers as part of daily life, including commuting, leisure time, at the workplace and through the healthcare system (Reduce car traffic and increase walking and cycling suitability);
- Using legislation and other tools to promote physical activity in preschools and schools. The initiatives could include the infrastructure to support physical activity, such as playgrounds, active breaks, free play or active extracurricular activities
- Ensure the nationwide implementation of quality physical education classes and physical activity promotion programmes in preschools and schools, taking into account sectoral, political and administrative responsibilities. These include establishing appropriate monitoring mechanisms and exploring innovative ways for the provision of sustainable funding through investments that are free from conflicts of interest.
- Providing an appropriate number of regular physical education lessons, in line with the available scientific evidence and based on existing good practice. Lessons should integrate a variety of activities and skills, ranging from knowledge about physical activity to mobility and movement, teamwork and competitive aspects of sport, so that all children and adolescents can enjoy physical activity, regardless of their preferences or training levels, and gain from the health benefits. Such an approach will also provide the skills and positive attitudes that support and enable children and adolescents to lead physically active lifestyles and will assist in mastering fundamental movement skills.
- Considering the expansion of family policies to provide information to future parents and young families about the importance of physical activity during pregnancy and for small children.



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- Improving access to physical activity facilities and offers, particularly for vulnerable groups.
- Providing equal opportunities for physical activity regardless of gender, age, income, education, ethnicity or disability;
- Removing barriers to and facilitating physical activity.

Online resources

<http://www.sportsandplay.com>

This briefing brings together the available research evidence as well as practical strategies to outline recommended approaches and actions for effectively promoting physical activity in children up to 12 years.

Young people, practical strategies for promoting physical activity,

<http://www.bhfactive.org.uk/files/2171/Young%20People%20practice%20briefing.pdf>

This briefing brings together the available research evidence as well as practical strategies to outline recommended approaches and actions for effectively promoting physical activity in children up to 18 years)

Early years slides - recommendations for practice and policy,

<http://www.bhfactive.org.uk/early-years-resources-and-publications-item/17/485/index.html>

In these slides the BHFNC provides evidence-based recommendations and suggestions for actions that should be taken when planning, developing and promoting physical activity initiatives for the early years.

Early years slides - resources to promote physical activity

<http://www.bhfactive.org.uk/early-years-resources-and-publications-item/17/486/index.html>

Information on key resources from the British Heart Foundation and BHFNC to promote physical activity in the early years

Victoria Ivarsson, *Best practices in sport and physical activity*, Examination of five National *Policies on Sport* for Health Promotion. The importance of *Physical Activity* to public *policies*.

www.bag.admin.ch/themen/.../index.html

This study aims to demonstrate the complementarity of sports and health policy. The complementarity is shown by comparing and contrasting the health-enhancing physical activity (HEPA) promotion policies of several countries with varying approaches.

WHO, *School policy framework*, <http://www.who.int/dietphysicalactivity/SPF-En.pdf>

The purpose of the DPAS School Policy Framework is to guide policy-makers at national and sub-national levels in the development and implementation of policies that promote healthy eating and physical activity in the school setting through changes in environment, behaviour and education. This framework is one of the tools that WHO is producing and disseminating to assist Member States and stakeholders to implement DPAS. This document describes the core elements of the development and implementation of a national or sub-national DPAS school policy. Chapter 2 describes how to start a school policy. Chapter 3 focuses on the different policy options available to policy-makers. Chapter 4 explains how to involve stakeholders. Chapter 5 provides guidance on monitoring and evaluation.

Ross C. Brownson, PhD, Elizabeth A. Baker, PhD, MPH, Robyn A. Housemann, PhD, MPH, Laura K. Brennan, MPH, and Stephen J. Bacak, MPH, *Environmental and Policy Determinants of Physical Activity in the United States*, http://www.euro.who.int/_data/assets/pdf_file/0006/147237/e95168.pdf

This study examined descriptive patterns in perceived environmental and policy determinants of physical activity and associations between these factors and behavior.

WHO, *Promoting sport and enhancing health in European Union countries: a policy content analysis to support action*, http://www.euro.who.int/_data/assets/pdf_file/0006/147237/e95168.pdf

Sport promotion plays a very important role in supporting the achievement of the recommended levels of physical activity in the European population. The aim of this document is to support advances in policy-making for physical activity promotion by highlighting recent national policy developments in the area of sports promotion, with a focus on synergies and discrepancies with the promotion of health-enhancing physical activity. The document presents and discusses the main results of a content



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analysis of the most recent national sports strategies in the Member States of the European Union and suggests ten key points for policy-makers.

Developing effective policies and programs,

http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter7_DevelopingEffectivePoliciesandPrograms.pdf

Sport for Development and Peace programs will involve mobilizing partnerships with a broad range of actors, including sport organizations, NGOs, the private sector, and multilateral agencies, to harness expertise, leverage resources, and coordinate capacity-building and program activity.

UNESCO, *Quality Physical Education contributes to 21st century education,*

<http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/policy-project/>,

To practically support governments to develop an inclusive, child-centered physical education policy which supports skills acquisition, UNESCO has developed a resource package in partnership with the [European Commission](#).

Alfred Rütten, Karim Abu-Omar, Peter Gelius, Susie Dinan-Young, Kerstin Frändin, Marijke Hopman-Rock, Archie Young, *Policy assessment and policy development for physical activity promotion: results of an exploratory intervention study in 15 European Nations,*

<https://health-policy-systems.biomedcentral.com/articles/10.1186/1478-4505-10-14>

This article sets out to report on a European research project that attempted to assess and develop evidence-based, organizational policies for the promotion of physical activity among older people.

Sport European Commission, *2014 Collaborative partnerships in the sport field,*

<http://www.spordiinfo.ee/est/g58s477>

The site presents European projects selected for funding based on collaborative partnerships in sports.

5. How to design and plan for the future

This chapter starts from the reference context (transnational, national, local) to suggest a path to follow depending on the objectives (the promotion and integration of sport in the curriculum).

It is therefore a methodological approach to work on:

- Planning and re-planning.
- Reference models.
- Permanence and variables in the time frame of the project interventions.

Like most aspects of society sports are not a logical construct but rather a purposeful social invention to satisfy human needs. The needs satisfied by sports have changed along with the societies, where sport has evolved correspondingly to better fulfill its purpose. All European countries recognise the importance of physical education at school. The subject is part of all central curriculum frameworks, and is compulsory in primary and lower secondary education throughout Europe. Countries have also stressed the significance of physical activity and sport as a beneficial way of using free time.

In modern times social functions of sports are getting more and more important: using sport as a means of adopting and developing life skills, as a means of social integration, as a means of building a healthier, more conscious and responsible way of life for oneself and for others. Sport should be regarded on a larger scale not simply as a physical activity, but as an instrument for youth development. Sport helps children learn lifelong skills and reach personal and community goals. This view of sport should be regarded in any modern strategy, plan or initiative that countries may implement to promote physical activity and sport.

It is impossible to fully understand contemporary society and culture without acknowledging the place of sport. We inhabit a world in which sport is an international phenomenon, it is important for politicians and world leaders to be associated with sports personalities; it contributes to the economy, some of the most visible international spectacles are associated with sporting events; it is part of the social and cultural fabric of different localities, regions and nations, its transformative potential is evident in some



of the poorest areas of the world; it is important to the television and film industry along with the tourist industry and it is regularly associated with social problems and issues such as crime, health, violence, social division, labor migration, economic and social regeneration and poverty.

Addressing sport and school education in terms of policy measures would focus on the following key points:

1. Assessing the current best practices in the field of sport in school education.
When building a policy plan for intervention in the field of promotion of sport in schools, assessing the current situation is a must. This step aims at evaluating the current policy through available strategic documents and action plans (if there are such), making surveys and gathering statistics on the current status of sport education, addressing correspondence to previously set national goals and targets and their achievement and identifying problems in the system which have to be addressed in the new strategic document.
2. Adopting a consultative and evidence based approach in the development of a national program for the promotion of sport and physical activity.
Including different stakeholders in the analysis of the current state of sport education and in the process of the development of a national program for promotion of sport and physical activity is an important step, which can give policy makers the various points of view and vision in how to address in the best way the different problems in the education system related to sports. Adopting consultative and evidence based approaches, aims to include different target groups at different levels – national, regional, local; schools, sport specialists, academics, teachers and professional sport organizations. Including the different stakeholders at this stage may also provide policy makers with better opportunities to include them in the following steps of implementation of a national strategy or a program, vesting specific responsibilities in these parties for the achievement of the set goals and aims.
3. Setting national aims and learning outcomes of physical education
Throughout its history, physical education has often been regarded as a 'practical' subject, with a focus on doing gymnastics, sport or play. Hence, the subject has been criticized for not being knowledge orientated, but rather a recreational subject where participating and 'getting sweaty' are regarded as 'good enough' (Öhman & Quennerstedt, 2008; Placek, 1983). In institutionalized education, the main goal has been developing children's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictates a learning environment in which seated learning behaviour is considered appropriate, effective and is rewarded. Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise.
In the last two decades the promotion of physical activity has emerged as a primary outcome variable for all school physical education programs. Thus, they apply to any physical education program, regardless of its curricular orientation. For example, a program with an outdoor adventure focus would still want to make these outcomes part of its mission. Programs that employ sport education also have a responsibility to optimize students' opportunities to accumulate ample physical activity both in physical education classes and throughout the school day. The accumulation of physical activity both within and beyond classes is thus a central outcome. The long-term goal is for students to value physical activity so much that they make it part of their daily lives. Strategies that encourage students to seek out physical activity on their own must be employed. This becomes especially critical as students move into adolescence. During their high school years, students increasingly make their own decisions about how to spend their discretionary time. Thus, the outcome of out-of-class physical activity is important.
4. Defining sport and sport activities
This step is important in terms of setting the framework of possible activities to be implemented in school – not only related to specific sports, but also to any other physical activity. For example In 2003, the UN defined sport for the purpose of development, as "all forms of physical activity that contribute to physical fitness, mental wellbeing and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games". Since "sport" is a synonym for "play", why not recognize, respect and therefore invest in healthy leisure activities?

The implementation of sports programs can be easy and cheap and, if well developed, can become a low cost, high social benefit venture. In order to achieve this, investment should not only be focused on building new infrastructure. The amount of money and effort dispensed should also be motivated by creating effective programs that give priority to developmental objectives and are designed to be inclusive. These would enable sports to act as a means for educating youth.

5. **Building sport curriculum content with realistic norms of achievement**
Various curriculum models can be used in instruction, including movement education, sport education, and fitness education. Sports for development programs can become a powerful tool for development and learning. They promote participation, inclusion, human values, acceptance of rules, discipline, health promotion, non-violence, tolerance, gender equality and teamwork, among others. Setting up good curriculum content should go hand in hand with setting realistic norms of achievement. Many countries with good strategies often err in their efforts to secure a high rate of physical performance in youngsters by setting norms which are difficult to achieve even for professional young sportspeople, which jeopardize the reaching of the set goals in general. Kids' motivation is a crucial factor to be addressed in building the curriculum content and unrealistic demands for high achievements can only demotivate them.
6. **Addressing teachers qualifications and further specialization**
No strategy or plan for intervention could be successful if it doesn't address the qualification and further specialization of the people most directly engaged with implementing it. Regarding teachers of physical education, the subject can be taught at the different levels (primary/secondary level) by teachers with different qualifications (generalist or specialist teachers) with regard to the goals set in the curriculum. Setting a norm for qualification on the one hand can ensure better quality of education, but on the other can be a risk factor for the successful implementation of the strategy if there are not enough people educated in the country to cover that norm. Opportunities for continuous professional development in physical education offered not only to specialist teachers of the subject but also to generalists and specialist teachers of other subjects can be a way in which the country "produces" the necessary human resource to cover all goals, aims and measures in a strategy.
7. **Implementation plan with a specified timeframe for implementation. Calendar of sport initiatives**
One of the often reported weaknesses in policy measures related to sport education is the lack of a specific time framework of implementing measures to reach the set goals. Some of the best examples around Europe and the world are long-lasting campaigns, which offer variety of implementation measures, events and initiatives. A calendar with a specific timeframe for implementation makes sure that the envisaged policy measures will be put in practice.
8. **Responsibility for the implementation of the measures – at national, regional and local level/Building co-operational links between policy and practice**
Together with point 7, point 8 is one of the most important which should be addressed in planning policy measures for promotion of sports in education. Responsibility for the implementation of the measures should be vested not only to the government and national bodies and organizations, but also regional and local organizations. All stakeholders should be supported in their efforts to put the policy measures into practice. It is also important that a hierarchy system of monitoring is established so that any problems that would appear in the process of implementation of the developed strategy are addressed accordingly.
9. **On-going funding**
Along with the government funding of policy measures, it is also important to consider the role of corporate sponsorship in the delivery of physical activity campaigns and programmes. Although sponsorship provides useful revenue, target audiences transfer some "image value" from one party to another. Thus when the sponsor has images that are dissimilar or inconsistent with health (such as sugar sweetened beverage manufacturers or fast food corporations) there is potential for these partnerships to have an adverse impact on the image of physical activity and health. Therefore, policymakers should align themselves with partners and sponsors who have shared public health goals and interests and a positive health-related 'image'.

Planning for the future also need to take into consideration some interesting trends like digitalization of sport and gamification.

Zichermann and Cunningham (2011) describe gamification as the process of game-thinking and game mechanics to engage users and solve problems and is described by Deterding et al (2011) as the use



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of game design elements in non-game contexts. Crawford's (2003) definition of a game is that it is an interactive, goal-oriented activity, with active agents to play against, in which players can interfere with each other. The underlying concept of gamification is motivation.

Digitalization, using different mobile applications and gamification work mostly on user's external motivation, but by working on the user's external motivation, the internal motivation increases too over time.

Online resources

Sport, Culture and Society. This exciting, accessible introduction to the field of Sports Studies is the most comprehensive guide yet to the relationships between sport, culture and society:

<http://basijcsc.ir/sites/default/files/Sport,%20Culture%20and%20Society%20An%20Introduction.pdf>

The Evolution of Social Functions of Sports and the Advent of Extreme Sports: This paper serves to follow the evolution of the social functions of sports from their roots to modern day, focusing on the emergence of extreme sports. The paper also identifies the human needs filled by extreme sports and how such needs caused the invention of extreme sports.

http://www.pointbmovie.com/Learn_files/SportsFunction_Alosi.pdf

Complete Guide to Sport Education With Online Resources-2nd Edition: This new edition of *Complete Guide to Sport Education* contains everything students need to get—and keep—children active. Regardless of skill or confidence level, students will learn how to get children to work together, support each other, and gain competence in sport and fitness skills so that they can stay moving now and throughout their lifetime. The Sport Education model is appropriate for various dance forms and recreational activities such as swimming, weightlifting, and other fitness programs such as aerobic routines and hiking.

<http://www.humankinetics.com/products/all-products/Complete-Guide-to-Sport-Education-2nd-Edition>

Communicating aims and learning goals in physical education: part of a subject for learning?: Based on a socio-cultural perspective on learning, the aim of this article is to examine how aims and learning goals are communicated in physical education (PE) practice.

<http://www.tandfonline.com/doi/full/10.1080/13573322.2014.987745>

Approaches to Physical Education in Schools: the article (1) provides a perspective on physical education in the context of schooling; (2) elaborates on the importance of physical education to child development; (3) describes the consensus on the characteristics of quality physical education programs; (4) reviews current national, state, and local education policies that affect the quality of physical education; and (5) examines barriers to quality physical education and solutions for overcoming them.

<http://www.ncbi.nlm.nih.gov/books/NBK201493/>

A critical analysis of the cycles of physical activity policy in England: There has been increasing focus on the importance of national policy to address population levels of physical inactivity. Components of a comprehensive national physical activity policy framework include: 1) national recommendations on physical activity levels; 2) setting population goals and targets; 3) surveillance or health monitoring systems; and 4) public education. The aim of the current paper is to analyze the policy actions which have addressed each of these elements in England and to identify areas of progress and remaining challenges.

<https://ijbnpa.biomedcentral.com/articles/10.1186/s12966-015-0169-5>

Motivations in Sports and Fitness Gamification: the document is a study to understand what motivates the users of sports and fitness gamification services.

<http://umu.diva-portal.org/smash/get/diva2:654720/FULLTEXT01.pdf>

Approaches to Physical Activity in Schools: this document reviews the status and trends of sedentary behaviour in schools and describes opportunities for physical activity in the school environment other than physical education, including classroom activity Breaks, recess, intra- and extramural sports, active transport, and after-school programs:



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<http://www.nap.edu/read/18314/chapter/8#263>

Teaching approaches. This page provides an overview of teaching approaches that have been used in the sport:

<http://health.tki.org.nz/Key-collections/Sports-studies/Teaching->

6. Analysis

In this step of the toolkit the reader can get information about how the process of analysis in development and implementation of policy measures can be executed. The process of analysis is regarded in two dimensions:

- Analysis of the process of development of the policy measures and strategies;
- Analysis of the process of assessing how the developed policy can lead to real change in the education system, with regard to promotion of sports in schools.

Analysis in developing policy measures is integral to the structure and function of what happens in schools, since this analysis should relate to specific programs and initiatives with direct impact on the system and the target audience. The stakeholders taking part in the analysis can be regarded at different levels – national, regional and local. The parties could be schools, sport specialists, academics, teachers and professional sport organizations. Including the different stakeholders in the analysis may provide policy makers with different and better opportunities to include them in the following steps of implementation of a national strategy or a program.

When we touched on the issue of analysis in a previous step of the toolkit we spoke of adopting a consultative and evidence based approach, which has to involve all parties, which will be directly influenced by the policy measures and which will be directly responsible for its implementation. The analysis aims to develop policy characteristics, enacted at different levels and envisaging the degree of implementation at these levels. The analysis should give the answers to how the policy measures will lead to actual improvement of physical education in schools: will they increase physical activity, will they influence the quality of education, teaching pedagogies and practices, etc. The process of analysis should follow clear objectives, for example: to develop and validate a generalizing instrument to assess state, regional and local level policies and school site characteristics; to use the instruments to assess the relations of policy and site variables and the opportunities provided in schools.

The public policy analysis is concerned with:

- How are problems and issues defined and constructed?
- How are they placed on the political and policy agenda?
- How policy options emerge?
- How and why governments act or do not act?
- What are the effects of government policy?

In a traditional stage model of the public policy process, policy formulation is part of the pre-decision phase of policy making. It involves identifying and/or crafting a set of policy alternatives to address a problem, and narrowing that set of solutions in preparation for the final policy decision.

According to Cochran and Malone, policy formulation takes up the “what” questions: “What is the plan for dealing with the problem? What are the goals and priorities? What options are available to achieve those goals? What are the costs and benefits of each of the options? What externalities, positive or negative, are associated with each alternative?”

This approach to policy formulation, embedded in a stages model of the policy process, assumes that participants in the policy process already have recognized and defined a policy problem, and moved it onto the policy agenda. Formulating the set of alternatives thus involves identifying a range of broad approaches to a problem, and then identifying and designing the specific sets of policy tools that constitute each approach. It involves drafting the legislative or regulatory language for each alternative—that is, describing the tools (e.g., sanctions, grants, prohibitions, rights, and the like) and articulating to whom or to what they will apply, and when they will take effect. Selecting from among these a smaller set of possible solutions from which decision makers actually will choose involves





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applying some set of criteria to the alternatives, for example judging their feasibility, political acceptability, costs, benefits, and such.

Different methods and tools for analysis may be used:

- relevant literature/documents review;
- consultation with physical education policy stakeholders and researchers
- content validity
- several rounds of feedback and revision

No matter which of the different methods and tools are used for analysis, it has to be multi-method (quantitative, qualitative), multi-disciplinary, problem-focused and mapping the context with options and effects and environment variables that may influence the policy implementation.

Online resources

School Physical Activity Policy Assessment. The objective of this web resource is to build models of analysis and evaluation that can be "assessed" in order to become shared reference patterns, to consult educational *policy makers*, *PE* teachers, and university faculties with expertise in *PE* and education policies.

<http://activelivingresearch.org/school-physical-activity-policy-assessment-0>

A framework for public policy analysis and policy evaluation:

<http://www.ies.be/files/070904%20Jans%20Policy%20Analysis.pdf>

A handbook for public policy analysis: Theory, Politics and Methods.

[http://www.untag-smd.ac.id/files/Perpustakaan_Digital_2/PUBLIC%20POLICY%20\(Public%20Administration%20and%20public%20policy%20125\)%20Handbook%20of%20Public%20Policy%20Analysis%20Th.pdf](http://www.untag-smd.ac.id/files/Perpustakaan_Digital_2/PUBLIC%20POLICY%20(Public%20Administration%20and%20public%20policy%20125)%20Handbook%20of%20Public%20Policy%20Analysis%20Th.pdf)

Sport Policy and Development: the book offers a thorough review of how sport policies should be analyzed, especially in the context of increasing the sport policy and sport-development related activities at national level.

https://books.google.bg/books?id=3VJ8AgAAQBAJ&pg=PA20&lpg=PA20&dq=monitoring+of+sport+policy&source=bl&ots=dSur1jnPgT&sig=Yn_kPY2oql3G-DPr3DIGyp4YJFk&hl=en&sa=X&ved=0ahUKEwizwuey26nNAhWBRhQKHbP_CnYQ6AEIQzAG#v=onepage&q=monitoring%20of%20sport%20policy&f=false

Physical Education and Sport at School in Europe (Eurydice Report):

http://eacea.ec.europa.eu/education/eurydice./documents/thematic_reports/150EN.pdf

Dr Lindsey Dugdill & Prof. Gareth Stratton, Evaluating sport and physical activity interventions, a guide for practitioners. This guidance aims to address key issues that need to be considered when evaluating the impact of interventions on sport and physical activity. It is aimed at practitioners who are attempting to evaluate strategies developed within local area agreements, wider physical activity interventions or within health care or education settings. The guide discusses principles of good practice when designing evaluations and suggests tools that might be used:

http://usir.salford.ac.uk/3148/1/Dugdill_and_Stratton_2007.pdf,

Physical Activity Evaluation Handbook. The handbook introduces the benefits of a solid Program evaluation, which can be used to influence policy makers and funders, build community capacity and engage communities, share what works and what doesn't work with other communities, and ensure funding and sustainability: <http://www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf>

7. Monitoring

This chapter suggests possible monitoring tools for the activities proposed in the thematic area. Possible frame of reference:

- How to monitor the interventions



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- Monitoring Tools
- Monitoring support
- From monitoring to evaluation

Monitoring of policies, strategies, measures and interventions is important for a number of reasons:

- It provides the only consolidated source of information showcasing progress;
- It allows actors to learn from each other's experiences, building on expertise and knowledge;
- It often generates (written) reports that contribute to transparency and accountability, and allows for lessons to be shared more easily;
- It reveals mistakes and offers paths for learning and improvements;
- It provides a basis for questioning and testing assumptions;
- It provides a means for stakeholders seeking to learn from their experiences and to incorporate them into policy and practice;
- It provides a way to assess the crucial link between implementers and beneficiaries on the ground and decision-makers;
- It adds to the retention and development of institutional memory;
- It provides a more robust basis for raising funds and influencing policy.

Although monitoring and evaluation of the impacts and outcomes of programs is important, monitoring should also place a strong emphasis on the process monitoring exploring such issues as: do all aspects of the programme reflect the overall aims and are they designed to achieve these? Is the programme being delivered as intended?

Without information on process and implementation, we will be unable to understand the vitally important questions relating to why our programmes have or have not achieved the desired outcomes. This vitally important information is necessary to understand better what does and does not work and in what circumstances. This information should not only contribute to the improved effectiveness of organisations, but also to the broader development of sport-in-development programmes.

Monitoring focuses on the process of continually assessing the progress of a policy measure towards its objectives. It has its focus on inputs, outputs and targets. Monitoring is the step leading to evaluation, which focuses on the effectiveness of a project etc. at a specific point of time and has its focus on the "outcomes" achieved in respect of the objectives. See the table below

Examples of Sporting Aims	Examples of Related Objectives
<ul style="list-style-type: none"> • To expand opportunities for participation in sport among specified social groups 	<ul style="list-style-type: none"> • Provide regular and local after-school opportunities for boys and girls aged 10-14 • Provide opportunities for both in school and out-of-school children • Establish positive and on-going relationships with parents
<ul style="list-style-type: none"> • To produce sports leaders and coaches to work with children 	<ul style="list-style-type: none"> • Develop a training manual • Identify and recruit a specified number of trainees • Provide a number of child-centered coach education courses over a specified time period • Establish an on-going coach education program
<ul style="list-style-type: none"> • To provide opportunities for competition and sporting progression 	<ul style="list-style-type: none"> • Create four local teams • Establish a local league • Provide sports-specific coaching
<ul style="list-style-type: none"> • To develop a sustainable sports organization 	<ul style="list-style-type: none"> • Retain trained coaches • Recruit a specific number of volunteers • Raise a certain level of funding each year

Examples of Non-sporting Aims	Examples of Non-sporting Objectives
<ul style="list-style-type: none"> To address issues of gender equity 	<ul style="list-style-type: none"> Ensure equal gender enrolment Ensure gender balance at all levels of the organization Ensure equal access to facilities and equipment
<ul style="list-style-type: none"> Develop citizenship values and collective responsibility 	<ul style="list-style-type: none"> Implement a policy of ethical sport and associated rewards Ensure participant representative in organizational decisions Provide opportunities for undertaking community work

Source: Coalter, F., "Sport-in-Development; A Monitoring and Evaluation Manual", University of Stirling, 2006

Monitoring should be formative, undertaken to provide information that will lead to organisational and programme improvement. In the context of sport policy development and projects, focused on sports as a means for development it is essential that monitoring play a central role in learning and development.

The monitoring framework of policies for sport promotion can be built on the following key processes that could be regarded in the light of inputs, outputs and processes to reach the set goals:

- Key performance indicator register – for each envisaged measure in the framework of the policy, key indicators should be developed. Such indicators may be number of individual participants (students, teachers), number of institutions involved (schools, sport clubs, sport organizations, non-government and non-profit organizations), programs developed, programs implemented, etc.
- Partner perception monitoring – monitoring of partner perceptions is important for policy makers to have the necessary feedback on the professionalism, organisation, quality of work / delivery, efficiency of work of the people, responsible for the implementation of the policy.
- Participant perception monitoring – it aims at gaining information as to how the specific policy is delivered to the target groups. The monitoring or participant perceptions can focus again on the professionalism of delivery of programs and initiatives, the quality of participation in the activity, quality of facilities/equipment, personal satisfaction rating and most importantly is there a change - whether the conditions of service are better/worse /the same.
- Monitoring of projects/programs – this process aims at monitoring how project and programs in the specific policy are implemented – if activities follow the set objectives, time framework, organizational structures and support.
- Benchmarking – the process of benchmarking aims at comparing the policy implemented through the different measures with examples of good practice. Such good practice examples could be chosen between the countries (taking into account the factors that influence the policy implementation in each country), but also between the programs and events implemented in the country itself.

It should be pointed out that feedback as part of the key performance indicators is probably the most important moment in monitoring, since it gives policy makers the perception of goals and results achieved in the target audience. Without feedback the process of monitoring wouldn't be able to provide the necessary base for evaluation and would be a standalone process, irrelevant to the set goals and results.

In this context the Commission committed in its 2011 Communication on Sport to launch a 'feasibility study on a future sport monitoring function in the EU to analyse trends, collect data, interpret statistics, facilitate research, launch surveys and studies, and promote exchange of information' this is also important to be done on national level by the countries, who implement sport policies.

Online resources

What is Monitoring & Evaluation (M&E)? – the article provides a brief introduction to what M&E is, together with a selection of recommended reading and further links to help you get started.



http://www.sportanddev.org/en/toolkit/monitoring_evaluation/what_is_monitoring_evaluation_m_e/

An Analysis of the UNESCO Quality PE Policy – the analysis regards the needs to invest in more quality Physical Education for change and discusses the factors for systematic change.

<http://www.gophersport.com/blogentry/quality-pe-matters-an-analysis-of-the-unesco-quality-pe-policy>

Coalter, F., “Sport-in-Development; A Monitoring and Evaluation Manual”: the manual is a systematic guide for the process of monitoring and evaluation in the field of sports

http://www.sportni.net/sportni/wp-content/uploads/2013/03/Sport_in_Development_A_monitoring_and_Evaluation_Manual.pdf

Study on a possible future sport monitoring function in the EU: the study raises the questions of the importance of monitoring of various sport initiatives

<http://ec.europa.eu/sport/library/studies/final-rpt-may2013-study-monitoring-function.pdf>

Sport & Leisure Development Services, Monitoring and Evaluation Policy: the guide provides advice on how sport and activity sessions can be run efficiently and effectively within the aims and objectives of a sports programme.

http://cms.walsall.gov.uk/monitoring_and_evaluation_policy.pdf

8. Evaluation

Evaluation and constant development of the actions and programs according to the feedback and needs of the target groups (students, teachers, networks and other stakeholders) are the guarantee for a solid and effective promotion of sports and healthy life style. The evaluation can be carried out in many ways and there are a lot of tools and documents available for this. Some important points for the evaluation are the existing (or under development) strategies and policies and their impact on the school activities, PE pedagogics and students wellbeing. It is important to analyse if all important actors in various levels of decision making are involved and what their role is. Is there a clear vision at school on the goals of promoting sports, developing PE and enhancing healthy life style? The use of checklists for carrying out the concrete steps for reaching the vision as well as a continuous assessment of the results and of the impact of the actions taken together with all actors ensures a successful realization of each program. The evaluation can take place in many levels: from the European level to the school or class level. The following examples show us different levels and aspects of evaluation.

The study of existing procedures and successful initiatives in different European countries show the importance of the action and understanding of local and national authorities when encouraging and promoting sports and healthy lifestyle in all educational levels. The flexibility of the curriculum allows the integration of sports in studies in many ways: the elite athletes get more opportunities to balance sport and studies and are encouraged to get the certificate even though sport takes most of their time instead of studies. On the other hand, the integration of sport in different subjects enhances the importance of sport and encourages all students to practice sports. These procedures also enhance the social inclusion and may help students to choose healthier life styles even after school. The support from the Ministry on a national level is highly important when developing and implementing new approaches for the curriculum activities. Another important aspect is to get the directors of the school committed in the implementation of new approaches and methods. By engaging different teams of teachers to work together and by giving clear visions and goals for the work, the directors ensure the results are successful, are integrated in the school curriculum and are developed continuously. It has also been shown that this kind of commitment increases students' welfare, motivation and capability to work. It is also recommended to use existing school health council or school wellness committees as an operator for promoting, assessing and developing procedures for the promotion of sports and wellbeing.

The cooperation between local authorities and schools together with sport associations, clubs and other actors seems to be one of the most significant facts when the aim is to have a large scale impact of sports regionally. This may also help for solving financial issues, as the activities always cost money



and time. Concrete actions, communication and regular meetings among the actors are significant for building a successful cooperation and for achieving good results.

Also networks of different schools having the same objectives for the curriculum and for the students seems to be an efficient way of cooperation and development. The quality of education and of recognition of learning outcomes as well as guidance and supporting services reaches more or less the same level in different schools. This supports also the work of PE teachers and guidance counsellors as sharing the good practices and results becomes more visible. Another positive aspect of this kind of networking is to share the information and success stories from different schools, which can be considered either as a means for marketing or for sharing information.

On a European level some actions have been taken for promoting sports, e.g. MoveWeek, among other activities. However, a clear and uniform policy for promoting sports with concrete models of action in all European countries is still missing. There are many good approaches and successful initiatives, some of them supported by the Government or local authorities, but a common view with common actions is still missing on a European level. It is recommended to have more common events and to further share the experiences on a European level. The possibilities of using social media and the ongoing development of technology allow different organisations to communicate in an effective and open way. Combining sports and international cooperation may have a positive impact on both students' and teachers' attitudes, motivation and on the level of commitment.

Online resources:

Comprehensive school Physical Activity Programs: A guide for schools:

http://www.cdc.gov/healthyschools/physicalactivity/pdf/13_242620-A_CSPAP_SchoolPhysActivityPrograms_Final_508_12192013.pdf

9. Report: from and towards all actors

This chapter provides policy makers with different reporting levels, and suggests a report template concerning the thematic area – Sport and school education.

The materials present several types of reports, which generally explore the origins of the programmes, successful approaches to managing and delivering the programmes, and theories of change of the programme. They also give valuable models on how to assess achievements with regards to policy change and policy makers.

The reports also rely on assessment of achievements with regards to practitioners and delivery organisations (schools and communities) along with assessment of achievements with regards to children and young people. The reports set out the key findings related to the programme rationale, delivery, the outcomes achieved as well as the lessons learnt. Reports are based on well organised information, presented in a logical and concise form. Reports have a clear structure so that readers can easily get a more detailed picture of a specific part of the activity. In general, a report should contain the following (with activities or tasks from the plan at an appropriate level of detail for the report audience):

- Accomplishments - activities completed in the report period;
- Activities planned to be completed but not accomplished with reasons and expected completion dates; Exceptions (highlight critical issues, problems and items requiring attention by readers);

Relevant Metrics: Schedule tracking (planned schedule vs. current state with projected completion date)/ Budget and cost tracking/ Number of deliverables (e.g. number of completed modules) / Status of issues, action items and risks (numbers of items by category with reference to the list) /Health status – Overall assessment of the health of the initiative or individual project being reported on / Activities planned to be completed in the next period.

Regardless of a report's target audience, the structure and organization must convey the exact meaning intended. Reports document progress and provide those interested with a means of comparing periods of time, project details, and history of growth. The data collected in reports can





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serve a number of important purposes. It can help formulate budget and plans for the upcoming year. It also can allow policy makers to realize which sectors / sports are the most successful, and which have been overlooked. A school usually has to produce an annual report each year (summary reports). Through this process, schools have come to learn about the many benefits they can reap from producing an annual report as they can tap into those same resources if they create a summary and overview of their previous year. Having access to the right type of information helps policy makers make better decisions, which in turn improves management effectiveness. In addition, the reporting process helps identify inefficiencies which may bring about effective solutions to these problems. An effective reporting system requires much skill to develop and implement. The right templates need to be identified and the content, structure and format of reports must be such to ensure relevance as well as ease of use for their intended audience.

Schools need to understand how they perform by assessing and reporting their set target, goals and objectives and making adjustments where necessary. Reporting is essential for several reasons:

- It helps schools gather essential data that help stimulate thought-provoking discussions and identify specific problems and new opportunities;
- It helps schools set goals and targets and then objectively assess the achievements of these goals;
- It helps schools comply with reporting regulations and information requests by the respective authorities;
- It equips schools/ policy makers with key information to make better and informed decisions;
- It helps schools/ policy makers understand the needs of their students/ communities.

Online resources

The Finnish 2014 Report Card on Physical Activity for Children and Youth,

<https://www.jyu.fi/sport/ReportCard/reportcard/>

The report analyses how Finland promotes physical activities for children and young people.

UNESCO, Quality Physical education,

<http://unesdoc.unesco.org/images/0023/002311/231101E.pdf>

Building on three fundamental principles—equality, safeguarding and meaningful participation—the Guidelines are designed to support member states in developing and consolidating inclusive policy and practice, to ensure the physical literacy of every girl and boy.

Sarah Jenkins and Jonathan France, Ecorys UK, Final Evaluation of the International Inspiration Programme,

<http://www.internationalinspiration.org/sites/default/files/attachments/Final%20IIP%20Evaluation%20Report%20130614.pdf>

The report is based on an in -depth qualitative primary research with a broad selection of programme officers, policy makers, practitioners and participants.

Irish Sports Council, *Executive Summary*

https://www.irishsportsCouncil.ie/Research/Sport_Social_Disadvantage_2007_/Fair_Play_Sport_Social_Disadvantage.pdf

This report examines the impact of social disadvantage on various forms of participation in sport.

Douglas Hartmann, *High school sports participation and educational attainment*

<http://library.la84.org/3ce/HighSchoolSportsParticipation.pdf>

This report provides a brief summary overview of scholarly research, knowledge, and understanding of the relationship between interscholastic high school sports participation and educational achievement in the United States.



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10. Collection and dissemination of good practices

A “Best Practice” is commonly defined as a technique or methodology that, through experience and research, has proven reliably to lead to a desired result. The term is used frequently in areas such as health, government administration, the education system, project management, and others. Best Practice is knowledge about what works in specific situations and contexts, without using inordinate resources to achieve the desired results, and which can be used to develop and implement solutions adapted to similar problems in other situations and contexts. Making knowledge of such actions widely available may prevent the repetition of mistakes and loss of valuable time.

When identifying “Best Practices” for our project, we made our judgements by following a set of criteria which contains effectiveness, efficiency, relevance, ethical soundness, sustainability, possibility of duplication, partnership, community involvement, and political commitment. A list of best practices related to our project can be found on our project web-site that is <http://notonlyfairplay.pixel-online.org/>. While creating this list, we classified these examples into two main groups which are “Case Studies” and “Initiatives”. Under the title of “Case Studies” you can find examples of students who successfully balanced school and sport and in the “Initiatives” section there are examples of best practices to promote sport at school.

Three main methods of dissemination will be used. The first method will involve issuing a publication entitled “Not Only Fair Play Best Practice Series”. Each issue of the series will include “Best Practices” that will promote learning and sharing of experience. Each practice will be preceded by a brief introduction to the topic and contain a section called “Further Reading” that will help readers find bibliographies for obtaining more information on the subject.

The second method involves the use of the Project Website, <http://notonlyfairplay.pixel-online.org/>. The web page is used to promote and share the “Not Only Fair Play Best Practice Series”. This web page includes a summary database on all “Best Practices” published. Full texts of the series will be accessible on the web page.

The third method will involve the distribution of CD-ROMs containing “Best Practices” During project meetings and international conferences, workshops and meetings.

Online resources

Review of Physical Activity promotion policy development and legislation in the European Union Member States

http://www.euro.who.int/_data/assets/pdf_file/0015/146220/e95150.pdf

Conclusion

The sections that compose the guidelines primarily aim at providing a general framework, with directions and suggestions that can be transferred from transnational to national level. In more detail, the various chapters addressed to policy makers focus on:

- Actions and suggestions for the different levels of decision and action.
- Connections with the different levels and aspects of schooling with regard to sports activities and their promotion and fulfilment in school context, in view of networking.
- Suggestions and proposals for monitoring and evaluation.
- A section of online resources indicating online accessibility of other projects and publications, in addition to internal resources to Project NOFP

