

ACTIVITY SQUARE EUROPE

1st Project Forum, Vienna

<u>What:</u>	1 st Project Forum of 'Activity Square Europe' project
<u>When:</u>	2 nd of June 2016
<u>Where:</u>	Impact Hub Vienna
<u>Who:</u>	Project Partnership & Local Stakeholders/Experts

Summary of the World-Café

Table 1 – Networking inside communities

Input was made by Emil Krapper and Puk Hvistendal of Slagelse Municipality (DK). They presented the national project 'Joyful sport and movement'. The objective is to implement 45 minutes of daily physical activity in the local school system of the Slagelse Municipality. Emil and Puk were supported by Herman Van Driessche of the Flemish Schoolsport Foundation (BE), which aims to encourage lifelong participation in physical activity in school environment.

Discussion aspects were 'How can networking be sustainable?' and 'What is important to continue the "drive" of networking?'

General solutions after two rounds of the world-café are:

- ⇒ It's important to provide each ones place in the network and to get the trust of every partner in the network. To set up communication rules and regulations is necessary to improve the understanding of the network-partners.
- ⇒ Provide exchange of the participants during process to gain feedback. Use the experience of the local stakeholders.
- ⇒ Someone has to coordinate the network, doesn't matter in which network organisation this person works (municipality, school, sports federation, etc.). The coordinator is important for the planning of the network as well.
- ⇒ The best way to approach people inside the network is to communicate with them. Use a bottom-up style for communication, not top-down.
- ⇒ To create a sustainable network it's important on the one hand to qualify the class teachers in the field of physical activity and on the other hand to get the sports club coaches into school environment.

Table 2 – Peer to Peer Education

Input was made by Vivienne Holt of Youth Sport Trust (UK). She presented the national project ‘Young Ambassadors’, which is designed to build young people’s leadership skills and as a result they are then empowered to encourage their inactive peers to become more engaged in sport and physical activity. Vivienne was supported by Gasper Plestenjak of the Slovenian Sports Office (SI), which aims to involve physical activity for children and youth on a national level as defined in the national sports law.

Discussion aspect was ‘How can children and youth are involved to promote physical activity?’

General solutions after two rounds of the world-café are:

- ⇒ It is important to have a national peer project because usually youngsters listen to youngsters. This is a successful way to involve inactive children to physical activity.
- ⇒ Motivation for the peers is important. For example, in the UK volunteering helps children and youth to get jobs, get involved in school activities, etc. There is a high awareness raising for volunteers in the UK as well. But in other countries the volunteer system is not recognised publically. Every national initiative has to find motivational factors for their youngsters to increase the interest of being a peer and promoter.
- ⇒ The sport environment has to be prepared to accept youngsters and peers to pick up active roles in all areas of sports and physical activity.
- ⇒ Usage of the power of youth to develop physical activity in an attractive way for all generations.

Table 3 – Physical activity in an all-day school environment

Input was made by Jukka Karvinen of Finnish Sports Confederation (FI) and Thomas Mlinek of Sportunion Austria (AT). They presented their national projects ‘Finnish schools on the move’ and ‘U-Tour’. Both projects aim to increase the physical activity level of school-aged children, in collaboration with local sports clubs. Jukka and Thomas were supported by Tamàs Csànyi of the Hungarian School Sport Federation (HU), which supports teachers to implement quality physical education in school environment.

Discussion aspects were ‘Which challenges and opportunities are existing in an all-day school environment to increase the physical activity level?’ and ‘Which actions and ideas can set up to increase the level of physical activity?’

General solutions after two rounds of the world-café are:

- ⇒ In many European countries teachers for pre-schools/kindergarten and primary schools have a low education level in the field of physical activity. Therefore i.e. in Austria aren’t enough qualified teachers to implement a daily lesson of physical activity. (challenges/opportunities)
- ⇒ Changes in curriculum for teacher education can help to increase the quality level in the field of teaching physical activity. But always keep in mind that teachers are specialist and not educated to care about children the whole day. (challenges/opportunities)
- ⇒ Only education of teachers isn’t enough. The change of mind of the parents is important as well. (challenges/opportunities)
- ⇒ Both, all-day physical activity and physical activity lessons are important to increase the general level of children in this field. Therefore sufficient sports infrastructure and a school-environment with enough areas for physical activity are necessary. (challenges/opportunities)
- ⇒ Make changes in school schedules/timetables and physical activity curriculum to support the daily lesson of physical activity and the qualification level of the teachers in this field. (actions/ideas)
- ⇒ Implementation of peer systems, i.e. sports teachers explain colleagues how to integrate physical activity in other classes/courses as well. Peer systems for students are important as well. (actions/ideas)
- ⇒ Find creative ways of using the existing infrastructure of the school to increase the physical activity level, i.e. open gym in school breaks. More resources for sports equipment are helpful. (actions/ideas)
- ⇒ Implementation of school sports clubs. (actions/ideas)

Table 4 – Activate the most inactive

Input was made by Remo Mombarg of the Hanze University of applied Sciences in Groningen (NL). He presented the national project ‘Special Heros’, which supports children with special needs to increase physical activity and sports participation. Remo was supported by Aila Ibanez Mengüç of Swedish Sports Confederation (SE), which aims to gain more collaboration between school and sport sector in Sweden.

Discussion aspects were ‘What are the main barriers to participate in sports?’ and ‘Which solutions are existing for activating the most inactive children?’

General solutions after two rounds of the world-café are:

- ⇒ The main barriers for children and young people to participate in sports are negative experiences and the lack of competence. (barriers)
- ⇒ Furthermore the feeling of responsibility of the parents is missing. Excuses like ‘There is no time for physical activity’ lead to inactivity. Also negative experiences by parents and economical reasons are barriers. (barriers)
- ⇒ Missing know-how, attitudes and skills are the biggest barriers for teachers and adults to participate in sports and physical activity. (barriers)
- ⇒ Last but not least the sports system itself has barriers for inactive children, i.e. focus on competition, traditional and not adaptive system, bad qualified coaches, etc. (barriers)
- ⇒ It’s important that children get conscious for the importance of physical activity. Furthermore they should talk about physical activity with other kids (peer-system) and try sports they want to. Joyful experiences are necessary for success. (solutions)
- ⇒ The sports system should raise awareness of the importance of physical activity to involve parents. Moreover parents have to listen to their children and their needs. (solutions)
- ⇒ It’s important to raise awareness at teachers and schools to increase daily physical activity of children. The implementation of physical activity in school breaks, after school, during classes, etc. is necessary to active inactive children too. (solutions)
- ⇒ The sports system and the sports clubs have to start thinking inclusive and try to accept not-competitive sports as well. Funsports for every child are important as well. (solutions)

Table 5 – Lifelong physical activity as a companion

Input was made by Karin Schneider of the Regional sports confederation of the Saarland (DE). She presented the national project ‘Bewegungs- und Sportkette Saar’, which aims to establish physical activity and sports as a lifelong companion. Karin was supported by Barbara Fastner of the Committee for sports and physical culture in Austria (AT) and Christina Steininger of the General sports confederation Austria (AT). Both sports confederations want to increase the level of physical activity of Austrian’s population.

Discussion aspects were ‘Which stakeholders have to cooperate to increase physical activity level on a local level?’ and ‘Which success factors and barriers are existing for lifelong physical activity?’

General solutions after two rounds of the world-café are:

- ⇒ The main stakeholders who have to work together on a local level in the Municipality are school-directors, various clubs (i.e. sports, culture, music), mayors, other education partners, local media, parents, coaches and instructors. Furthermore it is important to have enough sports infrastructure, transport and open space policy and open youth programmes. To include homes for elderly and various local companies (e.g. buses for transportation) can help to reach objectives.
- ⇒ The main success factors for lifelong physical activity are sustainability, public relations, focussing on needs of target groups, achievable offers, mutual benefits, adaption of feedback, health promotion platforms, commitment of partners and parallel offers for different target groups (i.e. children and parents).
- ⇒ The main barriers for lifelong physical activity are missing resources (i.e. financial, personnel), policies and politics, fear of new and changes, social disadvantages, competition between local stakeholders, too much offers which aren’t coordinated, discipline and endurance and cultural differences.